

EFFECT OF SELF-MANAGEMENT COUNSELLING TECHNIQUE ON LATENESS BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN BIU EDUCATION ZONE BORNO STATE, NIGERIA

¹Blessing J. ADEYEMO

Blessingadeyemo24@gmail.com

²Mohammed C. ADAMU

Awwaan2@gmail.com

&

³Hassan H. USMAN

uhassanhamzah@gmail.com

^{1,2,3}Department of Educational Psychology and Counselling,
Faculty of Education,
Ahmadu Bello University, Zaria.

Abstract

This research examined the effect of self-management counselling technique on Lateness Behaviour among Secondary School Students in Biu Education Zone, Borno State, Nigeria. This research embraced the Quasi experimental research design involving pre-test and post-test without a control group. Three objectives guided the study; the effect of SMT on Habitual, Occasional and Accidental Lateness Behaviour among Secondary School Students in Biu Education Zone, Borno State, Nigeria. Three Hypotheses were formulated and tested. The study's population consists of 768 JSS 1 students of Government Day and Government science secondary schools in Biu, Borno state. Purposive sampling was used to select 30 students who exhibited lateness behaviour on a checklist. The tool used to get the data was a structured inventory designed by the scholars titled Lateness Behaviour Inventory (LBI). The LBI consisted of 20 items eliciting responses on habitual, occasional and accidental components of lateness behaviour, the LBI utilized a four scale ranging from 1-4 "never" to "always". Always=4, Many times=3, Sometimes=2 and Never=1. For this research, three null hypotheses were tested using the t-test on paired samples with a significance level of 0.05. It revealed that there were significant effects of self-management counselling techniques on two lateness behaviour components habitual $p=0.000$ for Habitual lateness behaviour, $p=0.000$ for Occasional lateness behaviour and there was no significant effect on accidental lateness behaviour component among secondary school students $p=0.589$. Based on the findings, it was concluded that self-management counselling techniques was effective in treating habitual and occasional lateness behaviour among secondary school students, and was not effective in treating accidental component of lateness behaviour. This study, recommends that all school counsellors and psychologists should create awareness for the teachers and other stakeholders to stop using

punishment on the latecomers but instead incorporate self management counselling technique training for students.

Keywords: Self-Management counselling technique, Lateness behaviour, Occasional lateness behaviour, Habitual lateness behaviour, Accidental lateness behaviour

Introduction

School is a vital place of learning, a good source of education, where students gain the needed knowledge in life. This knowledge can help an individual act positively and modify negative behaviours, for instance, stealing, bullying, truancy, and lateness behaviour. Lateness Behaviour is a disruptive behaviour commonly exhibited by most students; one of the main worries of those involved in education is lateness, which is defined as showing up to school later than the regularly scheduled or appropriate hour. It has been studied formally for years by different scholars. Lateness behaviour is generally a behaviour exhibited in everyday activities at home and in public life. Evidence abounds that students exhibit this behaviour by going late to school.

Lateness Behaviour applies to every school, this behaviour has caused a lot of harm to the academic performance of students, Frequent investigations revealed that a large number of pupils in various Nigerian states arrive late for class on a regular basis, irregularly, or accidentally to all types of institutions — public, private, and mission secondary schools. Secondary school pupils arrive at school between 9.00 and 10:00 am for lessons, which begin around 7:30 and 8:00 am. This issue is taken enough into consideration that teachers who should be in the classroom between the hours of 9:00 and 10:00 for the first period and these periods are normally Mathematics and English subjects periods. because these subjects are considered more important and need the fresh concentration of students before becoming stressed by the activities of the day or before the day gets sunny but are busy monitoring the latecomers some even spend hours punishing the latecomers. The researchers also note that secondary school students' lateness to class is rising dramatically across the nation. Given the rise in secondary school pupils arriving late that has been documented, there is a feeling that there are various factors such as (bad company, watching late night movies, keeping late night outings, lack of interest in school, family conflicts, excessive time spent dressing to school, broken home, far distance from school, procrastination of things, among others) adding to this behavioural problem among students. Therefore, it may be argued that these factors—which for some students may be functioning alone or in combination with one another—determine the degree to which a student engages in late behavior. Oyebanre (2000) stated that unfavourable family and environmental circumstances are the root cause of maladaptive behaviour, such as lateness to school. Some of these conditions are strong and prevent students from arriving early at school. The reasons behind secondary school students' lateness include their engagement in household tasks, school discipline, distance from home, family history, and school location. Female students are more likely than male students to be tardy (Emore, 2005).

There are several names given to the types of lateness behaviour but all point out to the same meaning. In this research work the types of Lateness Behaviour to be discussed are Habitual Lateness, Causal Lateness and Accidental lateness behaviour. Habitual lateness Behaviour also called recurrent lateness behaviour to school is a continuous appearance of students after the correct or expected time to school, this can mean persistent lateness to school daily, this type of lateness behaviour is exhibited by some students that although what they are asked to do in school or the punishment they get after they go to school late. If neglected, a young person's persistent lateness to school could portend more severe outcomes in their later adolescence or adulthood. VanBreda (2006). Despite such punishment used by the school management to cope lateness behaviour exhibited by students, these students still come late to school instead some choose not to come to school at all. Unlike Habitual Lateness behaviour, Occasional lateness behaviour can also be called Casual lateness behaviour, is an act of a student coming after the correct or expected time to school and it occurs once in a while not often; sometimes it can be due to different reasons which some may be beyond their control, some may not be. In some cases, students come late to school causally when they intentionally want to miss the first period it could be because they hate the subject or did not do an assignment. The third type of lateness behaviour is called Accidental lateness behaviour is an act of a student coming after the correct or expected time that occurs by mistake and not intentionally, in the case of school accidental lateness behaviour is a type of lateness behaviour exhibited by a student coming to school due to reasons beyond their control and it happens once in a while. Chujor (2014) claimed that in certain situations, students who are late to class may be excused if there are compelling grounds that are outside of their control.

Several factors may lead to lateness behaviour these include; late night going to bed, broken homes, cultural background, innate anxiety level, family background, location of school, ineffective and poor punctuality regulations, as well as too much time spent getting dressed. To reduce lateness behaviour, schools have engaged in various forms of punishments commonly used in schools to address lateness behaviour among students. However, they have failed, and in some cases, increased the problems leading to increased lateness behaviour. Lateness behaviour has affected the educational system as a whole and can have an effect on those exhibiting the behaviour and it could lead to a total lack of confidence in academics. (Jumare, Maina & Ankoma, 2015, p 55-56) believed that pupils who arrive at school on time have the opportunity to participate in all programs and events, and most significantly, they benefit fully from morning classes in subjects like math and English, one of the major setbacks of secondary schools is the problem of students arriving late to school because it lead to absenteeism which leads to dropout among students from schools some students with the habit of coming late and been punished or flog give up on coming to school once they are late leading to been absent from school this may leads to a drop in academic performance and total drop out from school. Students who arrive late to school suffer consequences. Students may end up lying, cheating, acting maliciously, fighting, skipping classes, and performing poorly on tests as a result (Anagbogu, 2002).

On the other hand, self-management is defined as a systematic behavioural approach to help people with behavioural problems participate actively in self-monitoring of the reasons behind the problem and managing the problem or its impacts on their lives. Self-management techniques comprise goal-setting, self-reinforcement, self-monitoring in conjunction with self-reinforcement, and self-evaluation. Self-management is intended to improve self-control over behavior. (DuPaul & Weyandt, 2006; Reid, Trout & Schwartz, 2005, p 183-194). Self-management is an important factor in managing every day-to-day activity. The four components of Self-management interventions involve the selection and definition of targeted behaviour, observation of behaviour and recording of behaviour (Briesch & Chafouleas, 2009). Self-management technique teaches individuals including students to become self-aware and in control of their behaviour.

Statement of the Problem

Students in secondary schools who arrive late for class in Biu created concerns among teachers, administrators in the school, school counsellors and psychologists. A behaviour that started as a little problem has become a common feature among all the schools in Borno state.

This problem is an unending problem that causes dropout rate, subpar academic standing, and a rise in juvenile criminal activity, this has affected how instruction and learning are carried out in the schools as the frequency of the behaviour has tripled over the years. Many strategies such as flogging, corporal punishment, and suspension from school among others have been used but the behavioural problem still persists and such students distract the class after serving their punishment. “When these students arrive late and get to their various classes after serving one form of punishment or the other, they not only distract the attention of teachers but also that of their classmates thus harming the educational system.” (Anna 2017, p109). The researchers noticed crippling anxiety in students that arrives at school late causing students to behave abnormally throughout the day, anxious students can perform below their true abilities not because they are not capable but, due to the anxiety caused by the lateness. This motivated the researchers to consider a psychological approach aimed at reducing the behaviour problem. Hence, this study determined the Effect of Self-Management Counselling Technique on Lateness Behaviour among Secondary School Students in Biu Education Zone Borno, State, Nigeria

Objectives of the study

The objectives of the study were to determine:

1. The effect of Self-Management counselling technique on Occasional lateness behaviour among secondary school students in Biu, Borno state, Nigeria.
2. The effect of Self-Management counselling technique on Habitual lateness behaviour among secondary school students in Biu, Borno state, Nigeria.
3. The effect of Self-Management counselling technique on Accidental lateness behaviour among secondary school students in Biu, Borno state, Nigeria.

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

HO1 There is no significant effect of the Self-Management counselling technique on Occasional lateness behaviour among secondary school students in Biu, Borno state, Nigeria.

HO2 There is no significant effect of the Self-Management counselling technique on Habitual lateness behaviour among secondary school students in Biu, Borno state, Nigeria.

HO3 There is no significant effect of the Self-Management counselling technique on Accidental lateness behaviour among secondary school students in Biu, Borno state, Nigeria.

Methodology

In this study, a pre- and post-test quasi-experimental research design was used. Research in which an independent variable is manipulated to produce a result is known as quasi-experimental research. Pre-test post-test designs are among the most widely used kinds of quasi-experimental research designs. In these designs, a group of research participants take a pre-test prior to treatment and a post-test following treatment; if there is a significant difference in the scores from the pre- and post-tests, the independent variable may be assigned (Colman, 2015, p 254). This kind of design is used because it guarantees that participants will be assessed on a relevant outcome variable before and after the intervention, with the expectation that, should the intervention prove successful, outcome scores will be compared between the pre- and post-test. The researchers, under controlled conditions will manipulate one independent variable which is the Self-Management counselling technique and observe the effect on lateness Behaviour among secondary school students. The population used in this study comprises all JSS 1 public secondary school students in Biu Educational Zone, Borno State, Nigeria who exhibited Lateness Behaviour which consists of 768 students from 9 schools. Two schools were selected purposively based on the schools with high numbers of lateness behaviour Government Day secondary school and Government science secondary school Biu. 15 students were selected from each making 30 students using purposive and simple random sampling techniques using the school register and checklist from the population as a sample. Denga and Ali (1983) maintained that better results are achieved in smaller groups and there will be effective concentration and understanding of the treatment procedures by the clients

Lateness Behaviour Inventory (LBI), developed by the researchers was used as the instruments administered to the participants. This instrument consists of a total of 20 items. The LBI utilized a four-scale ranging from 1-4 "never" to "always". Always=4, Many times=3, Sometimes=2 and Never=1, the scores were classified as; from 60-80 Habitual lateness, 40-59 Occasional lateness and 20-39 Accidental. Professionals from Ahmadu Bello University in Zaria's

Department of Educational Psychology and Counselling verified the instrument., after their review and scrutiny of the items in the instrument they provided necessary suggestions, views, comments, and corrections. Cronbach's alpha was used to established the reliability of the instrument, it yielded an internal consistency of .724, indicating the instrument is reliable.

Summary of Self-Management Counselling Technique Treatment Package

- Session One:** Introduction and Pre-test Administration
- Session Two:** Managing lateness Behaviour
- Session Three:** Triggers and self-report
- Session Four:** Internal thoughts and Daily activities
- Session Five:** Engagement in self-talk both inwardly and outward
- Session Six:** practical use of self-management strategies (drawing timetable for a day, week, and month)
- Session Seven:** Engaging in time management skills and practicing the time management skills tips
- Session Eight:** Summary, Termination of Session and Post-Test Administration

Results

Hypothesis 1: There is no significant effect of the Self-Management counselling technique on Occasional lateness behaviour among secondary school students in Biu, Borno state, Nigeria

Table 1: Paired Sample t-test statistical analysis on the significant effect of Self-Management counselling technique on Occasional lateness behaviour

Variable	N	Mean	SD	t	df	p
Pre-test	10	45.57	3.897			
Post-test	10	24.14	3.255	12.936	13	0.000

Table 1 shows the a mean score of 45.57 for the pre-test and 24.14 for the post-test, with a significance level of less than 0.05 at the alpha level ($t = 12.956$ and $p = 0.000$). As a result, the null hypothesis—which contends that the Self-Management counselling technique has no discernible impact on secondary school pupils in Biu, Borno state, Nigeria, who occasionally arrive late for class—is rejected. These results show that the self-management counselling strategy significantly reduces the occasional tardiness behavior of secondary school pupils in Biu, Borno state, Nigeria.

Hypothesis 2: There is no significant effect of the Self-Management counselling technique on Habitual lateness behaviour among secondary school students in Biu, Borno state, Nigeria

Table 2: Paired Sample t-test statistical analysis on the significant effect of Self-Management counselling technique on Habitual lateness behaviour

Variable	N	Mean	SD	t	df	p
Pre-test	14	42.60	2.836			
				11.853	9	0.000
Post-test	14	26.60	2.716			

Table 2 shows the a mean score of 42.60 for the pre-test and a mean score of 26.60 for the post-test, with a significance level of less than 0.05 at the alpha level ($t = 11.853$ and $p = 0.000$). Thus, the null hypothesis—which contends that the Self-Management counselling technique has no discernible impact on habitual tardiness among secondary school students in Biu, Borno state, Nigeria—is rejected. These results show that the self-management counselling strategy significantly reduces habitual tardiness among secondary school pupils in Biu, Borno state, Nigeria.

Hypothesis 3: There is no significant effect of the Self-Management counselling technique on Accidental lateness behaviour among secondary school students in Biu, Borno state, Nigeria

Table 3 Paired Sample t-test statistical analysis on the significant effect of Self-Management counselling technique on, Accidental lateness behaviour

Variable	N	Mean	SD	t	df	p
Pre-test	6	46.50	9.049			
				0.577	5	0.589
Post-test	6	44.67	2.338			

Table 3 shows the mean score of 46.50 for the pre-test and 44.67 for the post-test, with a significance level of greater than 0.05 at the alpha level ($t = 0.577$, $p = 0.589$). Thus, the null hypothesis—which holds that the Self-Management counselling technique has no discernible impact on secondary school students' accidental lateness behavior in Biu, Borno state, Nigeria—remains in place. These results suggest that self-management counselling techniques have no discernible impact on secondary school pupils in Biu, Borno state, Nigeria, who inadvertently arrive late for class.

Discussion

The study revealed that there were significant effects of self-management counselling techniques on two lateness behaviour components (habitual and occasional) and there was no significant effect on accidental lateness behaviour components among secondary school students in Biu, Borno state, Nigeria. These findings were in line with other studies that demonstrated the effectiveness of self-management counselling techniques on lateness behaviour. Chima and Nnodum (2006) discovered that pupils' tardiness to school could be considerably reduced by using self-management techniques. In a study conducted in 2021, Ofoegbu and Igbokwe examined how well the self-management strategy worked with secondary school students in Imo State, Nigeria, to reduce tardiness to class. They discovered that the method significantly decreased pupils' tardiness to class. The Effect of Self-Management Techniques on Late Coming Among Secondary School Students in Awka South Local Government Area, Nigeria was another study done by Anyamene, Ada; Anakwuba, Celestina; and Adaku (2022). Their research showed that secondary school students' lateness behaviors could be changed and the degree of lateness could be decreased by using the self-management strategy.

The results also support Chujor and Kennedy's (2014) study, which examined the ways in which counselling—including self-management and cognitive restructuring techniques—can lessen students' chronic tardiness to class. Their results showed that among Rivers State University secondary school students, counselling (self-management and cognitive restructuring strategies) dramatically reduced persistent lateness. In a study published in 2016, Charlton investigated the effects of a self-management process using student feedback on how staff members provide praise in an after-school program. He discovered that self-management strategies had a functional impact on particular praise but not on general praise. Instructors expressed great pleasure with the intervention's viability and efficacy when it came to self-management counselling strategies. This implies that the need for the use of self-management technique by therapists in treating lateness to school behaviour among students cannot be overemphasized (Ofoegbu & Igbokwe, 2021).

Other studies revealed that Token Economy and Cognitive Restructuring counselling Techniques discovered to be successful in lowering secondary school pupils' lateness. behaviour In Kaduna Metropolis, Kaduna State, Nigeria, In 2015, Simeon, Abdullahi, and Umaru conducted research on how primary school kids' tardiness was affected by the token economy. They found that the token economy is an effective way to deal with tardiness. Furthermore, Chujor and Kennedy's (2014) study on the efficiency of counselling—which includes self-management and cognitive restructuring techniques—in lowering students' chronic tardiness to school is supported by the results. This result was in line with other research because those studies were also carried out in Nigeria with comparable educational issues and took place in day schools that struggled with latecomers.

Conclusion

Based on the findings it was concluded that self-management counselling techniques were effective in treating habitual and occasional lateness behaviour among secondary school students in Biu, Borno state, Nigeria. And was not effective in treating accidental components of lateness behaviour, therefore other counselling techniques should be employed to see whether it would be effective.

Recommendations

The following recommendations were made:

1. Self-management counselling techniques should be used by school counsellors to reduce lateness behaviour this could be implemented in groups or individually.
2. Counsellors and psychologists should create awareness for the teachers and other stakeholders to stop using punishment on the latecomers but make use of self-management counselling technique to help the students manage lateness behaviour.
3. Since the self-management counselling technique was found ineffective in accidental lateness behaviour, other counselling techniques such as RBT, CBT, and mindfulness training among others should be employed to find their effectiveness.

References

- Anagbogu, M. A. (2002). Guidance and counselling in primary schools: *Teachers' handbook*. Awka: Mercury Bright.
- Anna O. (2017). Lateness: A recurrent problem among secondary school students in Akoko South East Local Government Area of Ondo State Nigeria. *Canadian Center of Science and Education Higher Education Studies*; 7, (1), 56-61
- Anyamene, A., Anakwuba, C., & Adaku (2022). Effect of self-management technique on late coming among secondary schools students in Awka South Local Government Area, Nigeria. *European Journal of Educational Studies*, 2(1), 234-241.
- Briesch, A. M., & Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988–2008). *School Psychology Quarterly*, 24(2), 106–118. <https://doi.org/10.1037/a0016159>
- Charlton, C. T. (2016). Effects of a self-management procedure using student feedback on staff members' use of praise in an out-of-school time program. *All Graduate Theses and Dissertations*. 4703. <https://digitalcommons.usu.edu/etd/4703>
- Chima, I. M., & Nnodum, B. I. (2006). Self-control and positive reinforcement in the management of late coming behaviour among secondary school students. NAWACS, *Journal of Women Academics*, 1(2), 204-213
- Chujor, J. C., & Kennedy, M. G. (2014). *Effects of counselling in curbing persistent lateness to school among university secondary students in Rivers State, Nigeria*. Retrieved from <http://www.ijird.com> on 20.07/2023.

Colman, A. (2009). *A Dictionary of Psychology* (3rd ed.). Oxford, LD: Oxford University Press.

- Denga, I. D., & Ali, A. (1983). *An Introduction to Research Methods and Statistics in Education and Social Science*. Jos: Savanah Publishers Limited.
- DuPaul, G. J. (2007). School-based interventions for students with attention deficit hyperactivity disorder: Current status and future directions. *School Psychology Review*, 36, 183-194.
- Emore, C. (2005). *Causes of students' lateness to school in Uvwie L.G.A. of Delta State*. Unpublished postgraduate diploma in education project, Delta State University, Abraka, Nigeria.
- Jumare, M. A., Maina, A. B., & Ankoma-sey, R. V. (2015). Analysis on students' late-coming factors in selected secondary schools in Zaria: Implications for educational managers. *Journal of Education and Practice*, 6(32), 55-61.
- Nakpodia, E. D., & Dafiaghor, F. K. (2011). Lateness: A major problem confronting school administrators in Delta State, Nigeria. *International Journal of Science and Technology Education Research* 2(4), 58-61. Available online <http://www.academicjournals.org/IJSTER> ISSN 2141-6559 ©2011 Academic Journals
- Ofoegbu, C. G., & Igbokwe, L. N. (2021). Efficacy of self-management technique in reducing lateness to school behaviour among secondary school students in Imo State, Nigeria: *Journal of Guidance and Counselling Studies*. Retrieved online from <http://doi.org/10.5281/zenodo.5107984> on 20/07/2023
- Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with attention deficit/hyperactivity disorder. *Exceptional Children*, 71, 361-377.
- Simeon, I., Abdullahi, M. I., & Umaru, Y. (2015). Effect of token economy on lateness among primary school pupils in Kaduna Metropolis, Kaduna State, Nigeria. *Journal of Sociology, Psychology and Anthropology in Practice*, 7(3), ISSN: 2141 - 274X
- Van-Breda, M. J. (2006). Guidelines for empowering secondary schools education in local parents. In addressing truancy among early adolescent learners. University of South Africa.

Appendix

Treatment Package: Session One

Topic:

Introduction

Time: 45 min – 1 hour

- Step I:** The researchers introduce themselves to the participants
- Step II:** The researchers introduce to the participants the type of relationship they intend to establish: that is, a counsellors-clients relationship for Lateness Behaviour and self-management
- Step III:** The goals of the whole treatment and counselling relationship will then be set collectively between the researchers and the participants.
- Step IV:** The researchers conclude the session and appreciate the participants for their time.
Assignment: Free test: Filling out the questionnaire.

Session Two

Topic:

Managing lateness Behaviour

- Step I:** The researchers welcome participants to the second session of the self-management strategies process. For instance, good morning students how are you today?
- Step II:** Help participants to understand Lateness Behaviour very well and learn to identify its effects for example, the participants mentioned to the researchers some effects of Lateness Behaviour which include, low academic performance, discomfort in class, and punishment. This will help participants to learn the connection between their thoughts, beliefs, events, or situations and the result of lateness to school.
Assignment; the researchers give the participants assignments to write out their daily schedule

Session Three

Topic:

Triggers and self-report

- Step II:** The therapists and the participants discuss the homework given in the previous session.
- Step III:** The therapists allow the participants to define a trigger, giving detailed examples of triggers of Lateness Behaviour during the discussion, inaccurate thoughts will be identified one by one by the participants.
- Step V:** The therapists guide the participants to track the accuracy of their thoughts by writing a self-report of the day.
- Step V:** The therapist guides the participants to what is written in the self-report deepening, finding out what causes them to come to school late, Can I change the situation? Relating the inaccurate thoughts to their present life and how it has affected their daily activity.

Session Four

Topic:

Internal thoughts and Daily activities

- Step III:** The therapists guide the participants to identify the types of inward thoughts they have and some negative thoughts. For instance, 'I can only gain attention when am late', 'my maths teacher hates me so I don't need to attend the first period'.
- Step V:** The therapists stress to the participants how the therapy can help manage their thoughts which could in turn affect their lives. Thus, don't you think that your experience is worth you changing your pattern of thinking?
- Step VI:** The therapists allow therapists- participants" to interact and ask questions.

Session Five

Topic:

Engagement in self-talk both family and personal causes of lateness

Step I: The Researchers discuss the previous assignment with the participants while keeping a conducive environment with the participants.

Step II: The researchers explained the importance of self-talk in handling negative thoughts

Step III: The researchers demonstrated how to engage in positive self-talk on personal causes of lateness and subsequently how to overcome the causes.

Step IV: The therapists inform the participants of the end of the session and give room for questions

Assignment: the researchers give the participants some daily plans chart and timetable management and take note of how they feel after executing the plans.

Session Six

Topic:

Practical use of self-management strategies (drawing timetable for a day, week, and month)

Step I: The researchers explained the importance of drawing a daily activity timetable and in practice how to follow it religiously.

Step II: The researchers explained the importance of time management skills which are used while engaging in self-talk overtly giving a sense of determination and full confidence.

Step III: The therapists then clearly offer their support other participants appreciating the kind of collaborative sessions they have had.

Session Seven

Topic:

Engaging in time management skills

Time: 1 hour

Practicing the time management skills tips

5 Tips to Better Your Time Management

1. Set reminders for all your tasks.
2. Create a daily planner.
3. Give each task a time limit.
4. Block out distractions.
5. Establish routine.

Session Eight

Topic:

Summary, Termination of Session and Post-Test Administration

- Step I:** The therapists welcome the participants to the last session of the interaction with them.
- Step II:** The therapists recap the process of the therapy reflecting on the Self-management counselling technique as a treatment for lateness behaviour
- Step IV:** The researchers administer the Lateness Behaviour Inventory as a post-test.
- Step V:** The researchers give room for questions if there is
- Step VI:** The researchers appreciate all participants for their cooperation and interest throughout the treatment sessions
- Step VII:** The researchers take a group picture with the participants.