

Effects Of Cognitive Restructuring Technique In Reducing Stealing Tendency Among Secondary School Students In Delta State

Prof. A. Anyamene *, Prof. C. N. Nwokolo **, L. O. Onyeukpere ***

* Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka

** Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka

*** Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka

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Abstract- The researchers were disturbed by the rate of stealing exhibited by students in school and the effects it has on them. And the relentless quest for solutions to this problem, has led to this study that sought to determine the effects of cognitive restructuring technique in reducing stealing tendency among secondary school students in Ika south Local Government Area of Delta state. Two research questions guided the study and two null hypotheses were tested at 0.05alpha levels of significance. A pre-test, post-test non-randomized control group quasi-experimental design was adopted for this study. The population of students identified with stealing tendency was 1282. A sample of 78 students with stealing tendency was selected for the study, and purposive sampling technique was used in choosing two schools in the area of the study. All the two groups were pre-tested and post-tested using stealing tendency Questionnaire (S.T.Q) designed by Okocha (2017). Data collected from the study were analyzed using Mean and ANCOVA. Results obtained from the study indicated that Cognitive restructuring technique was effective in reducing stealing tendency among secondary school students. Cognitive restructuring was more effective in reducing female secondary school students stealing tendency. The researchers recommended among others that cognitive restructuring technique be adopted as effective treatment strategy in helping students with stealing tendency so as to enhance their performance both academically, socially and otherwise.

Index Terms- cognitive restructuring technique, stealing tendency, secondary school student

I. INTRODUCTION

In Nigeria and the world in general, secondary school education remains a necessary requirement for every individual to become empowered for human capital and national development. Secondary school students could be described both as the wealth and pride of a nation, because the future of any nation depends on the young ones who constitute the potential human resources needed for the continuity of the society. Thus, to achieve sustainable development in a society, the young population must not only be preserved but also be disciplined. In Delta State, secondary school students have stealing tendency, this is as a result of several reported cases of stealing recorded within the

school environment which have negatively affected the educational, psychological and social adaptation of the students. Stealing tendency among secondary school students have been seen over the time as an issue of concern for educationist, policy makers and general public, owing to several complaints of students about their items missing or stolen by fellow students.

However, tendency refers to a likelihood that a person would engage in a particular behaviour or action (Anyamene, Madegbuna, & Nwokolo 2015). Stealing tendency is described as a high possibility, disposition or likelihood that a student would take someone's property without the person's consent. Also, it is an inclination or proneness of a student to manifest anti-social behaviour, characteristics, traits and attitudes as well as express opinions that encourage stealing. School authorities according to Gaustard (2011) have two main objectives, which are to ensure the safety of staff and students and to create conducive environment for learning devoid of any criminal behaviour. Stealing tendency among students in secondary school appears to be predominately high. In recent epidemiological survey study on stealing tendency of adults, it was found out that 11.3 percent of the general population admitted to having stolen in their lifetime Blanco, (2018). Stealing among secondary school students has been associated with other antisocial behaviour, such as substance use disorders, cyber-crime, pathological gambling, and bipolar disorder, psychotropic drugs which has led to impaired psychosocial and behavioural functioning.

Although, secondary school students who have the tendency to steal indulge in the act, due to numerous reasons which involves their inability exercise sufficient self-control, may intend to steal in order to achieve instant gratification when an object cannot be obtained immediately by honest means. Older children may steal to gain a sense of power, to acquire status with peers who resist authority, to get attention, to take revenge on someone who has hurt them, to alleviate boredom, or to vent unresolved feelings of anger or fear. Children who tend to steal are often expressing displaced feelings of [anxiety](#), rage, or alienation resulting from a disruption in their life, such as a parental disharmony, death of parent, parent inability to provide for them, parents [divorce](#) or remarriage (Egbule, 2008).

Stealing tendency among secondary school students is a maladaptive behaviour that can cut short the life span of the students and also lead to educational underachievement of student

if not curbed early enough and the persistence of it will lead to other social disorder. Teachers and parents often resort to the use of punitive measure such as corporal punishment, expulsion in dealing with students who steal within and outside the school settings. This approach utilized by parents and teachers in curbing stealing tendency among students have been quite unfruitful. Despite the punishment being received by students who engage in stealing, most of them have not quit the act of stealing.

Since the curbing of stealing tendency has become a problem, it becomes imperative for the researcher to devise means of reducing stealing tendency among secondary school students. To achieve this, treatment for reducing stealing tendency among secondary school students should involve several techniques that incorporate psychological and social approach.

There are numerous counselling therapies that may reduce stealing tendency among secondary school students. These therapies are developed by counsellors and psychologists and are generalized toward reduction of maladaptive behaviours among secondary school students such as shyness, anxiety, phobia and depression among others. Hence the psychological and social interventions to various problems necessitate the choice of cognitive restructuring technique. Cognitive restructuring technique emphasize on thoughts which would help reduce psychological problems such as erroneous thinking, experienced by students with stealing tendency.

Cognitive restructuring is a technique in cognitive behavioural therapy developed by Aaron Beck in the 1960's and it is aimed at removing ones "faulty thinking" and irrational counter-factual belief with more accurate and beneficial ones. Cognitive restructuring involves a process of re-orientating one's mind to think truthfully, factually and logically. Cognitive restructuring is a technique that can help people identify, challenge and alter anxiety, depression provoking thoughts patterns and belief. Irrational thoughts and their accompany behaviour play a big role in the onset of emotional distress on stealing tendency. Hence, Adeusi (2013) defines cognitive restructuring as a set of techniques which applied to an individual to help him become more aware of one's thoughts and ways of modifying them, when they are distorted or are not useful. In the same vein cognitive restructuring can be used to modify distorted thought that trigger stealing tendency. It uses reason and evidence to replace distorted thought patterns with more accurate, believable, and functional ones.

Cognitive restructuring technique attempts to teach client how to reduce negative emotional reactions by getting him to interpret situations with greater accuracy. The major task facing the therapist that engaged in cognitive restructuring is how to modify the client's distorted perception of the world. Although a good number of researchers have investigated the effect and effectiveness of different counselling approach, psychological and social techniques in reducing stealing tendency among secondary school students the problem still remain a source of worry and concern to many researchers, Counsellors, Parents, teachers and others stakeholders in the society. It is against this background; the researchers deems it important to find out lasting measures of reducing stealing tendency among secondary school students. As at the time of this study, the researchers is not aware of any study that sought to determine the effects of cognitive restructuring technique in reducing stealing tendency among

secondary school students in Ika South Local Government Area of Delta state.

II. RESEARCH QUESTIONS

The following research questions were raised to guide the study.

1. What is the effect of cognitive restructuring technique on stealing tendency of secondary school students when compared with those exposed to conventional counseling using their pre-test and post-test mean scores?
2. What is the effectiveness of cognitive restructuring technique on stealing tendency of male and female secondary school students, using their pre-test and post-test mean scores?

Hypotheses

The following null hypotheses were stated and tested at 0.05 levels of significance.

1. The effect of cognitive restructuring on stealing tendency of secondary school students when compared to those in control group using their post test scores will not be significant.
2. There is no significant difference in the effectiveness of cognitive restructuring technique on stealing tendency of male and female secondary school students using their post-test scores.

Empirical Studies

Studies on Cognitive Restructuring

Ogugua (2010), carried out a study on the effect of cognitive restructuring technique on mathematic achievement of adolescents in Oshimili South Local Government Area in Delta State. Quasi experimental research design was used, a total of 160 students who were selected as students with poor mathematics performances including 80 males and 80 females. The 160 sample were split into two groups, known as experimental group 1 that received cognitive restructuring as treatment and the other group known as control who group received no treatment. Data analysis was done using mean, standard deviation, t-test and ANCOVA at 0.05 levels of significant. The findings from the study revealed that cognitive behaviour therapy had effect in achieving better performance in Mathematic as a subject, as compared to their counterpart in the control group. The study is related to the present study in terms of research design used. Hence the study will adopt the same research design with the above reviewed empirical study. Similarly, Onyia (2010), examined the effects of cognitive behavioural therapy and shaping techniques in reducing lateness among secondary school students. The study was carried out in Udi local government area of Enugu state using quasi-experimental design. Two hundred and sixty-five (205) late comers made up the population of the study, while 90 late comer made up the sample. An observation guide designed by the researcher was used for data collection. Three research questions were answered using frequency and six null hypotheses were tested using ANCOVA. The result showed that cognitive behavioural therapy and shaping techniques were effective in reducing both the number of days of lateness to school and the magnitude of lateness to school. The study is related to the present study in terms of research design and statistical tool used for data

analysis. Hence the study will adopt the same research design and statistical tool with the above reviewed empirical study.

In a similar vein, Antoni (2014), in his research on the effect of cognitive restructuring on students' anxiety achievement behaviour, in Washington. The researcher used cognitive restructuring to determine the level of contention that unrealistic self-statement may be responsible for various form of academic anxiety, which affect students. In the research study, 102 students identified as low achievers who were randomly split into two groups of experimental and control groups and between 13 and 19 years with the mean of 16 and SD of 9.1. Antoni adopted 5 variables which included, teacher experience, self-concept, self-statement, school size and peer group. Analyzed data from both the experimental and control group showed that students who used cognitive restructuring in the treatment group performed better as it was recorded that their anxiety level reduced and their self-esteem was boosted, from their post-test result. Also measures of anxiety in the students from the control group, correlated positively with their performance recorded on their self-statements. This was found to be their reason for poor performance in school which invariable led to poor academic performance. This study shares relevance to the present study because the results showed that cognitive behavioural therapy is effective but have not been prove to be effective in this study which justifies the need for the present study.

Bernal and Rossello (2013) in a study evaluated the efficacy of cognitive restructuring (CRT) and interpersonal psychotherapy (IPT) with depressed adolescents in Brimham. Three research questions guided the study and six hypotheses were tested. They used the experimental research designed. In it, seventy-two depressed adolescents were randomly assigned to one of the three groups: group I received cognitive behaviour treatment (CRT), group II received interpersonal psychotherapy (IPT), and group III No treatment were given, they were known as wait list (WL). The per-treatment, and 3 months follow up measure of depression symptoms, self-esteem, social adjustment, family emotional involvement and criticism and behavioural problems were done. The result revealed that IPT and CRT significantly reduced depressive symptoms when compared with the WL condition. IPT was found to be superior to WL condition in increasing self – esteem and social adaption. The study is related to the present study in terms of research design and statistical tool used for data analysis. Hence the present will adopt the same research design and statistical tool with the above reviewed empirical study.

III. METHOD

Research Design

The study adopted quasi-experimental research design of pre-test and post-test non- randomized control group. Akuezulo and Agu (2015) pointed out that quasi experimental research design could be used in school setting where it is not always possible to use pure experimental design which they consider as disruption of school activities. Harrington and Harrington (2006), described quasi-experimental design as the type of study that determines the effects of treatment paradigm on a non-randomized subjects. The reason for using quasi experimental research design is that it enables the researchers to change the condition or value of one or more variables usually known as independent or treatment

variable in order to observe or measure the impact on another variable which is in turn called a dependent or outcome variable.

In quasi- experimental design, samples are divided into experimental and control groups. In this study, non-randomized pretest-posttest control group design comprising of two groups, one group serve as treatment group while one group serves as control group. Participant experimental group I were treated with Cognitive restructuring technique, while the Control group received conventional counseling with the school guidance counsellor.

In this study, stealing tendency were the dependent variable which were measured before and after treatment, while Cognitive restructuring was the independent variable.

Population of the Study

The population of the study is 1282 SS1 and SS2 Students, which comprise of all SS1 and SS2 students that were identified with stealing tendency in all public co-educational secondary schools in Ika South Local Government Area of Delta State managed by the ministry of education Asaba. Available records showed that at the time of the study, there were twenty 20 public secondary schools with population of 2220 SSI and SS2 students (Source: Ministry of Basic Education, 2018). The choice of public co-educational school was to enable the researcher ascertain the effects of the techniques on male and female students in the same school setting. The choice of SSI and SS2 were also made in order to capture more participants and also to curb their stealing tendency before they get into higher institution. The SS1 and 2 were also considered to be intellectually more matured than JSS I, JSS2 counterpart who generally does not possess the intellectual capability to study, understand and respond to the instruments of the study. The SSIII students were excluded on account of their engagement with various lessons in preparation for their external examination coming up as at the time of the study.

In order for the researchers to get the population of students with Stealing Tendency, the researcher visited 19 public secondary schools except one that is closed down because of communal conflict to administer Stealing Tendency Questionnaire which serves as pre-test. A total of 1900 copies of the questionnaire were administered in the 19 schools and 100 copies were given in each school.

Sample and Sampling Technique

The samples for the study were 78 senior secondary school students who had highest scores of Stealing tendency as identified through the pre-test instrument. The sample comprised of all senior secondary school (SS1 & SS2) students that were identified with Stealing tendency from two (2) selected public co-educational secondary schools. Two schools with the highest number of students with stealing tendency were the ones used for the study from the pool of (19) public co-educational secondary schools in Ika South Local Government Area that were visited by the researcher and administered STQ questionnaire. Purposive sampling techniques were used in selecting two schools that has the highest number of students with stealing tendency. The students were used intact in their respective schools where each school serves as a treatment group comprising male and female students. Also in each of the selected classes, the students were stratified based on gender from each stratum to get the number of

male and female in each class. The first group serves as Experimental group I with 40 students 22 males and 18 females with stealing tendency, while the second serves as control group 38 students with 20 male and 18 female. So the actual participants for the study were 78 students.

Instrument for Data Collection

The instrument that were used for measurement of students with stealing tendency in this study is stealing tendency Questionnaire (S.T.Q) developed by Okocha 2017. Stealing Tendency Questionnaire was developed to measure individual's stealing tendency as it relates to peers interaction, home and school. The test is one paged and contains 16 items. The instrument is on a four point ranging scale from strongly unacceptable = 1, unacceptable = 2, acceptable =3 and strongly acceptable = 4.

The Stealing Tendency Questionnaire in this study has two sections: A and B. Section A is an introductory part that solicited for the bio-data of the respondents and section B is directed towards measuring student's tendency to stealing. The respondents were required to indicate by ticking () the appropriate number on how often they experience certain feelings, thought and actions. All responses for the sixteen items on Stealing Tendency Questionnaire were summated to yield a total score of 64. Any score above 40 norms were regarded as having stealing tendency while any score below 40 were be regarded as not having stealing tendency. The instrument for data collection has both direct and reverse scoring pattern. Direct scoring is for positive statements, while reverse scoring is for negative statements.

The instrument were used before and after the treatment sessions of cognitive restructuring technique to the experimental group by the researchers with an interval of eight weeks between the pre-test and post-test of sampled groups in order to find out whether or not if there were an effect of independent variables upon dependent variables. The control group received conventional counseling through the guidance counselor.

Validation of the Instrument

The instrument Stealing Tendency Questionnaire (STQ), was adopted and was validated in Nigeria by Okocha in 2017. This current study therefore adopted the STQ and did not have to do any further validation. The instrument has both face and content validity.

Reliability of the Instrument

Okocha in 2017 obtained a reliability coefficient of $r=0.85$ on Stealing Tendency Questionnaire scores. Cronbach Alpha test was used to determine the internal consistency of the instrument STQ. The researcher found out that the instrument reliable for this study. So there was no need for further reliability estimation.

Method of Data Collection

Stealing Tendency Questionnaire (STQ) were administered to the students in the two sampled secondary school for the study by the researcher with the help of two 2 well trained research assistants in which one assistance to each school go round the secondary schools to distribute copies of the questionnaire. Participants were reached in their individual classes and were given the instrument STQ to respond to. The researchers gave an

introduction of the instrument on how to complete the questionnaire to the students. The nature of the students' response and the purpose for which it will serve were clearly explained to the students. The researchers, with the help of research assistants, properly guided the students on how to respond to the questionnaire. The questionnaire sheets were collected from the students immediately they were through with responding to the items and handed over to the researchers for determination of the statistical scores, the result for the exercise make up the pre-test scores.

Students that have scores above the norms of the instrument which is 40 were considered as having stealing tendency and were assigned to experimental and control groups.

Training of the Research Assistants

Two research assistants were trained to participate in the study. The research assistants were regular counsellors in the participating schools. The school counsellors were assigned to assist the researchers in conducting activities in Cognitive restructuring group, and control group respectively.

The research assistants were informed about the purpose of the study and the methods to be used. The materials to be used in facilitating the sessions in their groups will be given to guidance counsellors one week before the commencement of the treatment tutorials and they will be required to read through the materials before attending the treatment session. During the session, the researchers discussed the materials with the assistants and supplied answers to their questions. The counsellors were reminded of the following teaching strategies and responsibilities to maintain appropriate interpersonal behaviours:

1. Reminding them of their various roles such as facilitators, supporter guide and a counsellor
2. Specifying objective of each sessions or each set of activities,
3. Clarifying the prescribed activities,
4. Avoiding any form of punishment,
5. Reinforcing the students with frequent praise and encouragement; for example, "good boy"

The researchers met with research assistants on weekly basis for supervision. The meetings were to coordinate the session plans and activities, both for the counsellors and students. In addition, the sessions were to enable the counsellors to interact with each other and share ideas, experiences and obstacles as well as planning to coordinate the various counselling sessions

Experimental Treatment Procedure

The researchers sought the consent of the school principals to carry on with the research. The experimental treatment took place at the school premises on treatment days, the participants were made to stay in a conducive classroom within the school building. The treatment programs were held for eight weeks. The Senior Secondary Schools Students (SSI & SSII) who participate in the study formed the groups in their respective schools. Each of the schools with the highest number of students with stealing tendency constitutes the groups. The experimental group was exposed to cognitive restructuring technique treatment. The students participate in (80) eighty minutes' sessions which were held twice a week, for eight consecutive weeks. After eight weeks' treatment and conventional counselling interaction, the Stealing Tendency

Questionnaire (STQ) were re-administered on all the participants in both the experimental group and control group which were regarded as post-test. The post-test scores were collected and given to the researcher for analysis and to determine the statistical difference between the experimental groups and control group scores.

Method of Data Analysis

The completed instruments were scored following the scoring instructions provided in the STQ manual. The data that were collected for this study were organized in tables and were analyzed. Scores that were above the norm 43 indicate the presence of Stealing Tendency Questionnaire. The data relating to answering of research questions were analyzed using the mean, while the data

Relating to the testing of hypotheses at 0.05 level of significance were analyzed using Analysis of co-variance (ANCOVA). The decision rule for the research questions 1-2 went like this; when the post-test mean score of a treatment group was below the norm of 40 the treatment technique for that group is considered effective. Conversely, when the post-test mean score of the treatment group is above the norm of 40 that treatment technique for that group was considered not effective. However, for the research question 3 the decision rule was based on post-test mean scores and the lost mean. A technique is considered effective when the post-test mean score of a treatment group is below the norm but for one with a higher mean score is considered more effective.

However, for the null hypotheses when the pvalue is less than 0.05 being the level of significance, the null hypotheses are rejected and the effect of the technique on stealing of secondary school students is seen as significant but when the pvalue is more than 0.05, the null hypotheses is accepted so the effect of the techniques on stealing tendency of secondary school students is seen as not significant.

IV. RESULTS

Research Question 1

What is the effect of cognitive restructuring technique on stealing tendency of secondary school students' when compared with those treated with conventional counselling using their pretest and posttest scores?

Table 1: Pretest and Posttest stealing tendency mean scores of students treated with cognitive restructuring technique and those treated with conventional counselling (Norm = 40)

Source of Variation	N	Pretest Mean	Posttest Mean
Cognitive restructuring	40	51.30	39.65
11.65			Effective
Control	38	52.00	48.34
3.66			

In table 1, it was observed that the students treated with cognitive restructuring technique had pretest mean score of 51.30 and posttest mean score of 39.65 with lost mean 11.65 in their stealing tendency, while those in the control group who received conventional counselling had pretest mean score of 52.00 and

posttest mean score of 48.34 with lost mean 3.66. With posttest mean score of 39.65 which is below the norm of 40.00 cognitive restructuring technique is effective in reducing stealing among secondary school students.

Research Question 2

What is the differences in the effectiveness of cognitive restructuring technique on the male and female secondary school students' stealing tendency using their pretest and posttest scores?

Table 2: Pretest and Posttest stealing tendency mean scores of male and female students treated with cognitive restructuring technique (Norm = 40)

Source of Variation	N	Pretest Mean	Posttest Mean
Male	22	54.09	34.36
19.73			
Female	18	47.89	23.89
24.00			More Effective

Table 2 indicates that the male students treated with cognitive restructuring technique had pretest mean score of 54.09 and posttest mean score of 34.36 with lost mean 19.73 in their stealing tendency, while the female students treated with cognitive restructuring technique had pretest mean score of 47.89 and posttest mean score of 23.89 with lost mean 24.00. With lost mean score of 24.00 for females which is greater than lost mean score of 19.73 for male, cognitive restructuring technique is more effective in reducing female secondary school students' stealing tendency.

Testing the Null Hypotheses

Null hypothesis 1

The effect of cognitive restructuring technique on the stealing tendency scores of secondary school students will not be significant when compared with those treated with conventional counselling using their posttest mean scores.

Table 3: ANCOVA on the effect of cognitive restructuring technique on the stealing tendency of students when compared with those who received conventional counseling

Source of variation	SS	df	MS
Cal. F			
Pvalue			
P ≤ 0.05			
Corrected Model	9137.847	2	4568.924
Intercept	71.663	1	71.663
Pretest	2329.128	1	2329.128
Treatment Models	6327.353	1	6327.353
272.34	0.000	S	
Error	1742.525	75	23.234
Total	128041.000	78	
Corrected Total	10880.372	77	

Table 3 indicates that at 0.05 level of significance, 1df numerator and 77df denominator, the calculated F is 272.34 with P value of 0.00 which is less than 0.05. Therefore, the first null hypothesis is rejected. So, the effect of cognitive restructuring

technique on the stealing tendency of secondary school students is significant.

Null hypothesis 2

The effectiveness of cognitive restructuring technique on the stealing tendency scores of male and female secondary school students will not differ significant using their posttest mean scores.

Table 4: ANCOVA on the effectiveness of cognitive restructuring technique on the stealing tendency of male and female students

Source of variation	SS	d f	MS
Cal. P value	$P \leq 0.05$		
Corrected Model	1442.340	2	721.170
Intercept	0.000	1	0.000
Pretest	356.109	1	356.109
Gender	353.222	1	353.222
10.516	0.003	S	
Error	1242.760	37	33.588
Total	37850.000	40	
Corrected Total	2685.100	39	

Table 4 reveals that at 0.05 level of significance, 1df numerator and 39df denominator, the calculated F is 10.52 with P value of 0.003 which is less than 0.05. Therefore, the fourth null hypothesis is rejected. So, the effectiveness of cognitive restructuring technique on the stealing tendency of male and female secondary school students differ significantly.

V. DISCUSSION OF FINDINGS

Findings from the data analyzed in this study showed that cognitive restructuring is effective in reducing stealing tendency among secondary school students in the treatment group one as compared with those in the conventional counselling group. Specifically, the findings indicated that, students in experimental group one and those in conventional counselling group had high stealing tendency before the commencement of the study as measured by their scores on the pretest.

Moreover, the experimental group one (cognitive restructuring) reported a significant decreased in their stealing tendency than the conventional counselling group. Since the calculated F272.34 is less than the P Value 0.000 depicted in table 6 above. This indicates that students with stealing tendency in the treatment group one (Cognitive restructuring) have a better understanding of how their thought can affect their stealing tendency as a result of cognitive restructuring treatment received, the students were able to drop those faulty thinking pattern and beliefs that trigger stealing. The finding is consistent with prior research studies that suggested that cognitive restructuring is effective in reducing maladaptive behaviours among secondary students (Antoni, 2013).

One reason for the decrease in stealing tendency among secondary school students in experimental group one (cognitive restructuring) over those in conventional counselling group might be due to the thought, beliefs and perception changing process in cognitive restructuring utilization. Since the students is very much aware of how their beliefs, thoughts, perception and actions affect

their thinking which prompt them to have stealing tendency within the few weeks of training, they were encouraged to imbibe more rational thinking patterns that would make them perform better in their interpersonal relationships and other social situations. The findings from the study further supported the findings by Bernal and Rossello (2013) which earlier emphasized that through the various reinforcements involved that portray the effect of cognitive restructuring of maladaptive behaviours such as stealing tendency are gradually changed or shaped to adaptive behaviours. During cognitive restructuring techniques, counsellor uses thought stopping, verbal mediation, self-questioning among others as stimulus to bring about a desired behaviour which is reduction in stealing tendency among secondary school students.

Findings from the data analyzed indicated that cognitive restructuring technique was more effective in reducing female stealing tendency among secondary school students than their male counterpart. This signifies that female secondary school students benefited more from the treatment packages than the male students. The finding of this study is consistence with the reports of previous researchers who found out those female students benefited more from behavioural counselling intervention techniques than male students (Ogugua, 2010). The reason for the above findings in this study may be because female students easily yield themselves to change and are usually willing to participate in activities like cognitive restructuring and self-management techniques experiments that involves less physical stress, especially when the environment is conducive, peaceful and interactive.

Findings from the study also indicated that the effectiveness of cognitive restructuring between male and female students exposed to treatment differ significantly, while the result also indicated that the effectiveness between male and female secondary school students exposed to self-management technique treatment do not differ significantly.

It is important to note that the observed significant difference in the effectiveness on male and female who were treated with cognitive restructuring was not by chance, but could be because of the activities provided in cognitive restructuring technique treatment were designed to assist the students reduce their stealing tendency. This is in line with Ellis (2003) who asserts that by changing student irrational beliefs, thoughts, cognitive restructuring technique modifies faulty cognitions. The goal of cognitive restructuring is to help clients eliminate maladaptive cognitions and adopt more effective thinking which the students in experimental group received from the researcher who use cognitive restructuring in helping students to change their faulty thinking pattern to rational one.

VI. CONCLUSIONS

This study investigated the effects of cognitive restructuring technique in reducing stealing tendency among secondary school students. This study confirmed previous research studies that demonstrated the positive effects of cognitive restructuring and self-management techniques for various behaviour exhibited among secondary school students with stealing tendency. In line with the findings of this study therefore, the following conclusions were drawn:

That cognitive restructuring technique is effective in reducing stealing tendency among secondary school students. More so, the researcher concluded that female secondary school students who participated in cognitive restructuring technique benefitted more than their male counterparts. However, the difference in the effectiveness of cognitive restructuring technique on students stealing tendency was significant based on gender.

Implications of the Study.

The findings of this study showed that cognitive restructuring technique was effective in reducing stealing tendency among secondary school students. This implies that if properly applied have the capacity to overcome stealing tendency among secondary school students. It was also found that cognitive restructuring technique was more effective on female students in secondary school with stealing tendency. In the light of this, there is need for guidance counsellors who are working at the various schools to familiarize themselves with cognitive restructuring technique used in this study and apply it on students with stealing tendency in schools in order to help them in their cognitive and behavioural change activities.

Recommendation

Based on the findings of this study, the following recommendations are hereby made.

1. Cognitive restructuring technique should be adopted by counsellors in the schools and other allied professionals as effective treatment techniques in reducing stealing tendency among secondary school students and also in reducing other behavioural disorders in school setting. Support strategies such as educational counselling, teaching healthy life-styles, self-concept programmes, self-management skills and order psychotherapies should be promoted and encouraged in secondary schools.
2. Government and school Administrator should make support the use of cognitive restructuring technique to commence in various schools especially at the secondary school level in order to reduce stealing tendency and promote national development and academic achievement.
3. The school management should organize a workshop seminar by inviting parent teachers' association (PTA) and other interested persons in order to sensitize them on how to reduce stealing tendency among secondary school students. Through the workshop and seminar, parents will be taught cognitive restructuring and self-management techniques such as interpersonal relationship skills, ego boosting, thought stopping, restructuring of wrong thought, anxiety management skill, exercise skills, drug regimen and study skills, unconditional positive regard, reinforcement, motivation, shaping,

encouragement, time management and stop thought technique among other that are inherent in cognitive technique.

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AUTHORS

First Author – Prof. A. Anyamene, Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka

Second Author – Prof. C. N. Nwokolo, Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka

Third Author – L. O. Onyeukpere, Department Of Guidance And Counselling, Faculty Of Education, Nnamdi Azikiwe University, Awka