



EFFECTS OF COGNITIVE BEHAVIOUR THERAPY ON STEALING TENDENCY AMONG SECONDARY SCHOOL STUDENTS IN NNEWI NORTH LOCAL GOVERNMENT AREA OF ANAMBRA STATE

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ABSTRACT

This study ought to determine the effects of cognitive behavioural therapy on stealing tendency among secondary school students in Nnewi North Local Government Area of Anambra State. Three research questions and three null hypotheses guided the study. The design for this study was a quasi-experimental pre test post test control design. The population of students identified with stealing tendency was 590. A sample of 85 students with stealing tendency was selected for the study and purposive sampling technique was used in choosing two schools in the area of study. The instrument that was used for data collection was developed by the researcher filled Stealing Tendency Questionnaires (STQ). The instrument was validated by two experts. Reliability of the instrument were correlated using

the Pearson Product Moment Correlation which was found to be $r = 0.85$. Mean scores were used in answering the three research questions and ANCOVA was used in testing the three null hypotheses at 0.05 level of significance. The findings of the study show that cognitive behavioural therapy is effective on stealing tendency and also there is significant difference in the effectiveness of cognitive behavioural therapy secondary school students' stealing tendency when compared with those in the control group who received conventional counselling. Recommendations were made that, the Anambra State Post Primary schools Service Commission should provide on-the-job training to practicing school guidance counsellors on the use of cognitive behavioural therapy in treating stealing tendency through seminar, symposia and conferences should be regularly organized in the field and the teachers in various tertiary institutions in the country on the use of cognitive behavioural therapy in the control of stealing tendency in school children.

Background to the Study

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 of a society, the young population must not only be preserved but also be disciplined. Stealing tendency among secondary school students have been over time an issue of concern for educators, policy makers and public opinion in general, owing to the complaints of students about their items missing or stolen by fellow students.

School authorities according to Gaustard (2005) have two main objectives, which are to ensure the safety of staff and students and to create an environment conducive to learning. Acts of stealing regarded as students' misconduct in the school system is a criminal behaviour which tends to defeat the goals of education. The lifetime predominance of stealing appears fairly high. A recent, large epidemiological study of adults found that 11.3% of the general population admitted to having stolen in their lifetime (Blanco, Grant, Petry, Simpson, Alegria, Liu, & Hasin 2008). Stealing among secondary school students has been associated with other antisocial behaviour, such as: substance use disorders, pathological gambling, bipolar disorder, and impaired psychosocial functioning.

Stealing appears to start generally in childhood or adolescence, with approximately 66% of individuals who reported lifetime stealing beginning the act before age 15 years. Despite the early age onset of stealing, as well as the significant adult morbidity associated

with this behaviour, stealing tendency among secondary school students have historically received relatively little or no attention from clinicians and researchers. Hence, Greening (1997) suggest that adolescents who steal have impairments in problem-solving skills and a cognitive bias toward inappropriate solutions to problems. Other researchers such as Grant, Potenza, Krishnan-Sarin, Cavallo, & Desai. (2011). suggest that parent-child difficulties, school failure, and negative peer influences underlie adolescent stealing. In particular, stealing has negative consequences for not only the individual and family but also the neighbourhood and community at large. Furthermore, Alltucker, Buillis, Close, and Yovanoff, 2006 argue that a significant proportion of delinquent youths previously apprehended for theft progress to enter adult mental health or criminal justice systems.

However, stealing entails taking of people's money, property and belongings without their consent (Criminal law, 2012). Stealing can take various forms such as depriving someone of something belonging or due to the person. Experimentation with stealing is considered to be a temporary, age-normative act for most children, and many of them learn from their experiences and cease stealing. However, for some children, isolated incidents of stealing can become persistent problematic behaviour patterns. Stealing therefore, is a serious problem included in Conduct Disorder in the Diagnostic and Statistical Manual of Mental Disorders, DSM-VI (American Psychiatric Association, 2013) which states that more than one instance of stealing within a six month period is sufficient to be considered an important diagnostic criterion of adolescent conduct disorder. Furthermore, Okorodudu and Okorodudu (2003) listed environmental, social, physical, psychological; peer group influence, drug abuse and the family up bringing as factors that cause stealing among secondary school students.

The manifestation of stealing tendency among secondary school students has remained an age long problem in the Nigerian secondary school system, for instance in a study carried out by Ekpo and Ajake (2013) shows that there are high rates of school complaints about students stealing act and this behaviour may have emanated from the child up bringing at home. The extent to which parents and other adults in the family make provision for the holistic growth of their children, with a view to curbing societal ills has generated a lot of concern in our contemporary Nigeria as a whole and Anambra State in particular. Increased attention is being given to the ability of individuals and families to successfully remedy the negative impact of stealing tendency among students in secondary schools.

Moreover, tendency refers to a likelihood that a person would engage in a particular behaviour or action (Anyamene, Nwokolo & Madegbuna, 2015). Macmillan (2013) defines tendency as a strong chance that something will happen in a particular way. In the light of these definitions, stealing tendency is described as a high possibility, disposition or likelihood that a student would take someone's property without the person's consent.

It is an inclination or proneness of a student to manifest characteristics behaviours, traits and attitudes as well as express opinions in favour of stealing. Stealing tendencies could heighten the possibility of thoughts, feelings, and physiological arousal to engage in the act of taking peoples belongings without seeking their consent. Secondary school students stealing tendency is influenced by a number of risk factors including antisocial peer groups and poor parenting practices Grant et al. (2011). Poor parenting may be one of the strongest predictors of student stealing and antisocial behaviours. As a logical response, teaching parents techniques to change their children's behaviour is one of the most commonly used intervention strategies to combat antisocial behaviour problems such as stealing. Current interventions for the treatment of stealing tendency include behavioural family interventions, which aim at changing the adolescent's behaviour by changing the family environment that maintain adolescent stealing tendency (Sanders 2008). This form of intervention has documented low efficacy, and produces less significant changes in both parents and children immediately following treatment.

More so Ekpo et al (2013), argue that there is a relationship between family socioeconomic status and secondary school students stealing tendency. Female secondary school students tend to steal as a result of low level of support from their mothers while boys tend to steal more as a result of low level of parental mentoring. Family structure is a predictor of juvenile stealing tendency, low parental monitoring did seem to predict male stealing tendency than the female. Furthermore, Wu , Chia , Lee and Lee Yuch (2008), opine that stealing tendency of secondary school students increases with age. In a similar vein Grant et al (2011) assert that stealing appears to start generally in children or adolescents before 15 years of age. Further, research findings consistently show that stealing tendency during childhood is the strongest predictor of adolescent and adults likelihood of engaging in crime Grant et al , (2011).

Hence Ndambuki, Kikechi, Ngome, & Munial (2016) studied the prevalence and frequency of stealing tendency in secondary schools. The study established that students, especially in junior classes have less stealing tendency when compared to students in the senior classes. However senior students complain of having their belongings taken much

more frequently than the junior students. Hence, Okwemba (2014) established that those who lost their belongings never told their parents or guardians about it but instead they told them that they could not remember where they had left their belongings.

Although, Children steal for a number of reasons, young children, or older children who have not developed 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 steal are often expressing displaced feelings of anxiety, rage, or alienation resulting from a disruption in their life, such as a parents divorce or remarriage (Elquist, 2013).

Furthermore, stealing tendency among students in secondary schools is influenced by factors such as peer pressure, family background, buying drugs and alcohol, academic deficiencies and frustrations, lack of Guidance and Counselling and poor interpersonal relations. Stealing tendency among secondary school students is a maladaptive behaviour that can cut short the life span of student if not curbed early enough. Teachers and parents often resort to the use of punitive measure in dealing with students who exhibit the tendency to steal within and outside the school settings. This approach utilized by parents and teachers in curbing stealing tendency among students have been quite unfavourable. Despite the punishment being received by students who engage in stealing tendency, most of them have not quit the tendency of stealing.

The school management have also outlined penal measures to curtail stealing tendency in school. In most cases such students are expelled from the school and sent into the wider society. Expulsion of student who engaged in stealing in the school setting is not an ideal way of curbing students stealing tendency in secondary schools. The treatment of stealing tendency is an underdeveloped area in the intervention literature and there is currently a lack of specific interventions for secondary school students stealing behaviour, but stealing tendency may be treated through psychological technique such as cognitive behaviour therapy.

Cognitive behaviour therapy was originally developed by Ellis (1955). It is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive

thoughts. Hence, Adeusi (2013) defines cognitive behaviour therapy as a set of techniques applied on an individual to help one 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 behaviour therapy 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 behaviour therapy has been found to be very effective in the treatment of many forms of antisocial behaviours in human beings. In a similar vein, Aderanti and Hassan (2011) reported that cognitive behaviour therapy is effective in the treatment of rebelliousness and disorderliness while Obalowo, (2004) established its effectiveness in treating drug addiction and stealing. Findings from Aderanti & Hassan study show that cognitive behaviour therapy is more effective on females than on males' rebelliousness and also effective on the rebelliousness of inmates from medium socio-economic backgrounds than the inmates from both low and high socio-economic backgrounds. According to them, the effectiveness of cognitive behaviour therapy in treating rebelliousness is not a surprise, because cognitive factors play an important and well documented role in delinquent behaviour since the way people think has a controlling effect on their actions. The researcher is not aware of any work done using cognitive behaviour therapy on stealing tendency among secondary students in Nnewi North Local Government Area of Anambra state, Nigeria. Thus, this study attempts to determine the effects of cognitive behaviour therapy on stealing tendency among secondary school students in Nnewi North Local Government Area of Anambra state, Nigeria.

Statement of the Problem

Stealing tendency among students in secondary schools is a disturbing issue confronting Nigeria including Anambra state considering the increasing number and severity of stealing cases, their overwhelming costs for the society, affirms the notion that stealing tendency among students have become a prominent national issue. In all its ramifications, stealing tendency have destructive and dysfunctional effects on the lives of individuals involved, it could lead to the end of their lives when they are caught in such an act. Many rapid and turbulent changes in contemporary living have brought secondary school students face to face with problems and decisions, and conditions over which students and their parents have little or no control and which have made growing up today vastly different from that of ancient times. Also, the inability of parents or caregivers to fit into the world of the secondary school student gets the students frustrated, unhappy and they may eventually

develop stealing tendency which cause problems to themselves and the larger society. Secondary school students with stealing tendency not only affect themselves, their families and schools negatively but equally the society at large.

Also, increase in students stealing tendency has led to a leap in chaos, disorderliness, destruction of lives and property. Considering the obvious devastating effects of stealing tendency in the school communities justifies the need that the problem be given a more serious attention. Over the years the usual response to stealing tendency in schools had always been punitive measures, such as corporal punishment, rustication and expulsion which tend not to have curbed this unacceptable behaviour and has continued to metamorphose to other more serious anti-social behaviour like armed robbery, kidnapping and murder cases. The researcher felt that there is need to try the use of non-punitive measures such as psychological approach to solving this seemingly endemic societal problem, hence necessitating the present efforts to carry out a study on the effects of cognitive behaviour therapy in curbing stealing tendency among secondary school students in Nnewi North Local Government Area of Anambra state, Nigeria.

Purpose of the Study

The purpose of this study is to determine the effects of cognitive behaviour therapy on stealing tendency among secondary school students in Nnewi North Local Government Area of Anambra state, Nigeria. Specifically the study seeks to determine:

1. The effects of cognitive behaviour therapy on stealing tendency on students treated with cognitive behaviour therapy and those who received conventional counselling.
2. The effects of cognitive behaviour therapy on stealing tendency on male and female secondary school students treated with cognitive behaviour therapy.
3. The effects of cognitive behaviour therapy on stealing tendency on junior and senior secondary school students treated with cognitive behaviour therapy.

Research questions

The study was guided by the following research questions.

1. What are the differences in the Pre-test and Post-test stealing tendency mean scores of students treated with cognitive behaviour therapy and those who received conventional counselling?
2. What are the differences in the Pre-test and Post-test stealing tendency mean scores of male and female students treated with cognitive behaviour therapy?

3. What are the differences in the Pre-test and Post-test stealing tendency mean scores of junior and senior secondary school students treated with cognitive behaviour therapy?

Hypotheses

The following hypotheses was tested at 0.05 levels of significance.

1. There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of students treated with cognitive behaviour therapy and those who received conventional counselling.
2. There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of male and female students treated with cognitive behaviour therapy.
3. There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of junior and senior secondary school students treated with cognitive behaviour therapy.

REVIEW OF RELATED LITERATURE

Studies on Cognitive behavioural therapy

In 2010, Ogugua 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 male and 80 female. The 160 sample were split into two groups, known as experimental group 1 that received cognitive behaviour therapy 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.

In a similar vein Antoni (2003), in his research on the effect of cognitive behavioural therapy on students' anxiety achievement behaviour, in Washington. The researcher used

cognitive behavioural therapy 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 variable 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 behavioural therapy 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.

Furthermore, Chima (2006) investigated the efficacy of Premack principle, self monitoring and rational emotive therapy in checking perambulating behaviour among secondary school students in Owerri. These students were seen moving about outside the school compounds and in towns during classes and school hours. The design for the study was quasi-experimental design, three instrument were used for data collection, these are : the students perambulating checklist for teacher nomination (SPETN) students perambulating inventory (SPI) and the perambulating interview checklist (PIC). The finding of the study showed that the three techniques were very effective in reducing perambulating behaviour among student after using the ANCOVA statistics. The post tests of the students in the experimental groups were reduced while those of the students in the student in the control group were not. 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.

Also Nwosu (2007), investigated the effects of cognitive behaviour therapy (CBT) on blood sugar levels, somatic symptom and depression mood of type II diabetic. The study was carried out in in Awka capital territory, participants were from the population of twenty six diabetic patient undergoing treatment in hospital in Awka capital territory. Eighteen subject were selected from a population of twenty six. Type I and gentries were not included in the study. The study adopted a double blind 1*3 fractional design experimental research. The

subjects were separated into three groups by a blocking which involved selection of three highest scores in the blood sugar pre-test, allocation of group to them, the group 1 received cognitive behaviour treatment, group II received discussion and group III no treatment was given. Mean and standard deviation were used in answering the two research questions. The Asenomolydic acid colouration test was used to measure blood sugar, the Uzoka clinical symptoms inventory was used to measure the somatic complaints while the Beck depression inventory (BDI) measured the mood of subject. One way ANOVA was used to test the mean significant effect observed for the treatment conditions on the three variables, while Newman Keul's was carried out to determine the source of significant difference. Result, obtained showed that cognitive behavioural therapy significantly reduced the blood sugar levels of the subject as well as relieved somatic complaints and depression at $p < 0.1$. 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.

Abodike (2010) investigated the effects of cognitive behavioural therapy on lying tendency among secondary school students in Awka educational zone. Three research questions and three null hypotheses guided the study. Quasi-experimental design was adopted. The population was two hundred and twenty three students identified by the school guidance counsellor, disciplinarians and form teachers in the J.S.S II and S.S.S II class in all the secondary school in Awka south local government area. Purposive sampling was used to select forty eight liar from the three co-educational secondary school. Means was used in answering the research questions and ANCOVA was used in testing the hypothesis. The findings indicate that cognitive behavioural therapy changes thought and belief that lying is a cleaver and easier way of escaping punishment and achieving desires of the thought and belief that one can achieve desire by telling the truth, was effective in modifying lying tendency among secondary school studies. It also showed that the mean lying tendency scores of the female and young adolescent were reduced than the means lying tendency scores of the male and other adolescents. Finally it was observed that there was no significant difference in the mean lying tendency score with regards to gender and age. 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.

METHOD

The research design for this present study was quasi-experimental Pre-test–Post-test control group research design.. Akuezilo and Agu (2007) 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. It utilized the non randomized pretest- post test control group design comprising of two groups (Experimental group I and Control group) using one treatment groups [Cognitive behaviour therapy]. The Experimental group I was made up of students with stealing tendency that were exposed to cognitive behaviour therapy, while the control group was also made of students with stealing tendency but was given conventional counselling.

Figure 1: Diagrammatic representation of the experimental design

A non-randomised pre test and post-test control group design

Group	Pre-test	Research condition	Post-test
Experimental	O ₁	X ₁ (treatment)	O ₂
Control	O ₁	X ₀ (no treatment)	O ₂

O₁ stands for the pre-test that was given to all the students

X₁ stands for the treatment (cognitive behaviour therapy) which was given to the experimental group.

X₀ stands for treatment that was not given to the conventional counselling.

O₂ stands for the post-test which was given to both the experimental and control groups.

Population of the Study

The population of the study is 590 students which comprises of all J.S.S II and S.S II students from all the eight co-educational secondary schools that were identified with stealing tendency Questionnaire (S.T.Q) in Nnewi North Local Government of Anambra state, that were identified with stealing tendency. The students were identified through the use of S.T.Q which served as a pretest. A total of 1602 copies of stealing tendency Questionnaire (S.T.Q) were administered in the eight schools with the assistance of research assistants from each school. Any student that scores above 43 was considered as having high stealing tendency.

Sample and Sampling Technique

The sample for the study is 85 secondary school students having high stealing tendency. The sample comprised of all junior and senior secondary school (JSS II & SSII) students that were identified with stealing tendency using S.T.Q. A purposive sampling technique was used in selecting two schools that have highest number of students with stealing tendency. All the identified students with high stealing tendency in the two schools (totaling 85) were used for the study, one school was designated experimental school and the other school was designated control school. Also 45 students selected from one school were used as the experimental group while another 40 from the other school were used as the control group.

Instrument for Data Collection

The instrument that was used for measurement is students' stealing tendency Questionnaire (S.T.Q) developed by the researcher. Stealing Tendency Questionnaire was developed to measure individual's stealing tendency as it relate to peer interaction, home and school. The test is one paged and contains sixteen items. The instrument is on a four point scale ranging from never = 1, sometime = 2, often =3 and almost always = 4.

The Stealing Tendency Questionnaire for 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 students tendency to stealing. The respondents were required to indicate by ticking () how often they experience certain feelings, thought and actions. All responses for the sixteen items on Stealing Tendency Questionnaire was summated to yield a total score of 64. Any score above 43 norm will be regarded as having stealing tendency while any score below 43 will be regarded as not having stealing tendency.

Reliability of the Instrument

To determine the reliability of the instrument, 20 students (10 boys and 10 girls) were sampled from Community Secondary school in Nnewi South Local Government Area. They were neither members of the sample population nor target population for the study. The instruments were administered on these 20 pilot students and their responses noted. Two weeks later, fresh copies of the re-arranged instruments were again administered on the same students. The first and second administrations were correlated using the Pearson Product Moment Correlation to know the level of its reliability, which was found to be $r = 0.85$. The high value indicated that the instrument is reliable

Method of Data Collection

Students with high norm scores Of 43 above were considered to be having stealing tendency and was assigned to the experimental group and control groups. A special request was made to the school principals for the provision of adequate and conducive counselling center for the administration of the questionnaire and during the period of treatment. Pre-test were same as the post-test except that the items was reshuffled.

The stealing tendency questionnaire (STQ) was administered to students in the chosen secondary schools for this study by the researcher, with the help of two research assistants. The research assistants collected the instrument from the respondents and gave to the researcher for scoring; the results from the initially administered STQ was used as the pre test. All responses for the sixteen items on Stealing tendency questionnaire was summated to yield a total score of 64.

Experimental Procedures

This was the procedure the researcher adopted to ensure a successful implementation of the programme of cognitive behaviour therapy techniques. The researcher visited the schools, solicit for the cooperation of the school principals so as to build in the programme in the schools' activities. The researcher explained the purposes and benefits to be derived from the treatment to the principals of the schools.

Prior to the commencement of the treatment, stealing tendency questionnaire were administered on the students in the experimental and control group. The test was administered by the research assistants with the researcher monitoring the exercise, making sure that the test was taken under the same conditions and then collected the entire completed questionnaire. The treatment was designed to last for eight weeks using the normal school timetable that allocated 80 minutes for guidance and counselling. A total of eight sessions were conducted. The control group was exposed to conventional counselling with the school counsellors providing the services to the students with stealing tendency. This also continued for eight weeks, and then the students were post-tested.

For the experimental groups, cognitive behaviour therapy was designed to last for eight weeks. Each session started with the counsellor's introduction to the issues to be addressed in the session and sample questions to elicit students' participation in the session.

After the treatment, the stealing tendency questionnaire was re-administered to the experimental and control groups. The instrument was disguised by reshuffling before they were re-administered. The researcher monitored the exercise and make sure the students were under the same conditions and then, collect all completed questionnaire. The students' responses were scored and data generated were collected for statistical analysis.

Method of Data Analysis

The data collected for this study was organised in tables and analysed. Mean was used in answering the research questions and analysis of covariance (ANCOVA) was used in testing the hypotheses at 0.05 levels of significance.



Results

Research Question 1

What are the differences in the Pre-test and Post-test stealing tendency mean scores of students treated with cognitive behaviour therapy and those who received conventional counselling?

Table 1: Pretest and Posttest Stealing Tendency Mean Scores of Students Treated CBT and those in the Control Group

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
CBT	40	49.67	34.90	14.77	Effective
Conventional control	45	51.04	54.51	3.47	

Table 1 shows that the students treated with cognitive behavioural therapy had pretest mean score of 49.67 and posttest mean score of 34.90 with lost mean 14.77 (gained mean 29.92 in their stealing tendency) while the students in the control group who received conventional counselling had pretest mean score of 51.04 and posttest mean score of 54.51 with lost mean 3.47. Therefore CBT is effective in curbing the students' stealing tendency, since the post test mean score of students is below the norm 65 or 43

Research Question 2

What are the differences in the Pre-test and Post-test stealing tendency mean scores of male and female students treated with cognitive behaviour therapy?

Table 2: Pretest and Posttest stealing tendency mean scores of male and female students treated -CBT

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	19	55.78	38.00	17.78	
Female	21	51.28	30.81	20.47	More effective

Table 2 indicates that male students treated with cognitive behavioural therapy had pretest mean score of 55.78 and posttest mean score of 38.00 with lost mean 17.78 in their stealing

tendency , while the female students in the group had pretest mean score of 51.28 and posttest mean score of 30.81 with lost mean 20.47 Therefore CBT is more effective in curbing the female students' stealing tendency.

Research Question 3

What are the differences in the Pre-test and Post-test stealing tendency mean scores of junior and senior secondary school students treated with cognitive behaviour therapy?

Table 3: Pretest and Posttest Stealing Tendency Mean Scores of Junior and Senior Secondary School Students Treated CBT

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Junior	22	50.72	31.72	19.00	more effective
Senior	18	56.22	38.72	17.5	

Table 3 indicates that junior students treated with cognitive behavioural therapy had pretest mean score of 50.72 and posttest mean score of 31.72 with lost mean 19.00 in their stealing tendency, while the senior students in the group had pretest mean score of 56.22 and posttest mean score of 38.72 with lost mean 17.5. Therefore CBT is more effective in curbing the junior students' stealing tendency.

Null hypothesis 1

There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of students treated with cognitive behaviour therapy and those who received conventional counselling.

Table 4: ANCOVA on the Posttest Stealing Tendency Mean Scores of Students Treated With CBT and Those Who Received Conventional Counselling

Source of variation	SS	df	MS	Cal. F	Crit. F	P \geq 0.05
Corrected Model	11836.132	2	5918.066			
Intercept	11901.834	1	11901.834			
Pretest Scores	42.172	1	42.172			
Treatment Models	10696.528	1	10696.528	444.19	3.94	S
Error	2335.868	82	24.081			
Residual	842272.000	85				
Corrected Total	14172.000	84				

In table 4, it was observed that at 0.05 level of significance, 1df numerator and 99df denominator, the calculated F 444.19 is greater than the critical F 3.94. Therefore, the first null hypothesis is rejected. So, there is significant difference in the effectiveness of cognitive behavioural therapy in curbing secondary school students' stealing tendency when compared with those in the control group.

Null Hypothesis 2

There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of male and female students treated with cognitive behaviour therapy

Table 5: ANCOVA on the Posttest Stealing Tendency Mean Scores of Male and Female Students Treated with CBT

Source of variation	SS	df	MS	Cal. F	Crit. F	P ≥ 0.05
Corrected Model	277.790	2	69.447			
Intercept	616.888	1	616.888			
Pretest	132.790	1	132.790			
Gender	0.013	1	0.013	0.000	4.08	NS
Error	3926.210	35	112.77			
Total	388364.000	40				
Corrected Total	4204.000	39				

Table 5: indicate that at 0.05 level of significance, 1df numerator and 39df denominator, the calculated F 0.00 is less than the critical F 4.08. Therefore, the fourth null hypothesis is upheld. So, there is no significant difference in the effectiveness of cognitive behavioural therapy in curbing secondary school students' stealing tendency of male and female students.

Null Hypothesis 3

There is no significant difference in the Pre-test and Post-test stealing tendency mean scores of junior and senior secondary school students treated with cognitive behaviour therapy.

Table 6: ANCOVA on the Posttest Stealing Tendency Mean Scores of Junior And Senior Students Treated with CBT

Source of variation	SS	df	MS	Cal. F	Crit. F	P ≥ 0.05
Corrected Model	60.741	2	30.370			
Intercept	4380.925	1	4380.925			
PRETEST	33.361	1	33.361			
CLASS LEVEL	.048	1	.048	.002	4.08	NS
Error	1253.279	35	26.666			
Total	520087.000	40				
Corrected Total	1314.020	39				

Table 6 reveals that at 0.05 level of significance, 1df numerator and 49df denominator, the calculated F 0.002 is less than the critical F 4.08. Therefore, the third null hypothesis is upheld. So, there is no significant difference in the effectiveness of cognitive behavioural therapy in curbing stealing tendency of junior and senior secondary school students.

Discussion of Result

The findings of this study showed that cognitive behavioural therapy is effective in curbing secondary school students' stealing tendency when compared to those in the control group. Specifically, the finding indicated that students in both experimental and control group possessed stealing tendencies before the commencement of the study as measured by their score on the pre-test. The finding also indicated that the magnitude of the mean difference between the experimental and control group was significant in the post-test. One reason for decrease in students' stealing tendency in the experimental group over and above those in the control group might be due to the thought changing process in cognitive behavioural therapy. The student might have been amazed how their thought affects their feelings and actions and as such, their stealing tendency was so much affected within the few weeks. This result supports the findings by Nwosu (2007), which portrays the differential effects of cognitive behaviour therapy in the reduction of blood sugar levels, somatic symptom and depression

mood of type II diabetics. The work of Nwosu affirmed that cognitive behaviour therapy is effective in curbing maladaptive behaviour of students' including stealing tendency.

Moreover, the experimental group reported a significantly decreased in their stealing tendency compared to the control group. This may indicate that secondary school students in the treatment group gained a better understanding of the stealing tendency as a result of receiving cognitive behavioural therapy. This finding is consistent with prior research that suggested that cognitive behavioural therapy is effective in curbing secondary school students' maladaptive behaviour including lying and stealing tendency (Abodike, 2010).

Another finding of this study was that there was no significant gender difference on the effects of cognitive behavioural therapy on secondary school students' stealing tendency. In particular, the decrease in stealing tendency of female students was higher than that of male secondary school students; after they had participated in cognitive behavioural therapy treatment. One possibility that might help explain why students' stealing tendency was reduced almost equally for both male and female, was that cognitive behavioural therapy activities were equally enriching and intense for both gender types. In this study, both male and female students in the experimental group were prompted and given space to discuss the causes of stealing tendency, and ways to reduce stealing tendency. All these might have helped to reduce their stealing tendency.

This suggests that female students benefited more from cognitive behavioural therapy than male students did, but the difference was very insignificant for both male and female students. This finding agrees with that of Nwankwo, [Anyamene](#) and Idigun (2016) that cognitive behavioural therapy had more impact on females than males. This is so because female yield themselves more easily and willingly to change. This finding is in agreement to Chima (2006), who posits that research on gender difference on stealing tendency reports that male students have higher stealing tendency than female students. The contradiction might be because the female students who were treated with the cognitive behavioural therapy were more willing to change their thought pattern than their male counterpart. The result also indicated no significant difference in the mean score of participants in the treatment group. This result also supports the work of Ogugua (2010), which reported that there is no

significant difference in the performance of male and female students in mathematics exposed to cognitive behavioural therapy.

It is important to note that the observed difference in the effects of treatment due to gender was not significant in this study. This is because the test of null hypothesis showed that there was no significant difference between male and female students that received cognitive behavioural therapy. This indicated that although the present study found a difference in the mean post-test score of male and female students, this difference was only marginal and not significant. The difference between male and female students' in the experimental group was not due to gender per se. The difference may be due to chance. Being male or female is not a determinant of the effectiveness of cognitive behavioural therapy, rather both male and female students actually benefitted equally from the technique.

This study further observed that cognitive behavioural therapy is effective in curbing both junior and senior secondary students' stealing tendency. The test of null hypothesis there confirmed that, the effects of cognitive behavioural therapy in curbing junior and senior secondary school students' stealing tendency is not significant. Even though there was a slight difference in the post-test mean score. This finding supported the work of Antoni (2003) who used cognitive behavioural therapy in treating secondary school students' with anxiety and academic achievement with regard to age. His finding showed there was no significant difference with regard to the age of the students.

The non –significant age difference could be because the activities provided in cognitive behavioural therapy treatment were designed to assist students' reduce their stealing tendency. This is in line with Ellis (2005) who asserts that by changing students' irrational belief, cognitive behavioural therapy modifies faulty cognitions. The goal of rational emotional behavioural theory is to help clients eliminate the maladaptive cognitions and adopt more effective thinking. Students in the experimental group received assistance from the researcher and the school guidance counsellor, who used cognitive behavioural therapy in helping students change their faulty thinking pattern to rational pattern.

It would be noted that in order to provide equal assisted performance for all groups, similar contents and activities were used in all classes. The experimental group had a workshop-like environment that requires the junior and senior secondary students to openly discuss

problems in their relationship as it related to their stealing tendency. Junior and senior secondary school students in the study had reduced stealing tendency. Hence the effects of cognitive behavioural therapy on junior and senior secondary school students' stealing tendency did not differ in the students used in this study.

Conclusions

In conclusion, cognitive behavioural therapy is effective in reducing stealing tendency among secondary school student's by changing the high tendency of most students toward stealing to a low or no stealing tendency. Also, cognitive behaviour therapy is effective in reducing stealing tendency with regard to gender and class level (age) of secondary school students.

Implications of the Study

The study showed that cognitive behavioural therapy is effective on curbing stealing tendency among secondary school students. In the light of this, there is need for guidance counsellors to familiarize themselves with cognitive behavioural therapy used in this study to modify students' stealing tendency.

Since the techniques border on thought and behavioural change, secondary school students can be taught how to use them naturally and in therapeutic settings in solving their day to day life problems in and outside their classroom. When the students (who are mostly adolescents) are equipped with appropriate behavioural techniques, they will be in a position to adapt to realistic and appropriate behaviour so that their transition from school to work will be hitch-free. The result obtained from this study showed that the intervention technique was effective when used to treat students with stealing tendency.

It was found that cognitive behavioural therapy proves more effective for females than males in modifying stealing tendencies. Also cognitive behavioural therapy may be more effective in modifying junior school students with stealing tendencies than the senior school secondary students (Although, the difference didn't get to statistically significant levels). This implies that the right beliefs and mindsets of the students should be inculcated when one is young than when one is old. Therefore it is easier to change the mind of a young person than that of an old person.

Therefore, efforts must be geared toward ensuring that practicing counsellors as well as those in training acquire and employ skills involving intervention techniques when dealing with students.

Recommendations

Based on the findings, the following recommendations are made:

1. As the use of Cognitive behavioural therapy has been shown to be effective in curbing secondary school students' stealing tendency. It should be encouraged, practising school guidance and counsellor teams should learn to use the therapy to assist students develop a low or no stealing tendency.
2. The use of cognitive behavioural therapy should be commenced in full force in secondary schools irrespective of students' gender and age as a way of curbing student stealing tendencies.
3. The school management should organize a workshop and seminar by inviting all members of the Parents Teachers Association (P.T.A) in order to sensitize them on how to reduce the stealing tendencies of their wards. Through the workshop and seminar, parents will be taught the interpersonal relationship skills inherent in cognitive behavioural therapy such as unconditional positive regard, empathy and stop thought techniques.
4. The Anambra State Post Primary schools Service Commission should provide on – the-job training to practicing school guidance and counseling teams on the use of cognitive behavioural therapy in treating stealing tendency through seminar, symposia and conference.

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