CHAPTER ONE

INTRODUCTION

Background to the study

Most often, children lie in situations, circumstances or events, even when it is more convenient, necessary and important to tell the truth. This may have resulted from the fact that lying is seemly, generally acceptable by individuals, and has become a norm in the society. The society is faced with all forms of deviant behaviours such as lying, stealing and cheating (Abodike, 2010).Therefore, attitude towards lying among children has become positive, because these children express favour towards lying.

Generally, lying is making false statement. It is an intentional untruthful declaration to someone in order to deceive or cheat. Hence, a falsehood and anything that deceives or creates bad impression. Lying is common among secondary school children who use it in bid to distort real situations. According to Meibauer (2011), lying is a speech act of insincere assertion. The liar misrepresents truth in order to deceive. Thus, lying allows the speaker to manipulate the representation of truth according to certain social goals. Lying is therefore an undesirable behaviour because it aims at misleading and misguiding.

Some adults in the homes, schools, offices, political terrain and the society at large lie about things events and situations as such, they model lies for children. In the home for instance, a visitor comes to see a parent, he is told that the parent is not at home. The parent has instructed the children to tell the visitor so, whereas the parent is in the house but does not want to see the visitor. In the school also, some teachers send children on errands during classes, and when these children are caught as perambulators, on reporting to the teacher, the teacher will lie that it is an important official errand.

Some teachers extort money from students and lie that it is for materials meant for class use. In the offices, some workers come late, and sign an earlier time, in the attendance register.

In the political terrain, it is often heard and read in the electronic and print media during election campaigns, that some politicians and power seekers forge the certificates which they present as evidence for qualifications to contest. Some claim to be what they are not, and they are allowed to contest, and they may eventually win the election. This victory is often celebrated in grand style. People sing their praises and masses are said for them in churches. The children see, and hear all these. They register, encode, maintain, transform, store and recall all these. They believe that lies and deceptions are clever ways to getting whatever one wanted. In support of this, Abodike (2010) opined that adults intentionally or unintentionally teach children how to tell lies. There is also an adage which states 'what parents do in moderation, children do in excess'. They lie to their siblings and friends. They also lie to their teachers in the school. They learn that failure to tell the truth is normal and acceptable. More so, it saves them from punishment. They imbibe this vice and it becomes a way of living.

Lying originated from the devil who is known as the 'father of lies'(John 8:44). Lie is evil as it originated from the devil. It is among the vices instituted and practiced by many people in the society as normal. This has lead to disorientation of many individuals' mind. To support this, Sadhguru (2014) remarked 'lying pull down life, prevent prosperity and leaves the mind completely disoriented'. This is because lying is a falsified and distorted version of reality, the making of untrue statement, purposely, with the intention to deceive. More so, it provides wrong facts in order to make one ignorant of the truth. A distortion of facts in any situation indicates absence of truth, and a mere fabrication and manipulation. However, the liar may sooner or later reap the

consequences of the act. The case of Ananias and Sapphira in the scripture typifies the possible consequence of lies (Acts5; 1-10).

Lying is usually the preliminary to stealing. This is because the liar has the propensity to steal. In the public and private offices, lying tend to be evident. There is also lying in education, business, the press and many other areas. Sadhguru (2016) collaborated by stating that people lie about where they are going. They lie to their family, spouse, boss, and whoever that is around them, on daily basis.

Lying is immoral and does harm to humanity in general. Also, it often leads to personality maladjustment. According to Okudo (2010), the level of moral decadence and depravity in the society, especially among adolescents remains a great concern to stakeholders. Okudo also noted that the society is characterised by negative attitude to living, and other behavioural problems seen in ailing adolescents.

It can be noted that lying is a behavioural problem. However, it is sometimes a flexible way with good purpose of avoiding an aggressive atmosphere, pleasing or impressing somebody and avoiding trouble. Nevertheless, it results in creation of bad habit of regular lying, destruction of trust from other people, loss of prestige, distortion of individuals' physical and spiritual health, creating bad affection in the society and leading to communication breakdown among others. These effects clearly and specifically indicate the need to prevent and control lying among children, and if possible eliminate it.

The causes of undesirable and maladaptive behaviour among students could be health problems, personal or family problems, adjustments or developmental issues such as immaturity or self-esteem issues or general academic difficulties. Abodike (2010) noted that undesirable and maladaptive behaviours in our society are deeply rooted in

educational, political, social, economic, religious, health and psychological factors. Abodike further noted that the three major factors which have been known to trigger off maladaptive socio-emotional behaviours are biological disorders, pathological family relationships and undesirable experiences at school. In the school, teachers who are habitual late comers lie to exonerate themselves from punishment. Students on their own part also lie to escape punishment. These lead to dishonesty in the school system.

The need for honest living cannot be over emphasized. The popular saying, 'honesty is the best policy', confirms it. Also, the second line of the National Pledge emphasizes honesty, and the second stanza of the National Anthem, referred to as our 'National prayer' also emphasizes honesty. Additionally, Judge Patrick Couwenberry was dismissed from office despite his amiable pursuits, lofty achievements and worthy contributions to the society, the day it was discovered that he was a liar (Baranoski, Dike & Griffith, 2005). Similarly, Maku (2013) said, 'Tell a lie, believe in the lie, and end up in tragedy'.

People need to be trusted. Honesty and truth lead to trust. Humanistic psychologists believe that human behaviour results from the meaning, understanding and experiences involved in growing up, teaching and learning. They also hold that individuals are influenced by their self-perceptions and the personal meaning attached to their experiences, and that individuals are internally directed and motivated to fulfil their human potentials. Lying can be learnt through experiences involved in growing up.

Cognitive psychologists view human behaviour as a function of the individual's thought processes (Nwosu, 2007).They also believe that non-normative behaviour results from irrational beliefs. Lying is a non-normative behaviour and therefore, can be caused by irrational belief.

Certain measures have been used to control undesirable behaviours among children. Dada and Okunade (2014) suggested the use of extinction and reinforcement to control undesirable behaviours. Dada and Okunade further emphasised the use of time out and reward of good behaviour. However, some teachers use punitive measures while some ignore them to fate labelling them liars.

Secondary school children are expected to be honest individuals because they are the leaders of tomorrow. The incidence of lying among them is not only unhealthy but also discouraging. If lies are allowed to increase and multiply, there is the possibility that the future generation will accept it as a norm, an acceptable behaviour and positive attitude to lying will be heightened. Not only that lying is undesirable and antisocial, it also carries with it several negative consequences.

It can be observed that when an undesirable behaviour such as lying becomes habitual, corporal punishment tends not to eliminate it. Continuous use of corporal punishment or threat on a child with positive attitude to lying may not stop him or her from lying. It may simply turn him or her into a pathological liar. The quality of being lie-free can only be inculcated in children through adequate guidance and counselling education.

Counselling is the provision of professional assistance and guidance in resolving personal or psychological problems, and education is the process of facilitating learning Therefore, counselling education is the professional assistance and guidance in resolving personal or psychological problems, in the course of education.

Generally, education is considered as an instrument for effecting National development. As a result, the Federal Government of Nigeria adopts Education as a primary element to effect change in the society. Federal Government of Nigeria (2013) highlighted the educational goals and objectives, as derived from the National philosophy to include the

inculcation of the type of values and attitudes for the survival of the individual and the Nigerian society. The Federal Government of Nigeria in its effort to ensure the achievement of these educational goals and objectives also provides for Guidance and counselling education at the secondary and tertiary levels.

Secondary education is acquired in post-primary institutions, and it is the education which children receive after the primary, and before the tertiary education. It consists of the formal experiences given to children between the ages of eleven or twelve to fourteen or fifteen for junior secondary, and children between the ages of fourteen or fifteen to eighteen or nineteen for senior secondary (Abodike & Ebenebe, 2016). Secondary education can be single sexed or co-educational. Single sex is a situation where only either of the gender is involved, while co-education or mixed school is when both genders are in the system**.** Gender can be viewed as the state of being a male or female and often leads to prescription or a division of labour and responsibilities between males and females. Age refers to the length of time that a person has lived.

Secondary education is very important because it is the middle course where and when critical life decisions are made. Such decisions include subject selection in relation to career choice, positive thinking and desirable behaviours.

Guidance counsellors have utilized effective therapies such as classical and cognitive behaviour therapies to correct undesirable behaviours. Self-instruction is a cognitive-behavioural approach to self-control in which children are taught to use covert speech to modify their own behaviour. Children can be taught and they could learn and use a speech/positive statement to control their own behaviour. When students are able to manage attitude to lying in their lives, they no longer rely on external controls such as teachers,

in order to be truthful. They work towards being honest using their own personal efforts, and unsupervised.

 The procedure for the self-instruction for this study is as follows:

i. Model and verbalise necessary steps to complete the task

ii. Ask the students to complete the task while the therapist verbalizes the steps

iii. Ask the students to verbalize the steps and complete the task.

iv. Ask the students to whisper the steps and complete the task.

v. Ask the students to use the steps as silent talk and complete the task

(Kamphaus, Reynolds & Vannest, 2008).

Cooper, Heron and Heward (2007) opined that students need to be taught the concept of talking to themselves using a positive statement because an overreaching goal in education is to enable students become independent and self-sufficient individuals who are able to manage their behaviours without the assistance of others. Some students have developed positive attitude towards lying as a result of their learning from the environment, the thought and belief that lying is acceptable, and a clever way to escape punishment and achieve desires. In trying to reverse this attitude, the therapist will demonstrate that the positive attitude resulted from the internalized wrong thought and belief. She will inculcate the positive statement in the students. These students will use this positive statement in the face of any situation that triggers them to lie.

Cognitive restructuring is a cognitive behaviour therapy that aims at modifying distorted thinking patterns. It is the changing of irrational subconscious thought and belief to a rational conscious one. It can be used to change the belief that lying is acceptable and clever

way of escaping punishment and achieving one's desires in life. With cognitive restructuring this wrong belief can be changed in three step procedure:

i. leading the individual to gain awareness of detrimental thought habit

ii. learning to challenge them

iii. replacing them with healthy thoughts and beliefs (Abodike &Ebenebe, 2016)

Cognitive restructuring offers hope because it shows how wrong thoughts, beliefs resulting in unhealthy behaviours can be unlearned. It also shows how more effective ways of thinking and behaving can be learned. In line with this, Haythornthwaite and Wegener (2011) opined that cognitive restructuring focuses on the role of cognitive factors such as attitudes and belief in determining emotional and behavioural responses. Haythornthwaite and Wegner further remarked that cognitive restructuring intervention challenge negative self-talk and replace these self-statements with more positive statements that reduce negative effect, emphasize control and encourage adaptive coping. In the context of treatment, the patients are frequently asked to monitor their thoughts, identify negative thoughts and more accurate adaptive thoughts to replace the negative thought. Some students have developed positive attitude towards lying through internalized thought that by lying, one can escape unpleasant consequences and get what one desires as modelled in some homes, offices and the society. In trying to modify this positive attitude towards lying therefore, the therapist would try to change the students' undesirable belief to a desirable one. The therapist will demonstrate that the behaviour pattern is the consequence of the wrong belief and thought pattern internalized. The technique is used to dispute these thoughts and belief.

Researchers like and Nwankwo and Obi (2014) and Mara (2015) have proved the effectiveness of self-instruction technique in managing different types of undesirable

behaviours among students. Guidance counsellors have also proved the effectiveness of cognitive restructuring technique on undesirable behaviours. Guidance counsellors further proved the effectiveness of self-instruction and cognitive restructuring in creating conditions that promote desirable behaviours such as relaxation and punctuality. Conditions that promote desirable behaviours according to Katie and Nelson (2012) include the following: clear behaviour expectations, teaching of expected behaviours, commitment, and sound response to rule violations and individualized programming. These conditions have been found to be effective. Generally, effectiveness is the extent to which objectives are met, that is, doing the right thing.

Attitude is an expression of favour or disfavour towards a person, a place, a thing or an event. It is the relatively stable overt behaviour of a person which affects his status. Basically, attitude has two dimensions, and these are; positive attitude and negative attitude. Positive attitude to lying is being optimistic about lying, and denying reality. On the other hand, negative attitude to lying is to judge lying wrong (Hurka, 2014), and thereby accepting reality.

Research findings tend to indicate that lying appears to be more among males and younger students than among females and older ones. Abodike and Ebenebe (2016) observed that lying is more among boy than girls. The present study desired to find out if self-instruction and cognitive restructuring will be more effective on the females and older students than the males and the younger ones' attitude to lying.

It is worth noting that previous studies on lying focused on the behaviour, and also, that the benefits associated with self-instruction and cognitive restructuring are suggestive of their credibility in the control of attitude to lying. Having observed children, some of them with positive attitude to lying, the researcher being a mother, mentor, teacher

and counsellor desired to inculcate into children, the positive statement that can reverse their attitude to lying. Also, help the students to challenge and change the apparent thought and belief that lying is acceptable and clever way of escaping punishment and achieving desires. Based on this, the present study determined the effects of self-instruction and cognitive restructuring on attitude to lying among secondary school students in Anambra state

Statement of the Problem

The incidence of lying common among secondary school students is not only unhealthy, but also calls for concern. This is because lying over a period of time will cause these children to lose the basic ability of handling any aspect of life, and lead them on the path of negativity.

Secondary school children are expected to be honest individuals because they are the leaders of tomorrow. However, these children do not seem to need instruction and encouragement on lying, they just lie. School children consistently engage in telling lies and falsifying real situations, and there is severity and prevalence of lying among students. Thus, many students lie against others. Lying is also a common social phenomenon which occurs regularly in various social contexts for a multitude of purposes.

Lying has several negative consequences which include the following; creation of bad habit of regular lying, lack of trust, and loss of prestige and distortion of individual's physical and spiritual health. These consequences result in unwholesome personality development.

Attempts by school teachers, parents and guardians to stop lying among children using admonitions and punitive measures, have proved abortive because they have been found to be ineffective. Also, previous studies on lying used cognitive restructuring and shaping to control lying among students. However, these studies are directly on lying as an undesirable behaviour. This study therefore, focused on how to change positive

attitude towards lying among students to negative attitude. So put in question form, the problem of this study is how will self-instruction and cognitive restructuring affect students' attitude to lying in Anambra State?

Purpose of the Study

The main purpose of this study was to determine the effects of self-instruction and cognitive restructuring on attitude to lying among secondary school students. Specifically, it determined:

1. the effect of self-instruction on the students' attitude to lying.

2. the effect of cognitive restructuring on the students' attitude to lying.

3. the relative effectiveness of self-instruction and cognitive restructuring on the students' attitude to lying.

4. the effect of self-instruction on the students' attitude to lying in relation to gender.

5. the effect of cognitive restructuring on the students' attitude to lying in relation to gender.

6. the effect of self-instruction on the students' attitude to lying in relation to age.

7. the effect of cognitive restructuring on the students' attitude to lying in relation to age.

Significance of the Study

The findings of this study will shed more light on the usefulness of self-instruction and cognitive restructuring, and hopefully be of immense value to major stakeholders in education system such as; Ministry of education, Curriculum developers, Educational psychologists, Guidance counsellors, Teachers, Students, Parents and

Guardians. These stakeholders will benefit in various ways when the findings and recommendations are made public.

The Ministry of education will benefit because the result of this study will sensitize educationists in the Ministry, on the usefulness of self-instruction and cognitive restructuring in teaching and learning. This will propel these educationists to ensure continuous inclusion of more activities and exercises that demand self-instruction (independent learning) and cognitive restructuring (positive thinking) skills in secondary schools' academic programmes.

The publication of the results of this study will motivate curriculum developers to constantly introduce in secondary school curriculum, self-instruction and cognitive restructuring demanding exercises and activities. This will facilitate teaching and learning.

Educational psychologists will benefit from this study because the result will encourage them to continually implement self-instruction and cognitive restructuring principles in education process. This will enhance teaching and learning.

Guidance counsellors will also benefit from the findings of this study. The findings will expose them to self-instruction and cognitive restructuring techniques which they could employ in controlling attitude to lying among students.

The findings will be useful to teachers. It is expected that the findings will help teachers gain insight on the use of self-instruction and cognitive restructuring techniques which they can be taught and they could learn and employ in controlling attitude to lying in their disciplinary effort. This will enhance academic instruction.

The findings of this study will spur the students that were treated to continually practice the acquired skills, function effectively, and grow into wholesome persons who will make meaningful contributions to the society they are part of. On the other hand, students in tertiary institutions will find the result relevant especially those who are interested in attitudinal change. The study will form a database for them in their work.

Scope of the Study

This study was delimited to the effects of the independent variables, self-instruction and cognitive restructuring on the dependent variable, attitude to lying among JS 2 and SS 2 students in Anambra state. The JS2 and SS2 students were not adjusting to either junior or senior academic curriculum, and would not participate in any external examination that would interfere with the exercise. Also, they are within the age group that meets the researcher's intent. The study was also limited to the students in three co-education secondary schools in Awka South local Government Area that had the highest number of students with positive attitude to lying. These students scored above the norm of 75 in the instrument. It was finally limited, to gender and age which were the intervening variables.

Self-instruction involved teaching the students to adopt the concept of talking to themselves using the positive statement 'I must avoid lying in order to live positively, function effectively and grow into a wholesome person'. In cognitive restructuring the students were taught to challenge the taught and believe that 'lying is a clever way to escape punishment and achieve desires' and learn the new thought and belief that 'one can achieve desires by telling the truth'.

Research Questions

The following research questions guided the study:

1. What is the effect of self-instruction technique on attitude to lying of secondary school students when compared with those treated with conventional counselling using their pretest and post test scores?

2. What is the effect of cognitive restructuring technique on the attitude to lying of secondary school students when compared with those treated with conventional counselling using their pretest and pot test scores?

3. What is the relative effectiveness of self-instruction and cognitive restructuring techniques on attitude to lying of secondary school students using their pretest and post test scores?

4.What is the difference in the effect of self-instruction technique on attitude to lying of male and female secondary school students using their pretest and post test scores?

5. What is the difference in the effect of cognitive restructuring technique on attitude to lying of male and female secondary school students using their pretest and post test scores?

6. What is the difference in the effects of self-instruction technique on attitude to lying of young and old secondary school students using their pretest and post test scores?

7. What is the difference in the effect of cognitive restructuring technique on attitude to lying of secondary school students based on their age using their pretest and post test scores?

Null Hypotheses

The following null hypotheses were tested at .05 level of significance;

1. The effect of self-instruction technique on secondary school students' attitude to lying in Anambra state will not be significant when compared with those who received conventional counselling using their mean scores.

2. The effect of cognitive restructuring on secondary school students' attitude to lying in Anambra state will not be significant when compared with those who received conventional counselling using their mean scores.

3. There is no significant difference in the effectiveness of self-instruction and cognitive restructuring techniques on secondary school students' attitude to lying using their mean scores.

4. There is no significant difference in the effectiveness of self-instruction technique on secondary school male and female students' attitude to lying.

5. There is no significant difference in the effectiveness of cognitive restructuring technique on the attitude to lying of male and female secondary school students.

6. There is no significant difference in the effectiveness of self-instruction technique on secondary school young and old students' attitude to lying.

7. There is no significant difference in the effectiveness of cognitive restructuring technique on the attitude to lying of secondary school students due to age.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to the present study. The review was presented under the following subheadings:

Conceptual Framework

Self-instruction

Cognitive restructuring

Attitude

Attitude to lying

Effect

Theoretical Framework

Behavioural theories

Self theory

Theoretical Studies

Self-instruction as a strategy for modifying undesirable behaviours among students.

Cognitive restructuring as a strategy for modifying undesirable behaviours among students.

Four factor model theory of lying

Information manipulation theory of lying

Interpersonal deception theory of lying

Lying in relation to gender

lying in relation to age

Lying among secondary school students

Empirical Studies

     Studies on self-instruction

     Studies on cognitive restructuring

     Studies on lying

     Studies on attitude

     Studies with respect to gender and age of students

Summary of review of related literature

Self-instruction

As the name implies, self-instruction involves a person telling him/herself to do something and then doing it. It is the ability of a learner to design conditions for facilitating his or her own learning. According to Rafferty (2010), self-instruction is an intervention that requires teaching a student how to use a positive statement to direct his or her own behaviour. It focuses upon giving the consumer the responsibility for instruction rather than relying upon a teacher or facilitator. This definition implies that self-instruction is designed so that students can learn either without a teacher's intervention or with minimum guidance.

Mara (2015) describe self-instruction in terms of procedures and techniques involved in encouraging self-direction or learner autonomy. Mara pointed out that in order to achieve this goal, certain parts have to be covered which includes basic issues in self-instruction such as the definition of self-instruction as 'a neutral term referring generally to situations in which learners are working without the direct control of the teacher'. This definition according to Mara distinguishes self-instruction from other pertinent terminologies such as self-direction, autonomy, semi-autonomy, self-access materials, self-access learning and individualized instruction. 'Mara further pointed out that self-instruction is an attractive option because of its practicality and the opportunity for the

production of increased educational goals of autonomy and encouragement of life-long education. Autonomy and encouragement of life-long education are made possible because the learner works either alone or with others, without the direct control of a teacher.

Moreover, self-instruction could be described as memorizing an instruction, and learning to say it at the required time. It is a process whereby a student verbalizes a positive statement before the performance of a task. It is also called 'self-talk or self-statement'. According to Bernstein (2014), self-instruction is a supportive positive self-talk designed to make a difference. This is because what one says to oneself can bring about a change in one's behaviour, by breaking the chain of negative feelings and sensations such as fear, guilt, anxiety and many more (Nwankwo & Obi, 2014).

Furthermore, self-instructional training is a cognitive technique which aims at giving the clients control over their behaviour, through guided self-talk that gradually becomes covert and self generated. It allows the learner to earn valuable continuing education credit in the office, at home or anywhere and anytime. Moreover self-instruction comprises arranged learning materials which enables students commence learning with little or no supervision. Therefore, with self-instruction, an individual learns to be self-directing.

Self-instruction according to Adani, Eskay and Onu (2012) is self-regulated strategy which students can use to manage themselves as learners, and direct their own behaviour while learning. Adani, Eskay and Onu further asserted that with self instruction, learning is broken down into bits which make it easier for learners to comprehend easily and become active participants in the learning process rather than being passive as could sometimes obtain in conventional setting. The students also self

tutor and self-monitor themselves. This is an indication that self-instruction is a technique that equips an individual with self teaching capability.

Self-instruction is a self-talk designed for self management According to Linnér (2010), self-talk should be defined as: (a) verbalizations or statements addressed to the self; (b) multidimensional in nature; (c) having interpretive elements association with the content of statements employed; (d) is somewhat dynamic; and (e) serving at least two functions; instructional and motivational. This definition implies that self-instruction is a strategy that contributes to an individual's self determination skills with the goal to support a person to independently complete a task using self talk.

Self-instructional strategy training is an inter-active training between teacher and student, tailored to individual student's cognitive and language capabilities. It is based on sound instructional procedures. Therefore, NugentPam (2013) describe self-instructional training as a cognitive behaviour therapy which aims to modify maladaptive belief, and develop new skills. NugentPam further remarked that the training is not dependent on any other person for the learning, rather it is totally self-dependent, attempting to reverse beliefs. Self-instruction is therefore concerned with learner autonomy. It requires learning without other's control, and usually alone, but sometimes with other learners, with a conscious effort to learn a targeted task.

Basic forms of Self-instruction with examples

1. Problem definition: Sizing up the nature and demands of the task.

   Example: What is it I have to do here? What am I up to? What is my first step?

2. Focusing attention and planning (attending to the task at hand and generating plans.

Example: I have to concentrate, be careful, and think of the steps to do this right. I have to make a plan.

3. Strategy (Engaging and implementing strategies)

Example: First I will write, brainstorm in as many ideas as I can. I will self-record.

4. Self-evaluating and error correcting (Evaluating performance, catching and correcting errors).

Example: Oh, I missed one, that's okay, I can revise. Am I following my plan?

5. Coping and self control (Subsuming difficulties or failures and dealing with forms of arousal).

Example: Don't worry. Worry doesn't help. It's okay to feel anxious a little anxiety can help. I'm not going to get mad. Mad makes one to do badly. I need to go slow and take my time.

6. Self-reinforcement (Providing reward).

Example: I'm getting better at this. Wait 'til my teacher reads this. Hurray! I' done.
(Diana, B W. Behaviour/Discipline Training)

Rogers, in his self theory notes that every individual is self directed, changeable, goal oriented and capable of solving his/her problem with minimal guidance. Thus, it can be understood that self-instruction is a technique solely designed to give students minimal assistance in solving their problem. Therefore, self-instruction is a form of self directed learning.

The self-instruction procedure used in this study was adapted from the work of Kamphaus, Reynolds and Vannest (2008) as follows:

i) Model and verbalise necessary steps to complete the task. Here, the therapist verbalised the self talk, 'I must avoid lying in order to live positively, function well, and grow into a wholesome person'.

ii) Ask the students to complete the task while the therapist verbalizes the steps. Here, the students gradually developed the urge to eliminate favour towards lying, as they attentively focused on the therapist, while she strongly, strictly and emphatically verbalized the positive statement.

iii) Ask the students to verbalize the steps and complete the task. Here, the students were asked to verbalize the positive statement with full attention, concentration and focus.

iv) Ask the students to whisper the steps and complete the task. In this step, the students were asked to whisper the positive statement with attention, concentration and focus.

v) Ask the students to use the steps as silent talk and complete the task. Here, the students were asked to internally say the positive statement to themselves, in the face of any situation that trigger them to lie.

The researcher, at this point, wish to describe self-instruction as the process of involving an individual or group of individuals in the use of a specific positive statement that can eliminate a specific undesirable behaviour to control, and gradually eliminate the undesirable behaviour, and replace it with a desirable one.

Cognitive restructuring

Cognitive restructuring is a useful technique pioneered by Albert Ellis and Aaron Beck. It is a generic name for the method used to disperse maladaptive thoughts in their stead especially, rational emotive behaviour in which clients are encouraged to eliminate an irrational or destructive belief and way of thinking, and adopt a more rational or

constructive one. Cognitive restructuring simply refers to changing irrational or distorted thoughts and learning rational and useful thoughts'.

Adeusi (2013) view cognitive restructurings as a set of techniques for becoming more aware of our thoughts and for modifying them when they are distorted or are not useful. It uses reason and evidence to replace distorted thought patterns with more accurate, believable, and functional ones. Hence, cognitive restructuring is the process of learning to replace one's current negative thoughts with better and more beneficial thoughts.

Omotosho, Abdullahi, and Oniyangi (2011) define cognitive restructuring as a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts, such as all or nothing thinking (splitting), magical thinking and emotional reasoning, which are commonly associated with many mental health disorders. In cognitive restructuring, appraisal habits help to identify and dispute irrational or maladaptive thoughts which may be an all-or nothing thinking, magical thinking, over generalization, magnification and emotional reasoning, and help an individual to behave more rationally.

Cognitive restructuring is a strategy to recognize negative, inaccurate thoughts and replace them with alternative ones that are more realistic and helpful. It is a key part of cognitive behavioural therapy that promotes optimal thinking about a stressful or overwhelming situation to reduce psychological distress. It is a form of cognitive therapy that aims at modifying people's beliefs, expectations, assumptions and styles of thinking, based on the assumption that psychological problems often stem from erroneous patterns of thinking and distorted perception of reality. In cognitive restructuring, thought is the main focus of the exercise.

Cognitive restructuring is a cognitive behavioural therapy Cognitive behavioural therapy according to Weaver, Himle, Steketee and Muroff (2014) is a structured, time-limited approach to psychotherapy that aims to address clients' current problems which uses problem-focused cognitive and behavioural strategies guided by empirical science and derived from theories of learning and cognition. The treatment approach involves identifying and altering negative thinking styles related to psychological disorder and replacing them with more positive beliefs and attitudes. Consequently, more adaptive and coping styles, developed. Cognitive restructuring employs many strategies such as Socratic dialogue, thought recording and guided imagery. When negative thinking is reversed, psychological disorder can be ameliorated. This can be done through dialogue which gives an individual the opportunity to go through and record his or her thought which may have been subconscious. Little wonder, Chinweuba (2010) see cognitive restructuring as a process of changing negative subconscious thought.

Furthermore, Nwosu (2007) defined cognitive restructuring as the application of scientific methods to change maladaptive cognitions, or better help individuals to adopt more rational or constructive ways of thinking and evaluating environmental stimuli. In cognitive restructuring, the goal is to orient the client to cognitive behaviour approach to understanding a particular problem (Heimberg, Ledley & Marx, 2005). Hence, cognitive restructuring aids the understanding of a problem, and consequently developing its solution.

Forms of cognitive restructuring

Many methods used in cognitive restructuring usually involve identifying and labelling distorted thoughts and disqualifying the positive mental filtering. According to Adeusi (2013), methods of cognitive restructuring include the following: Socratic dialogue, thought record, identifying cognitive errors, examining the evidence,

understanding idiosyncratic meanings, labelling distortions, reattribution, cognitive rehearsal, guided imagery and listing rational alternative thoughts.

There are six types of automatic thoughts which are as follows: self-evaluated thoughts, thoughts about the evaluation of others, evaluative thoughts about the other person with whom they are interacting, thoughts about coping strategies, thoughts of avoidance and any other thought uncategorized. Hope, Burns, Hyes, Herbert & Warner (2010) identified four steps involved in cognitive restructuring and six types of automatic thoughts. The four steps include: 1. Identification of problematic cognitions known as "automatic thoughts" which are dysfunctional or negative views of the self, world, or future. 2. Identification of the cognitive distortions in the automatic thoughts. 3. Rational disputation of automatic thoughts with the Socratic dialogue. 4. Development of a rational rebuttal to the automatic thoughts. The six types of automatic thoughts are: 1. Self-evaluated thoughts. 2. Thoughts about the evaluations of others. 3. Evaluative thoughts about the other person with whom they are interacting. 4. Thoughts about coping strategies and behavioural plans. 5. Thoughts of avoidance. 6. Any other thoughts that were not categorized identified

The five column technique of cognitive restructuring

Situation	Feeling	Automatic Thoughts	Cognitive Analysis	Realistic/Balanced Responses

From this process it can be observed that situation triggers feeling and an accompanying automatic thought. This automatic thought is then processed, that is, questioned and challenged, and eventually replaced with a realistic or rational or positive thought.

From the foregoing, the various views of cognitive restructuring point to one thing, and that is cognitive reorientation. Therefore, in the same vein, the researcher

wishes to describe cognitive restructuring as it relates to this study, as the changing of an irrational thought and belief, which is responsible for a particular undesirable behaviour, to a rational thought and belief that will result in a desirable one.

The cognitive restructuring method used in this study is patterned after the work of Abodike and Ebenebe (2016) as follows:

1. Familiarizing, sensitizing and creating awareness on the detrimental consequences of lying

2. Learning to challenge the belief that lying is clever way of escaping punishment and achieving one's desire.

3. Replacing the belief with the healthy thought that one can escape punishment and achieve desire by telling the truth.

Attitude

In psychology, attitude is a psychological construct, a mental and emotional entity that characterizes behaviour. It is complex, and an acquired state through experiences. Gerd and Nina (2011) define attitude as an evaluation of an object of thought. Attitude objects comprise anything a person may hold in mind, ranging from the mundane to the abstract, including things, people, groups, and ideas. This is an indication that attitude is an individual's mind predisposition. Famous Psychologist, Allport describe attitude as the most distinctive and indispensable concept in contemporary social psychology. Also, Jung, a popular psychologist described attitude as readiness of the psyche to act or react in a certain way. This implies that the subconscious is in tune with a specific response to a particular event, person or situation, either favourable or unfavourable. Attitude therefore, can be viewed as a predisposition or a tendency to respond positively or

negatively towards a certain idea, or the tendency to act towards or against something in the environment. Attitude therefore describes the feeling which an individual manifests upon the reoccurrence of a given situation.

There are psychological and sociological definitions relating to attitude. A psychological definition of attitude identifies a verbal expression as behaviour. According to Harris (2011), psychological definition of attitude attempts to reduce prejudice and discrimination by changing attitudes while sociological definition of attitude looks at verbal expression as an intention to act. Sociologically attitude is a "mental position with regard to a fact or state or a feeling or emotion toward a fact or state'. (Harris, 2011) The use a sociological definition of attitude attempt to reduce prejudice and discrimination by changing behaviour. The use of psychological definition of attitude recognizes that social structure is important in creating and maintaining social order, implying that if behaviour is to change, attitude change must come first.

Attitude structure can be described in terms of three components. These components are cognitive, affective and behavioural. The cognitive component of attitude involves a person's thought and belief about the attitude object. Affective component involves a person's feelings or emotions about the attitude object, while behavioural component involves the way attitude influences actions. These components can be expressed as follows:

i. Affective component: Feelings or emotions linked to the attitude object. This results to having a negative attitude towards the object

ii. Behavioural component: Behaviours or experiences regarding the object.

iii. Cognitive component: Thoughts, and beliefs in relation to the object.

Types of attitude

Nadeem, (2016) identified the following as types of attitude:

Cognitive component: Nadeem opined that the cognitive component is capable of being reduced to empirical factual knowledge; the emotional component is based on feelings and the behavioural component replicates and reflects behaviour. This cognitive component reflects the attitude components which comprise cognitive, affective and behavioural.

Positive Attitude: Nadeem further remarked that persons who will be possessing positive behaviour will explore good things in others and will not go after negativity. This type of attitude comprises the following characteristics:

-People with positive attitude move forward with confidence and optimism.

- They remain happy and cheerful.

- Their dealings with others comprise sincerity.

-They are blessed with sense of responsibility.

-They remain flexible in their approach.

-They are the most reliable persons.

-Tolerance is another hallmark of their personality.

-On account of their flexibility, they remain willing to adapt according to the new challenges and situations.

-They are very modest and keep themselves in low profile, even though they are not low profiled.

-Such persons exercise great degree of diligence.

Negative Attitude: Such types of persons according to Nadeem will always search for weakness of others, and are not inclined to positive elements. They complain rather than adopt to change, and blame their failures on others. Also, they are prone to high degree of anger and carry feelings of hatred for others. Their approach to life issues is full of pessimism and their behaviour, frustrated. Finally, they are doubtful of others credibility and jealous of their achievement.

Neutral Attitude: Nadeem lists the following as the typical of neutral attitude; Balanced and detached in their approach to issues, 'remain indifference to issues in wait for others in terms of resolution. Finally, they are serene and unemotional in posture which makes them very balanced.

Nadeem (2016) noted that there is a very tiny gap between personality traits and attitude. While personality is more rigid and permanent, the attitude can change with different life situations. Hence, attitudes are learnt and acquired. Also, attitudes could be explicit or implicit. At the unconscious level, attitude might be unknown to us, and is formed involuntarily. This is implicit attitude. On the other hand, explicit attitude refers to the attitude at a conscious level. Implicit attitude might be attributed to past experiences or influences.

Sikken Attitude: This is the most dangerous type of attitude according to Nadeem. This is because it reflects the state of mind's negativity, and posses enough potential to destroy the image of every related thing coming in mind. Sometimes, it is assumed to be synonymous to negative attitude because it is more destructive than the negative attitude

Attitude influences the behaviour of individuals and thus, determines success and failure in life. Therefore, if attitudes are positive, then human relation and life will be positive. Otherwise, the reverse becomes the case. The fact that attitude is formed

through experience means that it can potentially be changed through experience. When a message becomes part of an individual's experience, it might influence his or her attitude. At this point, and in relation to the present study, the researcher wishes to describe attitude simply as acting for or against an idea, object, event or behaviour, as a result of prior thought, belief and feeling.

Attitude to lying

Attitude to lying could be viewed as reacting either positively or negatively to lying. Positive attitude to lying means judging lying right, and this implies denying reality and being false, while negative attitude to lying means judging lying wrong, and this implies accepting reality and being true.

There are basically two sides to attitude to lying. These are positive attitude to lying and negative attitude to lying. Since lying implies living negatively, students who have positive attitude to lying lie a lot therefore, live negatively. On the other hand, students who have negative attitude to lying do not lie, or lie less. Hence, they live positively.

Lying is the making of false statement with the intent to deceive. It is an intentional attempt to deceive or express what is false, or convey a false impression. Carson (2010) is of the view that lying requires making a statement that one warrants to be true. Hence, lying is connected with the basic assumption that lying is essentially a breach of trust. It is as a falsified or distorted version of what has really happened. Thus, a reflection of unreality, and a violation of the truth. Lying takes several forms, and an example is exaggeration where most times, false facts are purposely presented to impress, or to take advantage of someone the liar is speaking with.

Lying is a part of the interface between a person's internal and external worlds. It is worth noting that there is an internal world composed of beliefs, fantasies, and perceived realities, and there is an external world of shared beliefs or realities. This implies that lying represents an inconsistency between the internal and external worlds.

Furthermore, Gamble (2006) views lying as a false statement meant to deceive and dupe innocent individuals, ignorant ones not exemption. Gamble notes that lying as a maladaptive behaviour has four identified basic types as follows:

- Prosaic lying: This is used to protect someone, to benefit or help others.

- Self-enhancement lying: This is used to save face, avoid embarrassment, disapproval or escape punishment.

- Selfish lying: Used to protect the ego at the expense of another, and or to conceal a mischief.

- Antisocial lying: This is used to hurt someone else intentionally.

Finally, in their own views, Evans and Lee (2013) describe lying as a pervasive human behaviour while Emilia, Cantarero and Katarzyna (2015) opined that something will be identified as a lie when the individual communicating a message intentionally misleads the recipient, without informing him/her of this intention. Lying can take place in face-to-face communication, as well as by e-mail, text message, in messages sent on social networking portals and via chat applications. Emilia, Beata. and Katarzyna opined that among the most frequent types of lies reported in the relevant literature are egoistic lies and other-oriented lies. Egoistic lies, according to the researchers are those designed to benefit the liar. Other-oriented lies are primarily intended to benefit other people, and are more socially acceptable than egoistic lies. Of significance is that lies that are in the best interests of a patient (e.g. to

diminish stress) are considered the most acceptable of all acts of lying. In support of this, Tuckett (2012) remarked that lying in some instances may even be considered therapeutic when it is aimed at eliminating harm.

From the foregoing, the various definitions and descriptions of lying reveal it as innate, common and negative aspect of human nature. In the final analysis, and within the context of the present study, the researcher wish to describe lying as aspect of human nature which depicts dishonesty, deception and falsehood, and is often displayed in interaction with self, other or others, producing unhealthy consequences.

Effect

Effective is that which has power to or which actually does produce an effect, while effectiveness is a measure of the extent to which a specific intervention, procedure, regimen or service, when deployed in the field, in routine circumstance does what it is intended to do for a specified population. Effect therefore, is the result of the power of effectiveness, and effectiveness is the degree to which desired goals are achieved, and the extent to which targeted problems are solved. In the context of this study, the researcher wishes to describe effect as the result of an action, activity or exercise.

Theoretical Framework

There are behavioural and self theories that form the basis of this study, and on which the study anchors. These are; classical, operant conditioning (behavioural theories), and self theory.

Behavioural theories

The behavioural theories are; classical conditioning theory and operant conditioning theory.

Classical conditioning theory: This theory also known as respondent conditioning was propounded by Ivan Pavlov and his associates in 1909. Pavlov said that the dogs were demonstrating classical conditioning. There's a neutral stimulus (the bell) which by itself will not produce a response, like salivation. There's also a non-neutral or unconditioned stimulus (the food) which will produce an unconditioned response (salivation). Pavlov notes that a stimulus acquires the capacity to evoke a response that was originally evoked by another stimulus. Formation of an association between a conditioned stimulus and a conditioned response, in a controlled relationship with the unconditioned stimulus elicited the required response. As a result, conditioned reflexes are built through the substitution of one stimulus for another, in an organism or individual.

This theory is related to the present study because self-instruction and cognitive restructuring involve associating lying with its detrimental consequences which will sensitize and familiarize the students with its harmful effects. This situation will evoke the idea of avoiding lie, and being true in these students. When this happens, truth (neutral stimulus) which if left alone, may not trigger the thought of being true in the students' lives will do so. Thereafter, inculcating the positive statement, 'I must avoid lying in order to live positively, function well and grow into a wholesome person' and challenging the thought and believe that 'lying is clever way of escaping punishment and achieving desires', replacing it with the new thought and believe that 'one can achieve desires by being true' will be achieved.

Lying may have resulted over time, through regular lying. Therefore, it could be reversed with time, when they gradually gain awareness of its detrimental consequences, and then use a positive statement, and a new thought and belief to control it.

Operant conditioning theory: This theory propounded by Skinner in 1953 records that behaviour is a function of change in overt behaviour, and that changes in behaviour are the

result of an individual's response to events(stimuli)that occur in the environment. Operant conditioning attempts to modify behaviour through the use of positive and negative reinforcement. Through operant conditioning an association is made between a particular behaviour and a consequence. If the consequence of behaviour is rewarding, then the probability of repeating that behaviour is high. On the other hand, if the consequence of behaviour is unrewarding, the behaviour will not be repeated.

This theory is relevant to this study because it emphasizes on reward from a particular behaviour, which classical conditioning fails to point out. If the consequence of lying is unrewarding, the probability of repeating it is low. Of course, the consequence of lying includes guilt and anxiety which are unrewarding to the students.

In a bid to help the students gain rewarding experiences, of effective functioning and positive living, positive attitude to lying will be reversed to negative attitude using self-instruction and cognitive restructuring techniques. These techniques involve sensitising the students on the detrimental consequences of lying (unrewarding). In using these techniques, the students will learn, instruct themselves, reverse their thinking and belief, thus, gain the implicit rewarding experiences of being truthful. Also, they will be appreciated and rewarded by their teachers, parents and guardians.

Self theory

This theory was propounded by Carl Rogers between 1940s and 1950s. The theory has varied names thus; Rogerian, non-directive, and client-centred. However, these trios virtually represent and mean the same thing. Rogers stated that the individual has within himself or herself vast resources for self understanding, for altering his/her self-concept, attitudes and self-directed behaviour. Rogers further pointed out that theses resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided. Self

theory is a humanistic theory that sees behavioural problem as a symptomatic outcome of a child being out of touch with himself and his feelings.

This theory is quite relevant to this study because it is concerned with the individual's feelings and self-direction which the prior theories failed to recognize. Positive attitude to lying may have resulted because the students were out of touch with their experiences and/or feelings. The students may not really understand that the negative feelings such as guilt and anxiety which they often experience may have resulted from lying or false living. By using self-instruction and cognitive restructuring techniques which sensitizes them on the detrimental consequences of lying, the students may gradually become in touch with these experiences and resultant feelings of lying. Through self-direction, careful observation and examination of these detrimental consequences of lying which inhibit effective functioning are noted. Hence, they are gradually replaced by being truthful using a positive statement and a new thought and belief.

When an individual has developed a positive attitude to lying, lying automatically becomes part of the individual's self structure. In a bid to reverse this, the individual being able to determine his problem, being changeable and able to direct his/her own affairs, is expected to assess the detrimental consequences of lying. Consequently, he/she can voluntarily learn and desire to eliminate lying from his/her self structure.

Theoretical Studies

Self-instruction as a strategy for modifying students' undesirable behaviours

There are theoretical studies on self-instruction as a useful technique for modifying undesirable behaviour. An initial cognitive schemata theory of self-instruction is concerned with the cognitive organization and operation of the schemata. According to Martin (1984), this cognitive organization and operation is related to procedural and declarative knowledge

stores, and ever changing situational information. Martin records that self-instruction is the major goal in education since it is the ability of a learner to design conditions for facilitating his/her own learning. The idea of self-instruction is particular to advocates of the teaching that presumably facilitates self-directed learning and independent thinking (Rogers, 1959).

A number of data attested to the potential efficacy of self-instruction for children, youths and adults particularly those who demonstrate differences in individual ability and knowledge, and where there is the need for students' independent learning. Nkebem and Okon (2006) maintain that students' independent learning could be seen as an objective on its own since it gives learners the opportunity to arrange their learning experiences effectively.

The use of self-instruction as a guide for those who exhibit interpersonal and emotional skills deficiencies has been noted by many researchers. These researchers include those who developed self-instruction for students that have learning and behavioural problems (Kamphaus, Reynolds & Vannest, 2008), and those who developed it for adults who are in need of self-determination skill, in order to help them self-manage their existing skills, and learn new skills (Agran, Hughes & Wehmeyer, 2000).

Feld and Hoffman (1994) noted that instructional activities in areas such as increased self awareness, improving decision making, goal setting and attainment skills, improving communication and relationship skills, and also developing the ability to celebrate success and learn from reflecting on experiences increased student self determination most. Feld and Hoffman further remarked that self-instructional programs help students to learn participating actively in meetings for educational planning, to develop skills for effective needs and wants communication. Activities for self determination instructional programs include; reflecting on daydreams to help students decide what is important to them, teaching students how to set goals that are important to them, which with the support of peers and family members, steps to achieve these goals are taken (Feld and Hoffman, 1994).

A general theoretical framework to guide research on self-instructional training was presented by Whitman (1987). The theory emphasise that in evaluating self-instructional programs, more attention must be given to the developmental characteristics of the persons to be trained, and suggests that self-instruction will be particularly useful to young non retarded children, mentally retarded persons and more generally, individuals who have limited linguistic skills and limited knowledge base. Retarded children taught to self-instruct will show better attention, memory and motivation and manifest less impulsive behaviour, maladaptive perseveration and field dependency when taught through self-instruction in contrast to an external instructional format (Whitman, 1987).

Cognitive restructuring as a strategy for modifying students' undesirable behaviours.

The cognitive theory was developed by Beck in 1980s. It has since been applied to general problems of daily living. The key idea in this theory is that it is not events themselves that affect our behaviour but rather how we perceive events. Thus, cognitive theory is concerned with the central core beliefs. The belief about oneself, other people and the world develop from childhood based on the experiences they have as they grow up. This belief translates to core belief. Core beliefs are understandings that are so fundamental and deep that the person regards them as absolute truths. They become global, and apply to situations in general.

The core belief is different from automatic thought. Automatic thoughts are the actual words that go through a person's mind, and are situation-specific. Between the core belief and the automatic thought are attitudes, rules, principles and assumptions.

The cognitive model posits that when people find themselves in situations, automatic thoughts are activated. These are directly influenced by their core beliefs as such, automatic thoughts influence reactions to these situations. It is because our fundamental beliefs impact

our thought in any given situation, that different people have different reactions to the same situation.

Some individuals have this thought and belief that lying is an acceptable, easy and clever means of escaping punishment and achieving desires. The outcome of this behaviour seemly confirms it. As a result, some children learn this belief and it forms their attitude. This attitude influences their automatic thoughts. Attitude to lying influences children's response in the face of any situation that triggers lying. This thought and belief can be changed and the students made to unlearn it, and have the attitude, reversed.

Four factor model theory of lying

DePaula, Rosenthal and Zuckerman (1981) opine that when people tell lies, four underlying mechanisms are at work. These mechanisms are;

1. *Arousal:* Lying produces anxiety and arousal. This is as a result of the dissonance at conflicting values and behaviours, or fear of being caught. This can be detected through speech errors, hesitations and unnecessary exaggerations.

2. *Behaviour control*: Body language is controlled to avoid being detected when lying. In most cases it is often impossible, and leakages do occur, and sometimes when the face is being controlled the legs give one away. Lappe (2012) opines that certain eye movements are reliable indicators of lying. Lappe maintains that persons looking upwards to their right hand side suggests lie-telling, whereas looking upward to the left indicates otherwise. De Paula, Rosenthal and Zuckerman also assert that pupil dilation is a good indication of deception.

3. *Emotion:* Emotion changes when a lie is told. For instance in duping delights where the liar is secretly pleased at the perceived success. Guilt may appear, and micro motion in facial muscles can betray hidden emotions. Micro momentary facial

expressions are indicators of ego defence mechanisms in psychotherapy. According to Catalano (2008), lying to oneself or to others is a bad faith since it is one's failure to acknowledge one's own ability to act and determine one's possibilities. Hence, one falls back to past and present assertions which prevents one from acting independently, and probably, advancing.

4. *Thinking:* In lying, thinking must be harder so as to ensure coherence in arguments. This often results in speaking with pauses and generalizations rather than providing specific details. Every human being seemly has the potential to hold conspiracy thoughts and beliefs because sometimes, facts and evidences are not used to find the truth, but to protect the pre-existing views. However, inhibitory control enhances lying due to the fact that an interfering thought is suppressed, in the course of information processing in the mind. Nevertheless, facts and evidences serve as bases for truth.

Information manipulation theory

Campbell, McCornack, Levine, Soiowczuk and Torres (1992) postulate that in order to persuade or deceive, a person deliberately breaks one of the four conversational maxims which are quantity, quality, relation and manner. These researchers maintain that the information in a lie are seemly true, without omission and tends to make the message appear truthful and correct. It is also made relevant to the subject matter under conversation, with the ideas presented in a way that will persuade people to accept and believe them.

Interpersonal deception theory

According to Buller and Burgoon (1996), liar behaviour includes manipulating information, strategically controlling behaviour and image management. Burgoon and Buller

further pointed out that lying happens in a dynamic interaction where liar and listener dance around one another. A liar manipulates information so that he/she can extricate him/herself if the message is found to be false. The liar also uses vague generalizations and strategically controls behaviour so as to suppress signals that might indicate that he/she is lying.

Lying in relation to gender

Conduct problems seem to occur more with boys than with girls (Abodike & Ebenebe, 2016). This holds for conduct disorder (Adeusi, 2013) as well as for delinquency. In line with this, Nwankwo and Unachukwu (2006) noted that undesirable behaviours occur more in males than in females, lying not exemption. Gervais, Richard, Tremblay and Vitaro (2013) opine that girls were rated by both adults, and across ages, as lying less than boys. Also, Jason (2014) asserts that women have demonstrated greater aversion to lying for a small monetary benefit than men in sender-receiver games.

Lying in relation to age

Lying in children's lives has received increased attention in recent years by developmental psychologists. However, Gonser (2013) remarked that if parents take a strong lead on a no-lying policy, most children will learn to walk the straight and narrow. Between the ages of 5 and 8, children will tell more lies to test what they can get away with, especially lies related to school, classes, homework, teachers and friends. Gonser further remarked that at young age, children will experiment with the truth and they continue to do so through all the developmental stages, with varying degrees of sophistication and elaboration.

Study by Boa, Fu, Lee, Talwar, and Xu, (2010) on lying and truth–telling in children revealed that as age increases, children increasingly evaluate others' lying in politeness situations less negatively and were more inclined to tell lies in such situations themselves. As children increases in age, they begin to differentiate between anti-social lies from honesty, mistakes, guesses, exaggerations and eventually, sarcasm and irony. Students gradually take into consideration the social context in which lies are told and the intention of the liar when evaluating lies. Generally, by early adolescent age, students' conceptual and moral understanding of lying and truthfulness becomes comparable to that of adults.

It has been speculated that younger children may lack the cognitive abilities to be convincing lie tellers (Lee & Talwar, 2008).This may account for the developmental differences in children's lie telling behaviour at different ages. However, Abodike and Ebenebe (2016) view lying to be more among older children than among younger ones.

Lying among students

Lying, among children can be viewed is a natural developmental occurrence. According to Nwosu (2012), secondary school students tell lies for the following reasons; to avoid punishment, do right for self serving reasons, fit in with, and please others, do one's duty, follow agreed upon rules, and act on principles. Thus, lying serves as a usual and apparent way of life among students.

Students who have difficulty with lying lack advanced executive functioning skills particularly in terms of inhibitory control and working memory. Cognitive skills such as executive functioning have been found to be related to deceptive abilities (Lee & Talwar, 2008). Gordon, Lee and Talwar (2007) opine that ability to lie is positively related to the development of cognitive skill such as theory of the mind and executive functioning. Hence, students who lie can suppress the reporting of the transgression that they wish to conceal, and represent the false

information that differs from reality. Also, in order to maintain their lying, they inhibit those thoughts and statements that are contrary to their lies and that would reveal their transgression, and maintain the lies in their memory. Therefore, students who lie hold conflicting alternative thoughts in their minds, and create a false thought and believe in the mind of another individual.

Empirical Studies

Studies on self-instruction

A number of studies proved the effectiveness of self-instruction technique on children's undesirable behaviours as shown in the studies listed below:.

Azza and Eman (2017) carried out a study on the effect of a self-instruction package on cognitive performance among Egyptian and Saudi pediatric nursing students. The study aimed to evaluate the effect of applying a self-instruction package on cognitive performance among pediatric nursing students in Egyptian and Saudi settings. The study adopted pretest post test quasi experimental design. The population was 250 Egyptian and 120 Saudi students, while the sample was 100 Egyptian and 90 Saudi nursing students. The research hypothesis was that pediatrics nursing students will score higher in their posttest after exposure to the self-instruction package regardless of their nationality. Statistical analysis was done using chi-square and Spearman rank correlation method. The study revealed that self-instruction was effective in improving the cognitive performance of nursing students in Egypt and Saudi Arabia n all cognitive levels

Linnér (2010) conducted a study on the effects of instructional and motivational self-talk(self-instruction) on self-efficacy and performance in golf players. (C-essay in sport psychology 61-90 ECTS credits). School of Social and Health Sciences, Halmstad University. The purpose of the study was to examine the effects of instructional and motivational self-talk on self-efficacy in elite golf players; and to examine the effects of

instructional and motivational self-talk on performance in elite golf players. Participants involved were 9 elite golf players with a mean age of 20.4 years (SD = ± 1.1). A repeated measure design was implemented, and the putting experiment was completed in three sessions. Multiple one-way repeated measure analyses of variance revealed no significant differences across tries regarding self-efficacy and that instructional self-talk significantly improved performance compared to the baseline measure. Qualitative content analysis of after experiment debriefings revealed that participants found the task challenging and thought their self-talk affected their performance, This study is related to the present study because both studies determined the impact self-instruction on a specific behaviour. However, they differ in terms of target behaviour and analytical tools.

In another study, Nkebem and Okon (2006) researched on the 'effect of cooperative, competitive and individualized use of self-instruction method on learners' achievement in library skills'. 480 students within the age range of 18-30 in Oyo college of Education, Ilesha formed the population. The purpose of the study was to determine the effect of cooperative, competitive and individualised self-instruction method on the students' academic performance and attitude towards library skill. The design was experimental, and the sample size, 80 students was selected using simple random, and assigned to four groups; cooperative, competitive, individualized and control. Two instruments, a validated researcher designed self instructional package on library skills of referencing and use of author and subject catalogues for first year students, with a reliability of 0.69 and a 30-item multiple choice library skills achievement test (LAT) with a reliability of 0.72, were used for data collection

Group B subjects were made to treat the topics competitively using SIM package. Group C subjects were made to use SIM package individually with competition and cooperation with or from any of the group members. Group D (control), used the textbook only, to treat the topics covered by the SIM package. The groups were supervised by four

different trained teachers, tested for 60 minutes, and used 15 minutes to complete the attitude questionnaire. The data was analyzed using mean scores, and the findings showed that the use of self-instruction method has a significant effect on both academic performance and attitude towards library skills. Nkebem and Okon's study is relevant to this study because both emphasis on the effect of self-instruction technique, adopted similar design and used attitude questionnaires. However, it differs from the present study because it used more than one instrument for data collection.

Furthermore, Nwankwo and Obi (2014) conducted a study on 'the effect of self-instruction and study skills on test anxiety among JS 2 students in Awka South Local Government Area, Anambra state'. The purpose of the study was to determine the effect of the two techniques on test anxiety among students. The design was experimental. Data was collected using a standardized test anxiety scale, and analysed using mean scores. Result showed that with pretest mean score of 47.89 and post test mean score of 24.4, with less mean score of 23.75, for the students treated with self-instruction technique as against pretest score of 69.62 and post test mean score of 67.53, with less mean of 2.09 for the students in the control group. Self-instruction technique has positive effect in reducing test anxiety among the students. It was recommended for use in controlling test anxiety among students. Nwankwo and Obi's study is relevant to the present study because both used self-instruction to manage an undesirable behaviour, and adopted similar design. However, they differ because each targeted different behaviour.

Another contribution is the study by Anyichie and Onyedika (2012) on the effects of self-instructional learning strategy on secondary schools students' academic achievement in solving mathematical word problems in Nigeria. The research determined whether self-instructional learning strategy has significant effects on the learning achievements of the senior secondary school students. The design was a non-randomized control group pre test

post test experimental design. The sample was 131 subjects with mean age of 16.02 years from four schools chosen through simple sampling techniques. Students in the experimental group were instructed in four units of Mathematics syllabus using self-instructional method, while those in the control group were taught the same topics in mathematics using conventional teaching method. Mathematics Achievement Test instrument developed and duly validated by experts was used for data collection. Data collected were analysed using mean for the research questions and two-way Analysis of co-variance was used to test the hypothesis at 0.05 level of significance. Major findings of the study indicate that there was significant main effect of treatment (self-instructional learning strategy) on the students' mathematical word problem achievement. The effect of gender on mathematical word problem achievement was found insignificant. However, a significant interaction effect was observed between gender and learning strategy. Thus, males in the experimental group significantly performed better than female counterparts. This study is quite related to this study because both studies were on effects. Secondly, both adopted self-instruction strategy in controlling the undesirable behaviour among secondary school students. Also, both studied the gender aspect of the students. Finally, both studies adopted non randomized pre test post test design. However, Anyichie and Onyedika's study differs from the present study because the target behaviour was quite different. Also, the study used an intact class while the participants in the present study comprise students purposively selected from different classes.

Another contribution was by Adani, Eskay and Onu (2012) on Effects of self-instruction strategy on the achievement in Algebra of students with learning difficulty in mathematics in Nsukka Education Zone. It was a quasi experimental study and examined how self-instruction will affect the performance in algebra of students with learning difficulty in mathematics. Two research questions guided the study and one null hypothesis was tested.

The design was non-randomized pre test post test control group with one experimental group using self-instruction strategy and a control group learning through the normal conventional way of 'teacher-directed' instruction. Two secondary schools were used. The population comprised 855 students in SS1 (senior secondary1) in secondary schools in Nsukka. The sample was 40 students in community secondary school Isienu and community secondary school Umabor.Using the teacher's class achievement record, 40 students with learning difficulty in mathematics were identified, 20 from each school. The result showed that self-instruction was effective in improving the achievement in Algebra of students with learning difficulty in mathematics. This study is relevant to the present study because both were on effect, used the self-instruction technique and adopted the same design of pre test post test control group. However each treated a different behaviour.

Studies on cognitive restructuring

Adeusi (2013) carried out a study on the efficacy of cognitive restructuring and behavioural rehearsal on Conduct Disorder in Adolescents in Special Correctional Centres in Lagos state. The purpose of the study was to determine the efficacy of the two techniques on adolescent's conduct disorder. Eight research questions guided the study, and eight research hypotheses were tested at 0.05 level of significance. The study adopted a pre and post test experimental research with 3 x 2 x 3 x 3 factorial design. A sample size of 90 adolescents was purposively selected. Participants are randomly assigned into experimental and control groups. Three instruments used for this study were: Conduct Disorder Scale, Socio-economic Scale and Parenting Styles Scale.. Data collected were analyzed using both the descriptive and inferential statistical methods. The result showed that there is a significant difference in the treatment of conduct disorder of participants in the two experimental groups when compared with the control group. This study is related to the present study because it used cognitive restructuring to control an undesirable behaviour, adopted pre test, posttest control group

method. However, it differs from it because each treated a different behaviour employing another different techniques. Also, each adopted different analytical tools

Chima (2006) conducted an experimental studies on 'efficacy of premack principle, self-monitoring and rational emotive therapy (cognitive restructuring), in checking perambulating behaviour among secondary school students' in Owerri Municipal and Owerri West LGA. The purpose of the study was to determine the relative efficacy of the three techniques. Three instruments were used for data collection, Students' Perambulating Checklist for Teacher Nomination (SPCTN), Students' Perambulating Inventory (SPI) and the Perambulating Interview Checklist (PIC). Data collected from the sample of forty-eight out of seventy perambulators were analyzed. The analysis revealed that the three techniques were effective in reducing perambulating behaviour among the students, after using the ANCOVA statistics. The post-test of the students in the experimental group reduced while those of the students in the control group did not. This was a proof of the efficacy of the treatment techniques. The techniques were recommended for use in checking perambulating behaviour among students. This study is relevant to the present study because it employed the cognitive restructuring technique, adopted same design and same method of data analysis. They differ because Chima aimed at a different behaviour using cognitive restructuring together with two different techniques, while the present study used cognitive restructuring and one other technique to manage a social behaviour.

Another relevant study to this work is Chinweuba (2010). This study was on the effects of using cognitive restructuring, self-monitoring and self-enhancement strategies in modifying bullying behaviour among secondary school students. The study was guided by three research questions, three hypotheses were tested at 0.05 level of significance. A quasi-experimental design of pre test post test only was adopted. The population was 653 bullies, and the population was 65 students purposively sampled from 3 co-education schools out of 6

co-education schools in the 22 schools in the study area. Thirty-item researcher developed questionnaire titled 'Bullying Behaviour Inventory' was used for data collection. The instrument was validated by 3 experts. It yielded reliability co-efficient of 0.88 using split half-method and Pearson product moment correlation co-efficient statistical method. Mean and standard deviation were used to answer the research questions, while ANCOVA was used to test the hypotheses. The study revealed that cognitive restructuring reduced the students' bullying behaviour, and that the male and female bullies exposed to treatment benefited from overcoming their bullying behaviour, with no significant difference in the treatment effect with respect to gender among others. This study is related to the present study because both used cognitive restructuring to manage an undesirable behaviour among secondary school students, both adopted quasi experimental design, and were concerned with the students' gender. However, Chinweuba did not use a control group but the present study used a control group.

In another study by Akbari, Mikaeli and Zare (2010) on efficacy of cognitive restructuring teaching on students' attribution style and academic performance at high school in Khalkhal, Iran, pretest and post test experimental design with control group was used. The sample was 30 high school girls randomly chosen in 2 groups including 15 in each group. Eight sessions of restructuring counselling was held for the experimental group. Subjects were evaluated by attribution style inventory and school year average by pretest and post test. Result showed that cognitive restructuring increased internal, permanent and general attributions for positive events and decreased the attribution for negative events. Also, cognitive restructuring increased the students' academic performance. Thus, it was recommended for the management of students' attribution style and academic performance. This study is related to the present study because both were on effectiveness of cognitive restructuring, used same design. However they differ because Akbari, Mikaeli and Zare managed two different behaviours while the present study managed an undesirable social behaviour with cognitive restructuring.

Furthermore, Glombieski, Kohi and Rief (2014) in their own study on effects of cognitive restructuring and acceptance on experimentally induced heat and cold tolerance and pain intensity in fibromyalgia patients used 60 patients with fibromyalgia. The purpose of the study was to clarify mechanisms of psychological fibromyalgia treatment by experimentally examining the effectiveness of its core elements. Cold and heat pain were induced in the sample using a thermode. ANCOVA was conducted to examine group difference in post test scores, co-varying for pretest scores. The between groups factor the type of instruction provided (acceptance, cognitive restructuring and control). Pain sensitivity, age and depression were controlled. The result showed that acceptance and cognitive restructuring were superior to the control condition in increasing heat pain tolerance in fibromyalgia patients. This study relates to the present study because both adopted cognitive restructuring technique to manage undesirable behaviours, both used the same design and same method of data analysis. However, each managed a different behaviour.

Another contribution to this study is the research by Ghamari, Kiani and Rafeie (2015) conducted a study on effectiveness of cognitive restructuring and proper study in the reduction of test anxiety symptoms among students in Khalkhal, Iran. The purpose of the study was to evaluate the efficacy of cognitive restructuring therapy and the appropriate method of study in reducing test anxiety symptoms among third grade high school students. The method was quasi experimental with pretest post test control group. The population was all the third grade students of high school in Khalkhal city, 300 was sampled through Spielberg test anxiety questionnaire and clinical interview. After determining the prevalence 30 people who had high anxiety scores were randomly classified into two, 15 subjects in experimental and control respectively. Data was analyzed using SPSS at two levels (description and inferential). Result showed that the prevalence of test anxiety among

students was 36.6% Results of the standard hotelling test showed that the impact of cognitive restructuring method and study method were significant in reducing the symptoms of test anxiety of students. Moreover, the Helmentbaind contrast statistics reported that the effect of cognitive restructuring in reducing the symptoms of test anxiety in students is more effective than appropriate methods. This study relates to the present study because both used cognitive restructuring technique together with another technique, both adopted the same design and employed the same method of data analysis. However, each treated a different behaviour.

Finally, Andreas, Nic, Lisa and Osborne (2015) carried out a study on Using brief cognitive restructuring and cognitive defusion techniques to cope with negative thoughts. The study aimed to compare a cognitive restructuring and cognitive defusion technique for coping with a personally relevant negative thought. Over a 5-day period, participants used either a restructuring, defusion or control strategy to manage a negative thought. Pre test and post test intervention participants reported as follows; believability of the thought; discomfort associated with the thought; negativity associated with the thought and willingness to experience the thought. Daily online questionnaire assessing the total frequency of negative thought intrusions and their level of willingness to experience the negative thought were also used. Also, 10 positive and negative self-statements were rated on the same scales, and self-report measures of mood and psychological flexibility were completed. Findings indicated that defusion lowered increased positive affect significantly more than the control and cognitive restructuring. Within groups, cognitive restructuring also made significant gains in target thought discomfort, negativity and 'willingness to have' in the same direction as defusion, but the no-instruction control did not. Negative thought frequency was reduced in the defusion group, maintained in the restructuring group, and increased in the no-instruction control group. Similar trends emerged from the secondary outcome measures that are the effects of the strategies on

the positive and negative self statements. The finding of the study supports the efficacy of using defusion as a strategy for managing negative thoughts. This study is related to the present study because both compared cognitive restructuring technique with another technique, both adopted the pre test and post test. Questionnaire for both studies consist of positive and negative self-talks. However, Andreas, Nic, Lisa and Osborne did not use a control group, while the present study used a control group.

Studies on Attitude

Alexander, Farida, Frieda, Minnaert, and Wondimu (2012) carried out o research on Primary school teachers' attitude towards inclusive education in Jakarta, Indonesia. The aim was to examine primary school teachers' attitude towards inclusive education. Respondents completed the attitude scale which comprised the theory–driven cognitive, affective, and behavioural components of attitude. The finding shows that teachers are in favour of inclusion, and their attitudes seem to be related to their teaching experiences and training in special education. This study is related to the present study because both used attitude questionnaires which contain the cognitive, affective and behavioural components of attitude. They differ because Alexander, Farida, Frieda, Minnaert, and Wondimu focused on teachers' attitudes while the present study focused on students' attitude.

Another contribution to this study is the research by Arturo, Milka, Carlos, & Felipe (2014) on Students' and their attitudes toward statistics course and statistics field in Universidad Cristobal Colon (UCC), Universidad Politecnica de Aguascalientes (UPA) and Universidad Autonomo de San Luis Potosi (UASLP), regarding their attitude to course and attitude to field. One research question guided the study, and one hypothesis was tested at 0.05 level of significant. The design was non-experimental and cross-sectional. Multivariate discriminate analysis was utilized in order to predict,

explain and classify the students from each university. The sample was 672 students enrolled in mathematics courses at the three universities. The selection criteria comprised students who have completed at least one field of statistics, and that were available at the time of the survey was applied. The instrument used was the ATS scale Wise. It comprises 29 items, distributed in two sub scales, one with reversed key items indicated by 'R'. To score the ATS, only the appropriate item scores were summed for the sub-scales and/or total scale. The findings of the study show that the ATS both to the field and to the course shows significant difference in the three groups. This study is related to the present study because both were on attitude and questionnaires for both studies contain direct and reversed items. In design and method, they differ.

Empirical studies with respect to gender and age

Study on 'Use of behaviour modification technique for managing classroom disruptive behaviour by teachers in Afikpo' was conducted by Okorie (2012). The study was guided by 4 research questions, while 2 null hypotheses were tested at 0.05 level of significance. The study design was descriptive. The population was 729 teachers, while the sample was 321. The instrument for data collection was Behaviour modification questionnaire. Data was analyzed using mean scores and standard deviation to answer the research questions while t-test was used in testing the null hypotheses. The findings of the study showed that there was a significant difference between the male and female responses on classroom disruptive behaviours. This study is related to the present study because both aimed at modification of students' behaviour. Both studies were also concerned with gender issue. However, they differ in terms of design and methodology.

Adeusi (2013) researched on efficacy of cognitive restructuring and behavioural rehearsal on conduct disorder in adolescents in special correctional centres in Lagos state.

The purpose of the study was to investigate the impact of gender and age on adolescents' conduct disorder. 8 research questions guided the study and 8 null hypotheses were tested at 0.05 level of significance. The study adopted the pre and post test experimental with 3 x 2 x 3 x 3 factorial design. A sample size of 90 adolescents was purposively selected. Participants were randomly assigned into experimental and control groups. The three instruments for data collection were Conduct Disorder Scale, Socio-economic Scale and Parenting Styles Scale. Data collected from the study were analyzed using descriptive and inferential statistical methods. Findings revealed that the median age of onset for conduct disorder has been found in the 8 to 10 year old range. Most boys had an onset before the age of 10, while girls had onset ranging from the ages of 14 to 16. However, the prevalence for boys was highest at younger ages (10-12) and higher for girls at older ages (14-16). These results suggest that developmental trends in boys and girls differ throughout the pre-adolescence and adolescence stages and may directly impact the rates of behaviour problems for children at the school, district, and the governmental levels. The prevalence rate of conduct disorder worldwide is estimated between 2% to 6% among adolescents, with boys showing a higher rate of conduct disorder than girls. This study relates to the present one because both were concerned with gender and age differences use of pretest and post test, use of experimental and control groups and purposive sampling was adopted. However they differ in terms of design and methodology and method of data analysis.

Furthermore, Okorie (2014) carried out a research on time use-gender in an urban African American community. The design of the study was correlation and the sample size was 200 with 120 males and 80 females. Of the single time use activities, television watching occupies the greatest proportion of the week among all the age group with an average time of 20 hours per week. Co-curricular activities and hobbies take the second highest amount of time for a single category time use with an average of 11.7 hours per

week. No difference was observed in respect to gender. Female spend significantly more time on homework than males (9.1 vs 7.6hrs per week). Time relaxing alone averages 3.2h per week, and is greater for males. There was no difference in peer time with respect to gender. This study is relevant to the present study in the sense that both studies are concerned with gender but the present study also dealt on age concerns. The studies differ in terms of design and methodology.

Another contribution was a study by Okorie (2014) on 'relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia state'. The study was guided by 5 research questions, and 3 null hypotheses were tested at 0.05 level of significance. The design was corelational survey and the population, was 10,790 SS 2. The sample size was 500 SS 2 students selected through multistage sampling and simple random sampling techniques. This sample represented 5% of the population. The instrument for data collection was Students'cumulative Academic Assessment Scores (SCAS) in Maths and English language and Peer pressure, Time Management Questionnaire (PPT). Data was analyzed using mean and standard deviation to answer the research questions and Multiple regression analysis to test the hypotheses. The findings revealed among others that female in-school adolescents experience high positive peer pressure, and manage their time well which makes them to perform higher than the male in-school adolescents academically. This study is relevant to the present study because it looked at the role of gender on secondary school students' activities. However it differs in terms of design and methodology.

Studies on lying

There are different studies on lying. These studies took different dimensions, and looked at the behaviour from varied perspectives as is specifically analysed in the works listed below:

A contribution to this study is the work by Boa, Fu, Lee, Talwar, and Xu, (2010) on lying and truth–telling in children: From concept to Action. The study examined one hundred and twenty 7, 9, and 11 year olds' moral understanding of lies and their actual lying behaviours in politeness situation. The population was 120 Chinese children, 40; 7-year old;(M=7.30yrs,SD= 19;boys).40; 9year olds(M=9.18years,SD=14; boys and 40; 11-year olds (M=11.21years,SD=13;20bouys)'. The children were recruited from one large elementary school of close to 1000 students in a south eastern city in PR China (population;10 million).The children were told stories on pro-social lie telling, Blunt truth telling, control lie telling and control truth telling. After each story, the participants were asked the following questions; Is what each of the story teller said a lie or not a lie?, Is what each of the story teller said very very good, very good, good nor not bad, bad, very bad or very very bad. Finally, children were asked to justify their ratings.

Results revealed that as age increased, children increasingly evaluated others' lying in politeness situations less negatively and were more inclined to tell lies in such situations themselves. Contrary to previous findings, children's socio-moral knowledge about lying was significantly related to their actual behaviours particularly when children's rationales underlying their moral judgements were consistent with their motives for actual lie or truth telling in the politeness situation. The finding also, showed that the order of the moral story procedure and undesirable gift procedure and sex of the participants did not significantly affect the results of the study. This study is relevant to the present study because both are

concerned with lie telling behaviour among children. However, the present study concerns itself with attitude to lying. The studies differ in terms of design and methodology.

In a study, Emilia, Beata and, Cantarero (2015)concerned themselves with qualitative analysis of semi-structured interviews with a group of "frequent liars" and another of "rare liars" who provided their subjective perspectives on the phenomenon of lying. Participants in this study previously had maintained a diary of their social interactions and lies over the course of one week, which allowed to assign them to one of the two groups: frequent or rare liars. Thematic analysis of the material followed by elements of theory formulation resulted in an extended lying typology that includes not only the target of the lie (the liar vs. other) but also the motivation (protection vs. bringing benefits). Analysis of what prevents from telling the truth, i.e. penalties, relationship losses, distress of the lied-to, and anticipated lack of criticism for telling the truth. Focus was also on moderators of consequences of lying (significance of the area of life, the type of lie and capacity to understand the liar) that can be useful in future studies. Emilia, Beata and, Cantarero's study relates to the present study because both are on lying, however, the present study is on attitude to lying. Both studies differ in terms of aim, design and methodology.

In their own study, Abodike and Ebenebe (2016) conducted a quasi experimental research on the effects of cognitive restructuring on lying tendency among secondary school students in Awka Education zone, Awka. Forty-eight secondary school students were selected through purposive sampling from three co-education secondary schools out of fifteen in the area. These students were identified by the school teachers, counsellors and disciplinarians, and they also scored highest in the instrument used for the study, Questionnaire for Students' Lying Tendency (QFSLT) designed by the researchers and normed using Nigeria secondary school students. The findings indicated that cognitive restructuring reduced the mean lying tendency score of the students. It was

recommended that cognitive restructuring should be adopted by teachers, counsellors and parents and guardians in controlling lying tendency among adolescents. This study is related to the present study because both adopted the technique of cognitive restructuring, are concerned with effect, adopted the same design and method of data analysis. However, both differ because Abodike and Ebenebe studied lie as behaviour where as the present study is concerned with attitude to lying.

In another study, Fillmore, Griffith and Hart (2009) proved that using the indirect lie detection method of looking for behavioural change was more accurate in categorizing liars and non-liars, than where participants were directly looking for liars. The design of the study was experimental, and the purpose was to determine the effectiveness of direct and indirect method in detecting liars. The sample was 104 psychology undergraduates' students (53 males and 51 females) in a small co-educational university in the Southern United States. These students were asked to view different tapes of 4 sets of volunteer interview comprising 10 males and twenty females. Each student was required to provide responses on issues about any pet they have, where they grew up, their works and their families. None of them was aware of these questions before appearing on the video. The participants viewed the video clips of the people answering the interview questions, after which they were asked to make their determinations about the interviewee's responses. Result showed that the participants in the indirect detection group were significantly more accurate in classifying liars (M=55.2%, SD=20.2) than those in the direct detection group (M=49.4%, SD=14.2). Recommendations included that indirect method should be adopted in the detection of liars, being more effective. This study is related to the present study because both are concerned with lying. However, Fillmore, Griffith and Hart categorized liars but did not devise means to control the undesirable behaviour that has been found to be a common

social behaviour. The present study aims at controlling positive attitude to lying among secondary school students.

From these studies reviewed, it is evident that self-instruction and cognitive restructuring are useful techniques for managing different types of undesirable behaviours. Also, gender and age may or may not be serious issues in relation to undesirable behaviours among students. Evident also is the fact that attitudes can be changed and therefore the present study is necessary as it attempts to determine how self-instruction and cognitive restructuring will affect attitude to lying among students.

Summary of review of related literature

This review of related literature for this study was done under conceptual and theoretical frameworks, and theoretical and empirical studies. In the conceptual framework, the following concepts were examined; self-instruction, cognitive restructuring, effect, attitude and attitude to lying. To provide a theoretical framework for the study, behavioural theories were reviewed. Under the theoretical studies, self-instruction and cognitive restructuring as strategies for modifying undesirable behaviours among students were discussed, lying theories as well as lying in relation to gender and age were equally examined.

The empirical studies examined several studies conducted by researchers on self-instruction, cognitive restructuring, attitude, lying and studies on gender and age. On self-instruction studies reviewed were; effect of cooperative, competitive and individualized use of self-instruction method on learners' achievement in library skills and effect of self-instruction and study skills on test anxiety among JS 2 students among others. In cognitive restructuring, the studies reviewed were; efficacy of premack principle, self-monitoring and rational emotive therapy (cognitive restructuring), in

checking perambulating behaviour among students and efficacy of cognitive restructuring therapy and appropriate method of study in reducing test anxiety symptoms among third grade high school students among others. In lying, studies reviewed were; severity and prevalence of lying among students and indirect detection of deception among others. On gender and age, 'Influence of age, gender and value orientation on adolescent students' moral judgements in conflict situations' was reviewed, and on attitude, 'Students' and their attitudes toward statistics course and statistics field in Universidad Cristobal Colon (UCC), Universidad Politecnica de Aguascalientes (UPA) and Universidad Autonomo de San Luis Potosi (UASLP)' was reviewed. However, despite the above studies carried out by different researchers, none addressed the problem of attitude to lying among students in Anambra state. Additionally, there was no study on effects of self-instruction and cognitive restructuring on attitude to lying. Hence, this work fills the above gap.

CHAPTER THREE

METHOD

This chapter is concerned with the description of the method that was used in carrying out this study. It was discussed under the following sub-headings: Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The design for this study was the non randomized pre test post test control quasi experimental. This design was chosen for this study because of the need for a pre test which will serve as the baseline information for comparing the participants' behaviour before and after the treatment using a post test and control group. A quasi experimental design according to William (2006) is one which looks a bit like an experimental design but lacks the key ingredient, random assignment. According to Agu and Akuezeilo (2015), quasi experimental research design could be used in schools where it is not possible to use pure experimental design which they see as disruptive of school activities. The specific quasi design comprised the pre-test post test control group, with two experimental groups receiving treatment using self-instruction and cognitive restructuring, and a control group receiving conventional counselling.

The factorial design was 3 x 3. This involved the two independent variables and the control (three levels), and pretest, treatment and post test. There was one dependent variable, attitude to lying.

Symbolization

Non Randomized Pre-test-post-test control group

	Group	Pre test	Treatment	Post test	Retention test
NR	E1	O_1	X_1	O_2	O_3
NR	E2	O_1	X_2	O_2	O_3
NR	C	O_1	C_3	O_2	O_3

Key

NR =Non Randomized

E1 =Self-instruction

E2 =Cognitive restructuring

C   =Control group

O_1 =Measure of dependent variable before treatment

X_I =The experimental or independent variable (Self-instruction)

X_2 =The experimental or independent variable (Cognitive restructuring)

C_3 =Conventional treatment

O_2 =Measure of dependent variable after treatment

O_3 =Measure of dependent variable after treatment

Area of the Study

The area for this study was Awka South Local Government Area, Anambra state. Awka South is made up of nine towns, namely; Amawbia, Awka, Ezinato, Isiagu, Mbaukwu, Nibo, Nise, Okpuno and Umuawulu. Awka South had a population of 189,049 as at 2016 (en.m.wikipedia.org) and has boundaries with Orumba north in the East, Njikoka in the west, Awka north in the north, and Anaocha local government area in the South. In the past the people of Awka South Local Government Area are well known for blacksmithing. They are

also good in agriculture. Today they are respected among the Ibos because of their techno-business skills. The capital city and seat of government of Anambra state is located in Awka South. It houses the governor's lodge and the state prison. The notable educational infrastructures like West African Examination Council State head office, St. Paul University College and the Bishop Crowther Seminary are situated in this area. There are numerous prominent people in this area which include civil servants, politicians, university students, technicians, business men and women.

Lying is among the undesirable behaviours common in this area as reported by counsellors in the secondary schools that the researcher visited. Hence, it becomes an apt area for the study.

Population of the Study

The population was 429 students which consist of 224 JS2, with 117 males and 107 females and 205 SS2, with 110 males and 95 females. These students were identified by counsellors and class teachers to have positive attitude to lying, in the eighteen secondary schools in Awka South Local Government Area, Anambra state. The students were those whose names appeared in the list compiled by the school guidance counsellors and class teachers as habitual liars. (See Appendix A, pg 97)

JS 2 and SS 2 students were chosen for the study because they are in the stages where they need skills of self management and positive thought and rational belief that will aid them in making decisions that will affect them in the nearest future. Moreover, these students are in the intermediate classes, so they were neither readjusting to senior nor junior secondary curriculum. Finally, they were not preparing for any external examinations that interfered with the exercise.

Sample and Sampling Technique

The sample size was 96 students, which consist of 54 JS2 with 30 males and 24 females, and 42 SS2 with 24 males and 18 females. These students were selected through purposive sampling, and they scored above the norm of 75 in the instrument, for both male and female. A total of 250 copies of questionnaires were administered on the identified liars, in the three co-education secondary schools, with the help of the trained research assistants. The three co-education schools with the highest number of liars were chosen for the sake of convenience and effective coordination of the exercise. (See Appendix B, pg 98).

The procedure for the selection of the subjects was as follows:

There are eighteen secondary schools in Awka south local Government area, and the researcher approached the guidance counsellors in each of them to kindly compile for her, a list of students who have that positive attitude to lying, with the help of their class teachers, for the JS2 and SS2 classes. Thereafter, the researcher selected the fifteen public co-education secondary schools for a detailed study. This was because of convenience since both the male and female students were in the same school location. From these co-education secondary schools, three schools with the highest number of students with positive attitude to lying, as identified by the counsellors and class teachers were selected. Furthermore, with the help of the guidance counsellor (research assistants), the instrument for the study, Lying Attitude Inventory (LAI) (See Appendix D pg 101) was administered on the liars in these three schools. This was to determine the level of attitude to lying, and their scores served as the pretest. Those with the highest scores (75 and above) were selected and the rest were ignored. Two schools were used for the treatments, and one served as the control (See appendix B pg 98).

Instrument for Data Collection

The instrument for data collection was Lying Attitude Inventory (LAI), developed by the researcher. This instrument was patterned after the work of Andreas, Nic, Lisa and Osborne (2015) who presented positive and negative statements containing the cognitive, affective and behavioural components of attitude that required cognitive restructuring.

The instrument for this study has 2 parts, A and B. Part A solicited information on the bio-data of the students. Part B contained 30 items that has positive and negative statements. The participants were required to indicate their level of agreement with each statement choosing from a four-point scale of strongly agree, (SA, 4 points), Agree, (A, 3 points), Disagree, (D, 2 points), and strongly disagree, (SD, 1 point). See details in Appendix D).

For the first fifteen items, the highest score was sixty (positive attitude) while the lowest was fifteen (negative attitude), and for the last fifteen items the highest score was sixty (negative attitude) while the lowest was fifteen (positive attitude).To get the total score for each subject, the values in the direct score items and those in the reversed score items were added up. Higher scores 75 and above, indicated positive attitude to lying while lesser scores, below 75 indicated negative attitude to lying. The items were rearranged for the post test. (Appendix E, pg 103)

Validation of the Instrument

The instrument Lying Attitude Inventory (LAI) was validated by two experts in Guidance and Counselling, and one in Measurement and Evaluation from Nnamdi Azikiwe University. They were asked to assess the instrument in terms of its ability to yield the required data needed to answer the research questions and test the null hypotheses. They were provided with copies of the research topic, purpose, questions and hypotheses which guided them. Their corrections and suggestions were effected, and this sharpened the instrument, and made it suitable for the study.

Reliability of the Instrument

To determine the reliability of the instrument, the researcher with the assistants conducted a trial testing in Cave city secondary school, Ogbunike, Oyi local government area, which is outside the study area. It was a co-education secondary school. The total number of participants was 20 students who are liars, selected from JS 2 and SS 2 classes by the school counsellor as having positive attitude to lying. The sample comprised 10 students from JS 2 with 5 males and 5 females, and 10 students from SS 2, also with 5 males and 5 females.

The research assistant read and explained the items and the students responded in their questionnaires. The students were able to respond easily to the items because the statements were quite simple. Data was collected once and were analysed using Cronbach alpha statistic. Cronbach alpha was used to determine the internal consistency of the psychometric test. A reliability coefficient of 0.97 was obtained. Thus, the instrument was considered adequate for the study.

Method of Data Collection

The three research assistants helped the researcher to administer the test on the students, in their various schools. The instruction on the instrument was read and explained to the students on how to complete the questionnaire. The data collected were collated and given to the researcher. The scores for the negative statements were reversed, and added to the scores for the direct statements in order to get the real score for every student. The researcher used these scores to answer the questions and test the null hypotheses.

Training of the Research Assistants

The researcher conducted a two-week intensive orientation consisting of two sessions that lasted for 45 minutes, for the three guidance counsellors (research assistants), on self-instruction and cognitive restructuring techniques. The steps of the self-instruction and

cognitive restructuring procedure were practised during these sessions. The treatments' procedures were arranged in form of lesson plans in order to facilitate implementation. In the first week, the research assistants were sensitised and familiarised on the treatment packages, and were asked to draw lesson plans integrating these techniques into it since they already have lesson plan writing skills. In the second week they met with the researcher for presentations, corrections and recommendations. The training programme was as follows:

1. Familiarization and sensitization of assistants on the self-instruction and cognitive restructuring techniques.

2. Drawing of lesson plans by the research assistants under the careful supervision of the researcher.

3. Presentation of the lesson plan in turn, by each assistant in the treatment group, and observation by the researcher and other assistants.

4. Emphasise by the researcher on the need to strictly follow the steps as they were in the lesson plans.

5. Representation of the lesson plan, remarks, comments and final corrections by the researcher.

6. Researcher and assistants agreed that the treatment sessions should be held on Wednesdays and Fridays, immediately after school hours.

The research assistant in the control group was advised to give conventional counselling to the subjects as it were in her own lesson plan.

Treatment Plan

The treatment was group counselling. Group counselling is a form of therapy where people with similar experience/issue come together with a professional therapist, and the therapist runs the sessions, and focuses on the issue. The sessions for each treatment lasted for six weeks of twelve sessions (twice, a week) and each session lasted for 45 minutes. Each group met on Wednesdays and Fridays. The entire therapy sessions involved introduction, presentation and explanation of the ideas of lying, self-instruction and cognitive restructuring, practice of the skills of the two techniques, review of work, reinforcements, home works and rewards.

In each therapeutic session, the concept of lying, its origin, causes and consequences were discussed. For self-instruction, the students were further equipped with the positive statement they should use in controlling attitude to lying, while in cognitive restructuring, the students were taught and they learnt to challenge the thought and belief that 'lying is acceptable, easy and a clever means of escaping punishment and achieving desires', and also learnt the new thought and belief, that 'one can escape punishment and achieve desires by telling the truth'. The control group were exposed to conventional counselling on lying.

The goal of the therapies was centred on learning, developing and acquiring self-instruction and cognitive restructuring skills. The treatment plans were adapted from the works of Kamphaus, Reynolds and Vannest (2008), for self-instruction, and Abodike and Ebenebe (2016), for cognitive restructuring. (See details in Appendix G, pg 106).

Control of Extraneous Variables

In experiments such as this, there is the tendency that some variables may impinge on the work. As such some efforts were made to ensure that these pollutants were controlled in

order to ensure that observed change in positive attitude to lying can be attributed to self-instruction and cognitive restructuring treatments, administered.

1. The researcher used the school guidance counsellors as the research assistants to control the Hawthorne effect. They are familiar with the subjects and have been organizing group counselling for them where they were taught such things as social skills, good study skills and study habit.

2. The same venue was used for the pretest, treatments and the post test for the whole period, and the time duration was moderate to avoid subjects' attrition.

3. Different schools were used for both the treatments and control groups to avoid subjects' interaction effects.

4. Thorough practice of the self-instruction and cognitive restructuring procedure were carried out by each of the research assistants after orientation. As each assistant engaged in the implementation of the treatment programme, the researcher and the other assistants observed. At the end of the trial session, discussions on the observed sources of problems were made to seek solutions to such problems in order to collectively arrive at a uniform procedure.

5. The researcher ensured that the research assistants adhered to the uniform intervention procedure through constant communication and supervision.

Method of Data Analysis

In scoring the instrument, the criterion used was as follows:

1. 'Strongly agree' showed complete acceptance of the statement, and has 4points, for the direct statements, and 1point, for the negative statements.

2. 'Agree' showed partial acceptance, and has 3points for the direct statements, and 2 points for the negative statements.

3. 'Disagree' showed non-acceptance of the statement and has 2 points for the positive statements and 3 points for the negative statements.

4. 'Strongly disagree' showed complete non-acceptance of the statement, and has 1point for the positive statement and 4ponints for the negative statements

The data collected were analysed in line with each research question and hypothesis. Mean scores were used to answer the research questions. The pre test post test mean scores were used to determine the effect of the treatment on the students. In this case, the difference in mean between the pre test and post test for the experimental groups were determined as to form a decision on the treatment in terms of gain or loss in reference to attitudinal enhancement or non enhancement when compared with the control.

For research questions 1 and 2, if the mean reduction for self-instruction and cognitive restructuring are far greater than the mean reduction for control, then the treatments are effective. For research question 3, if the mean reduction for either self-instruction or cognitive restructuring is greater, either of the two is more effective. For research questions 4 and 5, if the mean reduction for either the males or females treated with self-instruction and cognitive restructuring is more, then either of the two techniques is more effective on either the males or females. For research questions 6 and 7, if the mean loss for either self-instruction or cognitive restructuring is greater on either the older or younger students, then either of the two techniques is more effective on either the older or younger students.

Analysis of covariance (ANCOVA) was used to test the null hypotheses at 0.05 significant level. ANCOVA was used because it is a statistical tool that finds a significant difference between groups when one exists by reducing the within-group error variance. The positive statements were scored directly while the negative ones were reversed.

Decision rule

The decision rule was that the higher the attitudes to lying mean scores, the higher the manifestation of positive attitude to lying, while the lower the attitudes to lying mean scores, the lower the manifestation of positive attitude to lying. Any item with a mean score of 2.5 and above indicated positive attitude to lying for the direct statements, and reverse for the negative ones. Therefore, any subject that scored above the norm of 75 was considered to have positive attitude to lying.

The acceptance or rejection of the null hypotheses depends on P value (that is, when P value ≤ 0.05).When P value is less than 0.05, the null hypotheses were rejected, but where P value is greater than 0.05 the null hypotheses were accepted. According to Dallal (2012) the null hypotheses is subject to rejection if P value is equal to or greater than the significant level of (0.05) alpha otherwise it will be accepted.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

In this chapter, the data collected from the field for this study were analysed and the summaries were presented in tables to highlight the findings. The presentation was sequential starting with the answers to the research questions and then the testing of the null hypotheses.

Research Question 1

What is the effect of Self-instruction technique on attitude to lying of secondary school students when compared with those treated with conventional counselling using their pretest and posttest scores?

Table 1Pretest and Posttest Attitude to Lying Mean Scores of Students Treated with Self-instruction Technique and those Treated with Conventional Counselling (Norm = 75.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Self-instruction	32	77.25	22.19	55.05	Effective
Control	32	76.94	61.93	15.01	

Table 1 reveals that the students treated with self-instruction technique had pretest mean score of 77.25 and posttest mean score of 22.19 with lost mean 55.05 in their attitude to lying, while those in the control group who received conventional counselling had pretest mean score of 76.94 and posttest mean score of 61.93 with lost mean 15.06.The two groups post test mean scores reduced below the baseline which is 75. However, in comparism, the mean loss for self-instruction is far greater than the mean loss for conventional counselling. Therefore, self-instruction technique is effective in reducing students' attitude to lying in Anambra state.

Research Question 2

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

Table 2 Pretest and Posttest Attitude to Lying Mean Scores of Students Treated with Cognitive Restructuring Technique and those Treated with Conventional Counselling (Norm = 75.00)

Source of Variation	N	Pre test Mean	Post test Mean	Lost Mean	Remark
Cognitive Restru.Tech.	32	77.44	31.59	45.85	Effective
Control	32	76.94	61.93	15.01	

Table 2 indicates that the students treated with cognitive restructuring technique had pretest mean score of 77.44 and posttest mean score of 31.59 with lost mean 45.85 in their attitude to lying, while those in the control group who received conventional counselling had pretest mean score of 76.94 and posttest mean score of 61.93 with lost mean 15.01.The post test mean scores for the two groups are below the baseline which is 75. However, in comparism, the mean loss for cognitive restructuring is far greater than the mean loss for control group who received conventional counselling. Therefore, cognitive restructuring technique is effective in reducing secondary students' attitude to lying.

Research Question 3

What is relative effectiveness of Self-instruction and Cognitive restructuring techniques on attitude to lying of secondary school students using their pretest and posttest scores?

Table 3 Pretest and Posttest on the Relative Effectiveness of Self-instruction and Cognitive Restructuring Techniques on Attitude to Lying of Secondary School Students (Norm = 75.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Self-instruction	32	77.25	22.19	55.05	More Effective
Cognitive Restru.Tech.	32	77.44	31.59	45.85	

In table 3, it was observed that the students treated with self-instruction technique had pretest mean score of 77.25 and posttest mean score of 22.19 with lost mean 55.05 in their attitude to lying, while those in the cognitive restructuring technique had pretest mean score of 77.44 and posttest mean score of 31.59 with lost mean 45.85 in their attitude to lying. The post test mean scores of the two groups are reduced below the base line which is 75. However, the mean loss for self-instruction is greater than the mean loss for cognitive restructuring. Therefore, self-instruction technique is more effective than cognitive restructuring in reducing students' attitude to lying in Anambra state.

Research Question 4

What is the difference in the effects of Self-instruction technique on attitude to lying of male and female secondary school students using their pretest and posttest scores?

Table 4:Pretest and Posttest Attitude to Lying Mean Scores of Male and Female Students Treated with Self-instruction Technique (Norm = 75.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Male	18	76.83	19.17	57.66	More Effective
Female	14	78.14	26.07	52.07	

Table 4 reveals that the mean loss for the male students is more than the mean loss for the female ones. Never the less, the posttest mean scores for the males and female both reduced below the baseline of 75.In comparism therefore, self-instruction technique is more effective in reducing male students' attitude to lying in Anambra state.

Research Question 5

What is the difference in the effects of cognitive restructuring technique on attitude to lying of male and female secondary school students using their pre test and post test scores?

Table 5: Pretest and Post test Attitude to Lying Mean Scores of Male and Female Students Treated with Cognitive Restructuring Technique (Norm = 75.00)

Source of Variation	N	Pre test Mean	Post test Mean	Lost Mean	Remark
Male	18	77.56	28.83	48.73	More Effective
Female	14	77.29	35.14	42.15	

Table 5 shows that the mean loss for male students is more than the mean loss for the female ones. Nevertheless, both male and female students' posttest mean scores were reduced far below the baseline of 75. In comparism however, cognitive restructuring technique is more effective in reducing the male students' attitude to lying in Anambra state.

Research Question 6

What is the difference in the effects of self-instruction technique on attitude to lying of young and old secondary school students using their pretest and posttest scores?

Table 6: Pretest and Posttest Attitude to Lying Mean Scores of Young and Old Students Treated with Self-instruction Technique (Norm = 75.00)

Source of Variation	N	Pre test Mean	Post test Mean	Lost Mean	Remark
13 years	16	77.69	23.44	54.25	
18 years	16	77.13	20.94	56.19	More Effective

Table 6 indicates that the mean loss for the older students (16-20) is more than the mean loss for the younger ones (11-16). Never the less, the post test mean scores for both age groups reduced far below the baseline of 75. In comparism therefore, self-instruction technique is more effective in reducing old students' attitude to lying in Anambra state.

Research Question 7

What is the difference in the effects of cognitive restructuring technique on attitude to lying of secondary school students based on their age using their pre test and post test scores?

Table 7: Pretest and Posttest Attitude to Lying Mean Scores of Young and Old Students Treated with Cognitive Restructuring Technique (Norm = 75.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
13 years	16	77.25	32.31	44.94	
18 years	16	77.63	30.88	46.75	Slightly more effective

Table 7 reveals that the mean loss for the older students is a bit more than the mean loss for the younger ones. Never the less, the posttest mean scores for both age groups reduced far below the baseline of 75. In comparism however,, cognitive restructuring technique is slightly more effective in reducing old students' attitude to lying in Anambra state.

Testing the Null Hypotheses

Null hypothesis 1

The effect of self-instruction technique on secondary school students' attitude to lying in Anambra state will not be significant when compared with those who received conventional counselling using their mean scores.

Table 8: ANCOVA on the Attitude to Lying Posttest Mean Scores of Students Treated with Self-instruction Technique and those who received Conventional Counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	25408.245	2	12704.123			
Intercept	0.276	1	0.276			
PRETEST	127.245	1	127.245			
METHOD	25390.296	1	25390.296	754.23	0.00	S
Error	2053.505	61	33.664			
Total	140694.000	64				
Corrected Total	27461.750	63				

In table 8, it was observed that at 0.05 level of significance, 1df numerator and 61 df denominator, the calculated F is 754.23 with P value of 0.00 which is less than 0.05. Therefore, the first null hypothesis is rejected. So, the effect of self-instruction technique on secondary school students' attitude to lying is significant.

Null hypothesis 2

The effect of cognitive restructuring technique on secondary school students' attitude to lying in Anambra state will not be significant when compared with those who received conventional counselling using their mean scores.

Table 9: ANCOVA on the Attitude to Lying Posttest Mean Scores of Students Treated with Cognitive Restructuring Technique and those who received Conventional Counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	14798.272	2	7399.136			
Intercept	3.258	1	3.258			
PRETEST	66.381	1	66.381			
METHOD	14797.680	1	14797.680	408.59	0.000	S
Error 2209.212		61	36.217			
Total	156977.000	64				
Corrected Total	17007.484	63				

Table 9 shows that at 0.05 level of significance, 1df numerator and 61df denominator, the calculated F is 408.59 with P value of 0.00 which is less than 0.05. Therefore, the second null hypothesis is rejected. So, the effect of cognitive restructuring technique on secondary school students' attitude to lying is significant.

Null hypothesis 3

There is no significant difference in the effectiveness of self-instruction and cognitive restructuring techniques on secondary school students' attitude to lying using their mean scores.

Table 10 ANCOVA on the Posttest Attitude to Lying Mean Scores of Students Treated with Self-instruction Technique and those Treated with Cognitive restructuring technique

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	1458.594	2	729.297			
Intercept	0.314	1	0.314			
PRETEST	42.954	1	42.954			
METHOD	1412.580	1	1412.580	64.03	0.000	S
Error	1345.640	61	22.060			
Total	49083.000	64				
Corrected Total	2804.234	63				

Table 10 indicates that at 0.05 level of significance, 1 df numerator and 61 df denominator, the calculated F is 64.03 with P value of 0.00 which is less than 0.05. Therefore, the third null hypothesis is rejected. So, there is significant difference in the effectiveness of self-instruction and cognitive restructuring techniques on secondary school students' attitude to lying.

Null Hypothesis 4

There is no significant difference in the effectiveness of self-instruction technique on secondary school male and female students' attitude to lying.

Table 11 ANCOVA on the Posttest Attitude to Lying Mean Scores of Male and Female Students Treated with Self-instruction

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	464.358	2	116.089			
Intercept	18.697	1	18.697			
PRETEST	0.023	1	0.023			
GENDER	353.744	1	353.744	52.33	0.000	S
Error	182.517	30	6.760			
Total	16400.000	32				
Corrected Total	646.875	31				

Table 11 reveals that at 0.05 level of significance, 1df numerator and 30df denominator, the calculated F is 52.33 with P value of 0.00 which is less than 0.05. Therefore, the fourth null hypothesis is rejected. So, the difference in the effectiveness of self-instruction technique on male and female secondary school students' attitude to lying is significant.

Null Hypothesis 5

There is no significant difference in the effectiveness of cognitive restructuring technique on the attitude to lying of male and female secondary school students.

Table 12 ANCOVA on the Posttest Attitude to lying Mean Scores of Male and Female Students Treated with Cognitive Restructuring Technique

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	341.417	2	85.354			
Intercept	3.000	1	3.000			
PRETEST	10.841	1	10.841			
GENDER	319.567	1	319.567	21.56	0.000	S
Error	400.302	30	14.826			
Total	32683.000	32				
Corrected Total	741.719	31				

Table 12 shows that at 0.05 level of significance, 1df numerator and 30df denominator, the calculated F is 21.56 with P value of 0.00 which is less than 0.05. Therefore, the fifth null hypothesis is rejected. So, the difference in the effectiveness of cognitive restructuring technique on male and female secondary school students' attitude to lying is significant.

Null Hypothesis 6

There is no significant difference in the effectiveness of self-instruction technique on secondary school young and old students' attitude to lying.

Table 13 ANCOVA on the posttest attitude to lying mean scores of young and old students treated with self-instruction

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	464.358	2	116.089			
Intercept	18.697	1	18.697			
PRETEST	0.023	1	0.023			
AGE	59.313	1	59.313	8.77	0.006	S
Error	182.517	30	6.760			
Total	16400.000	32				
Corrected Total	646.875	31				

In table 13, it was observed that at 0.05 level of significance, 1df numerator and 30df denominator, the calculated F is 8.77 with P value of 0.006 which is less than 0.05. Therefore, the sixth null hypothesis is rejected. So, the difference in the effectiveness of self-instruction technique on young and old secondary school students' attitude to lying is significant.

Null Hypothesis 7

There is no significant difference in the effectiveness of cognitive restructuring technique on the attitude to lying of secondary school students due to their age.

Table 14 ANCOVA on the Posttest Attitude to Lying Mean Scores of Young and Old Students treated with Cognitive restructuring Technique

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	341.417	2	85.354			
Intercept	3.000	1	3.000			
PRETEST	10.841	1	10.841			
AGE	17.858	1	17.858	1.205	0.282	NS
Error	400.302	30	14.826			
Total	32683.000	32				
Corrected Total	741.719	31				

Table 14 shows that at 0.05 level of significance, 1df numerator and 30df denominator, the calculated F is 1.21 with P value of 0.282 which is greater than 0.05. Therefore, the seventh null hypothesis is accepted. So, the difference in the effectiveness of cognitive restructuring technique on young and old secondary school students' attitude to lying is not significant.

Summary of the Findings

From the analysis, the following findings were made:

1. Self-instruction technique is effective in reducing students' attitude to lying in Anambra state.

2. Cognitive restructuring technique is effective in reducing students' attitude to lying in Anambra state.

3. Self-instruction technique is more effective than cognitive restructuring in reducing students' attitude to lying in Anambra state.

4. Self-instruction technique is more effective in reducing male students' attitude to lying in Anambra state.

5. Cognitive restructuring technique is more effective in reducing male students' attitude to lying in Anambra state.

6. Self-instruction technique is more effective in reducing old students' attitude to lying in Anambra state.

7. Cognitive restructuring technique is slightly more effective in reducing old students' attitude to lying in Anambra state.

8. The effect of self-instruction technique on secondary school students' attitude to lying is significant.

9. The effect of cognitive restructuring technique on secondary school students' attitude to lying is significant.

10. There is significant difference in the effectiveness of self-instruction and cognitive restructuring techniques on secondary school students' attitude to lying.

11. The difference in the effectiveness of self-instruction technique on male and female secondary school students' attitude to lying is significant.

12. The difference in the effectiveness of cognitive restructuring technique on male and female secondary school students' attitude to lying is significant.

13. The difference in the effectiveness of self-instruction technique on young and old secondary school students' attitude to lying is significant.

14. The difference in the effectiveness of cognitive restructuring technique on young and old secondary school students' attitude to lying is not significant.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the results obtained from the data analysis. It also presents the implications of the study, conclusion, recommendations and suggestions for further studies.

Discussion of Results

The results were discussed under the following sub-headings:

1. Effects of self-instruction and cognitive restructuring on students' attitude to lying.

2. Relative effectiveness of self-instruction and cognitive restructuring on students' attitude to lying.

3. Effects of self-instruction and cognitive restructuring on students' attitude to lying in respect to gender.

4. Effects of self-instruction and cognitive restructuring on students' attitude to lying in respect to age.

Effects of self-instruction and cognitive restructuring on the students' attitude to lying.

In the analysis of data collected in respect to research question 1, it was discovered that self-instruction was effective in reducing attitude to lying among secondary school students in Anambra state. This is because students treated with self-instruction have their attitude to lying greatly reduced below the norm of 75, when their mean loss is compared with that of the control group. This finding is in line with Nwosu (2012) who used cognitive restructuring and shaping to control lying tendency among students. This implies that positive attitude to lying can be changed to negative attitude to lying using self-instruction. Adani, Eskay and Onu (2012) observed that self-instruction is a self strategy that contributes to an

individual's self determination skills, and it is an easy procedure to develop, learn and use. What makes self-instruction easy is that it can be practiced inside and outside a classroom or training room, and it allows a learner to self-direct his or her learning tasks, even in settings where instructional support is lacking. Also, self-instruction skill can be acquired by students because they are already in the process of life skill acquisition. Adani, Eskay and Onu also noted that self instruction has three powerful influences, thus; learning and modelling of materials, ability of verbalization and self-regulated meta-cognition. It also has unique advantage to learners, and secondary school students are learners already self motivated.

The result in respect to hypothesis 1 showed that there was a significant difference between self-instruction and control group in their mean scores on Lying Attitude Inventory. This implies that treatment using self-instruction was effective since it greatly reduced the students' attitude to lying, while attitude to lying among students in the control group remained almost the same through post test. Hence, the significant difference in their mean loss scores. This finding is supported by Azza and Eman (2017) that through self-instruction, learners become active, and learning shifts focus from the teacher and delivery of course content to the students and active engagement with the material. Moreover students need to be taught the concept of talking to themselves using a positive statement, because an overreaching goal in Education is to enable students become independent and self-sufficient individuals who are able to manage their behaviours without the assistance of others. The effectiveness of self-instruction on the students' attitude to lying has proved that the treatment package is reliable and self-instruction useful in solving human problem.

For cognitive restructuring, analysis of data collected in respect to research question 2 also showed that the treatment was effective. This is because it greatly reduced the students' attitude to lying far below the norm of 75, when compared with the mean loss for those who

received conventional counselling. This finding agrees with that of Chinweuba (2010) that cognitive restructuring is an effective technique for managing undesirable behaviour. Chinweuba obtained a high pretest mean score and a very low post test mean score which attests to the effectiveness of the treatment.

The result in hypothesis 2 showed that there was a significant difference in the post test mean scores of cognitive restructuring and control group in their mean loss scores on Lying Attitude Inventory. This implies that cognitive restructuring reduced the students' attitude to lying because it was effective, while attitude to lying among students in the control group remained almost the same through post test. Hence, the significant difference in their mean losses. This finding is supported by Aaron and Paula (2008) who opines that cognitive restructuring is more effective in behaviour therapy than pharmacological and pharmacotherapy. This is because clients are encouraged to eliminate an irrational or destructive belief and way of thinking, and adopt a more rational or constructive one. Aaron and Paula further remarked that cognitive-behavioural therapies hold a theoretical foundation and varied set of techniques, whose evidence-based efficacy wad demonstrated for the treatment of diverse undesirable behaviour. Heimberg, Ledley and Marx (2005) supported this finding when they remarked that the goal of cognitive restructuring is to orient the client to cognitive behaviour approach to understanding a particular problem, consequently, developing its solution. The finding is also in line with the studies of Akbari, Mikael and Zare (2010) who noted that students who received treatment sessions on restructuring counselling increased their internal, permanent and general attributes for positive events, and decreased the attribution for negative ones. This showed that exposing adolescents to cognitive restructuring skills enables them to give accurate interpretation of issues, and be aware of consequences of distorted thoughts and beliefs which often result in psychological distress and their corresponding undesirable behaviour. Finally,

Ghamari, Kiani and Rafeie (2015) suggested that providing cognitive restructuring to students having test anxiety produces positive effect. Hence the difference between the pretest and post test mean scores in the treatment group. The effectiveness of cognitive restructuring on the students' attitude to lying has proved that the treatment package is reliable and cognitive restructuring useful in solving human problem.

Relative effectiveness of self-instruction and cognitive restructuring on the students' attitude to lying.

From the analysis of the result in respect to research question 3, self-instruction and cognitive restructuring were effective on attitude to lying among the students. This is evident in their mean scores on Lying Attitude Inventory. This is in line with Nkebem and Okon (2006) and Nwankwo and Obi (2014) which proved the effectiveness of self-instruction in managing undesirable behaviours among students.

Cognitive restructuring, also proved effective on the students' attitude to lying. This finding is in line with that of Gross, Hamilton, Harrison, Phelps and Roy (2012) which compared treatment of conditioned emotional disorder with cognitive restructuring and control, and suggested that cognitive restructuring has durable effects on behavioural problem. Shurick (2012) also supported the finding that cognitive restructuring group demonstrated a significant reduction in mean differential across sessions, whereas this effect was not seen in the control group. Shurick further demonstrated that when subjects were given a specific contextual frame, they will apply it when subsequently presented with the same image even without being cued. The finding is suggestive that individuals with learned undesirable behaviour can be trained to use individually generated reappraisals to change the meaning associated with the behaviour inducing stimulus. Hence, the effectiveness of cognitive restructuring on attitude to lying.

Hypothesis 3 showed that there was a significant difference in the post test mean scores of self-instruction and cognitive restructuring in their mean scores on Lying

Attitude Inventory. Nevertheless, the two techniques were quite effective. However, more effectiveness on attitude to lying by self-instruction could be as a result of the simplicity and ease in its application.

Effects of self-instruction and cognitive restructuring on students' attitude to lying in respect to Gender.

From the analysis of data collected in research questions 4, there is a difference in the mean scores of the male and female students treated using self-instruction. This is evident in their pretest and post test mean scores on Lying Attitude Inventory. The mean loss was higher for males therefore, the treatment was more effective on them.

For cognitive restructuring, there is also a difference in the mean scores of the male and female students. This is evident in their pretest and post test mean scores on Lying Attitude Inventory. The mean loss was higher for males therefore, the treatment was also more effective on them. The above findings that the males lied less is opposed to Falkiewicz, Grabowska, Jednorog, Marchewka and Szatkowska (2012) which noted that women versus men direct contrast during deception revealed no significant differences in areas of activation, but males showed higher bold signal compared to females. Abodike and Ebenebe (2016) corroborated when they observed that boys engaged in lying more than girls.

The result in hypothesis 4 showed that there was a significant difference in the mean scores of the male and female students that were treated using both techniques. The fact that males lied less could be as a result of the fact that male children from homes where morality upholds will be more honest than female children from homes where morality is neglected, ignored, trampled and compromised. Despite the differences in their mean scores' reduction, self-instruction and cognitive restructuring proved their usefulness in controlling students' attitude to lying irrespective of their gender.

Effects of self-instruction and cognitive restructuring on attitude to lying in respect to Age.

Analysis of data collected in respect to research questions 6 and 7 showed differences in the mean scores of the older and younger students that were treated with self-instruction and cognitive restructuring. For self-instruction, the treatment was more effective on the older students, while for cognitive restructuring, the treatment was slightly more effective on the older students. The above findings is contrary to Boa, Fu, Lee, Talwar and Xu (2011) who observed that as age increases children become increasingly less negative and more positive to white lying in politeness situations, and they were more inclined to tell lies in such situations themselves. It is also contrary to the findings of Abodike and Ebenebe (2016) that older students lie less.

The result in hypotheses 6 and 7 showed that there was a significant difference in the mean scores of the older and younger students that were treated using self-instruction, but there was no significant difference in the effectiveness of cognitive restructuring technique on the attitude to lying of secondary school students due to age. However both techniques have proved their usefulness in reducing students' attitude to lying irrespective of age.

Implications of the Study

The findings of this study have far reaching implications in the following ways:

The treatment techniques were able to control attitude to lying among the students. This implies that positive attitude to lying among secondary school students in Anambra state is a maladaptive behaviour that could be controlled using self-instruction and cognitive restructuring. Therefore, guidance counsellors in secondary schools should employ the two techniques in controlling attitude to lying among secondary school students.

The findings also showed that both male and female students' attitude to lying were greatly controlled, though with a significant difference in their mean scores. Despite the fact that the males are often viewed as lying more than the females, both male and female students can have their attitude to lying effectively controlled using self-instruction and cognitive restructuring. Therefore, male and female students can be grouped together in the course of educational guidance and counselling programmes using self-instruction and cognitive restructuring.

The findings further showed that the older and younger students' attitude to lying was also greatly reduced, with a significant difference in effectiveness, for self-instruction, but with no significant difference in the effectiveness, for cognitive restructuring. However, the fact that younger students are often viewed as lying more than the older ones, the older and younger students' attitude to lying could be controlled using self-instruction and cognitive restructuring techniques. Therefore, in organizing educational guidance programmes for secondary school students, age should not call for concern. All the students can be handled as a group irrespective of their age.

Finally, the instrument of the study was able to discriminate between students' with positive and negative attitude to lying. Therefore, it could serve as a useful tool for identifying students' attitude to lying, which can be used by secondary school teachers and counsellors as well as educators and parents and guardians who could be taught and they learn the techniques and their procedures.

Conclusion

From the forgoing, it can be concluded that self-instruction and cognitive restructuring were effective on the students' attitude to lying. The study also revealed that

self-instruction was more effective than cognitive restructuring. Additionally, self-instruction and cognitive restructuring were more effective on the male and older students.

Experimental and control groups differ significantly in their mean scores for self-instruction and cognitive restructuring. There was a significant difference in the mean scores of the male and female students for both techniques, there was a significant difference in the effectiveness of the older and younger students, for self-instruction, but there was no significant difference for older and younger ones for cognitive restructuring.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. Guidance counsellors in secondary schools should adopt self-instruction and cognitive restructuring in controlling attitude to lying among students. This will help them to manage this behavioural challenge among students.

2. The Federal Government should recruit and train more Guidance counsellors for secondary schools, as provided in the National Policy on Education. This will facilitate the management of attitude to lying in particular and other attitudinal problems generally, among secondary school children.

3. Post Primary School Commission should organize seminars and workshops for the control of attitude to lying in particular, and other behavioural problems generally, among students. This will provide enlightenment for both teachers and students.

4. There should be provision in the school programme/activity for rewarding honesty among students. This will encourage and motivate students to live honest life.

Limitation

The findings of this study may not be generalizable because of the group size.

Suggestions for Further Studies

        The following suggestions are made for further studies:

1. To conduct the study using urban and rural areas as intervening variables..

2. To conduct the study in a single-sex school.

3. To conduct the study in other geographical areas.

REFERENCES

Aaron, T.B. & Paula, K.. (2008). Cognitive therapy: foundations, conceptual models application and research. *Rev Bras Psiquiatr* 30(Sippl II), 554-64

Abdullahi, O. E., Esere, M. O., Salman, M. F., Omotosho, J. A & Oniyangi, S. O. (2011). Effect of two psychological Techniques in improving academic performance of secondary schools students in mathematics. *Ife Psychologia*, 19(1), 270 - 279.

Abodike, N.A. (2010). Effects of Cognitive restructuring on lying tendency among secondary school students in Awka education zone. Nnamdi Azikiwe University, Awka, Anambra State.

Abodike, N. A. & Ebenebe, R.C. (2016). Effects of cognitive restructuring on lying tendency among secondary school students, in Awka education zone. *The Educational Psychologist, 10(1),* 232-239

Adani, A. Eskay, M. & Onu V.(2012).Effect of self-instruction strategy on the achievement in Algebra of students with learning difficulty in mathematics.*US-China education review,* 12: 1006-1021

Adeusi, S. O.(2013).Efficacy of cognitive restructuring and behavioural rehearsal on conduct disorder in adolescents in special correctional centres in Lagos state. .Retrieved fromfrhttp:///C:/Users/John%20Palm/Desktop/phd%20final/coginitive%20thesis.pd.

Agu, N. & Akuezuilo, E. O. (2015). *Research and statistics in education and social sciences:* methods and applications. Nuel Centi Publishers and Academic press: Awka.

Akbari, A. A., Mikaeli, N. & Zare, H. (2010). Efficacy of cognitive restructuring teaching on students' attribution style and academic performance. *Iranian Rehabilitation Journal, 8 (12),* 43-48.

Alexander, M. Farida, K., Frieda, M. & Wondimu, A. (2012). Primary school teachers' attitude towards inclusive education in Jarkata, Indonesia. *Social and behavioural sciences.* 60, 1430-1436.

Andreas, L., Nic, H., Lisa A. O., Paul, B. & Louise M. (2016). Using brief cognitive restructuring and cognitive defusion techniques to cope with negative thoughts. Retrieved from http://journals.sagepub.com/doi/abs/10.1177/0145445515621488

Anyichie, A.C. & Onyedika, C.C. (2012). Effects of self-instructional learning strategy on secondary schools students' academic achievement in solving mathematical word problems in Nigeria. *An international multidisciplinary Journal, Ethiopia.,* 6(4), 1994-9057

Arturo, G., Milka, E.E., Carlos, A. R, &, Felipe J. P (2014). Students' and their attitudes toward statistics course and statistical field *American Journal of Educational Research* 2(12), 1151-1159

Arturo, G., Milka, E.E., Carlos, A. R, &, Felipe J. P (2014). Students' and their attitudes toward statistics course and statistical field *American Journal of Educational Research* 2(12), 1151-1159

Azza, A. M. A. .& Eman, A F. H.(2017).Effect of self-instruction package on cognitive performance among Egyptian and Saudi Pediatric nursing students. *SM Journal of Nursing 3(1),1005*

Baranoski, M., Dike, C.C. & Griffith, E. H. (2005). Pathological lying revisited. *American academy of psychiatry and law. 33(3*), 342-349
.
Bernstein, E. (2014). Self talk: When talking to yourself, the way you do it makes a difference. Retrieved from http://www.wsj.com/.../.

Boa, X. Fu, G., Lee, K., Talwar, V. & Xu, F. (2011). model etats lies. Retrieved from http://www/worldwidescience.org/topicpage/.../specific+prosocial+behaviours.htlm

Boa, X. Fu, G., Lee, K., Talwar, V. & Xu, F. (2010) on Lying and Truth–telling in children,   From   concept   to   Action.   Retrieved   from https://www.ncbi.nim.nih.gov/pmc/articles/PMC2864928/

Buller, D. & Burgoon, J.K. (1996). Interpersonal deception theory. Retrieved from http: //changingminds.org/ explanations /theories / interpersonaldeception.htm

Burns, J.A., Herbert, J.D, Hope, D.A., Hyes, S.A.,. & Warner, M.D. (2010). Automatic thoughts and cognitive restructuring in cognitive behavioural group therapy for social anxiety disorder. *Cognitive Therapy Research*, 34: 1-12.

Campbell, McCornack, S.A., Levine, Solowczuk & Torres, R (1992). Information manipulation   theory.   Retrieved   from   http: // changingmnds.org/explanations/theories/informationmanipulation.m

Catalano, J.S. (2008). Lying to oneself. *Philosophy and Phenomenological Research. 50(4),* 673-693. Retrieved from http://www.jstor.org/stable/2108229.

Carson, T.L. (2010). *Lying and deception*: Theory and practice. Oxford University Press. Retrieved from http//global.oup.com/.../lying-and-deception.

Chinweuba, N.H. (2010). Effects of self-monitoring, cognitive restructuring and self enhancing strategy on bullying among secondary school students. Unpublished doctoral dissertation. University of Nigeria, Nsukka.

Chima, I.M. (2006).Efficacy of Premack Principle,, Self-monitoring and Rational Emotive therapy in checking perambulating behaviour among secondary school students, *The Educational Psychologist, 2(1),* 35-43.

Cooper, J.O., Heron, T.E. & Heward, W.L. (2007). *Applied behaviour analysis* (2nd Ed) Columbus, OH: Pearson

Dada, E. M. & Okunade, H.F. (2014). Classroom undesirable behaviours and strategies used for controlling them among primary school teachers. *Kuwait chapter of Arabian Journal of Business and Management Review* 3(9), 51-57

Dallal, G.E. (2012).*The little handbook of Statistical Practice*. Jean Mayer USDA human Nutrition. Research Centre on aging at Tufts University. Retrieved from http://www.jerrvdallal.com/LHSP/PVAL.HTM.

Depaula, Rosenthal & Zuckerman, (1981). Theories of lie. Retrieved from http://changingminds.org/explanations/ theories/fourfactormodel.htm.
.

Emilia, S. Beata A. & Katarzyna, C. (2015). Motivation and Consequences of Lying. A Qualitative Analysis of Everyday Lying. *Forum: Qualitative Social Research 16 (3),* Art 31 Retrieved from: https://www.researchgate.net/publication/281866246

Evans, A.D. & Lee, K. (2013). Emergence of lying in very young children. *Developmental Psychology Journal.* Oct. 49 (10), 1958-1963. Retrieved from http://www.ncbi.nimnihigou/pub med/232 94150

Falkiewicz, M., Grabowska, A. Jednorog, K., Marchewka, A., & Szatkowska.(2012).Sex, lies and FMRI-Gender Differences in Neural Basis of Deception. http://Plosone 7(8).e43076.doi:101371/journal.pone.00443076.

Fillmore, D.G., Griffith, J.D. & Hart, C.L. (2009). *Indirect detection of deception:* Looking for a change*. Current Research in Social Psychology, 14(9),* 134-142. Retrieved from http://www. UIOWA.edu /grpproc/crisp/crisp.html.

Gamble, W. (2006). *Four basic types of lies*. University of Arizonan Press.

Gerd, B & Nina, D. (2011). Attitudes and Attitude Change. *Annual. Review. Psychology* (62),391-417. .Retrieved from http:/www.annualreviews.org

Gervais, A., Gervais, J., Richard, E., Tremblay, l.,. & Vitaro, F. (2013). *Children's persistent lying, gender differences, and disruptive behaviour*. A longitudinal perspective. Retrieved from http://jbd.sagepup.com/content/2/2/213.short

Ghamari, K. H., Kiani, A.R. & Rafeie, S.H..(2015). Effectiveness of cognitive restructuring and proper study in the reduction of Test anxiety Symptoms among students. *American Journal of Educational Research, 3(10),* 1230-1236.

Glombieski, J.A., Kohi, A. & Rief, W. (2014).Effects of cognitive restructuring and acceptance on experimentally-induced heat and cold pain tolerance and pain intensity in fibromyalgia patients. *Journal of Behaviour Therapy and Experimental Psychiatry 45,* 467-474.

Gonser, S. (2013). Age-by-Age Guide to Lying.. Retrieved from http://www.parents.com/kids/development/behavioural/age-by-age-guide--to-lying

Gordon, H. Lee, K. &Talwar, V. (2007) *Lying in the elementary school*: Verbal deception and its relationship to second-order belief understanding. Developmental psychology .43: 804-810 doi.:10.1037/0012-1649. Retrieved from http://www.ncbi.nlm.nih.gov/.../174845...

Gross, J. J., Hamilton, J.R., Harrison, L.T., Phelps, E. A. & Roy, A, K. (2012).Cognitive restructuring. Retrieved from http://ww.ncbi.nlm.nih.gov/pubmed/22775125

Harper, C. (2014). Collins Publishers. Retrieved from https://www.collins dictionary.com/dictionary/english/effect.

Haythornthwaite, J. A. (2011). *Psychological interventions for chronic pains(Third Edition)*.180-183.Retrieved from https://doi.org/10.1016/B978-1:4377-2242-0.00033-X

Harris, C. (2011). Attitudes, Behavior, and Social Practice, *Journal of Sociology & Social Welfare:* 38 Iss. 1, Article 3. Retrieved from http://scholarworks.wmich.edu/jssw/vol38/iss1/3

Heimberg, R.G., Ledley, D.R. & Marx, B.P. (2005). *Making cognitive-behavioural therapy work*. New York: Guildford Press.

Himle, J. Muroff, J. Steketee G. & Weaver, A. (2014).*Clinical and Direct Practice, Mental and Behavioural Health. Retrieve fromhttp://socialwork.oxfordre.com/view /10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-874?print=pdf.*

Hurka, T. (2014). Philosophy. Retrieved from https:// books.goggle.com.ng/books? isbn=0199233624.

Jason, C. (2014).Gender differences in lying. Retrieved from http://econpaper.repec.org/article/eeeecolet/v-3a114-3ay-3a2012-3ai-3ap-3a147-149.htm
.
Kamphaus, R., Reynolds, C. &Vannest, K. J., (2008). *BASC-2. Intervention guide for learning and behaviour problems.* Minneapolis MN: Pearson.

Katie, B.M. & Nelson, L.D. (2012).*Commitment and behaviour change:* Evidence from the field. University of Chicago Press. Retrieved from http://www.jstor.org/stable/10.1086/667226

Lappe, M. (2012). Lie: Detection and Neuro-linguistic programme. University of Muenster: Germany.

Lee, K. & Talwar, V. (2008). *Social and cognitive correlates of children's lying behaviour.* Child development.79, 866-881.doi.: 10.1111/j.1467-8624.011164. Retrieved from https://www.ncbi.nlm.nih.gov/.../187178...

Lee, K., Murphy, S.M. & Talwar, V. (2007).White lying in children for politeness purpose. Retrieved from https://ww.ccbi.nlm.nih.gov/pmc/articles/PMC2581483/

Maku, L. (2013). Talk on good governance . Kaduna: NTA network.

Mara, K. (2015). Leslie Dickinson, Self-instruction in Language Learning. Cambridge: Cambridge University Press,

Martin, J. (1984). Towards a cognitive schemata theory of self-instruction. *Instructional Science. 13, 159-180.* Retrieved from http: //Link.spring.com/article/10.1007/B.F 00052**N** page-1

Meibauer, J. (2011). On lying: intentionality, implicature, and imprecision. Intercultural Pragmatics 8-2, 277–292 Retrieved from http://1612-295X/11/0008-0277 DOI 10.1515/IPRG.2011.013

Nadeem, Z. B. (2016). Types of /attitude. Retrieved from https://www.linkedin.com /pulse/types-attitudes-zafar-bilal-nadeem.

NPE, (2013). Lagos: Federal Government Press.

Nkebem, E.N. & Okon, H.I. (2006). Effects of cooperative, competitive, and Individual use of self-instruction method (SIM) on learners' achievement in library skills. *Library philosophy and practice, 9 (1), 1522-0222*. Retrieved from www.webpages.uidaho.edu/.../

NugentPam, M.S. (2013). Self-instructional training. Self instructional training in psychology dictionary.org Retrieved from https://psychology dictionary.org/self-instructional training/

Nwankwo, C.A. & Unachukwu, G.O. (2006). Disruptive behaviour disorders identified in primary and post-primary schools in Anambra state: Implications for school administration. *The Educational psychologist, 2,* 63-71.

Nwankwo, C.A. & Obi, I. (2014).Effect of self-instruction technique in reducing test anxiety among J S II students in Awka South Local Government Area, Anambra state. Retrieved from unizik.edu.ng/.../ ...

Nwosu, A.S. (2012). Effectiveness of cognitive restructuring and shaping on lying tendency among secondary school students. Unpublished master's thesis. Nnamdi Azikiwe University, Awka. Anambra state.

Okorie, A.C. (2012). Use of behaviour modification technique for managing classroom disruptive behaviour by teachers in Afikpo. Retrieved from https://www.unn.edu.ng/publications/files/images/PROJECTWORKAGNES MAIN WORK FINAL CORRECTION.

Okorie, A.N. (2014).Relationship among peer pressure, time management and academic performance of in-school adolescents in Umuahia Education Zone, Abia State. Retrieved from http://www.unn.edu.ng/publications/files/mrsokorieOKORIE, ANGELA NKEM. chapter one to appendix.

Okudo, F.C. (2010). Appraisal of parental background characteristics as determinants of adolescent psychosocial adjustment. Unpublished doctoral dissertation. Nnamdi Azikiwe University, Awka.

Rafferty, L.A. (2010). *Teaching Exceptional Children, 3(2),* 50-58.

Rogers, C. (1959). Simple Psychology. Retrieved from www.simplepsychology.org/carl-rogers. -

Sadhguru, J.V. (2014). Why lying. Retrieved from isha.sadhguru.org/blog/sadhguru/masters-words/truth-lie/

Sadhguru, J. V. (2016). Weeding out the lies. Retrieved from http://wwwisha.sadhguru.org /blog/sadhguru/spot/weeding -out-the-lies/

Shurick, A.A. (2012). Durable effects of Cognitive Restructuring on conditioned fear. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC.3971472/

Skinner, B.F. (1953). *Science and human behaviour.* New York: MacMillan.

Whitman, T. L. (1987). Self-instruction, individual differences and mental retardation. *American journal of mental deficiency.* 92(2), 213-23. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/3324760.

Appendix A

Population Distribution and Location of the Subjects

S/N Schools	JS2		SS2		TOTAL
	Male	Female	Male	Female	
1 St John of God Sec Sch. Awka	-	8	-	5	13
2 Girls' Sec Sch, Umuokpu	-	7	-	4	11
3 Igwebuike Grammar Sch, Awka	9	-	3	-	12
4 Comm. Sec. Sch. Umuokpu	3	4	5	4	16
5 Capital City Sec. Sch. Awka	15	8	10	10	43
6 Kenneth Dike Mem. Sec. Sch. Awka	13	10	14	8	45
7 Ezi-Awka Comm. Sec. Sch. Awka	12	8	13	10	43
8 Comm. Sec. Sch. Okpuno	4	4	6	4	18
9 Nneoma Comm. Sec. Sch. Nibo	7	6	7	6	26
10 Comm. Sec. Sch. Mbaukwu	7	8	7	8	30
11 Emeka Aghasili High Sch. Nise	7	7	7	6	27
12 Comm. Sec. Sch. Agulu-Awka	6	4	4	2	16
13 Comm. Sec. Sch. Amawbia	7	5	6	4	22
14 Union Sec. Sch. Umuawulu	6	4	6	6	22
15 Union Sec. Sch. Amawbia	8	8	6	4	26
16 Ezike High Sch. Nibo	3	4	4	4	15
17 Holy Cross High Sch. Umuawulu Mbaukwu	4	6	8	6	24
18 Community Sec Sch Isiagu	6	6	4	4	20
Total	117	107	110	95	429

Appendix B

Sample Distribution of the Subjects

S/N	School	Junior		Senior		Total
		Male	Female	Male	Female	
1	Capital city Sec Sch Awka	10	8	8	6	32
2	Kenneth Dike Mem Sec Sch Awka	10	8	8	6	32
3	Ezi-Awka community Sec Sch Awka	10	8	8	6	32
	Total	30	24	24	18	96

Appendix C

Reliability

Scale: PATL

Case Processing Summary

		N	%
Cases	**Valid**	30	100
	Excluded a	0	0
	Total	30	100

a. Listwise deletion based on all variables in the procedure

Reliability statistics

Cronbach's Alpha	**Part 1**	**Value**	.875
		No of items	15a
	Part 2	**Value**	.919
		No of items	15b
		Total no of items	30
Correlation Between forms			.959
Spearman-Brown	**Equal Length**		.979
Coefficient	**Unequal Length**		.979
Guttman Split-Half Coefficient			.975

a. The items are: VAR0001, VAR0002, VAR00003, VAR00004, VAR00005, VAR00006,

VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013,

VAR00014, VAR0015

b. The items are: VAR00016, VAR0017, VAR00018, VAR00019, VAR00020, VAR00021,

VAR00022, VAR00023, VAR00024, VAR00025, VAR0026, VAR00027, VAR00029,

VAR00030

Scale Statistics

	Mean	Variance	STD Deviation	No of items
Part 1	38.7750	135.769	11.65198	15a
Part 2	40.6500	176.746	132.29459	15b
Both Parts	79.4250	609.533	4.68872	30

a. The items are: VAR00001, VAR00002, VAR00003, VAR0004, VAR00005, VAR00006, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015.

b. The items are: VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025, VAR00026, VAR00027, VAR00028, VAR00029, VAR00030.

Appendix D

Lying Attitude Inventory (LAI) Pre Test

Class: J S II   [ ]   S S II   [ ]

Sex: Male   [ ]   Female   [ ]

Age: 11 - 15   [ ]   16 - 20 [ ]

This questionnaire is designed to help you indicate the extent you agree with each statement.

Tick in the box which best describes the extent you agree or disagree with each statement.

Tick   4 - if you strongly agree

3 - if you agree

2 - if you disagree

1 - if you strongly disagree

Example:

S/N	ITEM	SA	A	D	SD
	It is wrong to break one's father's tumbler and deny it.		√		

S/NO	ITEMS	SA	A	D	SD
1	Lying is a normal way of life.				
2	Lying is acceptable all the time.				
3	There is nothing wrong in lying to save a life.				
4	There is nothing wrong in lying to receive attention.				
5	There is nothing wrong in lying to impress a friend.				
6	Lying makes life easier.				
7	It is not wrong to lie in order to fit into a group.				
8	There is nothing wrong in lying to escape punishment.				
9	There is nothing wrong in lying to impress a teacher.				
10	I see nothing wrong in lying in order to avoid being disturbed.				
11	Lying in order to protect one's life is not wrong.				
12	There is nothing wrong in lying to pass an interview.				
13	I'm not worried so long as one is comfortable by lying.				
14	I dislike people who feel that lying is sinful.				
15	Lying does not make one evil.				

16	Lying does not serve a necessary function in everyday life.				
17	There is everything wrong in lying to avoid being harmed.				
18	Lying is useless in life.				
19	People who lie a lot are dangerous.				
20	Lying about one's age is wrong.				
21	Lying in order to ensure that your enemy is punished is wrong.				
22	Lying in order to receive a gift is wrong.				
23	Lying to please a friend is wrong.				
24	I love people that can never lie no matter the situation.				
25	Lying to make oneself happy is unacceptable.				
26	Lying to get whatever you want is wrong.				
27	It is wrong to lie for the fun of it.				
28	Lying to succeed is not a real success.				
29	I feel sad talking with liars.				
30	Lying to avoid a task is wrong.				

Appendix E

Lying Attitude Inventory (LAI) Post Test

Class: J S II   [ ]   S S II   [ ]

Sex: Male   [ ]   Female   [ ]

Age: 11 - 15   [ ]   16 - 20   [ ]

This questionnaire is designed to help you indicate the extent you agree with each statement.

Tick in the box which best describes the extent you agree or disagree with each statement.

Tick   4 - if you strongly agree

　　　3 - if you agree

　　　2 - if you disagree

　　　1 - if you strongly disagree

Example:

S/N	ITEM	SA	A	D	SD
	It is not wrong to break one's father's tumbler and deny it.		√		

S/N	ITEM	SA	A	D	SD
1	Lying does not serve a necessary function in everyday life.				
2	There is everything wrong in lying to avoid being harmed.				
3	Lying is useless in life.				
4	People who lie a lot are dangerous.				
5	Lying about one's age is wrong.				
6	Lying in order to ensure that your enemy is punished is wrong.				
7	Lying in order to ensure that your enemy is punished is wrong.				
8	Lying in order to receive a gift is wrong.				
9	Lying to please a friend is wrong.				
10	I love people that can never lie no matter the situation.				
11	Lying to make oneself happy is unacceptable.				
12	Lying to get whatever you want is wrong.				
13	It is wrong to lie for the fun of it.				

14	Lying to succeed is not a real success.				
15	I feel sad talking with liars.				
16	Lying is a normal way of life.				
17	Lying is acceptable all the time.				
18	There is nothing wrong in lying to save a life.				
19	There is nothing wrong in lying to receive attention.				
20	There is nothing wrong in lying to impress a friend.				
21	Lying makes life easier.				
22	It is not wrong to lie in order to fit into a group.				
23	There is nothing wrong in lying to escape punishment.				
24	There is nothing wrong in lying to impress a teacher.				
25	I see nothing wrong in lying in order to avoid being disturbed.				
26	Lying in order to protect one's life is not wrong.				
27	There is nothing wrong in lying to pass an interview.				
28	I'm not worried so long as one is comfortable by lying.				
29	I dislike people who feel that lying is sinful.				
30	Lying does not make one evil.				

Appendix F

Treatment Programmes

Self-instruction

1. Introduction

2. Idea of self-instruction.
3. Recitation of the Positive statement.
4. Idea of lying.
5. Origin, causes and consequences of lying.
6. Post test.
7. Rewards.
8. Conclusion and dismissal.

Cognitive restructuring
1. Introduction

2. Idea of cognitive restructuring.
3. Idea of lying.
4. Origin, causes and consequences of lying.
5. Challenging the previous (old) negative thought and belief.
6. Learning the present (new) positive thought and belief.
7. Idea of truth.
8. Post test.
9. Rewards.
10. Conclusion and dismissal.

Control group

1. Introduction

3. Idea of lying.

4. Origin of lying.
5. Causes and consequences of lying.
6. Post test.
7. Rewards.
8. Conclusion and dismissal

Appendix G

Treatment Packages

Technique: Self-instruction
Skills: Rapport, Unconditional positive regard, Empathy, Confidentiality, Explanation, Questioning, Clarifying, Reinforcement, Repetition, Assessment, Congruency, Immediacy, Encouragement, Assignment and Reward.

SESSION 1

Objective: Introduction, familiarization and information on the time, venue and duration of the exercise.

Each subject gave information about him/herself. These include name, class, parent's names and occupation/profession, position in the family, likes and dislikes. This is to create group cohesion, friendly atmosphere and good interpersonal relationship. It will also stimulate free interaction in the group.

Dismissal

SESSION 2

The counsellor welcomed the subjects thus; my beloved wonderful and excellent students, you are welcome to today's meeting. I hope everybody is here. Let's have a roll call before we start.

Topic: The idea of self-instruction

Duration: 45 minutes

Specific Objective: By the end of the lesson the subjects should be able to:

Cognitive Domain: State the meaning of self-instruction.

Affective Domain: Appreciate the meaning of self-instruction.

Psychomotor Domain: Demonstrate the benefits of self-instruction by stating encouraging words they sometimes speak to themselves.

Entry behaviour: Students talk and encourage themselves on facts, events and situations using positive statements.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, oh! how I hate lying.

Instructional procedure

Content Development (CD)	Teacher Performance Activity (TPA)	Students' Performance Activity (SPA)	Instructional Materials (IM)	Instructional skills and strategy (ISS)
Step 1 Introduction **Step 2** The counsellor explains the idea of self-instruction	Every individual talks to him/herself one time or the other in a bid to achieve a goal. The counsellor explains that we often use positive statement to urge ourselves to do something and we do it. The use of positive statement to direct one's own behaviour in order to achieve a desired goal is important, especially when it involves the removal of an undesirable behaviour from the self structure. This is called self-instruction. The individual takes responsibility for reminding and directing him/herself rather than relying upon a teacher or facilitator for the removal of the undesirable behaviour. He/she achieves the goal of doing a thing with minimum guidance and personal effort. For instance, if one learns that taking what does not belong to one may reduce one's chances of getting one's own. One can instruct oneself using statement like 'I must never take what is not mine in order to get what is mine'. Talking to oneself using a positive statement is a mental exercise that requires attention, concentration and focus. It is a personal effort to control a behaviour using words. Thinking and talking to oneself influences one's action. Behaving undesirably, which lying is, spoils one's effective functioning and results in negative living, leading	The students listen.	The chalkboard and the manuscript.	Explanation and use of examples.

	to unwholesome personality development. Therefore, talking to oneself using a positive statement can cause one to change one's thinking, feeling and behaviour towards lying. This is called self-instruction. One can talk to oneself using a positive statement like 'I must avoid lying in order to live positively, function well, and grow into a wholesome person' in an attempt to change one's positive attitude to lying to negative one.			

Evaluation

Questions:

i) What do you understand by self-instruction?

Ans: Self-instruction is the use of positive statement to advise oneself, and guide one's action.

ii) Why is self-instruction important?

Ans: It removes undesirable behaviour from the self structure.

iii) How is self-instruction used?

Ans: It is used as a self-talk, prior to action.

Conclusion: Self-instruction is the use of positive statement to control an undesirable behaviour. We are going to use a positive statement thus, 'I will avoid lying in order to live positively, function well, and grow into a wholesome person' as self-instruction, in this exercise to manage attitude to lying. Believe and internalize it, and always use it whenever you are faced with any situation that triggers you to lie.

Assignment: Write 'I must avoid lying in order to live positively, function well, and grow into a wholesome person', in your exercise books, fifty times.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSIONS 3 and 4

The counsellor welcomed the subjects thus; my wonderful and excellent students, you are welcome to today's meeting. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.

Topic: Recitation of the positive statement.

Duration: 45minutes

Specific Objective: By the end of the lesson the subjects should be able to:

Cognitive Domain: Recite the positive statement, correctly, consistently and continuously, five times.

Affective Domain: Appreciate the meaning of the positive statement.

Psychomotor Doman: Say the positive statement to themselves anytime they are triggered to lie or before talking.

Entry behaviour: The students have mastered the positive statement.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, oh! how I hate lying.

Instructional procedure

CD	T PA	SPA	IM	ISS
Step 1 **Introduction** The counsellor initiates the self-instruction statement	The counsellor writes' I must avoid lying in order to live positively, function well, and grow into a wholesome person' on the board.	The students Listen carefully, with focused attention, in order to assimilate and develop the urge and desire to detest lying.	The chalkboard	Emphasis and repetition
Step 2 Inculcating the positive statement into the students.	The counsellor strongly, strictly, and emphatically, verbalizes 'I must avoid lying in order to live positively, function well, and grow into a wholesome person', five times.	The students verbalize the statement: 'I must avoid lying in order to live positively, function well, and grow into a wholesome person' (five times).		
Step 3 Memorization of the positive statement	The counsellor asks the students to verbalize the positive statement, five times.	The students remain silent for a moment, and then state 'I must avoid lying in order to live positively, function well, and grow into a wholesome person. (Five times).		
Step 4	The counsellor asks the subjects to memorize the statement, and say it by heart.	The students learn the statement by heart.		

Evaluation:

Questions:

i) Can you verbalize, memorize and internalize this positive statement?

Ans: Yes.

ii) Can you say it to yourselves any time you are triggered to lie?

Ans: Yes.

iii) How can you do it?

Ans: I'll mentally say to myself; 'I must avoid lying in order to live positively, function well, and grow into a wholesome person', before any talking.

Conclusion: We have tried to recite, and memorize the positive statement. Internalize, think and believe it, and always say it to yourself mentally, when faced with any situation that triggers you to lie, or before any talking.

Assignment: Write down five situations you were able to use this positive statement to successfully stop yourself from lying.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSIONS 5 and 6

The counsellor welcomed the subjects thus; my wonderful and excellent students, you are welcome, we are progressing. I hope you all did your assignment. Let's look at it before we go into today's lesson. Your ability to avoid lying using the positive statement, I will, reward.

Instruction plan

Topic: Meaning of Lying

Duration: 45minutes

Specific Objective: By the end of the lesson the students should be able to:

Cognitive Domain: State the meaning of lying.

Affective Domain: Appreciate the meaning of lying.

Psychomotor Domain: Present false ideas.

Entry behaviour: The students often make false statements, and provide wrong information about facts, events and situations in order to deceive.

Set Induction: The counsellor sings, 'lying's stressful, lying's full of tension, lying's hurting, Oh! how hate lying'.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step1 Introduction **Step 2** Explanation of lying	The counsellor states, 'lying is an undesirable behaviour'. The counsellor explains that lying is the act of intentionally giving false and misleading information. It is the making of a deceptive, dishonest and non factual statement which sends wrong message. It is intended to lead someone astray. Finally lying is the falsification of information and provision of such to the receiver or listener.	The students listen to the teacher.	The chalkboard and the manuscript.	Explanation and use of examples.

Evaluation

Question:

In your own words, describe lying?

Ans:

i) Lying is intentionally making false statement in order to deceive.

ii) Lying is giving non factual information.

Conclusion: In this lesson we have tried to define and explain the meaning of lying. Lying is falsehood, harmful, destructive and leads astray. Hence, you can understand the need to stop lying. Continue in your efforts to avoid lying in your interactions using the positive statement.

Assignment: Write down in your exercise books, and not more than five lines, what you understand by lying.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSIONS 7 and 8

The counsellor welcomed the students thus; my wonderful and excellent students, thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.

Topic: Origin, causes and consequences of lying

Duration: 45 minutes

Specific Objective: By the end of the lesson the subjects should be able to:

Cognitive Domain: State the origin, causes and the consequences of lying.

Affective Domain: Appreciate the origin, causes, and consequences of lying.

Psychomotor Domain: Tell the story of the fall of man

Entry behaviour: The students know the story of how the serpent deceived Eve, in the Garden of Eden.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, Oh! how hate lying.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	Dishonesty is at the root of humanity's suffering.	The students listen to the counsellor.	The chalkboard and the manuscript.	Explanation and use of examples.
Step 2 Explanation of origin, causes and the effect of lying on human behaviour and existence.	The first woman was deceived by the serpent that lied to her and made her believe a lie. Eve forgot God's commandment and ate the forbidden fruit because it was seemly good and pleasing to her eyes. From that moment, the glory of God departed from man, and man lost the paradise. Man became fearful, shameful and mortal. Additionally, hard work becomes a necessity for mans' daily bread. Man started the struggle and search for survival, protection and security. Finally, man made in the image of God started to die.			
Step 3	The counsellor explains that students lie for many reasons. These include, to get immediate solution and satisfaction, appear good, and seem innocent, avoid punishment, get out of trouble, seem important and acceptable, look			

	responsible and sometimes to create a pleasurable or favourable atmosphere among others. The counsellor asks the students to state other reasons why they lie. The counsellor writes out these reasons on the board.			

Evaluation

Questions:

1) What led to the fall of man?

Ans: Lying led to the fall of man.

2) Why do some students lie?

Ans: To escape punishment

3) Why do some people lie?

Ans: To get immediate solution to problem.

Conclusion: We have tried to explain the origin, causes, and the major consequence of the first lie on humanity. Revise and internalize these. Continue to use the positive statement to guide yourselves against lying.

Assignment: Write down in your exercise books, five reasons

1) why you lie.

2) why you desire to lie.

3) Why you should stop lying.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSIONS 9 and 10

The counsellor welcomed the students thus; my wonderful and excellent students. We are progressing. Thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.

Topic: Consequences of lying

Duration: 45 minutes

Specific Objective: By the end of the lesson the students should be able to:

Cognitive Domain: State the consequences of lying.

Affective Domain: Appreciate the consequences of lying.

Psychomotor Domain: Mention some consequence of lying.

Entry behaviour: The students know, have heard and experienced some of the consequences of lying.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, oh how I hate lying,

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	Lying have several detrimental consequences.	The students listen to the counsellor.	The chalkboard and the manuscript.	Explanation and use of examples
Step 2 Explanation of the consequences of lying	The counsellor presents and explains the consequences of lying. Thus, lying leads to destruction of trust among people, loss of prestige, creation of bad habit of regular lying, affects the liar's physical and spiritual health, creates bad affection in the society and leads to communication breakdown. Moreover, it causes guilt and anxiety to grow and develop in the self structure. Above all it leads to negative functioning, unwholesome personality development and untimely death.			
Step 3	The counsellor asks the students to mention other consequences of lying known to them.			

Evaluation:

Questions:

I) What are the consequences of lying?
Ans: i. It leads to the lack of trust and loss of prestige;

ii. It causes guilt to grow in the liar's self structure.

.iii. It leads to negative functioning, unwholesome personality development and untimely death.

Conclusion

We have tried to list and explain some of the consequences of lying, and you can see that they are not good for your life. These and several others are the reasons we should not allow ourselves to lie. Appreciate these harmful effects, and increase your effort to avoid lying.

Assignment

Write down in your exercise books, five consequences of lying that you have experienced.

The counsellor gave each student a packet of cream crackers biscuit and a sachet of water.

Dismissal

SESSION 11

Repetition of session 9 and 10

SESSION 12

The counsellor welcomed the students thus; we have finally come to the end of our meeting. Thank you so much for your interest, attention and punctuality to the meetings, especially for doing your assignments. If you are able to avoid lying the first time, definitely, it becomes easier to avoid it the second time until it eventually becomes your habit. It is in everyone's nature to live honest lives, and you can do it. So, may the almighty God bless you, and help you to live honest lives.

The counsellor discussed the assignment, urged them to maintain their efforts in avoiding and gradually eliminating lies completely, from their lives.

The post test was administered.

The counsellor gave each student a packet of biscuit and a sachet of water.

The students were given exercise books, biros and pencils.

Dismissal

Technique: Cognitive restructuring

Skills: Rapport, Unconditional positive regard, Empathy, Confidentiality, Explanation, Questioning, Repetition, Clarifying, Reinforcement, Assessment, Congruency, Immediacy, Encouragement, assignment and Rewards.

SESSION 1

Objective: Introduction, familiarization and information on the time, venue and duration of the exercise. Each subject gave information about him/herself. These information include name, class, parent's names and occupation/profession, position in the family, likes and dislikes. This is to create group cohesion, friendly atmosphere and good interpersonal relationship. It will also stimulate free interaction in the group.

Dismissal

SESSIONS 2 and 3

The counsellor welcomed the students thus; my beloved wonderful and excellent students you are welcome to today's meeting. I hope everybody is here. Let's have a roll call before we start.

Topic: The idea of cognitive restructuring
Duration: 45minutes
Specific Objective: By the end of the lesson the students should be able to:
Cognitive Domain: State the meaning of cognitive restructuring.
Affective Domain: Appreciate the benefits of cognitive restructuring.
Psychomotor Domain: Explain the benefits of cognitive restructuring in changing wrong ideas.
Entry behaviour: Students can unlearn already learnt harmful ideas and beliefs/
Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, oh! how I hate lying.
Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	Every individual can unlearn an idea and belief already internalized, as soon as he/she learns that it is wrong and has harmful effects.	The students listen to the counsellor.	The chalkboard and the manuscript.	Explanation use and use of examples.
Step 2 The counsellor explains the idea of cognitive restructuring	The counsellor explains that we often hold on to certain negative ideas, and beliefs that often result in undesirable behaviour. However, these ideas and beliefs can be proved wrong, challenged, unlearned and replaced with positive ones. This will lead to desirable behaviour. There is this thought and belief that 'lying is an acceptable, easy and clever means of escaping			

| | punishment and achieving desires'. This belief causes individuals to continually lie, because they hold on to it, being ignorant of the effects.

Lying spoils effective functioning and wholesome personality development because of its harmful effects. When lying becomes a habit, the liar's personality structure develops in the negative direction. This causes the liar to gradually loose contact with reality, and true meaning of life, until he/she destroys him/herself either physically/spiritually or both. This is undesirable and not the purpose of existence. Every individual desires to live, function effectively, and grow and develop into wholesome person thus, self actualized. Therefore the wrong and negative idea and belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires should be unlearned. | | | |

Evaluation

Questions:

i) Can an idea and belief already learnt be unlearned?

Ans: Yes.

ii) Why should it be unlearned?

Ans:

i. It causes ineffective functioning;

ii. It leads to unwholesome personality development..

Conclusion: Any idea and belief that is negative and responsible for a particular undesirable behaviour should be unlearned that is, challenged, changed and replaced. Note this idea and

belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires', for we are going to challenge, change and replace it, after learning the meaning, causes and consequences of lying.

Assignment: In not more than five lines, explain why a wrong idea and belief should be challenged, changed and replaced.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSION 4

The counsellor welcomed the students thus; 'my wonderful and excellent students, we are progressing. Thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson'.

INSTRUCTION PLAN
Topic: Meaning of Lying
Duration: 45minutes
Specific Objective: By the end of the lesson the students should be able to:
Cognitive Domain: State the meaning of lying.
Affective Domain: Appreciate the negative quality of lying.
Psychomotor Domain: Present false and negative statements.
Entry behaviour: The students make false statements, and provide wrong information about individuals, events and situations in a bid to deceive.
Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, Oh! how hate I lying.

Instructional procedure

CD	TPA	SPA	IM	IMS
Step 1 Introduction	The counsellor states that 'lying is a negative, false and undesirable behaviour'.	The students listen to the counsellor.	The chalkboard and the manuscript	Explanation and use of examples
Step 2 Explanation of lying	The counsellor explains that lying is the act of giving wrong information. It is harmful and destructive because it provides misleading message. It is an intentional desire to deceive or cheat. It is the falsification of information and provision of such to the receiver or listener.			

Evaluation
Question:
In your own words, describe lying?
Ans: Lying is intentionally making false statements in order to deceive.

Conclusion: In this lesson we have tried to define and explain the meaning of lying. Lying is falsehood, dishonesty, harmful and destructive. Therefore, there is need to avoid and gradually remove it from our lives. Continue in your effort to avoid lying in your interaction with self and others.

Assignment
In five sentences, write in your exercise books what you understand by lying.
The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal.

SESSIONS 5 and 6
The counsellor welcomed the students, thus; 'my wonderful and excellent students. Thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson'.
The counsellor quickly looked at their works and praised them for their efforts
Topic: Origin, causes and consequence of lying
Duration: 45 minutes
Specific Objective: By the end of the lesson the subjects should be able to:
Cognitive Domain: State the origin, causes and consequences of lying.
Affective Domain: Appreciate the origin, causes, and major consequence of lying.
Psychomotor Domain: Describe the, origin, causes and the major consequence of lying on humanity.
Entry behaviour: The students have heard the story of how the serpent deceived Eve in the Garden of Eden, and the fall of man.
Set Induction: The counsellor sings, lying is stressful, lying's full of tension lying is hurting, Oh! how I hate lying.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	The counsellor states that 'dishonesty is at the root of humanity's suffering'.	The students listen, and answer the teacher's question.	The chalkboard and the manuscript	Explanation and use of examples.
Step 2 Explanation of origin, causes and the effect of lying on existence.	Lying originated from the devil who is the father of lies. The first woman was deceived by serpent that lied to her and made her believe a lie. Eve ate the forbidden fruit because it was seemly good and pleasing to her eyes. She forgot the commandment of God and acted otherwise. From that moment, the glory of God departed from man. Man lost the paradise, and became fearful, shameful. Man created in the image of God to live happily, and without suffering,			

	received hard work as a necessity for daily bread. He started the struggle and search for survival, protection and security. Man made in the image of God started dying.			
Step 3	The counsellor explains that students lie for many reasons among which are to get immediate solution to their problems, appear good and seem innocent, avoid punishment, get out of trouble, look responsible, be acceptable and sometimes to create a pleasurable or favourable atmosphere, for a particular situation. Some even lie to hurt their fellow human being.			
Step 4	The counsellor asks the students to state other reasons why students lie. The counsellor writes these reasons on the board.			

Evaluation

Questions:
1) What led to the fall of man?
Ans: Lying led to the fall of man

2) Why do some students lie?
Ans: To escape punishment

3) Why do some people lie?
Ans: To get immediate solution to their problems, avoid embarrassment and to hurt others.
Conclusion: We have tried to explain the origin, causes, and the major consequence of the first lie on humanity. This is why we should remove lying from our lives. So my beloved students continue in your effort to avoid lying, and you will be happy you did.

Assignment
Write down in your exercise books, five reasons
1) why you lie.
2) why you must stop lying.
The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSIONS 7 and 8
The counsellor welcomed the subjects thus; 'my wonderful and excellent students, we are really progressing, welcome to today's meeting. I hope you all did your assignment. Let's look at it before we go into today's lesson'.

The counsellor quickly looked at their works and praised them for their efforts.
Topic: Consequences of lying
Duration: 45 minutes
Specific Objective: By the end of the lesson the subjects should be able to:
Cognitive Domain: State the consequences of lying.
Affective Domain: Appreciate the consequences of lying.
Psychomotor Domain: Present the consequences of lying.
Entry behaviour: The students know, have heard and experienced some of the consequences of lying.
Set Induction: The counsellor sings, lying is stressful, lying's full of tension, lying is hurting, oh how I hate lying,

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	The counsellor states that 'lying has several detrimental consequences'.	The students listen, and answer the question.	The chalkboard and the manuscript	Explanation and use of examples and questioning
Step 2 Explanation of the consequences of lying	The counsellor presents and explains these consequences thus; Lying leads to destruction of trust among people, loss of prestige, creation of bad habit of regular lying; affects the liar's physical and spiritual health; creates bad affection in the society and leads to communication breakdown. Lying causes guilt and anxiety to accumulate in the liar's self structure, affects his/her effective functioning, wholesome development and self actualization. Above all lying leads untimely death. The counsellor asks the subjects to mention other consequences of lying known to them.			

Evaluation:
Questions:
I) mention some of the consequences of lying
Ans: It leads to loss of prestige, lack of trust, and ineffective functioning.

Conclusion: We have tried to list and explain some of the consequences of lying. These are concrete evidences for the need to stop lying. Therefore, my beloved students make it a duty, to avoid lying, in your lives, and you will be happy you did.

Assignment:
Write down in your exercise books, five consequences of lying you have experienced.

The counsellor gave each student a packet of cream crackers biscuit and a sachet of water.
Dismissal

SESSION 9
The counsellor welcomed the students thus, my wonderful and excellent students, you are welcome to today's meeting. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.
Topic: Proofs against the thought and belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires'.
Duration: 45minutes
Specific Objective: By the end of the lesson the subjects should be able to:
Cognitive Domain: State proofs against the thought and belief that lying is an acceptable, easy and clever means of escaping punishment and achieving desires.
Affective Domain: Appreciate the need to challenge and replace this thought and belief.
Psychomotor Domain: Challenge the thought and belief.
Entry behaviour: The students challenge and change ideas unacceptable to them with proofs.
Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, Oh! how I hate lying.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	The counsellor states that the thought and belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires is wrong, and should be unlearnt. We are going to challenge it with proofs.	Each of the students listen carefully and mentally asks themselves each of the questions, as instructed by the counsellor	Chalkboard and the manuscript	Explanation, questioning and use of examples
Step 2 Lying is an acceptable, easy and clever means of achieving desires.	The counsellor writes out these questions on the board and instructs each and every one of the subjects to spend five seconds, on each, asking him/herself the questions:	The students listen attentively to the counsellor, encode and		

	i) can I reject this thought? ii) can I support this thought? iii) what evidence exists for the falseness of this thought and belief? iv) does any evidence exists for the truthfulness of this belief? v) what is the worst thing that could actually happen to me if I don't get my desires this time?	write down the explanations in their exercise books. They also answer the questions, one person at a time, as required by the counsellor.
Step 3 The counsellor provides the answers to the questions	The counsellor writes out the answers, and discusses them as follows: i. I can reject this thought because lying is not easy but carries negative emotions such as guilt and anxiety. Moreover, most often, desires achieved through lying do not last, and may end up destroying the liar and his/her self image. For instance the case of Ananias and Sapphira, the two judges that lied against Susanna, in the scripture among others. ii. This thought and belief can be supported only for the fact that one may earn a short term pleasure, immediate problem solution and instant satisfaction. However, these carry with them emotional distress which accrues in the mind and brain distorting and affecting the liar's effective functioning. iii. Some people who achieved their desires through lying have low and negative self image. Sometimes, they end up either losing such things or retaining them with the emotional distress they carry. iv. There is no evidence and there may never be any, for the truthfulness of this belief. This is because lying is falsehood and negative, and what is false thus, negative can never be true. Lying is unreality, non factual and is nonexistent.	

	v. The worst thing that could happen to anyone who fails to achieve his/her desire immediately is that, he/she feels disappointment. This is normal. One thing about this life is that every second things and situations are changing. Life has always been on, with or without all life's desires presently available to all. One is expected to live happily, every point in time. This is because things are ever changing. No condition is meant to be permanent, and, with hard work, commitment and dedication one's desires could be achieved.			

Evaluation:
Question:
What are the proofs against the thought and belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires in life?
Ans
i. The case of Ananias and Sapphira.
Conclusion: We have tried to challenge the thought and belief that 'lying is an acceptable, easy and clever means of escaping punishment and achieving desires'. With this understanding, it is clear that this thought and belief is wrong, and should be unlearned. We must stop lying, because it impinges on our effective functioning and wholesome personality development due to its negative effects. We are going to replace this thought and belief, with a positive one, in our next lesson. I will reward reduction in lying, at the end of our meeting.
Assignment:
Write down five reasons why you think that this thought and belief 'Lying is an acceptable, easy and clever means of escaping punishment and achieving desires' should be replaced.

The therapist gave each student a packet of crackers biscuit and a sachet of water, and encouraged them to keep on avoiding lying in all their interactions both intrapersonal and interpersonal.

Dismissal

SESSION 10.

The therapist welcomed the students thus; 'my wonderful and excellent students, we are progressing. I hope you all did your assignment. Let's look at it before we go into today's lesson'.
The therapist quickly looked at their works and praised them for their efforts.
Topic: 'One can achieve one's desires by telling the truth'.
Duration: 45minutes

Specific Objective: By the end of the lesson, the subjects should be able to:
Cognitive Domain: State that 'one can escape punishment and achieve desires by telling the truth.
Affective Domain: Appreciate the fact that one can achieve desires by telling the truth'.
Psychomotor Domain: Present desires that have been achieved by being true.
Entry behaviour: The students have achieved desires by telling the truth.
Set Induction: The therapist sings, Make sure of truth! And truth will make you sure. It will not fade, nor shade nor die! But like the river increase!

Instructional procedure

CD	TPA	SPA	IM	IMS
Step 1 Introduction	The therapist states that truth is life. This is a popular and true life saying.	The students listen to the therapist.	Chalkboard, manuscript	Explanation, questioning and use of examples
Step 2 Explanation of the belief that one can achieve desires by telling the truth	The therapist explains that the story of the two women who claimed ownership of a living baby in the scripture is an evidence 'that one can achieve desires by telling the truth. For the owner of the living baby, (truthful woman), one thing is clear. She desired her baby, but could not help the situation. Nevertheless, she stood her ground and asked king Solomon not to divide the living baby, but to give the baby to the other woman (liar). That is to say, she believed that it is better to have her baby alive, than killing her by dividing into two. The king perceived the truth in her action, and gave her the living baby. She got her baby back. This is because truth stands the test of time, and delivers. Similar experiences occur and will continue to occur in life to prove the supremacy of honesty. The case of the thief on the cross who spoke the truth about his situation, and received forgiveness and eternal life is strong evidence that truth can set free. Truth is life, that settles it, and we achieve more than we desire in life by living truthfully, no matter the situation. The best			

	thing that will happen to us in this life is to seek honest means of achieving our life desires, than lying shortcuts.			

Evaluation
Question:
Is it possible for one to achieve desires by being truthful?
Ans:
Yes, it is.
Conclusion: In this lesson we have tried to prove that one can achieve desires by telling the truth with few examples. This understanding should help you in your effort to persistently avoid lying in any situation you find yourselves. Therefore, continue in your effort to avoid lying.
Assignment
1) Write down in your exercise books five situations/occasions you were able to be truthful and achieved your desires.
2) Write down five situations/occasions you lied, and got punished.
The therapist gave each student a packet of crackers biscuit and a sachet of water.
Dismissal

SESSION 11

INSTRUCTION PLAN
The therapist welcomed the students thus; my wonderful and excellent students, you are welcome to today's meeting. I hope everybody is here, we are really progressing. I hope you all did your assignment. Let's look at it before we go into today's lesson.
The therapist quickly looked at their works and praised their efforts.

Topic: Idea of truth
Duration: 45minutes
Specific Objective: By the end of the lesson the subjects should be able to:
Cognitive Domain: State the meaning, or define truth.
Affective Domain: Appreciate the meaning of truth.
Psychomotor Domain: Present true assertions or statements.
Entry behaviour: The students sometimes speak the truth about individuals, events and situations.
Set Induction: The therapist sings: Make sure of truth! And truth will make you sure! it will not fade, nor shade, nor die but like the river increase!

CD	TPA	SPA	IM	ISS
Step 1 Introduction	The therapist states that ' 'Truth is life' and 'Honesty is the best policy'.	The students listen attentively to the therapist. They may also ask their own questions.	Chalkboard and the manuscript	Explanations and the use of examples
Step 2 Explanation of truth	The therapist explains that truth is fact, real, existence, and positive. It is simple, and saves mental energy during presentation. Also,			

	it saves from physical damage, and emotional stress. Finally, it sustains spiritual growth and development, the highest aspect of human nature. Truth, often described as bitter has healing and lasting qualities. Remember, most drugs are bitter, but they are meant to cure and make one, feel better and happy. 'Truth produces relaxed, quiet, calm, peaceful and free mind. It does not accumulate guilt and tension in the body. It is constant, consistent and stable. Come to think of this saying, 'you shall know the truth, and the truth shall set you free'. Nevertheless, one should not only know the truth, but also, have it exhibited in one's behaviour. This is because true knowing controls behaviour and moulds the character. Also, knowledge is power, and this leads to comfort, health, security and happiness. These accrue to wholesome living. Truth is best appreciated by every individual who have experienced its benefits. The wisdom of king Solomon and the behaviour of the thief on the cross always serve as reference points. These situations are based on truth. Truth is the only virtue described as life. We all desire to live. Truth is capable of sustaining our lives. To live is to be true, so let us be true and live, and live to be true.			

Evaluation:
Questions:
1) what is truth?
Ans: truth is reality. Truth is factual. Truth is existence.
2) can one achieve life's desires by telling the truth?
Ans:
Yes

3) what is the highest reward for being true?
i. Existence and happy living.
Conclusion: In this lesson we have tried to explain the idea of truth, and its values, we have also provided evidences that truth is life. The truth we know now, is that one can achieve, not only what one desires in life, but also, much more. Therefore, let this thought and belief fill your memory, rule your heart, and guide your actions. Live it, believe it and realise it.
Assignment
1) write down in your exercise books five situations you achieved your desires by being true.
The therapist gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSION 12

The therapist welcomed the students thus, 'we have finally come to the end of our meeting, thank you so much for your interest, attention and punctuality, especially for doing your assignments. If you are able to remain truthful the first time, definitely, it will be easier to maintain it the second time until it eventually becomes your habit. It is possible to be true. That is the essence of being. May the almighty God help you in your efforts to live honest lives, and bless you abundantly.

The post test was administered.

The therapist gave each student a packet of biscuit and a sachet of water.
She also gave them exercise books, pen and pencils.

Dismissal

CONTROL

SESSION 1
Objective: Introduction, familiarization and information on the time, venue and duration of the meeting.
Every subject gave information about him/herself. These include name, class, parents' names and occupation/profession, person's position in the family, likes and dislikes. This is to create group cohesion, friendly atmosphere and good interpersonal relationship among the subjects. It will also stimulate free interaction in the group.

SESSION 2

The counsellor welcomed the students thus; my beloved wonderful and excellent students you are welcome to today's meeting. I hope everybody is here. Let's have a roll call before we start.

Instruction plan

Topic: Meaning of Lying

Duration: 45minutes

Specific Objective: By the end of the lesson the students should be able to:

Cognitive Domain: State the meaning of lying.

Affective Domain: Appreciate the meaning of lying.

Psychomotor Domain: Present false ideas.

Entry behaviour: The students often make false statements, and provide wrong information about facts, events and situations in order to deceive.

Set Induction: The counsellor sings, 'lying's stressful, lying's full of tension, lying's hurting, Oh! how hate lying'.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step1 Introduction **Step 2** Explanation of lying	The counsellor states, 'lying is an undesirable behaviour'. The counsellor explains that lying is the act of intentionally giving false and misleading information. It is the making of a deceptive, dishonest and non factual statement which sends wrong message. It is intended to lead someone astray. Finally lying is the falsification of information and provision of such to the receiver or listener.	The students listen to the teacher.	The chalkboard and the manuscript.	Explanation and use of examples.

Evaluation

Question:

In your own words, describe lying?

Ans:

i) Lying is intentionally making false statement in order to deceive.

ii) Lying is giving non factual information.

Conclusion: In this lesson we have tried to define and explain the meaning of lying. Lying is falsehood, harmful, destructive and leads astray. Hence, you can understand the need to stop lying..

Assignment: Write down in your exercise books, and not more than five lines, what you understand by lying.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSION 3

The counsellor welcomed the students thus; my wonderful and excellent students, thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.

Topic: Origin, causes and consequences of lying

Duration: 45 minutes

Specific Objective: By the end of the lesson the subjects should be able to:

Cognitive Domain: State the origin, causes and the consequences of lying.

Affective Domain: Appreciate the origin, causes, and consequences of lying.

Psychomotor Domain: Tell the story of the fall of man

Entry behaviour: The students know the story of how the serpent deceived Eve, in the Garden of Eden.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, Oh! how hate lying.

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	Dishonesty is at the root of humanity's suffering.	The students listen to the counsellor.	The chalkboard and the manuscript.	Explanation and use of examples.
Step 2 Explanation of origin, causes and the effect of lying on human behaviour and	The first woman was deceived by the serpent who lied to her and made her believe a lie. Eve forgot God's commandment and ate the forbidden fruit because it was seemly good and pleasing to her eyes. From that moment, the glory of God departed from man, and man lost the paradise. Man became fearful, shameful			

existence.	and mortal. Additionally, hard work becomes a necessity for mans' daily bread. Man started the struggle and search for survival, protection and security. Finally, man who is made in the image of God started to die.			
Step 3	The counsellor explains that students lie for many reasons. These include, to get immediate solution and satisfaction, appear good, and seem innocent, avoid punishment, get out of trouble, seem important and acceptable, look responsible and sometimes to create a pleasurable or favourable atmosphere among others. The counsellor asks the students to state other reasons why they lie. The counsellor writes out these reasons on the board.			

Evaluation

Questions:

1) What led to the fall of man?

Ans: Lying led to the fall of man.

2) Why do some students lie?

Ans: To escape punishment

3) Why do some people lie?

Ans: To get immediate solution to problem.

Conclusion: We have tried to explain the origin, causes, and the major consequence of the first lie on humanity.

Assignment: Write down in your exercise books, five reasons

1) why you lie.

2) why you desire to lie.

3) Why you should stop lying.

The counsellor gave each student a packet of crackers biscuit and a sachet of water.

Dismissal

SESSION 4

The counsellor welcomed the students thus; my wonderful and excellent students. We are progressing. Thank you for always being punctual to our meetings. I hope you all did your assignment. Let's look at it before we go into today's lesson.

The counsellor quickly looked at their works and praised them for their efforts.

Topic: Consequences of lying

Duration: 45 minutes

Specific Objective: By the end of the lesson the students should be able to:

Cognitive Domain: State the consequences of lying.

Affective Domain: Appreciate the consequences of lying.

Psychomotor Domain: Mention some consequence of lying.

Entry behaviour: The students know, have heard and experienced some of the consequences of lying.

Set Induction: The counsellor sings, lying's stressful, lying's full of tension, lying's hurting, oh how I hate lying,

Instructional procedure

CD	TPA	SPA	IM	ISS
Step 1 Introduction	Lying have several detrimental consequences.	The students listen to the counsellor.	The chalkboard and the manuscript.	Explanation and use of examples
Step 2 Explanation of the consequences of lying	The counsellor presents and explains the consequences of lying. Thus, lying leads to destruction of trust among people, loss of prestige, creation of bad habit of regular lying, affects the liar's physical and spiritual health, creates bad affection in the society and leads to communication breakdown. Moreover, it causes guilt and anxiety to grow and develop in the self structure. Above all it leads to negative functioning, unwholesome personality development and untimely death.			

Step 3	The counsellor asks the students to mention other consequences of lying known to them.			

Evaluation:

Questions:

I) what are the consequences of lying?
Ans: i. it leads to lack of trust and loss of prestige;
ii. It causes guilt to grow in the liar's self structure.
.iii. It leads to negative functioning, unwholesome personality development and untimely death.

Conclusion

We have tried to list and explain some of the consequences of lying, and you can see that they are not good for your life. These and several others are the reasons we should not allow ourselves to lie. Appreciate these harmful effects, and avoid lying.

Assignment

Write down in your exercise books, five consequences of lying that you have experienced.

The counsellor gave each student a packet of cream crackers biscuit and a sachet of water.

Dismissal

SESSIONS 5 and 6

Repetition of session 6

SESSIONS 7 and 8

The counsellor welcomed the students thus; we have finally come to the end of our meeting. Thank you so much for your interest, attention and punctuality to the meetings, especially for doing your assignments. If you are able to avoid lying the first time, definitely, it becomes easier to avoid it the second time until it eventually becomes your habit. It is in everyone's nature to live honest lives, and you can do it. So, may the almighty God bless you, and help you to live honest lives.

The counsellor discussed the assignment, urged them to maintain their efforts in avoiding lies.

The post test was administered.

The counsellor gave each student a packet of biscuit and a sachet of water.

The students were given exercise books, biros and pencils.

Dismissal

Appendix H:

Self-Instruction Raw Scores for Gender and Age

S/N	Pretest	Post Test	Gender	Age
1	80	20	MALE	18
2	80	20	MALE	18
3	75	15	MALE	18
4	75	20	MALE	18
5	82	20	MALE	18
6	75	20	MALE	18
7	75	20	MALE	18
8	78	15	MALE	18
9	75	20	MALE	18
10	75	25	MALE	13
11	75	15	MALE	13
12	76	20	MALE	13
13	77	20	MALE	13
14	75	20	MALE	13
15	78	15	MALE	13
16	75	20	MALE	13
17	82	20	MALE	13
18`	75	20	MALE	13
19	80	25	FEMALE	18
20	76	25	FEMALE	18
21	75	20	FEMALE	18
22	76	25	FEMALE	18
23	75	20	FEMALE	18
24	75	25	FEMALE	18
25	82	25	FEMALE	18
26	77	30	FEMALE	13
27	78	30	FEMALE	13
28	80	25	FEMALE	13
29	85	30	FEMALE	13
30	82	25	FEMALE	13
31	80	30	FEMALE	13
32	75	30	FEMALE	13

Cognitive Restructuring Raw Scores for Gender and Age

S/N	Pretest	Post Test	Gender	Age
1	80	25	MALE	18
2	76	25	MALE	18
3	75	30	MALE	18
4	75	30	MALE	18
5	82	30	MALE	18
6	75	25	MALE	18
7	78	22	MALE	18
8	76	30	MALE	18
9	82	35	MALE	18
10	80	30	MALE	13
11	80	30	MALE	13
12	78	30	MALE	13
13	77	36	MALE	13
14	75	25	MALE	13
15	75	31	MALE	13
16	76	25	MALE	13
17	80	25	MALE	13
18`	76	35	MALE	13
19	80	30	FEMALE	18
20	80	35	FEMALE	18
21	76	35	FEMALE	18
22	78	36	FEMALE	18
23	76	36	FEMALE	18
24	78	35	FEMALE	18
25	75	35	FEMALE	18
26	76	35	FEMALE	13
27	80	40	FEMALE	13
28	78	40	FEMALE	13
29	76	40	FEMALE	13
30	76	30	FEMALE	13
31	78	35	FEMALE	13
32	75	30	FEMALE	13

Control Group Raw Scores for Gender and Age

S/N	Pretest	Post Test	Gender	Age
1	80	76	MALE	18
2	80	70	MALE	18
3	75	65	MALE	18
4	75	70	MALE	18
5	75	60	MALE	18
6	78	55	MALE	18
7	78	59	MALE	18
8	76	65	MALE	18
9	80	70	MALE	18
10	78	65	MALE	13
11	75	60	MALE	13
12	75	70	MALE	13
13	76	68	MALE	13
14	77	70	MALE	13
15	80	60	MALE	13
16	78	62	MALE	13
17	80	68	MALE	13
18`	76	65	MALE	13
19	80	66	FEMALE	18
20	75	60	FEMALE	18
21	78	60	FEMALE	18
22	80	65	FEMALE	18
23	80	60	FEMALE	18
24	70	55	FEMALE	18
25	76	59	FEMALE	18
26	75	70	FEMALE	13
27	75	50	FEMALE	13
28	76	50	FEMALE	13
29	78	50	FEMALE	13
30	76	55	FEMALE	13
31	76	52	FEMALE	13
32	75	52	FEMALE	13

Appendix I:

Introductory Letter

Department of Guidance and Counselling

Faculty of Education

Nnamdi Azikiwe University

Awka

12th February, 2016.

Sir,

LETTER OF INTRODUCTION

I am a Doctoral student of Counselling Psychology, Guidance and counselling Department, Nnamdi Azikiwe University, Awka, carrying out a research on 'effectiveness of self-instruction and cognitive restructuring on attitude to lying among secondary school students'.

I humbly wish to solicit the needed data, from your students, and this will be treated confidentially.

Thank you, for your co-operation.

Yours Faithfully,

Abodike, Nkechi A.

Appendix J:

Means

Report

METHOD		PRETEST	POSTTEST
SELF-INSTRUCTION	Mean	77.4063	22.1875
	N	32	32
	Std. Deviation	2.94968	4.56803
COGNITIVE RESTRUCTURING	Mean	77.4375	31.5938
	N	32	32
	Std. Deviation	2.19879	4.89146
CONVENTIONAL COUNSELLING	Mean	77.1875	61.9375
	N	32	32
	Std. Deviation	1.97464	7.03419
Total	Mean	77.3438	38.5729
	N	96	96
	Std. Deviation	2.38781	17.93012

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
METHOD	1.00	SELF-INSTRUCTION	32
	3.00	CONVENTIONAL COUNSELLING	32

Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	25408.245a	2	12704.123	377.380	
Intercept	.276	1	.276	.008	
PRETEST	127.245	1	127.245	3.780	
METHOD	25390.296	1	25390.296	754.227	.000
Error	2053.505	61	33.664		
Total	140694.000	64			
Corrected Total	27461.750	63			

a. R Squared = .925 (Adjusted R Squared = .923)

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
METHOD	2.00	COGNITIVE RESTRUCTURING	32
	3.00	CONVENTIONAL COUNSELLING	32

Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	14798.272a	2	7399.136	204.302	
Intercept	3.258	1	3.258	.090	
PRETEST	66.381	1	66.381	1.833	
METHOD	14797.680	1	14797.680	408.588	.000
Error	2209.212	61	36.217		
Total	156977.000	64			
Corrected Total	17007.484	63			

a. R Squared = .870 (Adjusted R Squared = .866)

Analysis of Covariance
Between-Subjects Factors

		Value Label	N
METHOD	1.00	SELF-INSTRUCTION	32
	2.00	COGNITIVE RESTRUCTURING	32

Tests of Between-Subjects Effects
Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1458.594a	2	729.297	33.060	
Intercept	.314	1	.314	.014	
PRETEST	42.954	1	42.954	1.947	
METHOD	1412.580	1	1412.580	64.034	.000
Error	1345.640	61	22.060		
Total	49083.000	64			
Corrected Total	2804.234	63			

a. R Squared = .520 (Adjusted R Squared = .504)

Analysis of Covariance
Between-Subjects Factors

		Value Label	N
GENDER	1.00	MALE	18
	2.00	FEMALE	14
AGE	1.00	13 YEARS	16
	2.00	18 YEARS	16

Tests of Between-Subjects Effects
Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	464.358a	4	116.089		
Intercept	18.697	1	18.697		
PRETEST	.023	1	.023		
GENDER	353.744	1	353.744	52.330	.000
AGE	59.313	1	59.313	8.774	.006
GENDER * AGE	35.572	1	35.572	5.262	.030
Error	182.517	27	6.760		
Total	16400.000	32			
Corrected Total	646.875	31			

a. R Squared = .718 (Adjusted R Squared = .676)

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
GENDER	1.00	MALE	18
	2.00	FEMALE	14
AGE	1.00	13 YEARS	16
	2.00	18 YEARS	16

Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	341.417[a]	4	85.354		
Intercept	3.000	1	3.000		
PRETEST	10.841	1	10.841		
GENDER	319.567	1	319.567	21.555	.000
AGE	17.858	1	17.858	1.205	.282
GENDER * AGE	.362	1	.362	.024	.877
Error	400.302	27	14.826		
Total	32683.000	32			
Corrected Total	741.719	31			

a. R Squared = .460 (Adjusted R Squared = .380)

Means

PRETEST POSTTEST * GENDER

GENDER		PRETEST	POSTTEST
MALE	Mean	76.8333	19.1667
	N	18	18
	Std. Deviation	2.54951	2.57248
FEMALE	Mean	78.1429	26.0714
	N	14	14
	Std. Deviation	3.34795	3.49647
Total	Mean	77.4063	22.1875
	N	32	32
	Std. Deviation	2.94968	4.56803

PRETEST POSTTEST * AGE

AGE		PRETEST	POSTTEST
13 YEARS	Mean	77.6875	23.4375
	N	16	16
	Std. Deviation	3.21908	5.39096
18 YEARS	Mean	77.1250	20.9375
	N	16	16
	Std. Deviation	2.72947	3.27554
Total	Mean	77.4063	22.1875
	N	32	32
	Std. Deviation	2.94968	4.56803

Means

PRETEST POSTTEST * GENDER

GENDER		PRETEST	POSTTEST
MALE	Mean	77.5556	28.8333
	N	18	18
	Std. Deviation	2.50229	4.03295
FEMALE	Mean	77.2857	35.1429
	N	14	14
	Std. Deviation	1.81568	3.41619
Total	Mean	77.4375	31.5938
	N	32	32
	Std. Deviation	2.19879	4.89146

PRETEST POSTTEST * AGE

AGE		PRETEST	POSTTEST
13 YEARS	Mean	77.2500	32.3125
	N	16	16
	Std. Deviation	1.91485	5.17325
18 YEARS	Mean	77.6250	30.8750
	N	16	16
	Std. Deviation	2.50000	4.64579
Total	Mean	77.4375	31.5938
	N	32	32
	Std. Deviation	2.19879	4.89146