EFFECT OF SHAPING TECHNIQUE IN REDUCING LATENESS AMONG SECONDARY SCHOOL STUDENTS IN GOMBE STATE

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ABSTRACT
The research of this work was motivated by the various behaviours exhibited by students who come late to school and the effects lateness behaviour have on them and the relentless quest for solutions to such problems. Consequently, this study investigated the effect of Shaping Technique on Lateness among secondary school in Gombe State. One research question was posed and one hypothesis was formulated to guide the study. The study was carried out using quasi-experimental research comprising of two main groups (Experimental I and group II) using one treatment group (Shaping technique).The experimental group were treated for four weeks and the control group was treated with conventional counselling for the same period of four weeks. The population of students with lateness behaviour was two hundred and sixty-five (265) latecomers. A sample of ninety (90) students with very high latecomers were selected from the two schools for the study, and purposive sampling technique were used in choosing the two schools in the area of the study. An observation guide designed adopted by the researcher was used for data collection. The instrument observation guide has validity but has no reliability. Pre-test and post-test were given to both groups. Observation guide were used in answering the one research questions and ANCOVA was used in testing the one null hypothesis at 0.05 level of significance. The findings of the study showed that Shaping technique were effective in modifying lateness behaviour and reducing the magnitude of times of lateness among secondary school students. The findings equally indicated that shaping technique was more effective in modifying lateness behaviour and reducing the magnitude of times of lateness among secondary school students. Also, there is no significant difference in the effects of shaping technique in reducing secondary school students' times of lateness to school. Based on the findings, recommendations were made. These include: shaping technique should be adopted by school counsellors and other allied professionals as an effective treatment technique in reducing secondary school students' lateness behaviour and other anti-social behaviour in school setting.

INTRODUCTION
Within the school system, especially the day schools, lateness to school has been an age old problem. School administrators, teachers, parents and other stakeholders have shown sincere concern about it. A lot of measures have been adopted to curb its occurrence. Students have been punished, flogged, sanctioned, talked to, yet it has persisted. In fact, because of its attendant effect, persistent lateness to school has been identified by educationists as one or the key factors responsible for poor performance among secondary school students (Mitchell, 2014). Stakeholders in education like parents, teachers, administrators and governments are continuously searching for that magic solution to the problem of lateness that will make students imbibe the attitude of being punctual to school.

Lateness can occur occasionally but when it becomes regular, it becomes a problem that cannot be over looked. If lateness to school at the secondary school level is left unchecked, it will thwart the goals of secondary education as stipulated by Federal Republic of Nigeria (2009). In specific terms, section 3, No.32 (e) of this policy states that secondary education shall inspire students with a desire for self- improvement and achievement of excellence. Lateness to school will not in any way encourage the actualization of this specific objective. This is why Chujor and Kennedy (2014) asserted that success of the school in carrying out its primary charge of educating and socializing students is contingent on students attending school punctually and regularly.

Lateness to school relates simply to the failure to be present at appropriate times for school activities/lesson which leads to certain deficiencies in the attainment of the goals and objectives of the school. Daily observations show that many students in different parts of Nigeria come late to school habitually, be it private, public or mission secondary schools. Between the hours of 9.00am and 10.00am, secondary schools students are seen coming to school which had started by 7.30am or 7.45am. This problem is considered serious enough in the sense that teachers who ought to be in the class teaching between these hours of 9.00am and 10.00am are busy monitoring the latecomers. It is also observed that lateness to school by these secondary schools students is increasing at a tremendous rate all through the country. Iffih (2014) equally noted that the rate at which students go late to school is on the increase.

This is true especially in this area of study, where students are seen at this early time they supposed to be in the school taking their father's cattle, sheep and goat to the field before going home to start preparing to go to school. This could be because most of the students around this area of the study do not like going to school. What they like doing is getting married at their tender ages with the help of their parents and then attending their Islamic schools. In all, some of them are being forced to go to school that is why at such odd times they will be seen coming to school not being mindful of the time and because of this habitual lateness behaviour, they perform poorly in their academics. For example, it is in this area of the study that a student will graduate from secondary school without knowing how to communicate effectively in English.

Also, literally, the term lateness implies a situation where an individual arrives after the proper, scheduled or usual time from event. Lauby (2009) noted that lateness is a term used to describe people not showing up on time. Breezes, Woosh, Batt and Fine (2010) noted that lateness is synonymous with tardiness, which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing. It is obvious, therefore, that lateness is a system of network breakdown (Ojigbo & Obeta, 2013). It is a situation of not meeting up with programmes and a function of time, because time is the criterion and determinant of lateness.

Consequent upon the observed increase in lateness by secondary school students, Anagbogu (2008) outlined various contributing factors to the problem of lateness among students such as bad company, keeping late nights and uninteresting method of teaching by the teacher. Thus, one can argue that the extent of lateness a student exhibits depends on these factors. These factors may be acting singly or in combination for some students and not for others. Santillano (2010) reported that psychological theorists considered some personality traits, including low self-esteem and anxiety as triggering factors of lateness. However, some behavioural theorists such as Aaron Beck, Skinner and Albert Ellis considered lateness as an inborn quality since our being early or late is partially biologically determined. Behavioural theorist also believed that some people are chronically tardy for the reason that they consciously and unconsciously get good things from it. Nwosu (2016) also opined that maladaptive behaviour, which includes lateness to school, is caused by poor conditions in homes and environment; and that it is more prevalent among lower-socio-economic population.

Lateness to school has some negative implications for the students. It may lead to the students telling lies`, cheating, keeping malice, quarrelling, missing class lessons and failing examinations (Anagbogu, 2008). It may also lead to truancy and dropping out of school (Ogbuvbu, 2008). Also, experience has shown that students who come late to school are severely punished, they are beaten, flogged and kept under the sun kneeling down for long hours; all in a bid to see if they will either stop coming late to school, or at least reduce the rate at which they come late to school.

According to Okoye (2001), some habitual latecomers may not be solely responsible for their late coming. The parent who decides to be carrying his or her children or wards to school may be responsible for sending the children and wards to school late because the school goers waiting for him or her in the car are at the mercy of the parent, who drives to the school when it suits him not when it suits the children and wards. Students who experience this are really in difficulty going to school in time, especially if the school is far from their homes.

According to Osisioma (2007) some students come late because the late catchers do not stay all through, hence those who come much later have freer access into the school. In our schools, teachers and students who catch latecomers usually do not stay so long catching them. As a result, students who are early latecomers are caught and punished, while those who come late much later are not even caught. Therefore, students decide that instead of hurrying up to school to be punished for coming late a little, it would be better to come much later and escape punishment.

Despite the punitive measures, which the school authority uses to check lateness among secondary school students, these students still come late to school. This is worrisome, and one stands to reason that punishment does not help in solving problem behaviour among students but rather leads to an increase in undesirable behaviour like aggression. Punitive measures such as tongue-lashing, prolonged torture, ridiculing and flogging, no doubt inflict pains on the late comers. Moreover, they tend to cause more psychological, social, moral and personal problems than bring about the desired results. Verbal punishment for instance could make a late-coming student lose confidence since it is ego-deflating. This inhibits the student's attainment of his or her goals.

The routine method of using punishment to control lateness does not appear to be effective. In fact punishment has failed because it is externally imposed and does not mobilize the willpower and participation of the individual concerned. Against this, it is thus important to find out non-punitive measures to control lateness among secondary school students. Hence the choice of shaping technique to allow for full participation of the late comers. Shaping technique would be used to change their behaviour towards lateness. The fundamental problem is how to reduce lateness to school among secondary school students.

According to Umezuluike and Eneasator (2010) shaping is a technique in operant conditioning in which reinforcement is used to mould desired behaviour by reinforcing successively closer approximation to that behaviour. Shaping can be used to acquire a new

behaviour or learn new skills. Shaping technique is training the individual to acquire a desired behaviour by reinforcing every response the individual makes which brings him or her closer to the desired behaviour while eliminating the undesired response by ignoring them through non-reinforcement. It implies using reinforcement to bring about change in behaviour. According to Okoli (2002), the technique is used to teach new behaviour. It is important to note that these techniques have proved effective in handling some problem behaviours. Also, Onyia (2010) has used cognitive and shaping techniques in handling lateness to school among secondary school students in Enugu State. Therefore, it is hoped that the technique will also be effective in handling lateness among secondary school students in Gombe State.

The practice of shaping (also known as "successive approximation") is not a method for managing inappropriate behaviour. Instead, it is a method that assists one in setting goals for the behaviour of a certain student. Shaping will provide guidance and direction for behaviour change, and will help one assess its effectiveness. It can assist in changing an aberrant behaviour or creating an appropriate behaviour that is not yet in the student's repertoire.

Dahir and Stone (2006) conducted a study titled Self-control and positive-reinforcement techniques to check and modify Late-coming Behaviour among secondary school students in Kano State. Findings from the study indicated that Positive reinforcement was very effective in managing late-coming behaviour. Oliha (2013) conducted a study titled Effectiveness of Contingency Management and Systematic Desensitization in the management of Truancy in Edo State, Nigeria. Findings from the study indicated that contingency management is more effective in the management of truancy. This study concluded that both contingency management and systematic desensitization therapy are both effective in the management of truancy among secondary school adolescent. However, contingency management was more efficacious. It was also concluded that there was no gender and family structure difference on treatment of truant behaviour. In other words, both gender and family structure responded equally to treatment.

It is recommended that this therapy should be adopted in the management of truancy among adolescent in secondary school. The technique should be adopted a psychological approach that first identifies the underlying problems before equipping adolescents with appropriate skills. Thus, the skill acquired could be applied to different endeavours in life and this ensures their success in life.

Although a good number of researchers have investigated the effectiveness of different techniques on improving lateness among secondary school students, the problem still remain a source of worry and concern to many students, parents, counsellors, teachers and others in the society. As at the time of this study, the researcher was not aware of any study that sought to determine the effect shaping technique on lateness among secondary school students in Gombe Local Government Area of Gombe State. This therefore has necessitated the study.

Statement of the Problem
Lateness to school has been labelled as one of the major problems negatively affecting the future of students. It is a form of behaviour that is of great concern to school administrators, teachers, counsellors and parents. It is not just a school's problem or a problem of a particular state or country; it is an age long problem cutting across schools with a universal character.

Persistent lateness to school is a major concern when students lag behind in their school work or when they are disruptive in any on-going class by their presence. This may often affect learners as well as the teacher in the classroom. This is so because when students come to class late, it can disrupt the flow of a lesson or discussion, distract other students, impede learning and generally erode class morale. Lateness has led to many of the students attending classes late and in some cases missing classes entirely, especially if the classes come up in the morning hours. This would mean that students do not participate actively in class work; and will thus lead to poor performance of students in tests, assignments and examinations.

Lateness to school is detrimental to the students' educational and psychological wellbeing which can make them fail in their academic work. Students who come to school late involve themselves in examination malpractices; impersonation is as a result of their belief that they cannot pass on their own. Lateness to school has become a serious problem to the students with the resultant of most of them resorting to social vices such as prostitution, school dropout, armed robbery, keeping malice, cheating, telling lies, missing class lessons and kidnapping which could jeopardise their educational attainment. As a result of this, lateness to school has been viewed by many as a problem to student educational achievement. Chukwunonyem (2001) used shaping successfully to reinstate verbal behaviour in hospitalized psychotics. Also, Onyia (2010) has used cognitive and shaping techniques in handling lateness to school among secondary school students in Enugu State. Therefore, it is hoped that the techniques will also be effective in handling lateness among secondary school students.

Purpose of the Study
The purpose of the study was to determine the effect shaping technique on lateness among secondary school students in Gombe State. Specifically, the study was determined to find out:
1. Effect of shaping technique on secondary school students' lateness to school when compared with those treated with conventional counselling using their pre-test and post-test scores.

Significance of the Study
The result of this study would be beneficial to all the stakeholders in education such as students, school authorities, guidance counsellors, parents and government and future researchers.

Research Question
One research question guided this study and it is;
1. What is the effect of shaping technique on secondary school students' lateness to school when compared with those treated with conventional counselling using pre-test and post-test scores?

Hypothesis
The following null hypothesis was tested at the 0.05 statistical level of significance:
The effect of shaping technique on lateness behaviour of secondary school students' will not be significant when compared with those treated with conventional counselling using their pre-test and post-test scores.

METHOD
Research Design
The study adopted the quasi-experimental research design of pretest posttest and control non randomized group. This design is suitable for adoption to approximate conditions of true experiment in situations that do not permit the control and manipulation of all relevant variables (Kpolovie, 2010). Nworgu (2015) stated that a quasi-experimental research design could be used in a school setting where it is not always possible to use pure experimental design which was considered as disruption of school activities. There were two groups of latecomers from public schools; one group served as treatment group while one group served as a control group. The two groups were tagged Experimental group 1, and Control group. Participants in group 1 were treated with shaping technique while control group received conventional counselling.

Table 1: Diagrammatic representation of the experimental design

Group	Pre-test	Research condition	Post-test
Experimental (1)	X_1	X_1 (treatment)	0_2
Control (2)	X_1	X (Neutral interaction)	0_2

Key
C = Control
E1 = Experimental group I – Shaping Technique
O1 = Pre-test measure
O2 = Post-test measure
Instrument = Observation guide
Treatment Group = Experimental Group I

Area of the Study
The study was conducted in Gombe Local Government Area of Gombe State. Gombe State is located in the North-eastern part of Nigeria. This State was chosen for the study because of the high rate of lateness among the secondary school students irrespective of the punitive measures taken to stop them from late coming.

Population of the Study
The population of the study comprised of 265 latecomers in junior and senior secondary schools identified as latecomers in Gombe Local Government Area of Gombe State. From the records kept on late comers to school by the school guidance counsellors and teachers on duty in the three schools, as at first term of 2018 academic session, two secondary schools were identified as having the highest numbers of latecomers hence were used for this study.

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Sample and Sampling Technique

The sample of this study was 90 secondary school students who were identified as latecomers. The sample comprised of all junior and senior secondary school students identified as latecomers from the two (2) selected public secondary schools. A purposive sampling technique was used in identifying the two schools because they have the highest number of students who were latecomers. The two (2) secondary schools with the highest number of students who are latecomers serve as experimental group and control having 45 latecomers each.

Instrument for Data Collection

The instruments for the collection of data for the study were documentary evidence and observation guide developed by C. A. Nwankwo and used by Onyia (2010). The documentary evidence on lateness enabled the researcher to identify latecomers, while the observation guide was used for identifying magnitude of lateness among secondary school students. The observation guide contains five days of the week and thirty numbers, representing the four-five latecomers. It also has the magnitude or degree of lateness using time intervals which are as follows: -
Very Mild Lateness (V.M.L.) - 7.35am – 8.05am
Mild Lateness (M.L.) - 8.06am – 8.35am
Severe Lateness (S.L.) - 8.36am – 9.05am
Very Severe Lateness (V.S.L.) - 9.06am – 9.35am

Validation of the Instrument

A copy of the instrument together with the purpose of the study, research question and hypothesis was given to two experts in Department of Guidance and Counselling and one expert from Measurement and Evaluation in the faculty of Education, Nnamdi Azikiwe University, Awka. They were requested to assess whether the instrument is capable of meeting the purpose of the study. Corrections and suggestions of the validators guided the researchers in producing the final instrument that was used in data collection for this study.

Reliability of Instrument

It is an instrument developed by C. A. Nwankwo and used by Onyia (2010). The instrument has no reliability test because it is an observation guide. The already validated observation guide for lateness was used in this study.

Method of Data Collection

The method of data collection was the documentary evidence and the observation guide adopted by the researchers. Before the commencement of the study, the researchers asked the research assistants on duty in each of the schools to keep record of latecomers for one term.
The documentary evidence was used to identify the number of times of lateness in a week while the observation guide was used to identify the magnitude of lateness. From the records, most frequent latecomers were selected for the study, forty-five from each school. During the pre-test, the research assistants filled the prepared observation guide for the researchers, day by day for twenty (20) days. The same thing was done during the post-test. Also the researcher decided to use the number of times each latecomer was late in a week as well as the magnitude of lateness to determine the reward to be given to the subjects. At the end of the twenty days pre-test and that of the post-test, the researchers collected all the records from the research assistants and did the tallying.

Method of Data Analysis

The data that was collected for this study was put in table. The points collected from the observation guide were compiled, analysed and presented in a tabular form for each student and this determined the number of times of lateness or magnitude of lateness and the data used to provide answers to the research question. Analysis of covariance (ANCOVA) was used to test the null hypothesis for the study to enable the researchers test the significant at 0.05 statistical level.

RESULTS

Research Question 1

1. What is the effect of shaping technique on secondary school students' lateness to school when compared with those treated with conventional counselling using pre-test and post-test scores?

Table 1: The Pre-Treatment and Post-Treatment times of lateness of students treated with shaping technique and those treated with conventional counselling

Source of Variation	Shaping Technique					Conventional Counselling				
	No. Late	7.35-8.05	8.05-8.35	8.35-9.05	9.05-9.35	No. Late	7.35-8.05	8.05-8.35	8.35-9.05	9.05-9.35
Pre-treatment Times of Lateness	3	272	216	85	24	1	68	295	211	25
Post-treatment Times of Lateness	217	290	80	11	0	0	122	301	169	8

Table 1 shows that the students treated with shaping technique who have been coming late to school, came early 217 times, came between 7.35-8.05 290 times, between 8.05-8.35 80times between 8.35-9.05 11 times and 0 time between 9.05-9.35 after treatment

as against their pre-treatment late coming times of 3, 272, 216,85 and 24 respectively. While the students treated with conventional counselling technique who have been coming late to school, came early 0 time, came between 7.35-8.05 122 times, between 8.05-8.35 301 times, between 8.35-9.05 169 times and 8 times between 9.05-9.35 after treatment as against their pre-treatment late coming times of 1, 68, 295, 211 and 25 respectively.

Hypothesis 1
There is no significant difference in the differences in the pre-treatment and post-treatment times of lateness of students treated with shaping technique and those treated with conventional counselling.

Table 2: ANCOVA on the pre-treatment and post-treatment times of lateness of students treated with shaping technique and those treated with conventional counselling

Source of Variation	SS	df	MS	Cal.F	Crit.F	Remark
Corrected Model	745.854	2	372.927			
Intercept	13.799	1	13.799			
Time of lateness p1	241. 795	1	241.795			
Treatment Models	253.784	1	253.784	770.75	3.84	S
Error	393.474	1195	.329			
Total	3684.000	1198				
Corrected Total	1139.329	1197				

In table 2 it was observed that at 0.05 level of significance, 1df numerator and 1197df denominator, the calculated F 770.75 is greater than the critical F 3.84. Therefore, the second null hypothesis is rejected. So, the effect of shaping technique in reducing secondary school students' times of lateness to school is significant when compared with those in the control group.

DISCUSSION OF FINDINGS
Effect of shaping technique in modifying of lateness behaviours among secondary school students
Findings from the data analysed in this study show that shaping technique is effective in modifying lateness behaviour of secondary school students. Specifically, the findings indicated that the students in experimental group I possessed lateness behaviour before the commencement of the study as measured by their scores on the pretest. The findings also indicated that the magnitude of times of lateness between the experimental group 1 which is shaping technique and control group was significant in the post test.
The findings above agree with the views of Okoli (2002) who pointed out that shaping technique could be used effectively in modifying lateness among secondary school students. In addition, the present finding is in line with that of Ogbuvbu (2008), a child might be making every effort to come to school on time but could not make it due to traffic jams in the morning. A little encouragement for students in this problem can make them device a means of avoiding the traffic jams. So may reduce in their magnitude of time of lateness if they could not avoid being late.

Another category of students whom Okoye (2001) said could reduce in their magnitude of times of lateness if encouraged are those whose parents carry to school. If they have been identified as habitual latecomers and are given treatment like shaping, they may be reminding and disturbing their parents that they do not like going late to school. Sometimes they could lead to making their parents improve in their take-off time. If the parents of these children do not value sending them to school on time, there is nothing the above therapy could do on the children.

Osisioma's (2007) view was collaborated by the findings of this study. She was of the view that any encouragement or motivation like the one used in this shaping therapy on the students who come late to school because they do not want to participate in tidying up the school compound, will make them change their behaviour. Some of these latecomers who were coming late because they do not like taking part in the cleaning and tidying the compound could have been among those that changed positively in their behaviour. This finding is also in line with what Dahir and Stone (2006) reported that positive reinforcement was effective in managing late-coming behaviour.

One reason for the reduction in students' lateness to school in experimental group I (shaping technique) over those in the control group might be due to the shaping treatment they received and how the treatment they received in shaping technique affected their academic performance within the few weeks of training. The findings from the study further supported the findings of Oliha (2013) which reported that shaping technique do adopt a psychological approach that first identifies the underlying problems before equipping them with appropriate treatment. Thus, the treatment received could be applied to different endeavours in life and this ensures their success in life.

CONCLUSION
Findings from the study, showed that the effects of shaping technique on secondary school students' times of lateness to school is significant when compared with those in the control group.

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

1. Shaping technique should be adopted by school counsellors and other allied professionals as an effective treatment techniques on secondary school students' lateness behaviour and other anti-social behaviour in school setting.

2. The school management should organise a workshop and seminar by inviting the Parents Teachers Association (P.T.A) in order to sensitise them on lateness behaviour of their children. Through the workshop and seminar, parents will be taught the interpersonal relationship skills inherent in shaping technique such as unconditional positive regard, reinforcement, motivation, shaping, encouragement, time management and stop thought techniques among others.

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