

Counselling Secondary School Students with Stealing Tendency: A Cognitive Behavioural Therapy Approach

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Abstract: Most secondary school students complained of their fellow students taking their items without their consent. The problem of stealing among secondary school students permeates all facets of the life of man and has brought man down to the knees. School authorities two main goals. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of stealing occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. The lifetime predominance of stealing appears fairly high. Stealing in secondary schools are influenced by factors such as peer pressure, family background, buying drugs and alcohol, academic deficiencies and frustrations, lack of Guidance and Counselling and poor interpersonal relations. Stealing acts among secondary school students are maladaptive behaviours that could cut short the life span of student if not curbed properly. Teachers and parents have resorted to the use of punitive measure in dealing with students who steal within and outside the school settings. This approach utilized by parents and teachers in curbing stealing tendency among students have being too unfavourable. Despite the punishment being received by students who engage in stealing, most of them have not quitted the acts of stealing. Therefore, this paper examines counselling secondary school students with stealing tendency: a cognitive behavioural therapy approach.

Keywords: Stealing, cognitive behavioural therapy, counselling, maladaptive behaviour

Introduction

Over the last 20 years, great attention has been directed towards stealing acts among secondary school students and the negative impact of this behaviour on schools both in Nigeria and the world at large (Adeoye, 2008). Most secondary school students in South Western Nigeria complained of their fellow students taking their items without their consent (Popoola, 2012). The high proportion of students who reported high level of stealing act among students, with regard to attack on property and physical victimisation appears worrisome as it suggests the existence of a serious problem that may have far-reaching effects on students emotional and social development and by logical extension impact negatively on the social and psychological wellbeing of the entire Nigerian society (Owoaje & Ndubisi, 2007).

The problem of stealing according to Yaroson (2004) permeates all facets of the life of man and has

brought man down to the knees. School authorities according to Gaustard (2015) has two main objectives. The first is to ensure the safety of staff and students and the second to create an environment conducive to learning. Acts of stealing occasioned by students' misconducts involving violent and criminal behaviour defeat the goals of education. The lifetime predominance of stealing appears fairly high. A recent, large epidemiological study of adults found that 11.3% of the general population admitted to having steal in their lifetimes (Grant, Potenza, Krishnan-Sarin, Cavallo, & Desai, 2013). This finding is consistent with estimates by the National Association of Shoplifting Prevention that 1 in 11 (9.1%) people have stolen during their lifetime. Stealing in among secondary school student has been associated with other antisocial behaviours, psychiatric comorbidity (e.g., substance use disorders, pathological gambling, and bipolar disorder), and impaired psychosocial functioning.

Stealing appears to start generally in childhood or adolescence, with approximately 66% of individuals who reported lifetime stealing beginning before age 15 years.

Despite the early age of onset of stealing, as well as the significant adult morbidity associated with this behaviour, stealing among adolescents has historically received relatively little attention from clinicians and researchers. Grant, Potenza, Krishnan-Sarin, Cavallo, and Desai (2013) suggests that adolescents who steal have impairments in problem-solving skills and a cognitive bias toward inappropriate solutions to problems. Other research suggests that parent-child difficulties, school failure, and negative peer influences underlie adolescent stealing. In particular, stealing has negative consequences for not only the individual and family but also the neighbourhood and community at large (Alltucker, Buillis, Close, & Yovanoff, 2006). A significant proportion of delinquent youths previously apprehended for theft progress on to enter adult mental health or criminal justice systems.

However, stealing entail taking of someone else money, property and belongings of fellow students without their consent. Stealing can take various forms such as depriving someone of something belonging or due to him/her. Experimentation with stealing is considered to be a temporary, age-normative act for most children, and most children learn from their experiences and cease stealing. However, for some children, isolated incidents of stealing can become persistent problem behaviour patterns. stealing is a serious problem included in Conduct Disorder in the Diagnostic and Statistical Manual of Mental Disorders, DSM-VI (American Psychiatric Association, 2013)] which states that more than one instance of stealing within a six month period is sufficient to be considered an important diagnostic criterion of a adolescent conduct disorder. At this points, the writers wish to addressing stealing tendency among secondary school students. To this end, this article will tackle; counselling secondary school students with stealing tendency : a cognitive behavioural therapy approach. The various concept will be discussed under the following sub-headings.

Definition of Stealing

Stealing is taking someone's property without permission. In other word it is taking someone belonging without the person consent. Stealing is an impulsive act performed by a individual but as children start to grow up and are in the process of developing a conscience, stealing becomes more of a planned action (lounge,2014). Stealing is a relatively common behaviour amongst secondary school student (Sanders & Markie-Dadds, 2012). Experimentation with stealing is considered to be a temporary, age-normative act for most students (Miller & Zimprich, 2006), and most

students learn from their experiences and cease stealing. In the literature, stealing is usually included under the general heading of delinquency (Henderson, 2009). The act of stealing may be described with the use of a behavioural chain. The researchers defines stealing as secretly taking some one items of values without pre informing the individual. In other words, it is taking some one property without the person's approval with no intention of returning back to the individual when the owner is in need of it.

Definition of Tendency

Tendency refers to a likelihood that a person would engage in a particular behaviour or action (Anyamene, Nwokolo & Madegbuna,2015). Macmillan (2013) defined tendency as a strong chance that something will happen in a particular way. In the context of this work, tendency is the impulsive desire to act in a particular way which could either be normal or abnormal.

Definition of Stealing Tendency

According to Oxford advance learner dictionary 8th edition (2010), stealing is an act taking something from a person, shop, school, store without permission and without intending to return or pay for it. According to Ekwe (2005), stealing tendency involves any incidence in which an individual deliberately take and keep an item which does not belong to her or her. From the above definition, when an individual takes what belong to another person's without consent that is stealing. These items such individual take may belong to school, another individual, community and so on. Stealing is an act of taking someone's belonging unlawfully. . In the light of these definitions, stealing tendency is described as a high possibility, disposition or likelihood that a student would take someone property without the person's consent.

Definition of Cognitive behaviour therapy

The term cognitive behaviour therapy was pioneered by Ellis, (1989). Cognitive behaviour therapy is sometimes used synonymously with reframing, re-appraisal, re-labeling and attitude adjustment (Brain, 2006). Cognitive behaviour therapy is the process of learning to identify and challenge irrational or maladaptive thoughts using strategies such as logical disputation. Various types of therapy utilize the process of cognitive restructuring, such as cognitive behavioural therapy and rational emotive behaviour therapy (Colin, 1997; Hope, Burns, Hyes, Herbert & Warner, 2010).

Cognitive restructuring, in laymen term, is the process of learning to replace one's current negative

thoughts with better and more beneficial thoughts. It is the process of learning a better way of speaking to one's self. Ryan & Eric (2005) and Salman, Esere, Omotosho, Abdullahi, & Oniyangi (2011) define cognitive behaviour therapy 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. Similarly, Brain (2006) described cognitive behaviour therapy as a means of changing a perception from negative interpretation to a neutral or positive one, making it less stressful.

The cognitive behaviour therapy theory asserts that humans are directly responsible for generating their own negative emotions and that these self created negative emotions, over time, lead to dysfunctions, such as stress, depression, anxiety, and even social awkwardness.

Cognitive behaviour therapy is a psychotherapeutic process of learning to identify and dispute irrational or maladaptive thoughts known as cognitive distortions, such as all-or-nothing thinking (splitting), magical thinking, filtering, over-generalization, magnification, and emotional reasoning, which are commonly associated with many mental health disorders and psychological maladjustment (Gladding, 2009). How one interprets a situation, rather than the situation itself, greatly influences the emotional, behavioral, and physiological response one has and Cognitive behaviour therapy makes these interpretations more adaptive. In the view of Spiegler and Guevremont (2008) Cognitive behaviour therapy teaches client to change distorted and erroneous cognitions that are maintaining their problem behaviour such as stealing. Cognitive behaviour therapy involves recognizing maladaptive cognitions and substituting more adaptive cognitive cognition.

Theoretical Framework

Rational Emotive Behavioural Theory

Rational Emotive behavioural Theory was propounded by Ellis in the 1955. Ellis Rational Emotive behavioural theory holds that our beliefs about an event, not the event itself, is what make individual to have irrational thought. The belief that maintain stealing tendency are irrational because they arise from faulty reasoning or logical errors such as absolute thinking, over generalizing and catastrophizing. Absolute thinking is viewing an event as in all or none. I must always do well and others should treat me considerably and precisely in the manner I would like to be treated. Over generalization is drawing the conclusion that

all instances of a situation will turn out a particular way because one or two did. Catastrophizing involves seeing minor situations as disastrous. For instance, a student who received a low grade on a quiz told himself, "This is the end of my career".

According to Ellis, rational emotive behavioural therapy holds that psychological problems –negative emotions and mal-adaptive behaviours are maintained by the interpretation people give to events in their lives. When utilizing cognitive behaviour therapy in cognitive behavioural therapy (CBT). Ellis, identity steps in the utilization of cognitive behaviour therapy which includes; Identification of problematic cognitions known as "automatic thoughts" which are dysfunctional or negative views of the self, world, or future, identification of the cognitive distortions in the automatic thoughts, rational disputation of automatic thoughts with the Socratic dialogue and development of a rational rebuttal to the automatic thoughts. Also according to Ellis there are six type of automatic thoughts which are as following; self-evaluated thoughts, thoughts about the evaluations of others, evaluative thoughts about the other person with whom they are interacting, thoughts about coping strategies and behavioural plans as well as Thoughts of avoidance and any other thoughts that were not categorized.

According to Ellis, rational emotive behavioural therapy holds that psychological problems –negative emotions and mal-adaptive behaviours are maintained by the interpretation people give to events in their lives. According to Ellis (1956), students having stealing tendency have an irrational beliefs tend to take the form of absolute statement. Ellis describes three (3) main irrational beliefs typical to students with stealing tendency, such as:

- I. I must completely have everything I want or I am Worthless.
- II. Others must treat me considerably important or they are absolutely terrible.
- III. The world should always give me happiness or I will die.

Because of these sorts of beliefs, students having stealing tendency I make unqualified demands on others and, convince themselves that they have overwhelming needs that must be fulfilled. Ellis referred to this tendency toward absolutism as "musterbation".

Ellis also noted the presence of information processing biases in people having stealing tendency. He noted that students having stealing tendency tend to ignore positive information and engage in over generalization, which occur when people assume that some local and isolated events have turned out badly, that is, all events will turn out badly, which will have effect on the behaviour of students.

The purpose of cognitive behaviour therapy is to widen one's conscious perspective and thus allow room for a change in perception. Conclusively, cognitive behaviour therapy helps client consider any maladaptive patterns (thoughts associated with stealing tendency) in their thinking-feeling-behaviour cycles. The client's goal is to rethink these patterns and consider more adaptive alternatives that will work better for him or her. Ultimately, the goal is to have the adolescents recognize that sometimes his thoughts lead to feelings and actions which are antisocial. By examining and changing his thought (belief), feelings and actions are altered in a pro-social direction. The shifting in thinking if successful can help the secondary school students to minimize chances of future stealing behaviour.

Reason why Secondary School Students Exhibit Stealing Tendency

Nduka (2005), items some obvious reasons students have stealing tendency;

- i. Peer pressure: young individuals can be pressurized by their peer group to take what is not theirs in order to be accepted by peers. It makes them feel they belong to the group and no longer children but hard men. That is why it is crucial for parents to discourage their children from wrong association.
- ii. Poverty or lack of fund: some secondary students steal just because they do not have money to purchase what they need. They become professional in stealing other people's belongings just to meet their needs. For instance if parents refuse to meet their needs of their children, there is possibility that such child might indulge in stealing activities to satisfy his/her needs.
- iii. Depression and other emotional problem: some young people who steal do so because of depression. They steal because they want to get fun out of it. Some steal just to release some pent up anger or frustration while other

could engage in stealing because they are incapable of coping with their emotional problem they are facing. Because of these reasons why young people steal it is important to note emotional or mental issues are pushing a person to steal for proper intervention treatment.

- iv. Feeling of deprived: some people believe that what makes people steal is a result of being poor or not having enough food or money but this shows us that it's not all that, that feeling of being deprived of something can lead someone to steal and it is much prevalent than we think.

Characteristic of People with Stealing Tendency

Omebe (2005), outline the behavioural characteristics of individuals who show stealing tendency;

- i. Hungry people: at times hunger can be a tendency for stealing, like some children who steal (pilfer) from a pot or rice as a result of being hungry. Maybe their parents do not always give these children enough food that will satisfy them. That could result in them going to feed themselves without their parents' consent and when asked they will deny.
- ii. People who feel deprived of something and depressed people: feeling deprived of something or being depressed can lead an individual to steal.
- iii. Low socio-economic status: it is generally believed that individuals from lower socio-economic status have a greater stealing tendency, but their belief has changed in recent time because the rich still show stealing tendency in order to meet their needs.
- iv. Hyperactive and aggressive develop stealing tendency: These individuals are mostly moody, unhappy, disgruntled and watchful of opportunities to steal.

Effect Of Stealing on the Individual

Ekwe (2005), itemized the effect of stealing on the individual

1. Anybody that steal loses his/her respect to the society.
2. It can lead to a poor academic performance because such an individual hardly concentrate on his studies.
3. When you are fond of something people can label you which may lead to frustration and depression.
4. Such individual that steal is always suspicious of everyone
5. The individual who steal develop negative attitude generally toward life.

Causes of Stealing Among Students

Stealing is unacceptable in a school or classroom and the behaviour requires zero tolerance as it infringes the right of students and staff to feel safe. Students in secondary schools steal for a reasons and one need to uncover this to be able to take corrective actions. Jenny (2011) itemized the commonest causes of stealing as are listed below. To fulfill a need for attention, - usually only inconsequential things are taken. However I remember one girl who was praised greatly at home for finding her father's lost pocket-knife. This child was expected to do most of the housework and never received any praise or thanks. She unconsciously associated "missing" items with praise and subsequently developed compulsive stealing at school.

Envy and jealousy: In my experience these are fairly common causes of stealing at school. The behaviour is often caused by seeing someone flaunting some highly desired item. A key feature and indicator of this reason for stealing is that the stolen item is often found quite quickly, and sometimes found damaged or even completely broken.

There may be a need to make others angry or a need for revenge. Feelings of powerlessness drive this passive-aggressive stealing behaviour. The need for peer acceptance – i.e., to impress peers. Occasionally they will just steal just because they want it, or they do not have one and it makes them feel better to hold /have it. (And the opportunity was there). The reasons behind the stealing of money are legion. I remember one little girl who stole money at school to be able to buy sweets to give-out, so that she would be popular, which would make her parents proud of her. It must be remembered that the action of stealing can be daring, exciting and it can give them a buzz – it can meet a need for excitement. This must be re-directed. Sometimes a child will steal because they believe that, "It's okay to steal if I do not

get caught". Something they have learned from those around them. The reasons are many and varied and these must be revealed and understood in order to stop on-going stealing. However, the message that must be clearly given and heard, that there is zero tolerance for stealing.

Lack of Proper Understanding :Small children are naïve and cannot differentiate between things that belong to them and those that other children own. They may take someone else's things thinking it to be their own. In such a case, children are unaware of the fact that they are doing something wrong. They sometimes think that what theirs is theirs and what is someone else's is also theirs. But, you expect more out of the children who are in school going age, because they start to understand the concept of ownership. If your child shows lack of understanding of boundaries and discretion, then it is time to sit with them and make them understand it properly. In this case, you should not use force or punishment; just a simple explanation will be okay to put your child on the right track.

Lack of Self-Control : is also one of the reasons for stealing. Many-a-times, it has been noted that children get attracted to things that they not own. The urge to have it makes them steal. They do this without realizing that taking someone else's thing is a misdeed. This kind of greed in a young child is normal, since children are always drawn towards things that they do not have. The things that they have, they get bored with it very easily and then to keep their minds involved into something, they need more stuff. If you think this is the reason why your child is stealing, then try to buy him things that he/she wants and keep his/her energy involved into something constructive. Let your child know that he/she can come up to you anytime and ask for something, under reasonable circumstances.

Jealousy or Desire : The feeling of jealousy develops right from childhood. The desire to have things that are beautiful or flashy may cause kids to steal. Some children are also jealous of their classmates who have attractive things, say wonderful pens or latest lunch boxes. In order to have the same thing, they resort to stealing. This sort of reason for stealing should be dealt on priority. You have to counsel your child and make him/her understand that living under one's means is necessary and not everything in the world can be owned. You should teach your child to value his/her own things and try to find happiness and satisfaction with his/her own stuff.

Peer Pressure: Peer pressure and the need to fit in is also one of the main causes of stealing. Some children get depressed when they are boycotted from a group, just

because they come from a relatively poor family. The need to fit into a group with members the high class society makes them steal. Peer pressure can be more daunting than what it sounds like. Children can be under so much pressure that it might be difficult for parents to understand its true intensity. Your role as a parent here should be to make sure your child survives in an environment like this or change his/her environment because if it is forcing him/her to steal then it must be denting his/her psychology as well. Teach your kids the kind of value that will help them to retain their morals and make them better human beings.

Anger or Revenge :Children find stealing the best way to show their anger and revenge. When they are upset with someone who is more powerful than them, stealing comes across as the best option to make the other person suffer. If your kid knows for a fact that you will get angry on him/her for stealing and you have gravely upset him/her, your kid will resort to stealing just to wind you up. But this is nothing but acting out of emotions and you can deal with it in a very simple way. Do not get angry on him/her; instead let your child know that you are aware of the reason why he/she has done this. Talk to your child and let him/her vent out his/her emotions in front of you. Reassure your child that you are there to listen to him/her and stealing is not the only way to reach to you.

Get Attention: Sometimes, lack of attention from parents, forces children to steal. They know that by stealing they would be able to get their parents attention. Sometimes, children also indulge in the act of stealing to impress their peers. In such a case, be more attentive to your children so that they will not have to invent these negative ways to make you notice them. May be your child is very lonely and needy of your love that he/she risks everything and steals so that you can scold him/her. For them any attention is good attention.

Feeling of Excitement : Stealing is a daring act and some children do it just to get a kick in their life. There are many kids who steal things just for the adrenalin rush and enjoy the fun of not getting caught. The act gives them a thrill. Channelize their energies into something more interesting and encourage them to do more positive things. This would need a bit of understanding the true nature of your child; if you think he/she is doing it for the rush of it then make sure your child has other options in his/her life to get excitement and adventure.

Ways of Curbing Stealing Behaviours Among Students

Sear (2013) outlined the following measured to curbed stealing behaviour among secondary school students.

1. Understand why students steal :Like lying, “stealing” is an adult term that may not mean anything to young children. Candy found clutched in a sticky fist after going through a checkout line or a toy car that turns up in the pocket of a four-year-old after a visit to a friend’s house is not proof that your child is already a delinquent. To the preschool child, possession means ownership. In a child’s mind he has a right to anything within grabbing distance. Children under four have difficulty distinguishing between “mine” and “yours.” Everything is potentially “mine.” They don’t know that palming a piece of candy at the grocery store is stealing until you tell them so. In the child’s mind he has done no wrong until the parents pass judgment.

Many preschool children can’t curb their impulses. They see the toy, feel they must have it, and take it without any judgment as to the rightness or wrongness of the action. Instead of guilt, they feel relief that their craving is satisfied. The more impulsive the child, the more likely he is to help himself to things.

Around five to seven years of age children develop a hazy notion of the wrongness of stealing. They can understand the concept of ownership and property rights. They come to terms with the reality that the whole world doesn’t belong to them and begin to understand the rightness or wrongness of taking things that don’t belong to them — stealing. Also, by this age the child may become a more clever thief. Still his deterrent is more the fear of adult retaliation than an understanding of the immorality of stealing. Jimmy may recognize that it’s wrong for Jason to keep the baseball cards he “borrowed,” but the next day Jimmy may want to hang on to Jeff’s prized cowboy pistol and bring it home at the end of the play session. Stopping petty stealing and teaching its wrongness may seem to some like a smallie, but learning honesty in small matters paves the way for biggies later. A child must learn to control impulses, delay gratification, and respect the rights and property of others.

2. Practice attachment parenting : Because connected children are more sensitive, they are better able to understand and respect the rights of others. These concepts sink in deeper and at an earlier age. Connected children feel remorse when they have done wrong because they develop a finely-tuned conscience sooner. It’s easier to teach values to attachment-parented children. These kids have the ability to empathize and understand the effects of their actions on



others. And they have parents who are putting their time in, being with their children enough to realize when they stray into these gray zones. Connected kids have an innate respect for maintaining trust between people. Lying, cheating, and stealing violate this sense of trust.

Because attachment parents know their children so well, they can read facial and body language cues that reveal a child's hidden misbehavior. And because of the parent-child connection, the child is more likely to accept the parents' advice and values. Because they trust their parents, connected kids are also more likely to come clean when confronted. They find it harder to lie about their actions because they feel wrong when they act wrong and they know that their parents can read that "suspicious look."

3. Lead them not into temptation: Children will take money from family members almost as though it is community property. They may even rationalize "I'll give it back when I can." Teach your children to keep their financial affairs private. Money should be kept in a locked box which is stored in a secret place. Anytime money is lent, an "IOU" should be required to help them remember who owes what to whom. You should also keep your money inaccessible, except for smaller amounts in your purse or wallet that must be asked for. Sure family members trust one another, but give them credit for being human and don't allow temptation in the path. If someone comes to us and complains "Someone took my five dollars," we ask "Where were you keeping it?" We don't bother detecting the perpetrator — as we said above, we know conscience is at work. And, we will not be put in the position of being responsible for the safe-keeping of money for those old enough to do it themselves. Siblings, after all, are not the only possible suspects. Our kids have learned the hard way you can't trust everyone. This is in itself a good lesson for life.

4. Teach ownership : Toddlers have no concept of ownership. Everything belongs to a two-year-old. Between two and four a child can understand ownership (the toy belongs to someone else), but may not fully believe that the toy doesn't also belong to him. Even as young as two, begin teaching "mine" and "yours." During toddler toy squabbles the parent referee can award the toy to the rightful owner, but don't expect this concept to sink in fully until around the age of four. Look for other opportunities to reinforce the concept of ownership: "This toy belongs to Mary," "Here's Billy's teddy bear," "Whose shoes are these?" As the child

grasps the idea of ownership and the rights that go along with it, teach the logical conclusion that ignoring these rights is wrong.

Correct wishful ownership. "It's mine," insists the four-year-old whose detective parents discover a suspicious toy in his backpack. "You wish the toy was yours," replies the parent. "But now tell daddy who this toy really belongs to." "Johnny," the child confesses. Capitalizing on this teachable moment you reply, "If Johnny took your toy, especially if it was one you really liked, you would feel very sad that your toy was missing. What would you want him to do?" The best way to teach lasting values is to draw the lessons out of a child rather than imposing them. You want the "give it back" idea to come from the child if at all possible.

5. Correct the steal: Getting the thief to give back the goods sometimes requires masterful negotiating. Encouraging and helping the child to return stolen goods teaches not only that stealing is wrong, but also that wrongs must be made right. If you find an empty candy wrapper, go ahead and trot the offender back to the store with payment and an apology.

6. Identify the trigger: Find out what prompts the child to steal. The child who steals habitually despite your teaching about honesty usually has a deep-seated problem that needs fixing. Is the child angry? Does he steal to vent the anger? Does the child need money and feel that stealing is the only way he can get what he believes he needs? If so, offer an allowance. Help him get odd jobs. Help the child learn work ethics so that he can earn the toys instead of steal them. Most of the time a child who habitually steals is suffering from a poor self-image and needs to steal to boost his worth or get attention. As in handling all behavioral problems, it's often necessary to take inventory of your whole family situation. Does your child need more supervision? Perhaps, some redefining of priorities and reconnecting with your child is in order.

7. Identify the child at risk to steal : Watch for these risk factors; poor self-esteem, impulsiveness: strong desire, but weak control, generally insensitive to others, not connected, angry, change in family situation, for example, divorce, generally bored, and alone a lot. If you focus on helping your child deal with these risk factors, lying and stealing should subside. It's important to get to the bottom of stealing. If the problems behind chronic stealing and lying are uncorrected, they tend to snowball. With repeated misdeeds, the child convinces himself that stealing is not really wrong. He

desensitizes himself to his own conscience and to your teachings. The child without remorse is at high risk for becoming an adult without controls. With attachment parenting, even if a child is not “caught in the act,” he will punish himself sufficiently with the remorse he will feel. He won’t want to repeat wrong actions.

8. Praise honesty: The five-year-old finds somebody’s wallet and brings it to you. Praise him to the limit for his action! “Thank you for bringing Mommy the wallet you found. Now let’s see if we can find out who it belongs to. I’ll bet that person will be very happy you found it, just like you would feel if you lost something special and someone returned it.” Avoid saying, “Thank you for telling the truth.” Some children may not even have thought of keeping the wallet, and you don’t want to plant in their minds the option of being dishonest. Whatever praise you give, convey the message that your child did just what you expected.

Conclusion

Cognitive behavioural therapy is an effective approach for curbing secondary school students with stealing tendency. It has help students with an irrational thoughts of taking what is not theirs to develop a rational thought by asking for permission before taken their fellow students property.

Recommendations

The following recommendations are hereby offered curb stealing tendency among secondary school students.

1. The school counselor should encourage students to always seek students permission before taking any items from them.
2. Parents need to be sensitized to teach ownership to their children and always return what is not theirs.
3. Secondary school students should learn how to be assertive in their dealing with other students that is they should express their feeling at will without any fear of compromise.
4. Parents and teachers should show love, care and attention to secondary school student and shun neglecting them.

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