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Effects of Cognitive-Restructuring-Counselling Technique and Token Economy on School-Refusal Behavior among Secondary School Students in Gwale, Kano State, Nigeria

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Abstract

This study investigated the effects of Cognitive Restructuring Counselling Technique and Token Economy on School Refusal Behavior among Junior Secondary School Students in Gwale Local Government Area, Kano State. The objective of the study was to assess the effects of both cognitive restructuring counselling technique and token economy on economic, social and behavioral dimensions of school refusal behavior. Three research questions with corresponding null hypotheses were raised and tested at a 0.05 significance level. The study adopted quasi-experimental design in the form of pretest and posttest design. The population of the study consists of 156 Junior Secondary School Students in Gwale Local Government Area identified with higher school refusal behavior, out of which two schools were sampled to participate in the study, 15 students from each school. Two data collection instruments were used for the purpose of the study: Validated School Refusal behavior Checklist (SRBC) with a reliability index of 0.867 was used for identification, while validated School Refusal behavior Scale (SRBS) with a reliability index of 0.706, 0.839, 0.852 and 0.904 for the three dimensions of school refusal behavior and the overall questionnaire was used for pretest and posttest. Statistical analysis, specifically t-tests for related samples and t-tests for dependent samples were used to test the hypotheses of the study at a 0.05 level of significance. The study revealed that both Cognitive Restructuring Counselling Technique and Token Economy were significantly effective in reducing school refusal behavior across all three dimensions. However, no significant difference was found between the two techniques, suggesting they were equally effective. The study recommends that schools and counsellors inculcate the use of both Cognitive Restructuring Counselling Technique and Token Economy into school guidance efforts.

Keywords: Cognitive-Restructuring, Token Economy, School-Refusal-behavior, Students

Introduction

The refusal to attend school or the struggle to maintain focus and engagement in school tasks throughout the school day is a notable indication of school refusal behaviour, a common mental health concern rooted in feelings of anxiety and fear (Kearney, 2008; Kearney & Albano, 2004). While literature discusses school phobia and truancy as potential causes for attendance issues, Kearney (2007) introduced the concept of "school refusal behaviour." This term specifically denotes a child's resistance to attending school or the challenges faced by the child in enduring classroom hours. School refusal behaviour poses a significant challenge, impacting around 1–5% of school-aged children, with similar occurrence rates among genders, particularly affecting children aged between 5 and 10 years (Fremont, 2003). Another study reported a 4% of absenteeism due to school refusal behaviour among children (Havik & Ertesvåg, 2015). School refusal behaviour is characterized by persistent and severe reluctance or refusal to attend school which poses significant challenges for both students, families, and educational systems worldwide. Education constitutes the essential framework for individual and societal advancement, providing individuals with the requisite skills and knowledge necessary for enduring success throughout life. Nevertheless, the phenomenon of school refusal behaviour among junior secondary school students represents a considerable obstacle, particularly within the context of Gwale Local Government Area in Kano State. This ongoing evasion of school attendance, frequently anchored in economic, social and behavioural dimensions, disrupts the educational process and impedes the students' potential for achievement. Effectively addressing this concern necessitates a comprehensive approach, inclusive of psychological interventions such as cognitive restructuring and token economy systems, which specifically target the fundamental causes of this behaviour.

School refusal behaviour significantly impairs students' capacity to interact with their peers, educators, and the broader academic community. Interpersonal interactions within the school setting are instrumental for the cultivation of essential interpersonal skills, emotional intelligence, and a robust sense of belonging. In school students exhibiting school refusal behaviours often encounter social isolation and stigmatization, which further intensify their disengagement from educational activities. School Refusal Behaviour encompasses a complex interplay of economic, social and behavioural factors/dimensions. From economic perspective, school refusal behaviour is associated with extensive and multifaceted, for

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individual learners, inadequate attendance frequently culminates in scholastic underachievement, thereby constraining prospective employment prospects and perpetuating cycles of socioeconomic disadvantage. Most School refuses parent oftentimes encounter supplementary financial pressures as they endeavor to secure alternative educational provisions or psychological assistance for their offspring. The social dimension involve significantly impairs students' capacity to interact with their peers, educators, and the broader academic community. Interpersonal interactions within the school setting are instrumental for the cultivation of essential interpersonal skills, emotional intelligence, and a robust sense of belonging. In school students exhibiting school refusal behaviours often encounter social isolation and stigmatization, which further intensify their disengagement from educational activities. Behaviourally, school refusal behaviour refers to the actions and behaviours that an individual exhibits when going to school or refusing to go to school. It may manifest as procrastination, avoidance of school-related tasks, skipping classes, exploration, frequent tardiness and truancy. Disagreements with significant others, such as family members and peer influence can also exert pressure on individuals to pursue specific behaviour that contradict their personal interests or values, thereby These behaviours can be observed by teachers and parents and often require intervention (Elliott, 1999; Kearney & Silverman, 1990). To address the challenges of School Refusal Behaviour effectively among Junior Secondary School Students in Gwale Local Government, two counselling techniques were employed: Cognitive Restructuring Counselling Technique and Token Economy. Cognitive restructuring refers to the process of replacing cognitive distortions with thoughts that are more accurate and useful. Cognitive restructuring is a technique frequently utilized by cognitive behavioral therapists to assist clients in recognizing the interrelations between their thoughts, emotions, and behaviours. This method, deemed fundamental in cognitive therapy, educates individuals on enhancing themselves through the substitution of erroneous cognitions with constructive beliefs (Corey, 2009). On the other hand, Token economy systems involve participants earning tokens as a consequence of specific behaviours, which can then be exchanged for predetermined rewards at a later time. The central element of a token economy system is the delivery of tokens contingent on a specific behaviour, which are linked to meaningful rewards (Kazdin, 1977; Wolery, Bailey, & Sugai, 1988). Token distribution should be tailored to reflect the frequency of the targeted behaviour, with initial reinforcement rates set relatively high (Ackerman et al., 2020). Token economy is a behaviour modification technique that involves the use of tokens (such as points, stickers, or coins) as rewards for desired behaviours. The tokens can be exchanged for privileges or tangible rewards, providing positive reinforcement for the targeted behaviours.

School refusal behaviour represents one of the most critical and alarming patterns regarding secondary schools worldwide. However, it should be distinguished from truancy, as it characterizes a student's continuous refusal to completely attend or stay for an entire day in school. Students who suffer from SRB may reveal lower grades, maintain many incomplete assignments, and struggle to attend school. In social and emotional, issues, school is not only the place where students can acquire knowledge but it is also the environment that molds different aspects of their social lives. Causes of SRB may include bullying, academic stress, a negative rapport with teachers; or students not being engaged by the lessons they are learning. - Mental health challenges: It is still to be noted that certain conditions such as anxiety, depression, and phobia are major determinants of SRB predisposing factors that affect a particular person. - Family dynamics: Parents who use strategies that put emphasis on conflict or neglect, as well as overprotection, can cause a child to feel insecure, and therefore shy away from school. - Social factors: If a student is experiencing negative peer pressure, lack of support from peers, or has previous adverse experiences with bullying, then this can negatively interfere with a student's School refusal behaviour have negative attitudes towards education due to violence being viewed as independent, leading them to prioritize interaction with their peers over their obligations. This behaviour, characterized by a sustained aversion or refusal to attend school absent a legitimate physical justification, jeopardizes students' academic achievements, social maturation, and prospective opportunities. Notwithstanding the initiatives undertaken by educational institutions and families to mitigate this challenge, the incidence of absenteeism persists at alarmingly elevated levels, indicating a deficiency in efficacious intervention strategies. But without proper treatment especially at early stage, a person with SRB may become resigned to a life of near total isolation, they may go on to develop a psychiatric disorder such as substance abuse or mood disorder such as depression, SRB can be treated effectively with Cognitive Restructuring Counselling Technique and Token Economy by addressing the underlying reasons behind their disorders through the psychotherapy treatment of professional guidance counsellors. This is why the concern of this study is to investigate the treatment effects of CRCT and TE counselling technique on junior secondary school students with symptoms of SRB.

Objectives of the study

The objectives of this study were to determine

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1. The effect of Cognitive Restructuring Counselling Technique on economic, social and behavioural dimensions of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State, Nigeria.
2. The effect of Token Economy on economic, social and behavioural dimensions of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State, Nigeria.
3. The differential effect of Cognitive Restructuring Counselling Technique and Token Economy on School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State, Nigeria.

Hypotheses:

The following Hypotheses were tested at 0.05 level of significant in the study:

- Ho₁:** There is no significant effect of Cognitive-Restructuring-Counselling Technique on Economic, Social and Behavioural dimensions of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.
- Ho₂:** There is no significant effect of Token Economy on Economic, Social and Behavioural dimensions of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.
- Ho₃:** There is no significant difference in the effect of Cognitive Restructuring Counselling Technique and Token Economy on School Refusal Behaviour among Secondary School Students in Gwale Local Government Area, Kano State.

Methodology

The study adopted a Quasi-Experimental design in form of Pretest-Posttest design to examine the effects of Cognitive Restructuring Counselling Technique (CRCT) and Token Economy (TE) on school refusal behaviour among secondary school students in Gwale Local Government Area, Kano State. The population consists of 156 Junior Secondary School Students identified with high levels of school refusal behaviour using the adapted School Refusal Behaviour Checklist (SRBC). The School Refusal Behaviour Scale (SRBS) was used for pretest and posttest to measure economic, social and behavioural dimensions of school refusal behaviour. Both instruments were validated and found reliable through pilot testing, with correlation coefficients of 0.867 for adapted (SRBC) and 0.706 (economic dimension) 0.839 (social dimension) 0.852 (behavioural dimension) 0.904 for overall SRBS. Data collection involved administering the adapted SRBC to identify students with school refusal behaviour, followed by administering the SRBS during pretest, 10 weeks of CRCT and TE intervention, and administering the SRCS during posttest phases. The data analyses techniques employed were t-test for related samples and t-test for independent samples to test the hypotheses at 0.05 level of significance.

Presentation of Results

The seven null hypotheses formulated to guide the study were tested below in tabular form at 0.05 level of significance:

- Ho₁:** There is no significant effect of Cognitive Restructuring Counselling Technique on Economic dimension of School Refusal Behaviour among Secondary School Students in Gwale Local Government Area, Kano State.

Table 1 shows t-test analysis for pre-test and post-test economic dimension of school refusal behaviour mean scores (Cognitive Restructuring Counselling Technique):

Variables	N	Mean	S.D	t-cal	Df	P-value
Pre-test Crt.Eco.	15	14.733	2.6583	4.612	14	.000
Post-test Crt. Eco.	15	11.800	2.2741			

Source: Field Work, 2025

Table 1 above shows an analysis for pre-test and post-test economic mean scores of junior secondary school students exposed to Cognitive Restructuring Counselling treatment. The t-test for related samples results indicates that cognitive restructuring counselling had a significant positive effect in reducing the economic dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for school refusal behaviour decreased from 14.73 before the intervention to 11.80 after the intervention, with a mean difference of 2.933. The t-test yielded a significant result ($t = 4.612, df = 14, p = .000$), leading to the rejection of the null hypothesis. Therefore, cognitive restructuring counselling technique significantly reduced economic dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

- Ho₂:** There is no significant effect of Cognitive Restructuring Counselling Technique on Social dimension of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 2 shows t-test analysis for pre-test and post-test social dimension of school refusal behaviour mean scores (Cognitive Restructuring Counselling treatment):

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Variables	N	Mean	S.D	t-cal	Df	P Value
Pre-test Crct.Soc.	15	13.400	1.9928	6.883	14	.000
Post-test Crct. Soc.	15	7.867	2.6691			

Source: Field Work, 2025

Table 2 above shows an analysis for pre-test and post-test social mean scores of junior secondary school students exposed to Cognitive Restructuring Counselling treatment. The t-test for related samples results indicates that cognitive restructuring counselling technique had a significant positive effect in reducing the social dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for school refusal behaviour decreased from 13.400 before the intervention to 7.867 after the intervention, with a mean difference of 5.533. The t-test yielded a significant result ($t = 6.883$, $df = 14$, $p = .000$), leading to the rejection of the null hypothesis. Therefore, cognitive restructuring counselling technique significantly reduced the social dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

Ho₃: There is no significant effect of Cognitive Restructuring Counselling Technique on Behavioural dimension of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 3 shows t-test analysis for pre-test and post-test behavioural dimension of school refusal behaviour mean scores (Cognitive Restructuring Counselling treatment):

Variables	N	Mean	S.D	t-cal	Df	P-value
Pre-test Crct.Beh.	15	9.667	2.0237	7.529	14	.000
Post-test Crct. Beh.	15	4.800	1.6562			

Source: Field Work, 2025

Table 3 above shows an analysis for pre-test and post-test behavioural mean scores of junior secondary school students exposed to Cognitive Restructuring Counselling treatment. The t-test for related samples results indicates that cognitive restructuring counselling technique had a significant positive effect in reducing the behavioural dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for behavioural dimension of school refusal behaviour decreased from 9.667 before the intervention to 4.800 after the intervention, with a mean difference of 4.867. The t-test yielded a significant result ($t = 7.529$, $df = 14$, $p = .000$), leading to the rejection of the null hypothesis. Therefore, cognitive restructuring counselling technique significantly reduced the behavioural dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

Ho₄: There is no significant effect of Token Economy on Economic dimension of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 4 shows t-test analysis for pre-test and post-test economic dimension of school refusal behaviour mean scores (Token Economy treatment):

Variables	N	Mean	S.D	t-cal	Df	P-value
Pre-test Te.Eco.	15	17.000	2.9032	3.537	14	.003
Post-test Te. Eco.	15	13.200	3.0519			

Source: Field Work, 2025

Table 4 above shows an analysis for pre-test and post-test economic mean scores junior secondary school students exposed to Token Economy treatment. The t-test for related samples results indicates that token economy counselling technique had a significant positive effect in reducing the economic dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for economic dimension of school refusal behaviour decreased from 17.000 before the intervention to 13.200 the intervention, with a mean difference of 3.800. The t-test yielded a significant result ($t = 3.537$, $df = 14$, $p = .003$), leading to the rejection of the null hypothesis. Therefore, token economy counselling technique significantly reduced the economic dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

Ho₅: There is no significant effect of Token Economy on Social dimension of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 5 shows t-test analysis for pre-test and post-test social dimension of school refusal behaviour scores (Token Economy treatment):

Variables	N	Mean	S.D	t-cal	Df	P-value
Pre-test Te.Soc.	15	13.667	3.5989	6.283	14	.000
Post-test Te. Soc.	15	7.4000	2.9228			



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Source: Field Work, 2025

Table 5 above shows an analysis for pre-test and post-test social mean scores of junior secondary school students exposed to Token Economy treatment. The t-test for related samples results indicates that token economy counselling technique had a significant positive effect in reducing the social dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for social dimension of school refusal behaviour decreased from 13.67 before the intervention to 7.400 after the intervention, with a mean difference of 6.267. The t-test yielded a significant result ($t = 6.283$, $df = 14$, $p = .000$), leading to the rejection of the null hypothesis. Therefore, mentoring counselling technique significantly reduced the social dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

Ho6: There is no significant effect of Token Economy on Behavioural dimension of School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 6 shows t-test analysis for pre-test and post-test behavioural dimension of school refusal behaviour mean scores (Token Economy treatment):

Variables	N	Mean	S.D	t-cal	Df	P-value
Pre-test Te.Beh.	15	13.467	4.4379	6.363	14	.000
Post-test Te. Beh.	15	5.867	2.7997			

Source: Field Work, 2025

Table 6 above shows an analysis for pre-test and post-test behavioural mean scores of junior secondary school students exposed to Token Economy treatment. The t-test for related samples results indicates that token economy counselling technique had a significant positive effect in reducing the behavioural dimension of school refusal behaviour among junior secondary school students in Gwale Local Government Area, Kano State. The mean score for behavioural dimension of school refusal behaviour decreased from 13.467 before the intervention to 5.867 after the intervention, with a mean difference of 7.6000. The t-test yielded a significant result ($t = 6.363$, $df = 14$, $p = .000$), leading to the rejection of the null hypothesis. Therefore, token economy counselling technique significantly reduced the behavioural dimension of school refusal behaviour, demonstrating its effect in addressing this issue among the students.

Ho7: There is no significant difference in the effect of Cognitive Restructuring Counselling Technique and Token Economy on School Refusal Behaviour among Junior Secondary School Students in Gwale Local Government Area, Kano State.

Table 7 shows t-test analysis for cognitive restructuring counselling technique and token economy on school refusal behaviour among junior secondary school students:

Variables	Techniques	N	Mean	S.D	t-cal	Df	P-value
School Refusal Beh.	Cognitive Restru.	15	29.533	6.0929	1.528	29	.227
	Token Economy	15	26.933	5.5865			

Source: Field Work, 2025

Table 7 above shows the analysis of cognitive restructuring counselling technique and token economy on school refusal behaviour among junior secondary school students. The independent samples t-test results indicates that there is no significant difference in school refusal behaviour scores between students who received cognitive restructuring counselling technique and those who received token economy. The school refusal behaviour mean score for cognitive restructuring group is 29.53, while the mean score for the token economy group is 26.93. The mean difference between the two groups is 2.488. The t-test yielded a non-significant result ($t = 1.528$, $df = 29$, $p = .227$). Therefore, the null hypothesis that there is no significant difference in the effect of Cognitive Restructuring Counselling Technique and Token Economy on School Refusal Behaviour among Secondary School Students in Gwale Local Area, Kano State is retained. This suggests that both cognitive restructuring and token economy are similarly effective in the Local Government Area.

Discussion of Findings

This study set out to determine the effects of cognitive restructuring counselling technique and token economy on the four dimensions of school refusal behaviour and equally to determine the differential effects of both techniques in the treatment of overall school refusal behaviour. The first finding of this study revealed that Cognitive Restructuring counselling technique is significantly effective in the treatment of economic dimension of school refusal behaviour. The mean score decreased from 14.73 to 11.80, reflecting a substantial reduction of 4.612. This effect was statistically significant ($p = .000$), leading to the rejection of the null hypothesis. Heyne, King, Tonge and Cooper (2001) conducted a comprehensive epidemiological



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overview and treatment review of school refusal behaviour in Australia, to examine the prevalence characteristics and associated factors (e.g. anxiety, emotional distress) among children and adolescents refusing school. And to evaluate the effectiveness of various intervention particularly cognitive behavioural therapy. The finding suggested that cognitive behavioural interventions combined with involvement from parents and schools, were found to be highly effective in helping children return to school. The second finding revealed that Cognitive Restructuring counselling technique is significantly effective in the treatment of social dimension of school refusal behaviour. The mean score decreased from 13.40 to 7.87, showing a notable reduction of 6.883. This effect was statistically significant ($p = 0.000$), leading to the rejection of the null hypothesis. This significant reduction in the social dimension after cognitive restructuring align with King et al. (1998) aimed to evaluate the efficacy of 4- week cognitive behavioural therapy program, supplemented by parent and teacher behaviour management training, for treating school refusal in children aged 5-15 years in the U.S. The study compared outcomes between the CBT intervention and control group. The finding suggested that children receiving the CBT intervention demonstrated significant improvement in school attendance compared to controls. Specifically, about 88% of treated children resumed normal attendance (defined as 90 % of school days).

The third finding of this study revealed that cognitive restructuring counselling technique is significantly effective in the treatment of behavioural dimension of school refusal behaviour. The mean score decreased from 9.67 to 4.80, reflecting a substantial reduction of 7.529. Heyne et al. (2011) examined the effectiveness of cognitive behaviour therapy especially cognitive restructuring, in reducing school refusal behaviour among children and adolescents and to identify key cognitive distortions and anxiety related beliefs that contribute to school refusal behaviour. The findings that cognitive restructuring as part of CBT significantly helped students challenge irrational fears and negative beliefs about school. The fourth finding of this study revealed that Token Economy is significantly effective in the treatment of economic dimension of school refusal behaviour. The mean score decreased from 17.00 to 13.20, showing a notable reduction of 3.537. This effect was statistically significant ($p = 0.000$), leading to the rejection of the null hypothesis. This significant reduction in the economic dimension after token economy is consistent with Taylor (2000) conducted the study to assess the effectiveness of token economy in increasing school attendance among students with school refusal behaviour and to evaluate whether consistent positive reinforcement through tokens could lead to improved classroom behaviour and participation. The findings of concluded that the use of a token economy significantly improved attendance rates among students who previously avoided school. The study also found that the success of the token economy depended on clear rules, consistency and meaningful rewards.

The fifth finding of this study revealed that Token Economy is significantly effective in the treatment of social dimension of school refusal behaviour. The mean score decreased from 13.67 to 7.40, demonstrating a significant reduction of 6.283. This effect was statistically significant ($p = 0.003$), leading to the rejection of the null hypothesis. This significant reduction in the social dimension after token economy aligns with Reid (2000), investigated the effectiveness of token economy as a behavioural intervention to address school refusal behaviour in children and adolescents. The main objective is to determine whether the use of a token economy system could increase school attendance and improve compliance among students exhibiting school refusal behaviour. The findings suggested that the implementation of the token economy significantly increased school attendance among participants and students were more motivated to attend school when tokens were tied to tangible rewards (e.g. privileges, small prizes). It also found that positive reinforcement through tokens helped in modifying avoidance behaviour linked to school refusal. The sixth finding of this study revealed that Token Economy is significantly effective in the treatment of behavioural dimension of school refusal behaviour. The mean score decreased from 13.47 to 5.87, demonstrating a significant reduction of 6.363. This effect was statistically significant ($p = 0.000$), leading to the rejection of the null hypothesis. This significant reduction in the behavioural dimension after token economy aligns School refusal behaviour, which is associated with increased risk of school dropout, is correlated with behaviours such as substance abuse, violent tendencies, suicidal ideation, engagement in risky sexual practices, criminal involvement, anxiety disorders, adjustment difficulties (Seçer & Ulaş, 2020), and the development of antisocial behaviours. These findings suggest that students' problematic absenteeism from school is influenced by various demographic, behavioural, and academic elements (Seçer & Ulaş, 2020). It was noted that children resort to these behaviours due to school refusal behaviour to gain attention from significant individuals (55.1%), avoid stimuli provoking negative emotions (20.4%), and seek tangible rewards outside the school environment (20.4%) (Kearney & Bates, 2005). The last finding of this study revealed no differential effect on students exposed to cognitive restructuring counselling technique treatment and those exposed to token economy treatment. The mean score for cognitive restructuring was 29.53 and 26.93 for token economy. The mean difference of 2.488 was not statistically significant ($p = .227$). The null hypothesis was therefore retained, indicating that both techniques had similar



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effects in addressing school refusal behaviour. The finding that both cognitive restructuring and token economy were equally effective in reducing school refusal behaviour aligns with Sulaiman & Uhuegubu (2021) explored the effectiveness of cognitive restructuring and token economy interventions on addressing school refusal behavior, to determine which technique as more effective and to assess whether students' gender influenced the outcomes. The finding suggested that both cognitive restructuring and token economy interventions were effective at reducing truancy, the token economy was more effective than cognitive restructuring at reducing absenteeism.

Conclusion

Based on the findings of the study, the following conclusions were made:

It was concluded that Cognitive Restructuring Counselling Technique is significantly effective in the treatment of economic, social, environmental and behavioural dimensions of school refusal behaviour. This is when the analysis of pretest and post test results of junior secondary school students Gwale Local Government Area exposed to cognitive restructuring counselling treatment was conducted. It was concluded that Token Economy is significantly effective in the treatment of economic, social, environmental and behavioural dimensions of school refusal behaviour. This is when the analysis of pretest and post test results of junior secondary school students Gwale Local Government Area exposed token economy treatment was conducted. It was concluded that there is no differential effect of on the two techniques (CRCT and TE). Both two techniques (CRCT and TE) have significant effect in the treatment of school refusal behaviour among junior secondary school students in Gwale Local government Area. Kano State.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Since the finding of this study discovered that cognitive restructuring counselling technique significantly effective in the treatment of the economic, social, environmental and behavioural dimensions of school refusal behaviour, schools and counsellors should include cognitive restructuring therapy into school guidance programs to help students overcome economic, social, environmental and behavioural problems associated with school refusal behaviour.
2. Since the finding of this study discovered that token economy is significantly effective in the treatment of the economic, social, environmental and behavioural dimensions of school refusal behaviour, schools should establish token economy programs to help students overcome economic, social, environmental and behavioural problems associated with school refusal behaviour.
3. Since the finding of this study discovered that there is no differential effect between cognitive restructuring counselling technique and token economy in addressing school refusal behaviour, schools and counsellors should consider using both techniques interchangeably or in combination, depending on students' changes and improvement in outcome.

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