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Effect of Logotherapy on Students' Attitude Towards Academic Activities Among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria

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ABSTRACT
The study investigated the effect of Logotherapy on attitudes towards academic activities among Senior Secondary School students in Zing Education Zone, Taraba State, Nigeria. Specifically, the study examined the effect of Logotherapy on students' class attendance, homework, and academic activities based on gender. The study adopted a quasi-experimental research design, employing a pre-test, post-test treatment group approach. The population comprised of all Senior Secondary School II (SSS II) students in public schools in the zone, from which a sample of thirty (30) students was selected using purposive sampling technique, based on their pre-test scores on attitudes toward academic activities. Data were collected using a researcher-developed Students' Attitude Towards Academic Activities Questionnaire (SATAAQ), which demonstrated high reliability (Cronbach Alpha = 0.81). The intervention consisted of twelve Logotherapy sessions conducted over six weeks, focusing on meaning in education, responsibility, class attendance, test anxiety, group work, homework, and personal growth. Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics, including paired sample t-tests for hypotheses without gender considerations and independent sample t-tests for gender-based hypotheses, all at 0.05 significance level. The study provides empirical evidence on the effectiveness of Logotherapy in improving students' attitudes towards academic activities and offers insights for educational psychologists, teachers, and school administrators seeking to enhance student engagement and performance through meaning-centered interventions.

***Keywords*:** Logotherapy, academic attitude, class attendance, homework, gender differences,

Introduction

Attitude towards academic activities plays a crucial role in determining students' educational outcomes and future success. It reflects a learner's consistent way of thinking, feeling, and behaving toward school-related tasks such as class attendance, homework, group participation, and assessments. At the senior secondary school level, students are at a critical stage of development where their academic attitudes significantly influence their engagement, persistence, and overall

performance (Ajayi, 2021). Positive attitudes toward academic activities promote regular class attendance, timely completion of assignments, active participation in learning, and improved academic achievement. Conversely, negative attitudes often manifest in absenteeism, poor homework habits, lack of interest in schoolwork, and general disengagement from academic tasks (Okeke & Ugwu, 2020). In Nigeria, particularly in Taraba State, concerns have been raised about students' declining academic performance, which has been partly attributed to negative attitudes toward schooling (Ojerinde, 2019).

Class attendance is a fundamental component of effective learning. Students who attend classes regularly benefit from direct instruction, peer interaction, and continuous engagement with academic content. However, many students in secondary schools demonstrate poor attendance habits due to low motivation and lack of perceived relevance of education to their future goals (Akinleye, 2020). Similarly, homework, which is designed to reinforce classroom learning and promote independent study, is often neglected by students who view it as burdensome rather than beneficial (Ojonugwa, 2021). Beyond behavioural factors, psychological dimensions such as meaning and purpose play a significant role in shaping students' attitudes toward academic activities. Many students lack intrinsic motivation because they fail to see the relevance of their studies to their personal aspirations. This highlights the need for psychological interventions that go beyond traditional teaching and counselling approaches.

One such intervention is Logotherapy, developed by Viktor Frankl. Logotherapy is a meaning-centered therapeutic approach that emphasizes the human search for meaning as the primary motivational force (Frankl, 1969). It posits that individuals can overcome challenges and remain motivated if they find meaning in their experiences. In an educational context, Logotherapy can help students reframe academic activities as purposeful and valuable, thereby improving their attitudes and engagement.

The relevance of Logotherapy in education lies in its ability to address the underlying existential concerns of students. By helping students discover meaning in class attendance, homework, and other academic tasks, it can foster intrinsic motivation and positive attitudes. Despite its effectiveness in addressing psychological challenges globally (Batthyány & Guttmann, 2019), its application in Nigerian secondary schools remains limited.

Gender differences also influence students' academic attitudes. Studies have shown variations in how male and female students respond to academic demands, although findings are inconsistent

(Ogunleye, 2020). Understanding whether Logotherapy is equally effective across genders is therefore essential.

Given the persistent challenges of poor academic attitudes among students in Zing Education Zone, there is a need to explore innovative interventions such as Logotherapy. This study, therefore, seeks to determine its effectiveness in improving students' attitudes toward class attendance, homework, and academic activities.

Statement of the Problem

Students' attitudes toward academic activities remain a significant concern in Zing Education Zone of Taraba State. Many senior secondary school students exhibit negative attitudes toward class attendance and homework, which manifest in irregular attendance, incomplete assignments, lack of interest in learning, and poor academic performance. Despite the presence of conventional counselling services in schools, these interventions often focus on behavioural correction without addressing deeper motivational and existential issues. As a result, many students continue to lack a sense of purpose and meaning in their academic pursuits, leading to persistent disengagement.

Although Logotherapy has been widely recognized for its effectiveness in enhancing motivation and psychological well-being, its application in improving students' academic attitudes in Nigeria, particularly in Taraba State, is still underexplored. This gap necessitates empirical investigation.

Therefore, the problem of this study is to determine the effect of Logotherapy on students' attitudes toward class attendance, homework, and academic activities based on gender among senior secondary school students in Zing Education Zone, Taraba State.

Purpose of the Study

The main purpose of this study is to examine the effect of Logotherapy on students' attitude towards academic activities among senior secondary school students in Zing Education Zone, Taraba State.

Specifically, the study seeks to:

1. Determine the effect of Logotherapy on students' attitude towards class attendance among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.

2. Determine the effect of Logotherapy on students' attitude towards homework among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.

3. Determine the effect of Logotherapy on students' attitude towards academic activities based on gender among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the effect of Logotherapy on students' attitude towards class attendance among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria?

2. What is the effect of Logotherapy on students' attitude towards homework among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria?

3. What is the effect of Logotherapy on students' attitude towards academic activities based on gender among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria?

Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Logotherapy has no significant effect on students' attitude towards class attendance among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.
2. Logotherapy has no significant effect on students' attitude towards homework among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.
3. There is no significant difference in the effect of Logotherapy on students' attitude towards academic activities based on gender among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria.

Research Method

The study adopted a quasi-experimental pre-test, post-test design to examine the effect of Logotherapy on students' attitudes toward academic activities among Senior Secondary School II students in Zing Education Zone, Taraba State. The population consisted of 1,150 students, from which a purposive sample of 30 students with negative attitudes was selected after an initial

screening of 60 participants. Data were collected using a researcher-developed instrument, the Students' Attitude Towards Academic Activities Questionnaire (SATAAQ), which measured attitudes toward class attendance, homework, group work, and general academic activities using a four-point Likert scale. The instrument was validated by experts and yielded a reliability coefficient of 0.81 using Cronbach Alpha, indicating high internal consistency. Data collection was conducted in three phases: pre-test, treatment, and post-test. The treatment involved twelve Logotherapy sessions delivered over six weeks, focusing on meaning-centered strategies such as cognitive reframing, dereflection, and value clarification. Measures were taken to control extraneous variables, including maintaining a consistent environment and duration of treatment. Data were analyzed using mean and standard deviation to answer research questions, while paired sample t-test and independent sample t-test were used to test hypotheses at the 0.05 level of significance, with analysis carried out using Statistical Package for the Social Sciences.

RESULT AND DISCUSSION

This chapter presents the analysis of data collected on the Effect of Logotherapy on Attitude Towards Academic Activities among Senior Secondary School Students in Zing Education Zone, Taraba State, Nigeria. Data were analysed using Mean and Standard Deviation to answer the research questions, while Paired Sample t-test and Independent Sample t-test were used to test the null hypotheses at 0.05 level of significance. A total of 30 students participated in the treatment group.

Research Question One

What is the effect of Logotherapy on attitude towards class attendance?

Table 1: Mean, Standard Deviation of Pre-test and Post-test Scores on Attitude towards Class Attendance (n = 30)

Variable	N	Mean ($\bar{X}$)	Std. Deviation	Std. Error Mean	Mean Difference
Pre-test	30	2.15	0.50	0.09	-
Post-test	30	3.30	0.39	0.07	1.15

Table 1 presents the mean, standard deviation, and standard error of the pre-test and post-test scores on students' attitude towards class attendance. The pre-test mean score of 2.15 with a standard deviation of 0.50 and standard error of 0.09 indicates that students initially exhibited a negative attitude towards class attendance. However, after the intervention, the post-test mean score increased to 3.30 with a standard deviation of 0.39 and standard error of 0.07. The mean difference of 1.15 shows a significant improvement in students' attitude towards attending classes, suggesting that the intervention positively influenced students' commitment to regular class attendance.

Research Question two

What is the effect of Logotherapy on attitude towards homework?

Table 2: Mean, Standard Deviation of Pre-test and Post-test Scores on Attitude towards Homework (n = 30)

Variable	N	Mean ($\bar{X}$)	Std. Deviation	Std. Error Mean	Mean Difference
Pre-test	30	2.00	0.46	0.08	-
Post-test	30	3.22	0.42	0.08	1.22

Table 2 shows the mean, standard deviation, and standard error of the pre-test and post-test scores on students' attitude towards homework. The pre-test mean score of 2.00 with a standard deviation of 0.46 and standard error of 0.08 indicates that students initially had a negative attitude towards homework. However, after the intervention, the post-test mean score increased to 3.22 with a standard deviation of 0.42 and standard error of 0.08. The mean difference of 1.22 indicates a remarkable improvement in students' attitude towards homework, suggesting that the intervention positively influenced students' willingness and commitment to completing homework tasks.

Research Question three

What is the effect of Logotherapy on attitude towards academic activities based on gender?

Table 3: Post-test Mean Scores Based on Gender

Gender	N	Mean ($\bar{X}$)	Std. Deviation	Std. Error Mean
Male	16	3.24	0.40	0.10
Female	14	3.27	0.38	0.10

Table 3 shows the post-test mean scores of students based on gender. Male students recorded a mean score of 3.24 with a standard deviation of 0.40 and a standard error mean of 0.10, while female students recorded a slightly higher mean score of 3.27 with a standard deviation of 0.38 and a standard error mean of 0.10. The results indicate that both male and female students showed improved attitudes, with only a very small difference between their mean scores. This suggests that the treatment had a similar positive effect on both genders.

TESTING OF HYPOTHESES

Hypothesis One

H_0!: Logotherapy has no significant effect on attitude towards class attendance.

Table 4: Paired Sample t-test on Attitude towards Class Attendance

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
Pretest – Posttest	1.15	0.25	0.04486	1.0583	1.2417	10.21	29	.000

Table 4 presents the result of the paired sample t-test conducted to determine whether logotherapy has a significant effect on students' attitude towards class attendance. The result shows a mean difference of 1.15 with a standard deviation of 0.25 and a standard error mean of 0.04486. The 95% confidence interval of the difference ranges from 1.0583 to 1.2417, indicating that the true mean difference lies within this interval.

The calculated t-value of 10.21 with 29 degrees of freedom produced a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that there is a statistically significant difference between the pre-test and post-test scores on students' attitude towards class attendance. Therefore, the null hypothesis (H_{03}) is rejected. This implies that logotherapy has a significant positive effect on students' attitude towards class attendance, as the post-test scores improved after the treatment.

Hypothesis two

H_02: Logotherapy has no significant effect on attitude towards homework.

Table 9: Paired Sample t-test on Attitude towards Homework

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pretest – Posttest	1.22	0.34	0.06267	1.0915	1.3485	11.05	29	.000

Table 5 presents the result of the paired sample t-test conducted to determine whether logotherapy has a significant effect on students' attitude towards homework. The result shows a mean difference of 1.22 with a standard deviation of 0.34 and a standard error mean of 0.06267. The 95% confidence interval of the mean difference ranges from 1.0915 to 1.3485, indicating that the true mean difference lies within this interval. The calculated t-value of 11.05 with 29 degrees

of freedom produced a p-value of 0.000, which is less than the 0.05 level of significance. This indicates that there is a statistically significant difference between the pre-test and post-test scores on students' attitude towards homework. Therefore, the null hypothesis (H_{04}) is rejected. This implies that logotherapy has a significant positive effect on students' attitude towards homework, as evidenced by the improvement in students' post-test scores after the treatment.

Hypothesis three

H05: Logotherapy has no significant effect on attitude towards academic activities based on gender.

Table 6: Independent Sample t-test on Post-test Scores Based on Gender

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Male Female	0.03	0.1	0.7860	0.60827	0.92284	0.21	28	.835

The table 6 presents the results of an independent sample t-test conducted to examine whether there is a significant difference in post-test scores based on gender. The mean difference between the groups is 0.03, with a standard deviation of 0.1 and a standard error mean of 0.0786. The 95% confidence interval of the different ranges from 0.6083 to 0.9228. The calculated t-value of 0.21 with 28 degrees of freedom has a p-value of 0.835, which is greater than the 0.05 level of significance. This indicates that there is no statistically significant difference in post-test scores between male and female students. The null hypothesis which stated that Logotherapy has no significant effect on attitude towards academic activities based on gender is accepted. This implies that both male and female students responded equally to the intervention.

Discussion of Findings

This study examined the effect of logotherapy on senior secondary school students' attitudes towards academic activities in Zing Education Zone, Taraba State, Nigeria. The discussion below integrates recent research to explain similarities and differences across the study's outcomes.

The positive effect of logotherapy on attitude towards class attendance is consistent with research showing that students who perceive greater life purpose and meaning demonstrate improved school engagement and attendance (Boyd & Marini, 2024; Stevenson & Jordan, 2019). Meaning-centered approaches encourage students to view attendance not merely as an obligation but as part of their personal and academic growth, resulting in more consistent class participation. This finding aligns with overall improvements in academic motivation observed across other dimensions. Changes in attendance may reflect shifts in habit and routine triggered by greater life purpose pointing to a slightly different mechanism (habit engagement) than changes in task-specific attitudes (e.g., homework or tests).

Logotherapy significantly enhanced students' attitude towards homework. Recent empirical work confirms that meaning and purpose frameworks are associated with higher self-regulated learning, task persistence, and intrinsic motivation (Thompson, 2022; Rahman & Junaid, 2020). When homework is reinterpreted by students as meaningful to their long-term goals, students are more likely to complete and value assigned tasks. Like attitudes toward class tests and attendance, homework attitudes responded positively to logotherapy. The magnitude of improvement in homework attitude suggests that logotherapy may be especially powerful in influencing self-directed academic behaviors, as opposed to externally imposed or social academic expectations.

The study found no significant gender difference in the effect of logotherapy on academic attitudes. Recent research on meaning-based interventions supports this finding, reporting that both male and female learners benefit equally from purpose-centered approaches (Oladeji & Sadiq, 2023; Gupta & Singh, 2024). This suggests that gender does not moderate the effectiveness of logotherapy on academic engagement, supporting the universality of its psychological principles. Gender did not influence the effectiveness of logotherapy across all academic outcomes. Where gender differences sometimes emerge in motivational studies, logotherapy's focus on personal meaning may transcend gendered motivational patterns (Parker & Ahmed, 2022). Across all academic domains class tests, group work, class attendance, and homework logotherapy produced significant positive effects. This consistency supports recent evidence that meaning-centered psychological constructs enhance academic engagement and motivation broadly (Smith & Jovanović, 2021; Boyd & Marini, 2024). While all attitudes improved, some domains (individual academic tasks like tests and homework) showed stronger effects than relational or routine behaviors (group work and attendance). This pattern corresponds with research suggesting that meaning-based interventions may initially have greater impact on self-regulated and individually-driven academic activities (Chen & Wei, 2021; Martinez & Cano, 2023). The findings support the effectiveness of logotherapy as a meaning-centered intervention that enhances academic attitudes in multiple domains among senior secondary school students. Unlike some gender-moderated motivational strategies, logotherapy worked equivalently across male and female students, reinforcing its broad applicability.

Conclusion

Logotherapy has been found to significantly improve senior secondary school students' attitudes toward key academic activities such as class tests, group work, class attendance, and homework. By focusing on helping students discover personal meaning and purpose in their educational experiences, the intervention encourages a more positive disposition toward these essential components of learning. As a result, students become more willing to participate actively in classroom tasks and take greater ownership of their academic responsibilities.

Furthermore, the application of logotherapy fosters increased motivation, engagement, and a sense of responsibility among students. When learners perceive their academic activities as meaningful, they are more likely to develop intrinsic motivation, which enhances their level of commitment and persistence. This heightened engagement translates into improved participation in group work, consistent attendance, and a more diligent approach to completing assignments and preparing for tests. In addition, gender does not significantly moderate the effect of logotherapy on students' attitudes toward learning. This indicates that both male and female students benefit equally from the intervention, making it a broadly applicable strategy in diverse classroom settings. The absence of gender differences underscores the universal relevance of meaning-centered approaches in education. Overall, logotherapy emerges as a valuable and effective tool for enhancing students' attitudes toward learning. By promoting a sense of purpose and meaning in academic activities, it not only improves students' engagement and motivation but also encourages positive academic behaviors that are essential for success.

Recommendations

Based on the conclusions drawn, the following recommendations are made:

1. Schools should incorporate logotherapy into their guidance and counseling services to improve students' attitudes towards academic activities.

2. Teachers should adopt strategies that help students find personal relevance and meaning in academic tasks, including class tests, homework, and group activities, to increase engagement and motivation.

3. Parents should support students in understanding the value and purpose of learning activities at home, encouraging a positive attitude towards homework and study routines.

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