EFFECTIVENESS OF VALUE CLARIFICATION AND SELF-MANAGEMENT TECHNIQUES IN REDUCING DROPOUT TENDENCY AMONG SECONDARY SCHOOLS STUDENTS IN EDO STATE

Dr Josephine Oliha, and Dr Vivian I. Audu,
Department Of Educational Psychology and Curriculum Studies
University Of Benin
Benin City, Nigeria

ABSTRACT: *This study investigated the effectiveness of value clarification (VC) and self-management (SM) techniques on adolescent dropout tendency. The sample consisted of seventy-two students (36 males and 36 females) from four secondary schools in Edo state of Nigeria. ANCOVA statistics was used to test the effectiveness among the independent variables (VC and SM) on dropout tendency. Value clarification was identified more the most effective in the treatment of dropping out tendency than SM (P<.05). Based on this result the study advocated for the use of VC for the treatment of dropping out tendency among secondary school students.*

KEYWORDS*: Self- management, Dropout, Student, School, Value verification.*

INTRODUCTION

Education is the most vital instrument of change and the bedrock of the nation's economic and manpower development. It builds on the capacity of the individual to acquire appropriate information, skills and competencies for personal survival, mental and social emancipation and the development of the nation. It is a vital tool through which individuals are empowered and a major instrument in national transformation. Education is the key to the production of human capital that drives the economy of any nation. The quality of the educational system today can to a great extent shape what the country will be tomorrow. Formal education which is synonymous with schooling is as a matter of fact indispensable for national development, hence the indiscriminate expansion of the colossal investment in the formal school system. In spite of the Hugh investment in formal education in Nigeria researches have revealed that school dropout rate seems high and call for attention of all and sundry (Ikechukwu, 2000)   According to UNESCO (2013) report fifty nine million children in the world were out of school in 2010 , which dropped slightly to fifty seven (57) million children in the world in 2011.The report further stated that sub-Saharan African countries account for more than half of all out-of-school children and have the highest out of school rate in the world. Nigeria is reported to account for almost a fifth of the worlds out of school children. The issue of school dropout and out of school children has consequently become a worrisome challenge to the federal and state governments of Nigeria. This is definitely due to the realization of the social problems that could emanate from having a large population of school dropouts, who do not possess useable skills relevant to the labour market, and therefore, unemployable. Dropout rate from school is increasing. It is sad to note that it is not every child who starts schooling at primary, secondary or tertiary level that completes his or her education. Dropping out refers to a student quitting school before he or she graduates. It cannot

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always be ascertained that a student has dropped out as he or she may stop attending school without terminating enrolment.

Obikwelu (2008) described dropout tendency among students as a strong desire born in their heart to leave the school system before normal graduation period. In the same vein, Parker (2003) defined dropout tendency as a kind of hunger-drive that pulls students out of their academic pursuit before the end of the programme. He lamented that if this motivated propelling force is left unchecked, the aims, goals and objectives of the educational system will not be attained. Dropout tendency is a canker worm that has eaten deeply into the fabrics of the educational system in Edo state. It is estimated that 7.3 million students annually dropout of school in Nigeria. (UNICEF, 2004).

Reasons for dropping out are varied and may include finding employment, poor grade, avoiding bulling, family emergency, depression and other mental illness, unexpected pregnancy and boredom from lack of lessons relevant to their desired occupations. Personal characteristics, home, finance and society were found by Ikechukwu (2000) as predisposing factors to school dropout among adolescents. Researchers like Ogunowo (2009), Akonobi (2009) and Okedara (2005), discovered the following factors that can instigate students' dropout tendency as: influences of bad peer group, parent low socio-economic status, and high cost of school, poor instructional methods and teachers' nonchalant attitude, unwanted pregnancy, problem among others. Understanding why students drop out of schools is difficult, because, as with other forms of educational achievement, it is likely to be influenced by individuals and institutional factors. Nonetheless, a review of the theoretical and empirical literature does yield some useful insights into the nature of this problem and what can be done about it. First, dropping out is not simply a result of academic failure, but rather often results from both social and academic problems in school. Second, these problems often appear early in students' School careers, suggesting the need for early intervention. Third, these problems could be influenced by a lack of support by families, schools, and communities. Researches have also that student family background greatly affects their educational outcomes and is commonly viewed as the most important predictor of schooling achievement (Rumberger, 1995). Among the strongest family domains dropout predictors are parental education, occupation and income in other words, socio-economic status (Ekstrom, et al 1986), although students who need to take a job to help out the family are more likely to drop out of school. Stephen, Cameron, and James Heckman find out that long run factors, associated with parental background and family environment matters the most for students schooling progress including graduating from secondary school (Stephen, Cameron, & Heckman, 2001). The dropout rate of students' can also be inimical to the economy of a nation when it is high. It can result in lower skilled work force and reduced human capital for a society that focuses on learning knowledge, acquisition and education. The probability of criminal behaviour can increase when students drop out of school (Guleck & Guleck, 2008). It tends to lower occupational and economic prospects and life time-earnings of the individual (Rumberger, 1987 & Catterall, 1985). Young school dropouts confront a number of labour market problems in their late teens and early 20s. They are less likely to be active labour force participants than their better educated peers, and they frequently experience considerably higher unemployment rates when they do seek work. As a consequence, they are much less likely to be employed than their better educated peers across the

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nation, and gaps typically widen as national labour markets deteriorate, such as during the current recession. In spite of the efforts of successful governments of Nigeria, to provide free education by the introduction of Universal Primary Education (UPE) in 1976, Universal Basic Education (UBE) in 1999 and State Universal Basic Education (SUBE) in 2000, pupils and students are still dropping out of school for various reasons which could be psychological, emotional and intellectual (academic failure) problems (Oliha & Audu, 2013). However, to reduce dropout tendency and other behaviour problems, Counselling strategies such as cognitive restructuring value clarification, self-instruction, shaping and self-management among others can be used; the researchers are motivated to use two Counselling techniques (self-management and value clarification).

Value clarification techniques was developed by Simon et al (1972) for the specific purpose of helping students to become aware of what their values and attitudes are in relation to a variety of objectives and to prize and appraise these values. Value Clarification is defined as the process of assessing the effect of personal value on decision making. It determines the outcome of an action. This means that a person's personality can be determined by looking at what he or she does. Value Clarification technique helps individuals to relate their feelings and increase their awareness of their own values. Value clarification offers reflection on personal moral dilemmas at which point values may be analyzed. Value clarification approach has a theoretical base in humanistic psychology. Rather than view man as being reactive to the forces in the environment or the psyche, humanistic psychology regards man as being active and having the capacity, at least to some degree, to evaluate while agreeing that human behaviour is influenced by the environment and culture (Bruce. 1966). Value clarification was conceptualized as neither sensitivity training nor psychotherapy, but rather a process that provides a learning experience which leads participants to reflect on life and actions as they examine behaviours, ideas, feeling and personal value (Hall, 1973). These values are basically and uniquely accepted by an individual and seem to be at the very center of one's existence. Value clarification is a method of education in morality and ethical principles that occur by bringing people together to share their opinions and value perspective. This exposes the participants to different ideals and permits them to appreciate the relative nature of values (Barker, 1999). The utilization of value clarification as a therapeutic process should include guiding the client through three phases. The three phases are:

(a)   The discovery / awareness phase
(b)   The claiming / reclaiming phase, and
(c)   The acceptance phase.

Values clarification is not only important for self-improvement and well-being but also in interactions with others. Psycho-therapists use values clarification exercises to help clients learn more about themselves, set and accomplish goals.

Value clarification is effective in the treatment of all forms of antisocial behaviour such as truancy (Igborgbor, 1997; French, & Conrad, 2001), socially undesirable behaviour (Taffee, 2007), faulty thinking and frustration (Bello, 2011), Attribution behaviour, aggression, depression, anxiety, unhappiness, low self-concept and low self-esteem (Miller, Brownell & Smith, 1999). Value

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clarification is an insight behavioural procedure that emphasizes, recognizes and changes negative thoughts and maladaptive beliefs. It is also common that wrong decisions often results in catastrophic life-styles. The value clarification technique will be helpful for reducing dropout behaviour. Since dropout behaviour, negate thoughts about schooling and class attendance, the technique will aid in changing the beliefs and values of the participants so as to decrease the undesirable deviant behaviour.The self-management technique is appropriate in the context of dropping out tendency because it will help the participants to make definite decision on coping with studentship with the aim of achieving desirable results in future. It will assist them in breaking away from the dropping out habit.

Self-management is a motivational intervention in which the individual actively participates in designing and carrying out the modification programme (Aderanti, & Hassan 2012), this is aimed at shifting supervision and control from teachers, parents, caregivers, and others to self by self-monitoring, self-evaluation and self-reinforcement (Edelson, 2004) with the assumption that such awareness may prompt the individual to stop the behaviour before it escalates (Akinade and Adedipe, 1994; Rathus, 1996). Cavalier, Ferreti and Hodge (1997) reveal that self-management is effective in modifying deviant behaviours. While acknowledging the fact that different studies had established the efficacy of value clarification (e.g. Taffe, 2007; More, 1998; Edward, 2005; Obitz, 2003; Musgrave, 1996) and self-management (e.g. Gresham 2004 and Olawale, 2001), little efforts have been made to investigate the effectiveness of value clarification and self-management on adolescents dropping out tendency. The present study therefore, looks into the effectiveness of value clarification and self-management on adolescents' dropping out behaviour.

The Problem
School dropout issue is a major social and economic problem that poses complex subject for policy makers, educators, parents, counsellors, students and others. Young adolescents who leave school without completion are at a disadvantage on the labour market in today's knowledge-based society. The personal and social development of dropout students is in danger of being hindered. They are at risk of social exclusion and life of poverty. They are also less likely to participate in life – long learning than other students who continue their education and training. The revenue of government is also affected because the individuals who are supposed to contribute their quota to the economic development of the nation are unemployed, have health problem, lower earnings, unstable, poor and those involved in criminal activities and are likely to be behind bars. The consequences of dropping out of school are numerous. Determining the factors and life circumstance that influence individuals in the secondary schools to drop out would be important in finding Counselling strategies to be used to lower dropout cases and graduate students who will go on to live more productive and better lives. The focus of this study is to use counselling strategies such as value clarification and self- management to reduce dropout rate in secondary schools.

Research Hypothesis
The hypotheses tested in this study were:
1.   There is no significant difference in the effect of value clarification and self-management on   dropout tendency

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2.	There is no significant gender difference in the effect of value clarification and self-management on dropout tendency

3.	There is no significant socio-economic difference in the effect of value clarification and self- management on dropout tendency

METHOD

Design
This study was executed on a pre-test and post-test three-way analysis of co-variance (ANCOVA) model. The hypotheses were tested using a 2x2x3 factorial design. The various factors are treatments, which exist at two levels (value clarification and self-management). Gender, which exists at two levels (male and female) and socio-economic background, which was observed at three levels (high, medium and low). The covariate was the pretest on dropout tendency inventory (DTI) score.

Population
 The target population for the study comprised of all the adolescents in the second year in senior secondary schools in Benin metropolis.

Sample
In Benin metropolis there are 43 public secondary. The random sampling technique was used in selecting four (4) senior secondary schools from the 43 public secondary schools and with stratified sampling technique; seventy-two (72) adolescents who had dropout tendency were selected for the study. They were made up of 36 male and 36 female

Instrument
The instrument used in this study was researchers made questionnaire titled Dropout Tendency inventory (DTI). It was a structured type of questionnaire containing sections A, and B. Section A contains the demographic information while section B contains 30 items on dropout tendency. The validity of the research instrument was established through the review of the item by two experts. The test retest reliability method was used after a month interval and with Cronbach Alpha, a reliability coefficient of 0.74 was obtained.

Procedure
The researcher was assisted by teachers in the chosen schools to identify students who exhibits dropping out tendency. The intervention lasted for a period of 12 weeks of 120 minutes weekly sessions. For the two groups, that is experimental and control, first sessions were on briefing the participants on the purpose and nature of the research, and the first administration of the instrument (pre-treatment) to form the baseline data. The remaining ten sessions for value clarification group covered the items in the dropout tendency checklist, with the last session combining the second administration of the instrument (post-treatment) to assess the efficacy of the treatment programme. The next ten sessions for self-management group were training sessions on self-monitoring, self-instructions, self-observation and self-evaluation, while the last session covered the second administration of the instrument (post treatment) to assess the efficacy of the treatment

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programme. The first session for the control group covered briefing on the purpose and nature of the study, and also, the first administration of the instrument (pre-treatment) to form the baseline data. The second session was the last and it covered the second administration of the instrument against which the first set of data was computed (this came after training intervention sessions for the treatment group ended).

Data Analysis: Data were analyzed using Analysis of Covariance (ANCOVA).
Result The results are presented in forms of tables and explanations are made with reference to the tables

RESULTS

Table 1 Summary of Analysis of Covariance (ANCOVA) on dropout tendency by treatment, Gender and socio-economic Background Tests of Between-subjects Effects dependent Variable: Dropout tendency Post-Test.

Source	Type III Sum of Squares	Df	Means Square	F
Corrected	923.232(a)	17	54.308	2.469
Intercept	527.962	1	527.962	24.005
Dropout pre-test	48.236	1	48.236	2.193
Treatment	175.191	2	87.595	3.983
Treatment by gender	89.613	2	44.806	2.037
Treatment by socio-economic background	232.058	4	58.015	2.638
Treatment by gender by socio-economic background	13.250	3	4.4117	.201
Error	1187.643	54	21.993	
Total	48471.000	72		
Corrected Total	2110.875	71		

$R^2 = 0.437$ (Adjusted $R^2 = 0.260$)

Table 1 above revealed a significant effect of the treatments (value clarification and self-management) on dropout tendency. Therefore, the first hypothesis, which stated that there is no significant difference in the effect of value clarification and self-management on dropout tendency is rejected, since a significant difference (F=3.983; p<0.05), exists in the differential effectiveness of the two treatments.

Table 2 Descriptive statistics scores of subjects under value clarification and self- management treatment group.

Estimated dependent Variable : Dropping out Post-test Confidence				
			95% confident interval	
Treatment	Mean	Std. Error	Lower bound	Upper bound
Value clarification	27.697	1.037	25.618	29.776
Self management	25.228	1.059	23.105	27.352

A.   Evaluated at Covariates appeared in the model: dropping out pre-test = 37.5972
B.   Based on modified population marginal mean

Table 2 revealed that the mean score for value clarification is 27.697 which is higher than the mean score for self-management (25.228). This finding therefore, implies that value clarification is more effective in the treatment of dropping out than self-management. The result of the second hypothesis as presented in table 1 above revealed no significant two-way interaction effect of treatment and gender on the students' dropout tendency. The null hypothesis, which states that there is no significant gender difference in the effect of value clarification and self-management on dropout tendency, is therefore accepted; the implication of this finding is that the gender of students would not interact with the treatments (value clarification and self-management) on dropout tendency. However the table below shows furthers the level of interactions of gender and treatments.

Table 3 Descriptive Statistics of dropout tendency scores of male and female students in value clarification and self-management treatment groups

Treatment by gender dependent variable: dropout tendency post-test					
				95% confidence interval	
Treatment	Gender	Mean	St. Error	Lower bound	Upper bound
Value clarification	Male	25.899	1.427	23.037	28.760
	Female	29.495	1.508	26.472	32.519
Self	Male	26.198	1.497	23.197	29.199
Management	Female	24.258	1.498	21.255	27.262
A. evaluated at covariates appeared in the model: dropout tendency pre-test = 37.5972.					
B. based on modified population marginal mean.					

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Table 3 shows that female students under value clarification treatment had a mean score of 29.495 which is higher than the mean score (25.899) of male students while the male students under self-management treatment group had a mean score of 26.198 which is higher than the mean score (24.258) of their female counterparts. The result of this finding implies that value clarification is more effective on female than on males' dropout tendency while self-management treatment is more effective on males than on females' dropout. The result of hypothesis three as shown in Table 1 above also indicated that there was significant two-way interaction effect of treatments and socio-economic background of students' dropout tendency. The level of interaction is shown on Table 4 below.

Table 4 Descriptive statistics of dropout tendency score of students from low, medium and high socio-economic background in value clarification and self- management treatment groups.

Treatment by subjects socio-economic background dependent variable: dropout tendency post-test					
		Mean	Std. Error	95% confidence interval	
Treatment	Subjects socio-economic background			Lower bound	Upper bound
	Low	27.530	2.192	23.136	31.924
Value Clarification	Medium	30.100	1.363	27.367	32.832
	High	25.461	1.793	21.867	29.055
	Low	26.864	1.938	22.978	30.750
Self – management	Medium	22.799	2.035	18.719	26.879
	High	26.022	1.542	22.930	29.113
A. evaluated at covariates appeared in the model: dropout tendency pre-test=37.5972.					
B. based on modified population marginal mean.					

The results in the table above revealed that under value clarification treatment group. The students from medium socio-economic background had the highest mean score (30.100), followed by the mean score of students from low and high socio-economic background, which are 27.530 and 25.461 respectively. Whereas the mean scores of students from low socio-economic background under self-management treatment group is higher than the mean scores of students from both the high (26.022) and medium (22.799) socio-economic background respectively. The above findings indicated that value clarification is more effective on the dropout tendency of student from medium socio-economic background than the students from both low and high socio-economic background. While self-management is more effectively on the dropout tendency of student from low socio-economic background and high socio-economic background than on students from medium socio-economic background. The result of hypothesis four on table 1 indicated that there

were no significant 3-way interaction effects of gender, treatment and socio-economic background of student's dropout tendency. The descriptive statistical table below shows that effectiveness more clearly.

Table 5 Descriptive statistic of dropout tendency scores of male and female students from low, medium and high socio-economic background in value clarification and self-management treatment group.

Treatment *gender* subjects socio-economic background dependent variable: dropout tendency post-test.						
			Mean	Std. Error	95% confidence interval	
Treatment	Gender	Subjects socio-economic background			Lower bound	Upper bound
Value Clarification	Male	Low	27.023	2.718	21.573	32.472
		Medium	28.070	1.936	24.187	31.952
		High	22.603	2.708	17.174	28.032
	Female	Low	28.037	3.589	21.242	34.833
		Medium	32.130	1.915	28.291	35.968
		High	28.319	2.348	23.611	33.028
Self Management	Male	Low	27.880	3.369	21.126	34.635
		Medium	23.240	2.351	18.526	27.954
		High	25.474	1.971	23.523	31.426
	Female	Low	25.849	1.915	22.010	29.687
		Medium	22.358	3.318	15.707	29.009
		High	24.569	2.348	19.861	29.2276
A. evaluated at covariates appeared in the model; dropout tendency pre-test 37.5972						
B. This level combination of factors is not observed, thus the corresponding population marginal mean is not estimable.						

The results in the Table above revealed that male students from medium socio-economic background under value clarification treatment group had the highest mean score of 28.070 followed by mean score (27.023) of male students from low socio-economic background and the mean score (22.603) of male students from high socio-economic background. However, the mean score (32.130) of female students from medium socio-economic background is higher than the mean score of female students from high and low socio-economic backgrounds, which were 28.319 and 28.037 respectively. For male students under self-management, the result revealed that the mean score (27.880) of male students from low socio-economic background is higher than the mean scores of male students from high socio-economic background (25.474) and medium socio-economic background (23.240) while the female students from low socio-economic background had the highest mean score of 25.849 followed by the mean score (24.569) of female students from high socio-economic background and mean score of female students from medium socio-economic background (22.358). The results therefore, revealed that both value clarification and self-management would work more effectively on the dropout tendency of males from low socio-economic background than on the dropout tendency of males from both medium and high socio-economic background. However on females' dropout tendency, value clarification is more effective on students from medium socio-economic background than on female students from both low and high socio-economic background. In contrast, self-management has been found to be more effective on female students from low socio-economic background than on the dropout tendency of female students from both medium and high socio-economic background.

DISCUSSION

The results of the first hypothesis indicated that a significant difference exists in the effectiveness of the treatments on dropout tendency of student which is an indication that the two treatments (value clarification and self-management) are effective in the treatment of dropping out. This result confirms the importance of independent variables in exerting influence on the criterion variables. The reason for this result could be as a result of their twelve weeks exposure to treatment, since positive changes in behaviour, especially dropout tendency (delinquency) are facilitated by using behavioural techniques (Coon, 2000). The effectiveness of value clarification in treating dropout tendency as compared to that of self-management is not a surprise, because value factors play an important and well documented role in dropping out tendency since the value people place on things has a controlling effect on their action (Garner, 2003), that is value and rethinking will help the individual to generate more adaptive behaviour (Rathus, 1996). Many researchers have confirmed the effectiveness of value clarification in the treatment of all forms of antisocial behaviour including dropping out: Edward (2005); Igborgbor (1994); More, (1998); and (Hall, 1973).

The outcome of the data analysis indicates that there is no two-way interaction effect of gender and treatments on students' dropout tendency. Although the summary of the findings in table 1 indicated no significant gender effect on the treatment of students' dropout tendency, the result recorded in Table 3 however, revealed differences in the mean scores of the effect of value clarification on male and female students, this is an indication that value clarification works effectively on female students, which may be due to the perception that females are easier to "push

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around" than males because of their social status in the society at large (Rathus, 1996). Also, differences in the mean score of male and female students under self-management existed. This is an indication that male students' responded to self-management better than female students. No significant socio-economic background difference on the effect of value clarification and self-management on students' dropout tendency were also revealed in table 1. This result is not surprising since the approaches to prevention of dropout tendency (including rebelliousness) are universal and these universal programmes address an entire population of children irrespective of socio-economic background (More, 1998). By this finding, it is clear that irrespective of socio-economic background of the students, value clarification and self-management have been effective in the treatment of dropout tendency of students. This result is not surprising either since value factors play an important and well-documented role in antisocial behaviours (including dropout tendency) (Garner, 2003; & Taffee, 2007) in which the students are challenged to make conscious choice and to accept responsibility for their choices (Gardner, 2003). The students did not only value their behaviour but also participated in monitoring and evaluating their success (Ogunowo, 2009).

CONCLUSION AND RECOMMENDATIONS

The study revealed that dropout could be treated by the two techniques (value clarification and self-management) used in this study irrespective of gender and socio-economic background. The finding is also instructive to counsellors, psychologists, teachers, school administrators and parents whose business among other things is behaviour modification. The value clarification is best in the treatment of adolescents' dropout tendency irrespective of gender and socio-economic background, especially among students. Value clarification technique is effective because of its ability to increase the sense of value of the clients and making them to have high regard for honesty and excellence. VCT model is able to influence the cognitive and affective components of the students thereby enhancing their sense of value. The technique assisted the subject to re-order their priorities, set their goal and re-arrange their value systems and dropout towards school activities Social workers who work with the delinquents in the different institutions could also use any of these techniques alongside with any other corrective measures in the various Nigerian institutions; such as approved schools, and remand homes to help the students. It is also an eye opener for individual adolescents who have formed a habit that needs to be discontinued and wishes to stop the behaviour, that both treatments (value clarifications and self-management) could be better options.

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