

**EFFICACY OF SELF- INSTRUCTIONAL THERAPY IN MANAGING
TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN OREDO LOCAL
GOVERNMENT AREA OF EDO STATE**

BY

Bright IKUERO

JULY, 2021

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**A RESEARCH PROJECT WRITTEN IN THE DEPARTMENT OF
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CERTIFICATION

We, the undersigned, certified that this research work was carried out by Bright IKUERO, in the Department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin, Benin City, Edo State.

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Date

DEDICATION

This research work is dedicated to God Almighty for bestowing his mighty grace, good health, wisdom, and protection on the researcher throughout the period of this study.

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This study was undertaken and completed under the untiring and inspiring guidance of Prof. (Mrs.) V. E. I. Audu. The researcher is grateful for her motherly role, love, care, undivided attention, patience, tolerance, encouragement and invaluable assistance all through this study. She painstakingly worked beyond her schedule to ensure the completion of this task.

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ABSTRACT

This study, investigated efficacy of self- instructional therapy in managing truancy among secondary school students in Oredo local government area of Edo State. The study also examined the effects of parental socioeconomic status and sex on truancy among secondary school students in Oredo Local Government Area of Edo State. To address the problem of the study, five research questions were raised and formulated into four hypotheses, and were tested at 0.05 level of significance.

This study adopted pre-test, post-test, non-equivalent control group and Quasi experimental research design. The target population of the study consisted of all the thirteen thousand and fifty one (13,051) senior secondary school students from the fourteen (14) public senior secondary schools in Oredo local government area of Edo State. A sample size of two hundred (200) students made up of one hundred males and one hundred females were selected using balloting without replacement. The standardized questionnaire adapted from Ehindero (2015) titled: Students Level of Truancy Questionnaire (SLTQ) was used by the researcher with two sessions, A and B and administered to the students in their various schools to evaluate truancy level among students. This instrument was validated by the researcher's supervisor and two other lecturers in the Department of Educational Evaluation and Counselling Psychology (EECP). The reliability of the instrument was determined using Cronbach alpha statistics and it yielded a reliability coefficient of 0.64. Data were analyzed using the two way ANOVA, descriptive statistics of mean and standard deviation.

The findings of the study revealed that there is a significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self- Instructional Therapy; there is a significant difference in the pre-test and post-test scores in truancy level

among secondary school students exposed to Self -Instructional Therapy and those in the Control Group; there is no significant interaction effect of treatment by sex on the level of truancy among secondary school students in Oredo Local Government Area of Edo State, and there is no significant interaction effect of treatment by Parental Socio-Economic Status on the level of truancy among secondary school students in Oredo Local Government Area of Edo State. Based on the findings, it was recommended among others that, experts in the field of counselling psychologist should train and retrain students on the use of self-instructional therapy because of its effectiveness in managing students with truant behaviour.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education is the process of learning to live as a useful, good and acceptable member of the community. Education is the process by which a society consciously transmits its accumulated knowledge; skills and intentional effort to impart on character development, behaviour modification and value's orientation especially among the youths of the nation (Stangor, 2004) In order to achieve this objective, the school was established as an agent of the society to mould the habits, interest, attitudes of children and transmit the societal norms, culture, values and traditions from one generation to another (Nawaz, 2005).

The school, as an institution is a place of learning, teaching morality and inculcating discipline in students. The school environment is organized to shape a student's learning behaviour. Despite the above reasons for education, some students may not attend classes for different reasons which could affect their academic performance. In recent times, there are unintentional, visible and not so visible distortions and aberrations in the character and behaviour of the youths which are reflected in the pattern of classroom behaviour. If unchecked, such behaviour may constitute impediments to meaningful classroom learning, school growth and development. Prominent among such despicable behaviour is truancy among secondary school students.

Truancy is absence from school without prior knowledge of the parents, guardians and the school authority but self/personal initiation of the students concern. Truancy among students includes lateness to school and class, leaving school before closing time, loitering, dodging lessons and absenteeism (Garry, 2009). However, absenteeism is a high rate of absence from

school by students when regular attendance is needed. Truancy could be a product of combinations of social, economic and attitudinal factors which invariably reflect in students' academic performances and challenges the competence and resources of school counsellors (Animasahun, 2003). Students are likely to indulge in truancy as a means of escaping from an unpleasant situation that causes fear or avoiding school to gain freedom. Truants see the time they leave home for school as a period of freedom. Daly and Ranalli (2003) observed that truants leave home but do not go to school but engage in negative activities that caught their imagination and fancy. In the secondary schools, truants can be labeled as poverty prone and at risk to students who are faced with a number of educational challenges which require the building of counsellor's professional capacity to prevent its negative consequences on students and learning. Some students are likely to have high rate of absenteeism, poor academic performance, adjustment problems, lack of interest in schools and poor attitude to school work and learning. Such students need the assistance of professional counsellors so as to cope with the academic and social challenges associated with schooling.

There are several factors which are likely to influence truancy among students such as parenting style, parental socioeconomic status, poor school environment, family issues, community, financial problems, substance abuse, innate student characteristics and their experiences, peer group, separation or divorce within the family, abuse or neglect, mental and physical health issues, low self-esteem, safety concerns which may include pressure from gangs to threat and intimidation, lack of academic skills, boredom, sex among others. However, this study will investigate the effects of parental socioeconomic status and sex on truancy among secondary school students in Oredo Local Government Area of Edo State.

Sex is the state of being a male or female. The gene of male and female students differs; this could determine the activities each sex will be interested in. Also, the male student could be more daring and bold in ignoring school work or absenting himself from school than the female students. Schulz (2001) asserted that males have higher rates of truancy than females especially in serious violent and robbery crimes. In most society females are expected to be compliant and nurturing while men are to be active, aggressive and competitive.

Another factor considered to influence truancy is socioeconomic status, which is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Socioeconomic status often reveals imbalance in access to resources, plus issues related to privilege, power and control. Socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class (Diemer & Ali, 2009). Students from low SES are likely to engage in truant behaviour more than their counterpart from middle or high SES. This could be as result of the lack of necessary requirements for the learning process such as payment of school fees, good uniforms, books among others. There are schools in which students may be punished and sometimes severally for late payment of fees or inability to buy the textbooks and other items. Some of the students could engage in truancy to avoid such punishment. According to Gray, Jessen and Reids in Ehindero (2015), lack of fund for transport to and from school is one of the reasons that made truancy to be prevalent among public school students. Students who do not have sponsors or assistance may become truants. Coping and adjusting can take the forms of begging, stealing and related activities like odd jobs to get money for their upkeep and sometimes during school hours.

The persistent phenomenon of truancy among secondary school students suggests the need to build the professional capacity of school counsellors so as to mitigate the negative effects of truancy among secondary school students. In a bid to manage truant behaviour in our school system, Psychologists have over the years through researches employed problem solving techniques. These techniques involve counselling therapies and one of such therapies or skills proposed to be used in this study is Self-instructional therapy.

Self-instructional therapy is based on the assumption that what people say to themselves directly influence the things they do. Self-instructional therapy was propounded by Meichebaum Donald in 1975. He believed that Self-instructional training can effectively alter children's actions and cognitive styles. The therapy teaches that, rather than addressing irrational ideas which cause disturbance, people should learn to talk to themselves (self-statement) and guide their behaviours. Meichebaum (1975) asserted that negative statements contribute to maladaptive behaviours in many situations and among different individuals. Self-regulation strategies like self-instruction, self-questioning, self-evaluation, self-monitoring and self-reinforcement help clients in gaining access to cognitive processes that facilitate problem solving, guide learners as they apply the processes on themselves. In order to do this, the client is trained in certain learning strategies like planning and organizing, evaluating, practicing, timed practicing, developing and using memory aids, getting help, asking for correction and peer-learning (Harris, Reid & Graham, 2004).

Students need self-instructional skills to manage their own problem which will enable them to be able to monitor, regulate and direct their actions in order to avoid thoughts that could engage them in truant behaviour. It is based on these that the researcher became interested in

examining the efficacy of Self-Instructional Therapy in reducing truancy among secondary school students in Oredo Local Government Area of Edo State.

Statement of the Problem

The school system has a number of problems which could affect instruction, administration and overall performance of students. Truancy among students is of great concern to teachers, parents, school administrator because it could affect teaching and learning adversely. Truancy has become a major cause of concern to all as it is associated with poor academic performance especially among senior secondary school students (Odoemelan, 2004). Some students may not be in school while in most of the cases, the parents believe they are attending classes. Some of them are likely to stay out of school to engage in a lot of juvenile delinquencies like fighting, cultism, drug abuse among others. This situation in our schools is highly worrisome.

It has therefore been observed by the researcher that parents do not monitor the progress of their children and have abdicated their responsibility to the school. Also, some students reported that because they do not have some required learning materials such as notebooks, textbooks, pencil and biros, they preferred to be outside while lessons are going on. Such students' are not likely to benefit from the various programmes that the school offers. Some of them may have been bullied hence they decided to be absent from school without the knowledge of their parents and the school authority. It has been observed also that some secondary school students do not attend school regularly because they are engaged in street trading, hawking, motor-park touting in order to support their families financially and these may contribute to low grades in their examinations. Due to the likely negative consequences of truancy on secondary school students and the educational system, there is need to determine the effectiveness of self-instructional therapy in managing truancy.

Research Questions

The following research questions were raised to guide the study:

1. What percentage of secondary school students engage in truant behaviour?
2. Will there be a difference in the pre-test and post-test scores of truancy management among secondary school students exposed to Self-instructional Therapy?
3. Will there be a difference in the pre-test and post-test scores of truancy management among secondary school students exposed to Self-instructional Therapy and those in the control groups?
4. Will there be an interaction effect of treatment by sex on truancy management among secondary school students in Oredo Local Government Area of Edo State?
5. Will there be an interaction effect of treatment by parental socioeconomic status on truancy management among secondary school students in Oredo Local Government Area of Edo State?

Hypotheses

Research question one will be answered while two to five were hypothesized and will be tested at 0.05 level of significance.

1. There is no significant difference in the pre-test and post-test scores of truancy management among secondary school student exposed to Self-Instructional Therapy.
2. There is no significant difference in the pre-test and post-test scores of truancy management among secondary school students exposed to Self-Instructional Therapy and the control group.
3. There is no significant interaction effect of treatment by sex on the level of truancy management among secondary school students.

4. There is no significant interaction effect of treatment by parental socioeconomic status on the level of truancy management among secondary school students.

Purpose of the Study

The purpose of this study is to examine the efficacy of Self-Instructional Therapy in managing truancy among secondary school students in Oredo Local Government Area, Edo state. Specifically, this study seeks to determine/investigate

- whether percentage of secondary school students engage in truant behaviour will differ significantly among those that will be exposed to Self-Instructional Therapy and those in the control group.
- difference in the pre-test and post-test scores of truancy management among secondary school students exposed to Self-instructional Therapy.
- difference in the pre-test and post-test scores of truancy management among secondary school students exposed to Self-instructional Therapy and those in the control groups.
- interaction effect of treatment by sex on truancy management among secondary school students in Oredo LGA.
- interaction effect of treatment by parental socioeconomic status on truancy management among secondary school students in Oredo LGA.

Significance of the Study

The study will be beneficial to students, parents, classroom teachers, school counsellors, educationist and policy makers and the society. The study will avail students the opportunity to gain firsthand information and acquire all the necessary skills that will enable them to be in charge of their behaviour through self-control. The students will be conscious of any action that may lead them to any form of truant behaviour. As long as they imbibe in the culture of hard

work with good ethical standard, they will not find it difficult to be more responsible to themselves, community and the society at large. This study will help students to acquire the ability to do things right on their own without third party assistance or directive through the self-instructional therapy knowledge acquired.

The findings of this study will help parents to identify their children's actions and behaviour. They also can observe their children's behaviour, whether it is affecting them positively or negatively. This could be carried out through observation from inside the school and also outside the school. Also it will help parents to implement the moral values and awareness to avoid the negative behaviour among the children so that they will imbibe positive behavioural attitudes towards themselves and others. This study also is hoped to be of benefit to the school especially to the teachers so that they can get a clearer picture of the students' well-being and their demands and together they can cooperate to help to control and shape the students' attitude so that they can become a useful human being that can contribute to their religion, family, race and country.

Classroom teachers will benefit from the study as it will avail them the opportunity to teach with ease since students are well equipped with all that can help them think positively, monitor their behaviors by keeping track of what they do, where they are and attend classes without being pushed to attend classes; it will also help teachers in self-assessment to determine how well they are doing in the realization of the already stated aims and objectives of teaching. Again, it is also hoped that teachers will also benefit as the findings of this study will help in the enhancement of the general school climate thereby leading to effective teacher-student relationship. That is creating learning environment where the student feels free to ask whatever he wants to and the teacher responds in a manner which is understandable by the student.

The findings of the study would help counsellors to identify truancy among secondary school students and create awareness on the implications of truancy and their role in curbing the high rate of truancy. This will also stir up counselors' interest on the effectiveness of self-instructional therapy as a therapeutic technique in managing truant behaviour among secondary school students. Since students know how to control and manage behaviour, the school counsellors will have less problems in assisting them on any negative behaviour like truancy. The indication of this is that students will be able to handle some problems that may result to truancy through the use of self-instructional therapy.

The findings of the study will help educationist and policy makers to take right decision and formulate and implement right policies which will help students adjust and bring about the effective management of schools leading to great change in the behaviour of the students. The informative data that will be given will further reaffirm the negative effects of truancy among secondary school students. The information that will be derived from the study will help in further research work towards managing student's involvement in truant behaviour.

For the government, the findings and recommendations of this study will be beneficial to the Federal and States Ministries of Education, as it will help in preparing school programmes that could help in managing and preventing truancy among students at all educational level. This study will be used as a guideline to the society in handling the negative behaviour of the student more effectively as the role in shaping and building the students positive behaviour is not for the family and teachers only, but the society also have a role to play in advising, monitoring and controlling so that the negative behaviour can be avoided.

Scope and Delimitation of the study

This study will focus on the efficacy of Self-instructional Therapy in managing truancy among secondary school students in Oredo Local Government Area of Edo State. The dependent variable is truancy behaviour. Self-instructional therapy is the psychotherapeutic treatment (Independent variables). The variables of parental socio-economic status and sex were the intervening variables. The study will be delimited to 13051 senior secondary school students in Oredo Local Government Area of Edo State.

Definition of Terms

The following terms are defined as used in this study operationally:

Dropout rate: It refers to the proportion of students who dropout from school compared to the number students in a given cohort.

Education: Education is a tool for national development and a dynamic instrument of change.

Self-instructional therapy: This approach focuses on changing what people say to themselves, both internally and out loud. This therapy emphasizes teaching clients coping skills that they can use in a variety of situations to help themselves.

Social-Economic Status: It refers to social standing or class of an individual or group. It is often measured as a combination of education, income and occupation.

Truancy: The practice of staying away from school without permission. It is any intentional unauthorized absence from school by a student.

Truant: A truant is a child who often stays away from school without any genuine reason. He leaves home but does not get to school; he escapes from school or class with or without parent's knowledge to engage in any other activities that catches his imagination.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature upon which this study is based. The chapter will be reviewed under these sub-headings:-

- Theoretical Framework of the Study
- Conceptual Framework of the Study
- Concept of Truancy
- Symptoms and Likely Causes of Truancy
- Consequences of Truancy on students and society
- Parental Social Economic Status and Truancy
- Sex and Truancy among Secondary School Students
- Self-Instructional Therapy
- Summary of Reviewed Related Literature

Theoretical Framework of the Study

The theoretical framework of this study is hinged on Social Control Theory by Travis Hirschi (1969). This theory states that increased social bonds decrease the likelihood of engaging in crime and social problem. The theory concluded that criminal behaviour and delinquency result from failure of individuals to bond with conventional social groups such as the self, family and schools (Montague, 2008). In other words, a person is less likely to engage in criminal or delinquent activities if he/she has strong social bonds. The involvement and commitment of students to the laws and values of their land, schools and community will help them to avoid truancy as deviant behaviour. Through attachment to other individuals, commitment to follow rules, involvement by typical behaviours and belief to basic value system will also assist in the

management of truancy among secondary school students. Students with the above bonds will be able to monitor and keep track of their behaviour through self-control.

Adolescent with strong social bond will not indulge in truant behaviour rather will imbibe in ethical standard that will bring about success in his/her academic voyage. For example, such students will not be forced to attend classes; leave homes for gangs in the name of school, arrive school late and miss class. In fact, they will obtain permission from the school authority whenever they will not be in school. Montague (2008) opined that social control theory affirms that the extent to which a younger adolescent fails to become attached to the control agencies of society (for instance, the families and the schools), the younger adolescents chances of engaging in delinquency are high. Students that are not emotionally involved in conventional social groups like schools, family and community can easily fall victim of deviant behaviour such as truancy thereby leading to non-attendance and poor academic performance.

In order to avoid absenteeism that may lead to poor performance in their academic pursuit, self-control must be established in students through strong attachments to social foundations. According to Rock (2005), self-control is an individual characteristic and if not established early in life can account for deviant behaviour like truancy. If the social bonds are weak, it can influence the level of truancy involvement among secondary school students (Maccini & Hughes, 2000). To be able to manage truancy, families, schools, communities' and individual alike must ensure that there is existing strong social bond among them. Adolescents who engage in truant behaviours do so to offer an immediate gratification (for example, student absenteeism from school, missing classes without an excuse from his or her parents/guardians and leaving school without the permission of the teacher or principal), it requires little thought process, and does not have a long term goal (Gretchen, 2003). These outcomes are appealing to

children with low self-control because they lack self-regulation. Self-regulation is the capacity to set and attain goals, refrain from problematic behaviours, and focus on long term goals. The failure to control deviant tendencies will influence the child to partake in delinquent/deviant behaviours like truancy. Travis in his study identified four (4) key concepts in his Social Control Theory. They are attachment, commitment, involvement and belief (Adekale, 2006). According to him, (1) attachment to others in the society provides the individuals insulation from committing deviant acts. (2) Commitment entails an investment in conventional activities and norms. (3) Involvement is behavioural and measures one's tendency to participate in conventional activities while (4) belief in the legitimacy of social norms and values minimizes delinquency (Weinrich, 2003).

The relevance of this theory to the study could be linked to the main tenets as it applies to juvenile delinquency and family instability. Hence, the inability of the family as a social institution to bond with the children as a result of instability and disruptions could be associated with students' truant behaviour; when there is one parent living in the home as opposed to two; it is more difficult to supervise children all the time. Lack of parental monitoring contributes directly to children's anti-social behaviours like truancy and exposes them to associate with deviant peers, which is predictive of higher levels of deviant acts (Okorodudu, 2013).

Conceptual Framework of the Study

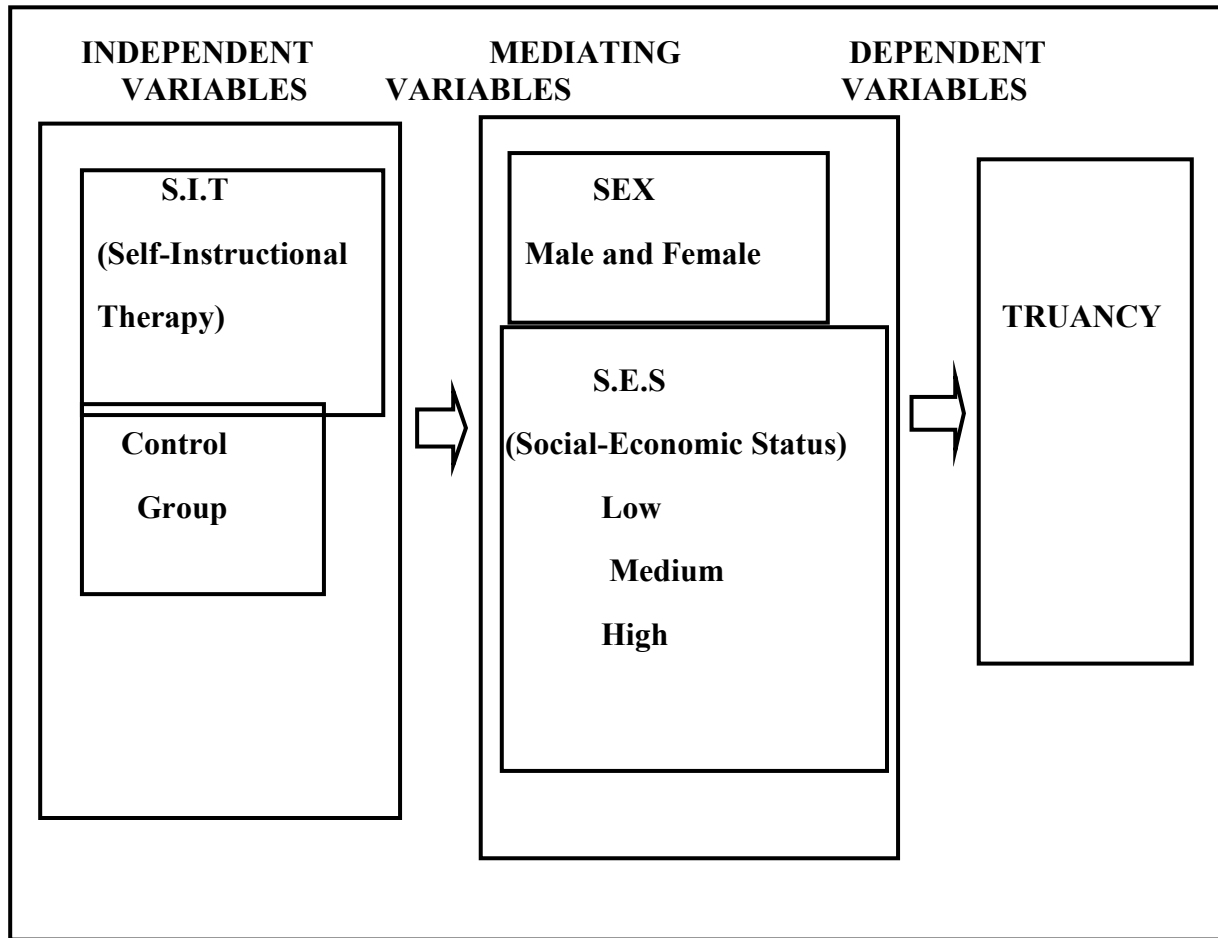


Fig 1: Conceptual framework of the study

- **S - Stimulus**
- **O - Organismic**
- **R - Response**

Source: Kanfer and Philips (1970), Egbochuku (1997) and Ohanaka (2009): Adapted by researcher (2019).

The dependent variable is affected by the independent and intervening variables resulting in changes known as treatment outcome. The treatment outcome in this study manage truancy

tendency as (R) in behaviour pattern. The S-O-R model of the behavioural pattern gives a clear and easy explanation of variables used in the study; hence, is well valued. However, the intervening variables such as sex and parental social economic status mediate between the treatment and the corresponding treatment outcome. Both the intervening and independent and dependent variables are studied together. Hence, the intervening variables represent the organismic (O) in the pattern of behaviour.

Concept of Truancy

Conceptually, the term “truancy” has been defined in various ways by different people and agencies such as counsellors, psychologists, sociologists, welfare authorities and educators, in general. According to Siziya, Muula and Rudatsikira (2007), truancy is a deliberate absence from school on the part of the student without the knowledge and consent of parents, for which no reasonable or acceptable excuse is given. This definition broadens the concept considerably and makes it synonymous with unexcused absence. Collins (2010) conceptualized truancy in respect to students who have been registered with a school but identified as not attending school when the law says they should. This includes absence from lessons. In the conception of David and Robert (2006), truancy refers to a situation whereby a student is absent from school for no legitimate reason. He went further to say that many students do skip either a single lesson or even a full day of school at least once during their academic life. This is because they may want to attend a special event, prepare for a promotion night or simply take what is known in the world of work as a “mental health day”.

This isolated incidence (truancy) is quite typical and likely to create problems, which can lead to varied sets of negative and even more dangerous consequences. In other words, truancy is a delinquent act, which occurs when a child often stays away from the school without good

reasons (Ross, 2015). Hess (2000), Students that are truant typically spend the time they are out of school away from their homes and tend to conceal the absences from their parents. Reid (2000), defined it as student being absent from school for no legitimate reasons. On the other hand Hunt (2010), defined truancy as when a child missed school or class without an excuse from his/her parents/guardians. It also means a child leaving school without the permission of the teacher or principal. When a child is consistently late for school, he or she is considered to be a truant. A truant is therefore a student who stays away from school without proper leave permission from school authority or the parents.

Teasley (2004) also define truancy as a child who is absent from school on his own initiative without his/her parents' permission. However, according to Burke (2004), truancy can also be identified and characterized by neuroticism whereby student fear of teacher(s) makes him/her leave school and run back home for safety. Van-Breda (2006) describe truancy as multidimensional experience that student adapt with the combination of various social, psychological and institutional factors. Martin (2015) in his research sees truancy as when student is absent from school/class without permission from either parents or school authority. If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered an unexcused absence and the student shall be considered truant (Seeley, 2006). Esther (2007) also stated that, truancy refers to a child that absents himself or herself from school and goes where he or she can do what pleases him or her without being seen by his parents, teachers or neighbours. He further argued that a truant feels that his teacher dislikes him or treats him unfairly.

Symptoms and Likely Causes of Truancy

There are dimensions of truant behaviour day-in-day-out, students come up with new dimensions of truancy. The instances of truancy vary. Some of the symptoms of truancy are discussed below:

- Absenteeism: The Auditor General Victoria Australia, (2004) describes absenteeism as the persistent, habitual and unexplained absence from school of a child of compulsory school age, although it can occur with parental knowledge and sometimes consent. However for the most part truant students tend to spend their time away from school and home; time away from home is used to conceal absences from their parents. Truancy can take the form of fractional truancy, where students arrive late, leave early or skip individual classes. According to Cunningham (2005), absenteeism is the absence of a student from school without the knowledge or permission of parents. The truant leaves home under the pretense of going to school but turns away and become involved in out-of-school activities. Truancy is unauthorized non-attendance. Bond (2004) included fractional truancy, which occurs when students arrive late or leave early, or spend entire days away from school.
- School refusal: According to Bond (2004), school refusal differs from absenteeism in that children refuse to attend school even in the face of persuasion and punitive measures from parents and school. These students stay at home with the knowledge of their parents and school administrators. This form of truancy is widely associated with social and medical disorder involving persistent non-attendance at school, excessive anxiety, and physical complaints. This type of absenteeism can be separated from the other types, because it could be psychological or medical composition. Several studies show that school refusal is an important dimension in understanding students' truancy, (Dube & Orpinas, 2009). For

example, Dube and Orpinas in their research noted three reasons for students' refusal to attend school: 17.2% of their participants refused to go to school to avoid fear- or anxiety-producing situations, to escape from adverse social or evaluative situations, or to gain positive tangible rewards; 60.6% missed school to gain parental attention or receive tangible rewards (positive reinforcement); and 22.2% had no specific reason for not attending school.

- School withdrawal: Children are absent from school because their parents keep them away from school on a frequent basis because of the parents' needs and priorities. For the most part, these children's parents do not enroll them at school (Gupta & Lata, 2014). Since parents are responsible for their absenteeism, this form of truancy can be referred to as parental agreed absence. Bond (2004) noted that this does not necessarily equate to approved absence. According to Bond, absence can only be approved by the school given a reasonable excuse. Further found that those who leave school early run the strong risk of exclusion from reciprocal relationship in the community, incomplete or damaged rites to adulthood and personal vulnerability which can trigger substance abuse and criminal acts.

Likely Causes of Truancy

The problem of truancy is increasingly recognized as a developmentally complex and heterogeneous problem that can be influenced by a number of factors in multiple domains which include the following:

- Parental factor: Desforges and Abouchaar (2003), hypothesized that truants' parents invariably exhibit a care-free attitude towards their children's education and believe it to be the sole responsibility of teachers to take care of children's school attendance and ensure that they attain academically (hanging) as expected. Walls (2005) observed that parental unemployment, lack of parental guidance, drugs and alcohol abuse by parents, lack of

awareness of attendance laws and conflicting views held by parents about the importance and relevance of education, can be considered among the most serious causal factors for school truancy. In spite of school-based interventions to assist learners with attendance difficulties, research findings continually reveal that family circumstances and poor parental interest in education, accounted for significantly more variation in learners' school attendance and achievement than school factors, (Sheppard, 2009).

Ellen (2009) notes that several factors in a child's home or personal life can contribute to truancy among secondary school students. For example, if drugs or alcohol is used in the home, then children are at an increased risk of being absent from school. Other problems such as divorce, physical or verbal abuse and frequent moving from place to place also cause chronic absenteeism while children from lower income families are more vulnerable to truancy when compared to higher income families and parents who are not involved in their child's school life (Chukwuka, 2013). Squelch (2006) opined that, managing learner behaviour is a primary task of principals and teachers, but it is not their responsibility alone. Parents are to be more responsible for their children's behaviour inside and outside school than teachers. He further opined that as primary educators and caregivers, parents have a duty of care and to assume full responsibility for nurturing and disciplining their children.

Skelton (2014) asserted that some parents reject their children's version of undue school disciplining incidents and are simply reluctant to see teachers brought to book for administering even the most violent forms of punishment to their children. A study conducted by Reid (2005) has identified four types of parents and cares who are likely to raise poor school attendees. These include: (1) parents who try hard to address poor attendance; (2) those who appear to be overprotective or dependent upon their child; (3)

those who describe themselves as feeling powerless to tackle poor attendance and (4) those who are either apathetic about tackling poor attendance or who appear not to engage with school or with other support professionals. In other words, lower education of parents and lack of parental supervision is another factor that may likely give way for the child to engage truancy. The chance that the child would commit truancy will even be high if the mother was a high school dropout (Bucci, 2002). Additionally, the longer a child is unsupervised after school, the more likely that child is to become a truant. Parental factors are those issues that impact on student absenteeism which are within the control of the parents. Also, society holds the parents responsible for providing sufficient finances, discipline, and education for their children.

- School Factor: A hostile school environment can also cause truancy. Students who lack friends or are being bullied are likely to skip school. This factor is especially applicable to students who look, act or dress differently. Some students may face peer pressure to skip class. Most students who lack confidence in their mental abilities or have learning disabilities also involve in truancy because of their inability to cope. High truancy rates are seen in schools that have aggressive relationships between staff and students and a poor attendance policy (Ellen, 2009). The school climate, class size, attitudes, ability to meet each student's diverse needs, and the school's discipline policy regarding truancy is one of the considerable factor that constitute truant behaviour among secondary school students.

According to Wilkins (2008), students that attend large schools may feel isolated or alienated in their school setting, so to escape these feelings they choose not to attend. They may be lacking connection to a trustworthy individual within the school. Most truants choose to skip school because they do not feel safe in their school environment (Ready, 2010).

Moreover, when students are not comfortable, secure, or safe, and logically decide to skip school because any other location is safer than the school, where they are likely to be punished. Tobin (2009) suggests that imposing more serious punishments has worsened truant behaviour among secondary school students and thus proving punishment to be counterproductive in the fight against chronic absenteeism.

- Teachers Factor: The teacher is the main focus of change and the anchor in the teaching-learning process. Paul (2012) opined that teachers are like parents to children while they are in schools, and they ought to engage students in dynamic learning that is active, interactive and creative on sound moral foundation and academic foundation. Teachers are out to produce students who are relevant, efficient, productive, competitive and excel in every endeavour in life positively. Furthermore, Oghuvbu (2008) documented that teachers absenteeism encourage truancy in schools. Teacher's failure to teach their lesson as indicated in school timetable make students not see any reason of going to school. When teachers abandon their responsibilities in the academic field and fail to implement the school curriculum as required, students can engage themselves in truancy that may further result to anti-social behaviour.

Teachers are the main determinants of quality in the educational system. They therefore, have an important role to the success of any educational system. Indeed, the quality of the teacher is the most important determinant of educational standards that will help in the fight against truant behaviour among secondary school students. Good teaching makes learning more meaningful, interesting and understanding. Unfortunately, most Nigerian teachers have not been so well catered for by government and society (Tambawal, 2013). The result is teacher's development of nonchalant attitude.

The poor teaching and poor learning in our schools today have also been linked to the high cause of students' truancy and dropout among secondary school students. Apart from the above mentioned teachers attitude to duties. Skelton (2014) reported that most learners are often subjected to harsh measures of corporal punishment by their teachers which often go unreported. He is of the opinion that corporal punishment breeds aggression and hostility and as such it should not be use as a deterrent whenever students commit truancy. Corporal punishment experts in the field of school discipline on their part stressed that corporal punishment not only has the potential to turn learners into violent monsters, but may also create low self-esteem. This often results in failing, missing school and certain lesson and finally dropping out of the school system (Maynard, 2013).

- Household Poverty: Word Bank in Jeynes (2002), emphasizes that household poverty is a major factor keeping many children out of school. Poor household families often cannot afford to send their children to school or are often forced to withdraw their children out of school at early age due to direct or indirect cost. With the regard of direct cost, household poverty restrains parents from sending their children to school as they are not able to cover expenses of stationeries, books, school uniforms, registration and transport. That family succeeded to send their children to school, fails to manage continuing cost that results to truancy and schools dropout.

Children from poor and illiterate family usually dropped out from school compared to the rich children (Adeyemi, 2011). This indicates that the gap between the poor and rich family is wide in regard to education. Most of the parents are unable to provide school needs to their children, (Haider, 2014). In most cases, children from poor families are the ones who miss school frequently (Jeynes, 2002). It has been noted that children may not attend school often

because they need to work in supporting themselves and their parents. Despite parents using their children in carrying out some petty businesses in the street like selling food stuff and water to get money for a living, some students use parents' poverty as a shadow to miss school and engage on small income generating activities and consequently end up being streets children (Neelam, 2013).

- **Geographical Location of School:** Walking long distance by students had a negative impact to school attendance. Student who spent some hours walking with an empty stomach reaching the school is less attentive to learning as he/she is tired. When they become sick or when it is raining, they are likely to be irregular in attending schools. Furthermore, Kee (2001) mentioned that the length of the journey to and fro the school affects the attendance of both sex, and is particularly devastating for girls. However, for proper school attendance, the maximum distances that children are supposed to cover before reaching the school should not exceed three kilometers (Emore, 2005).
- **Students Interest in Schooling:** A child loss of interest in schooling or refuse to attend school can be caused by peer group, phobia, learning disabilities or difficulty in getting along with other students or teachers punishment. According to Kaur (2005), a frequently punished student may be a problematic person in future if such punishment continues. Corporal punishment, if very frequent, may become an ongoing hardship for the student at its greater potential for producing negative effects. Peer group can influence an individual student not to attend school, encouraging him/her in activities outside of the school (Teasley, 2004).

School environment can influence student's interest in schooling or even impede him/her. When school environment impede students from schooling, they become truant. Irrelevant curriculum which bore students in schools can also impede student interest in schooling.

Curriculum factor is about inappropriate course work which is less correlated with student's interest and needs. Similarly, Marburger (2001) pointed out that, lack of subject interest, unavailable opportunities for entertainment like sports and games, students mental capacity not matching with the course opted, constant disapproval from family, poor teaching skills and lack of confidence could also result to students absenteeism.

At this point, students can develop disruptive discipline problem which result to consecutive school absenteeism. Related school activities like sports and games program are important for day and mind refreshing. Other factors includes school infrastructure such as good and well ventilated classroom with enough chairs and tables, library with full of books, hostels and power supply. To be fit in mind, students should be provided with appropriate diet that could interest them to attend school. Educational stakeholders have to assure safe and friendly environment for the betterment of teaching and learning (Reid, 2000). The school with disorganized infrastructure and inadequate facilities encourages truancy and dropout.

Consequences of Truancy on Students and the Society

Truancy is seen by lots of people as a bad behaviour because it constitute a social problems. This is because truant behaviour affects student's academic performance (Kimani, 2010). As a result of the chaotic phenomena of truant behaviour, government and government officials divert and allocated huge amount of resources into modern agents of social control such as buying bullet proof cars, uniforms for Police and Prison Officers, construct Police stations, courts and Prisons all over the country. All these agents are meant to enforce or set conformity (Melissa, 2007). These resources could have been invested into other profitable area such as industries, agriculture, education, human and society development. Furthermore, truant

behaviour also undermines trust. For instance, as a result of activities of some few individuals in drug trafficking, fraud, armed robbery, kidnapping, and religious war, some people no longer have confidence in Nigerians (Adeyemi, 2011). The truant behaviour of few Nigerians has dented the image of our country. Henry (2007) indicates that truancy's consequences are extensive, resulting in negative implications for multiple levels of society. In the short-term, truancy can predict maladjustment, poor academic performance, school dropout, substance abuse, delinquency, and teenage pregnancy.

In the long-term, evidence reveals truancy as a predictor of poor adult outcomes, including violence, marital instability, job instability, adult criminality, and incarceration (McAra, 2004). Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes (Mohamed & Suria, 2012). According to Nauer, Andrew and Rajeev (2008), Student dropout from school is the most obvious result of chronic absenteeism. Being absent from class decreases a student's ability to learn. They further stated that it is difficult to succeed if a student misses too much work, because it is hard to catch up. In addition, absent students lose interest in school, which results in low academic performance. Although truancy has known effects on individuals, truancy has negative effects on the overall learning (Chang & Romero, 2008). According to Amber (2013), adolescent who routinely miss school during secondary have both present and future increased risk of: falling behind in school, not graduating, becoming socially isolated, engaging in delinquent behaviours, breaking the law, substance abuse, unstable relationships, unemployment, mental health issues, violence and going to jail. In view of the above, chronic truancy can lead to dropping out of school, which may result to low wages, high unemployment, living in poverty, and criminal behaviours. Ann (2004) opined that truancy creates problems beyond secondary school level. For

example, since truant students are more likely to drop out of school, they have decreased opportunities for career advancement. The lack of opportunity to go to college due to poor grades limits employment options and increases the likelihood of lower salaries and unemployment. In addition, children who are absent from school may experience adult criminality or incarceration later in life.

McAra, (2004) outlines the following adverse effects of truancy on the students and the society: Firstly, individuals involved in truancy lose their moral direction. They no longer recognize ethics as a value in discharging their duties if they become public officials, such individuals become mediocre, corrupt bootlickers, rumour mongers, fault finders and grossly inefficient because such individual never stay in classroom to learn what it takes to be a leader or serve the public. Their self-confidence is eroded as they will want others to think, talk, or work for them. If they become politicians they will want to win their way through rigging of elections. Their policies will be warped and visionless. In the opinion of Wilcox (2003), if they become medical doctors, they will wrongly diagnose their patients and send them to the grave. If they are lawyers they would corrupt justice and promote unjust causes. As professionals, they will fail to comprehend the complex rules of business and lead the country into underdevelopment all because they absented themselves from classroom when others were learning.

With this scourge of truancy, the world may lose confidence in the country goods and services and citizens may find it difficult to get employment in other countries. These also suggest that employers will eventually struggle to identify with confidence and quality graduates as efficient enough to help develop their business. A report presented by Loeber and Farrington (2015), shows that truancy has social and financial impact on students and the society. Students with the highest truancy rates have the lowest academic achievement rates, and because truants

are the youth most likely to drop out of school, they have high dropout rates as well (Waldfogel & Washbrook, 2010). The consequences of dropping out of school are well documented. School dropouts have significantly fewer job prospects, make lower salaries, and are more often unemployed than youth who stay in school.

High school dropouts are also more likely to depend on welfare, experience unstable marriages, and serve time in prison than those who complete their schooling (Baker-Sigma, 2013). The financial impact of truancy and the dropouts that result can be measured in a number of ways: Less educated workforce, Business loss because of youth who “hang out” and/or shoplift during the day, Higher daytime crime rates (in some cases), Cost of social services for families of children who are habitually truant and so on. According to Rodriguez and Conchas (2009), the effects of truancy on students and the society include the following:

- Students with criminal intention will increase in the society while they use their parents, neighbours and community as experiment to demonstrate what they learnt in the course of truancy.
- Economic growth of the nation will be affected because adolescents who were suppose to move the economy forward lack the moral values since they routinely miss school.

However, truancy has an even more direct financial impact on communities: the loss of Federal and State education funding. Kim (2010), revealed that truancy without proper supervision and monitoring during school period will lead to delinquency and students are more likely to get involved in criminal activities, such as vandalism or shoplifting. Truancy can also lead to delinquency if students begin associating with gangs. Being chronically absent from school causes children to engage in substance abuse. In fact, truancy is a risk factor for marijuana use.

Geo-opah (2003) in his research discovered that truants, due to their absence from school usually repeat classes and even when they are repeating, they do not feel better because they feel they are overqualified or too accomplished for such a class. Though, few of them (truants) manage to struggle through school, majority of them usually drop out of school if some form of interventions are not taken. Their level of achievement is generally low because of their lack of interest in learning. Most truants tend to view schooling as a form of punishment, while others attend classes just to please their parents and guardians. Students who skip school will most likely be unable to meet up with the curriculum set for them by the school. Thus, the overall scoring and performance of these students tend to be low. Boga (2013) found that truancy negatively affects educational achievement of secondary school students.

Similarly, Heilbrunn (2007) argued that the relationship between attendance and achievement could be grasped merely through common sense as students who do not attend classes struggle to comprehend what is taught in school. Ezekwue, (2005) affirms that students who miss school face learning difficulties. Thus, high truancy rates affect the general achievement in school, slowing the rate of instruction, which harms all the students, as it could also be an early warning for educational failure. Students with higher truancy rates have the lowest academic achievement rates, and are more likely to drop out of school, which indicates that there is a relationship between student attendance and student achievement (U.S. Department of Justice and Delinquency Prevention, 2009). Students with low attendance often end up dropping out of school and put themselves at a long-term disadvantage in becoming productive citizens. They are more likely to be welfare recipients, earn much lower salaries and lead less productive lives.

In a similar view, Michael (2005) insisted that truancy increases the possibility of a student being expelled from school. This could be related to the fact that such a student records low grades, which may prompt him/her to leave school. Boga (2013) also found that truancy contributes to higher rates of dropout among secondary school students. Overall, truancy has a number of harmful consequences not only for students, but also for schools and communities. Truancy affects academic achievement throughout school. According to The National Center in Heilbrunn (2007) compared to non-truant students, students who are truant: have lower grades, need to repeat grades more often, have higher rates of expulsion and have lower rates of high school graduation.

The review reported that some schools and districts still expel or otherwise “push out” students who are both truant and low-achieving. While removing these students can raise the school’s overall level of academic achievement (as measured by grades, grade promotion, and graduation rates), it can also lower enrolment, which drives school funding based on attendance. The literature review also concludes that truancy is a risk factor for other problems, including: substance abuse, delinquency, gang activity, serious criminal behaviour (such as car theft and burglary), suicidal ideation and attempts, early sexual activity and dropping out of school (Gupta & Lata, 2014).

Truancy affects not only youth but also the adults they will become. Adults who were chronically truant from school as children or adolescents are at an elevated risk for a host of problems, including poor physical and mental health, poverty, incarceration, and raising children who exhibit problem behaviours (Baker-Sigma, 2013). Although truancy has a negative influence on students’ academic achievement, behaviour, and health, addressing the issue early on has shown that such problems can be prevented by taking a positive approach to the issue.

Parental Socio-economic Status and Truancy

Socioeconomic status cover quality of life attributes as well as the opportunities and privileges afforded to people within society. Nemes (2008) asserts that socioeconomic status (SES) is a term used by sociologists, economists, and other social scientists to describe the class standing of an individual or group. It is measured by a number of factors, including income, occupation, and education, and it can have either a positive or negative impact on a person's life. Social-economic status is a definite background variable that represents a feature of the social structure in a society. According to Sense (2012) social-economic status of parents is an expression which is used to differentiate between people relative status in the community with regard to family income, political power, educational background and occupational status. It is a fact that families where the parents are privileged educationally, socially, and economically, promote a high level of achievement in their offspring. The social-economic status of a child is usually determined by parental educational level, parental occupational status and income level (Kimani, 2010).

It is understood that low social-economic status of parents negatively and depressingly affects students' academic achievement and their involvement in truancy. Due to low social-economic status of some parents, most students may not have access to important resources as may be demanded by the school authority hence engage in truant behavior (Benokraitis, 2012). Omemu (2015) noted that low socio-economic status of parents has created a range of problems for children from concentration in academics to lack of good behaviour in every aspect of life. For instance, low socio-economic status of parents encourages students to indulge in truancy and examination malpractice since they never had opportunity to access good education. Anagbogu (2005) stated that across all socio-economic groups, parents face major challenges when it comes

to providing optimal care for their children and so they engage in truant behaviour. These challenges are more difficult among the poor families that are struggling to provide the basic needs necessary to sustain the family members. Shahzada, Ghazi, Nawaz, Khan, (2011) opined that in this contemporary time, social-economic status of parents may not only result to students involvement in truancy but to other acts such as drug and alcohol use, fighting, theft, violence, assault, vandalism, rape, prostitution, shoplifting, cultism running away from home, disobedience to parents and elders, disobedience to constituted authority, gambling, squandering money, and so on.

According to Carney (2013), there is a significant association between parent's social-economic status and truancy, although the direction is unknown. Subsequently, Defoe (2013) and Le and Stockdale (2011) supported this notion and complement that social-economic status of parents is negatively related to truancy. However, several authors argued against these findings. For example, Ozbay (2006) pointed out that the youth with lower monthly family income are less likely to commit truancy. This is because they may not be able to pay school fees and buy instructional materials. In addition, Legleye (2010) argued that youth from families with both higher and a lower social-economic background likewise engages in absenteeism that most times results in school dropout. On the basis of the above-mentioned arguments, the relationship between social-economic status and truant behaviour is controversial and inconsistent; hence, it is required to be examined clearly in this study. A national report by the National Center for Children and Poverty (NCCP) in Romero and Lee, (2007) indicated that chronic absenteeism was highest among children living in poor families. This study also reported that children living with poor families in low-income communities are more likely to experience family risk factors compared to affluent children. These risk factors may include having a mother with a low

education or poor health, a mother who is unemployed, or the experience of food insecurity at home (Akungu, 2014).

Truancy among secondary school students in Nigeria has been observed as a key to students' failure (Yinusa & Basil 2008; Nakpodia 2010; Abrifor 2015). Arguably, as observed from various studies conducted by many researchers on the issues of truancy among high school students in some selected African countries, their findings shows that not many students willingly decided to be absent from schools or ignored classes but some of their problems was as a result of poor parental background (Ibrahim 2012; Gordon-Muir 2014). These studies further shows that children from a rich family perform better than those children from a poor home. The study further reveals that socio economic status of a child's parents or guardian could determine the type of behaviour that the child will embark upon. It is also clear that a child from a poor family usually behaves irrational and perform inimically, ill-disposed and hostile which invariably and consistently endangered their academic performance at the school. Jumoke (2016) observed that the environment has greater influence on the students in secondary schools. This is because environment in which the students' lives have influence in their style of living. When the environment is not conducive and more importantly comfortable for the students, it is usually difficult for them to have a breakthrough and in fact achieved a sound academic success in their lives. In addition, the study actually shows that a child can become truant when he or she is living in an environment doom with abject poverty which makes academic performance woeful and also entails truancy attitudes.

Sex and Truancy among Secondary School Students

Ogbodo, (2004) believes that there are more female involvement in truant behaviour than male. Both students must have been lacking some requirements as may be required in the

school. For example, when there is no money for them to buy learning materials, they will prefer to stay away from school. However, some evidence by Osler, Street, Lall and Vicent (2002) show that the problems experienced by adolescent girls are less visible, some of which may go unnoticed in school and lead to truancy, disaffection and 'self-exclusion'. More so, they found that a higher per cent of girls than boys truant in all white schools: girls' truanting peaked at 30% in Year 8. The pattern was slightly different in schools which drew pupils from different racial backgrounds, from which it emerged that white girls in Year 7 and 8 were less likely to truant than white boys, but more likely in Year 9. A partial explanation was provided by teachers who believed that girls were more likely to be used by their parents as young carers or to join older boyfriends who had left school. According to Ireson and Hallam (2001) female students are more involved in truant behaviour than male because they assist their parent in carrying out home chore activities like cooking and caring for their younger siblings.

On the other hand, Bartholomew (2009) asserted that boys are more involve in truancy especially when they have fear of failing in difficult subjects. Based on this finding, sex has been considered to be one of the mediating variable as predictor of truant behaviour. A study carried out by Fareo and Okotoni (2009) on difference between male and female manifestation of truant behaviour shows that the mean of male manifestation of truancy behaviour was 2.74, while that of female was 2.88. The difference between male and female manifestation of truancy behaviour was found to be significant with a t-test value of -2.88 ($P < 0.05$). The study also found that there was a significant difference between male and female manifestation of truancy behaviour. The results in table 4 of the research work showed that boys were more involved in truancy than girls. The finding supported earlier findings by Ma'aruf (2005) and Adeloye, (2008) that aggressive nature of boys tends to push them to manifest various acts of misbehaviour. Adepoju, (2002)

argued empirically that girls find it easy to stay at home and participate in most of the activities like selling, accompanying their mother to farm and market than their male counterpart. Abdulrazaq and Salman (2008) investigated the views of female students about the causes and solutions to truant behavior; results indicated that most female students are lazy; lack good study habits, lack self- confidence and poorly prepared for school. In view of above factors and host others, they engaged in truancy.

Self-Instructional Therapy

Psychologist Donald Meichenbaum in (1975) pioneered the self-instructional, or "self-talk," approach to cognitive-behavioural therapy in the 1970s. This approach focuses on changing what people say to themselves, both internally and out loud. It is based on the belief that an individual's actions follow directly from this self-talk. This type of therapy emphasizes teaching clients coping skills that they can use in a variety of situations to help themselves. The technique used to accomplish this is self-instructional inner dialogue, a method of talking through a problem or situation as it occurs. Psychologists including Donald and Ellis opined that a number of 'irrational' beliefs and thoughts are the root causes of maladaptive negative feelings and behaviours. Meichenbaum (1975) developed self-instructional therapy as a major approach in changing the cognitions of individuals. These therapies involve four major stages and they are; Preparation, confrontation, coping, evaluation and reinforcement.

Thinking positively and avoiding negative thoughts is generally a good coping strategy for problem solving. A positive and right mood improves an individual's ability to process information more effectively, thus making building self-esteem of individuals (Ossai, 2013). When students think positively and avoid negative thoughts, such an individual after studied will not miss class. Self-instructional therapy is "self-statements" or "self-talks". Cognitive

psychologists believe the process of cognitive restructuring helps to modify thoughts pattern, ideas, beliefs that are the individuals' problem and consequently used to get people to think more positively and optimally.

This therapy is based on the assumption that what people say to themselves directly influence the things they do. He believed that self-instructional training can effectively alter children's negative thoughts and cognitive styles and patients diagnosed as schizophrenic. It is believed that rather than addressing irrational ideas that cause disturbance, people should learn to talk to themselves (self-statement) and guide their behaviours. Melchebaum (1975) noted that the negative statements contribute to maladaptive behaviours in many situations and among different individuals. Igwe (2004) noted that a self-regulated learner is an independent learner who is able to transform his mental abilities into problem solving skills. Such a learner is able to monitor and regulate his cognitive activities, as well as other processes and functions associated with metacognition.

Isaa (2011) stated that self-instruction is concerned with responsibility in self-directed therapy. To do this, the client is trained in certain learning strategies like planning and organizing, evaluating, practicing, timed practicing, developing and using memory aids, getting help, asking for correction and peer-learning. Secondly, there must be a counselling learning structure in which the learner can exercise control over the problem learning process. Therefore, for learners to succeed in self-instruction, they must have the skills to manage their own problems. Self-instructional strategy, in the context of this work, is a cognitive and metacognitive learning instructional strategy. It involves the use of designed instructional package so that students can learn while applying different problem solving skills and strategies. It is, therefore, a student

centred counselling strategy that focuses on the monitoring of cognitive, problem solving processes of an individual's problem.

Self-instruction Training is a cognitive behavioural therapy that trains clients to modify the instruction they give to themselves so that they can cope on acquiring practical skills on how to cope with life. This therapy is based on the assumption that what people say to themselves directly influence them (Santrock, 2006).

Efficacy of Self-Instructional Therapy

Montague (2008) noted that self-regulation strategies like self-instruction, self-questioning, self-evaluation, self-monitoring and self-reinforcement, help clients in gaining access to cognitive processes that facilitate problem solving, guide learners as they apply the processes within and across domains, and regulate their application and overall performance task. In a nutshell, when students imbibe the culture of self-instructional therapy with self-questioning method and regulate their thoughts processes, monitor their studies, reward themselves accordingly and evaluate the work done so far, they will find it easy to think in the right direction. The skills gained through self-regulation, would have equip students to discern between the good and the bad. Knowing what to do at a particular time as self-regulation will help them not to get involved in negative thoughts that would promote truancy.

According to Montague (2008), student who practice and apply self-regulation, self-instruction, self-questioning, self-evaluation, self-monitoring and self-reinforcement will be independent and not be involved in any form of truancy. The implication of this is that students will be able to regulate their behaviour, instruct themselves on the right thing to do, question their own actions, evaluate their behaviour, monitor themselves and punish or reward themselves where necessary and not to miss class for other activities that may rob them of their future.

Flavell (2009) noted that a self-regulated learner is an independent learner who is able to transform his mental abilities into academic skills. Such a learner is able to monitor and regulate his cognitive activities, as well as other processes and functions associated with metacognition. He further opined that in order to reduce deviant behaviour like truancy, certain strategies like; self-instruction and self-monitoring are necessary. Tamblyn (2003) observed that the traditional style of teaching fails in teaching learners to think creatively which could be a major reason why some students still engage in truancy. Given this scenario, there is need to engage the students in creative thinking as it develops problem solving skills. This can be achieved by making learners the centre of learning activity in order to take charge of their learning as to become self-instructed learners. By so doing, students will be able to brainstorm and be responsible for their actions themselves and not to engage in truant behaviour.

Summary of Reviewed Literature

In this chapter, the following concepts were looked into: theoretical and conceptual framework of the study, concept of self-instructional therapy, concept of truancy, forms of truancy, causes of truancy, effects of truancy on students and society, parental socio economic status and truancy and introduction of a therapy (SIT) in the reduction /managing truancy among secondary school students.

Conceptually, the term “truancy” has been defined in various ways by different people and agencies such as counsellors, psychologists, sociologists, welfare authorities and educators, in general. According to Carter in Egbochuku and Oliha (2014), truancy is a deliberate absence from school on the part of the student without the knowledge and consent of parents, for which no reasonable or acceptable excuse is given. Truancy is seen by lots of people as a bad behaviour because it constitutes a social problem. This is because truant behaviour affects student’s

academic performance. The Federal Territory Education Department of Kuala Lumpur (2004) defined truancy as not attending school on official school days without reason or without written reasons from parents or guardians or medical doctors.

Parents Socio-economic circumstances are considered to be among dominant factors that contribute to truancy for many students in various schools. This can be as a result of insufficient fund that may be available to pay the bills as may be required of the child to remain in school. The study conducted by Machingambi (2003) revealed that parents' socio-economic factors could be dominant factors that contribute to pupil's truancy in various school. On the other hand, Barongo (2007) observed that Pupils from under privileged homes were hardly getting academic help and guidance from their teachers. According to him, poor children usually look dirty and unattractive and so, other children are not ready to associate with them. Eamon (2005) conducted a study on socio-economic status of the parents of students and concluded that the socio economic background has a great impact on student's involvement in truancy and other related criminal activities, academic performance, main source of educational imbalance among students and student's academic success depend very strongly on parent's socio economic standard. Similarly, Pedrosa et.al (2006) in their study on social and educational background pointed out those students who mostly come from higher socio-economic and educational background performed relatively better than others from low socio-economic and educational area. The total income of families, monthly or annually and their expenditures also put a great effect on the learning and academic opportunities accessible to youngsters and their chances of truant behaviour. Furthermore, he also pointed that due to residential stratification and segregation, the students belonging to low-income backgrounds usually attend schools with lower funding levels, and this situation reduced achievement motivation of the students and high risk of truancy

involvement and educational failure in future life endeavours (Escarce, 2003). Considine and Zappala (2002) observed that children who comes from those parents having low income often comes out with low grade and hardly succeed in terms of learning outcomes; low literacy level, low retention rate, problems in school behaviour and more difficulty in their studies and mostly display negative attitude towards studies and school.

Psychologist Donald Meichenbaum in (1975) pioneered the self-instructional, or "self-talk," approach to cognitive-behavioural therapy in the 1970s. This approach focuses on changing what people say to themselves, both internally and out loud. It is based on the belief that an individual's actions follow directly from this self-talk. This type of therapy emphasizes teaching patients coping skills that they can use in a variety of situations to help themselves. The technique used to accomplish this is self-instructional inner dialogue, a method of talking through a problem or situation as it occurs.

This present study will determine the efficacy of self-instructional Therapy in reducing truancy among secondary school students in Oredo Local government Area of Edo state, alongside a number of factors such as parental socio economic status and sex.

It was however observed that studies have been carried out using self-instructional therapy. However, from studies within the reach of the researcher, there is no study on the efficacy of self-instructional therapy in reducing truancy among secondary school students in Oredo Local Government Area of Edo State. This is the gap this study intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the method and procedure by which the researcher will carry out the study under these sub-headings:

- Design of the Study
- Population of the Study
- Sample and Sampling Procedure
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Administration of the instrument
- Control of Extraneous Variables
- Treatment Programmes
- Method of Data Analysis

Design of the Study

The research design for this study consist of pre-test, post-test non-equivalent control group, quasi experimental research design. The design is considered most appropriate as they were not randomized but studied in their intact class. The study consist of one independent variable (Self Instructional) and the control group with two intervening variables (socioeconomic status and sex). Of these intervening variables, socioeconomic status is of three levels (low, average and high) and sex is of two levels (male and female). The dependent variable was truancy.

Population of the Study

The target population for this study was thirteen thousand and fifty one (13,051) Senior Secondary School Students comprising males and females in the fourteen public senior secondary schools in Oredo Local Government Area of Edo State, Nigeria. Obtained from post primary board.

Table I: Population Distribution Table Showing Public Secondary Schools in Oredo Local Government Area of Edo State

SCHOOLS	NO OF MALE	NO FEMALE	TOTAL
A	-	2241	2241
B	-	765	765
C	-	500	500
D	862	385	1247
E	268	185	453
F	1100	-	1100
G	422	359	781
H	478	-	478
I	57	-	57
J	862	390	1252
K	-	1880	1880
L	854	322	1176
M	-	769	769
N	-	352	352
	4903	8148	13051

Source: Edo State Post Primary Education Board (2018).

Sample and Sampling Procedure

The sample for this study is two hundred (200) students which comprises 100 males and 100 females. The sample was selected using simple random sampling technique by balloting without replacement. The names of all the fourteen public senior secondary schools that made up the population of the study was written on a piece of paper, folded and put in a ballot container out of which two schools were picked which became the sample for the study. The first school that was picked constitute the experimental group and the second school was the control

group. School A was exposed to self- instructional therapy treatment and school B was exposed to placebo training.

Table II: Sample Distribution Table Showing the Sample Size of the Study

School	No of Male	No of Female	Total
A	50	50	100
B	50	50	100
Total	100	100	200

Source: Edo State Post Primary Education Board (2018).

Research Instrument

The research instrument for data collection for this study was a standardized questionnaire, adapted from Ehindero (2015) titled: Students Level of Truancy Questionnaire. The instrument consists of two sessions (A and B). Section A of the instrument consists of the respondent's demographic information which includes parents' socio economic status and sex of student. While section B consists of a 20 item questionnaire, that was used to elicit responses on students' personal perception and involvement about truancy.

Validity of the Instrument

The instrument was validated by the researcher's supervisor and two other lecturers in the Department of Educational Evaluation and Counselling Psychology. Corrections made were incorporated into the final copy.

Reliability of the Instrument

In determining the reliability, the instrument was administered to 30 students outside the sample of the study and a coefficient value of 0.64 was obtained using Cronbach Alpha Statistics. This value is considered adequate for instrument used.

Administration of the Instrument

The instrument titled; Student Level of Truancy Questionnaire (SLTQ) was administered to collect data for pre-test. Followed by the treatment of the experimental group, after which both the Experimental and Control group were post-tested using SLTQ and immediately the instruments was retrieved back from the respondents.

Control of Extraneous Variables

Extraneous variables are those variables that if not checked by the researcher, may have significant influence on the dependent variables and could distort and invalidate the findings. A number of control measures were adopted to control these extraneous variables. The variables are:

Experimental Bias

This is an extraneous variable on the part of the investigator or researcher. The methods which the researcher uses in presenting the treatments to students might convey elements of bias on the researcher's part and this may affect the study. To control this, the researcher strictly follow the treatment package planned for each groups.

Attrition/Experimental Mortality

To prevent experimental mortality, the respondents were highly motivated and the researcher ensure participants agree on convenient time of meeting.

Subject Bias

The subject biases were checked by not allowing the subjects that will be chosen to know whether they are in or the treatment control group.

Treatment Procedure

This study adopted three stages; the Pre-test, Treatment and Post-test procedures. The first stage was the pre-testing of participants in the treatment and control group respectively. The second stage was the treatments of the experimental group using the Self-Instructional Therapy while the control group on placebo. The third stage was used to post-test the participants in the treatment and control groups. The adapted questionnaires were used for both the pre-test and post-test.

Pre-test (Stage I)

The pre-test session was done on the first day; the researcher administered the instrument to all the participants in the experimental and control groups in their classrooms as intact group before treatment. This was done to identify students with truant behaviour which constituted the focal group. The pre-test session lasted for forty five (45) minutes. The researcher established rapport with the students so as to create a cordial relationship, confidence and enabling environment to sustain interest and commitment throughout the programme of pre-test, treatment and post-test. This was achieved by displaying warmth, empathy, good humour, smiles, unconditional positive regards and communication of lovable, approachable and acceptable behaviour verbally and non-verbally.

Treatment (Stage II)

The second stage in this experimental procedure was the treatment or exposure of the experimental group to the specified Self-instructional Therapy treatment. The control group was on placebo. The treatment for the group started a week after pre-test and lasted for six (6) weeks. There were 12-treatment sessions with at most two (2) sessions per week for the treatment group.

Refreshment like cold drinks and snacks were given to all the participants at the end of each treatment sessions.

Post – test (Stage III)

Finally, at the end of the treatment sessions, the participants in the experimental and control groups were post-tested and the results compared.

Method of Data Analysis

Research question one was answered using simple percentage while research questions two, three, four and five were hypothesized, as hypotheses one, two, three and four. Hypotheses one was tested using independent sample t-test while hypotheses two, three and four were tested using Analysis of Variance (ANOVA), all at 0.05 level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, data collected is analyzed and presented in tabular form and discussed, the analysis and discussion is presented in the order of the research questions and hypotheses in chapter one.

Presentation of Results

Research question one was answered directly while research questions two, three, four and five were hypothesized, as hypotheses one, two, three and four respectively; the research question is presented first followed by the hypotheses.

Research Questions

1. What percentage of secondary school students engaged in truant behaviour?

Table 3: Percentage Description of Level of Truancy among Secondary School Students in Oredo LGA

S/N	Truancy	Pre Test		Post Test	
		Frequency	Percent (%)	Frequency	Percent (%)
1	Truant	135	67.5	86	43
2	Non-Truant	65	32.5	114	57
	Total	200	100	200	100

Table 3 shows the percentage distribution of students that are engaged in truant behaviours and non-truant behaviours in Secondary Schools in Oredo Local Government Area of Edo State. From the table it can be observed that at pre-test a total of 135(67.5%) exhibited the trait while 65(32.5%) were not, those that exhibited truancy were the majority. However at post test 86

(43%) were considered as engaged in truant behaviours while 114(57%) were not, hence the majority were considered not to engaged in truant behaviour. The information is presented in a bar chart below: figure 2 and 3.

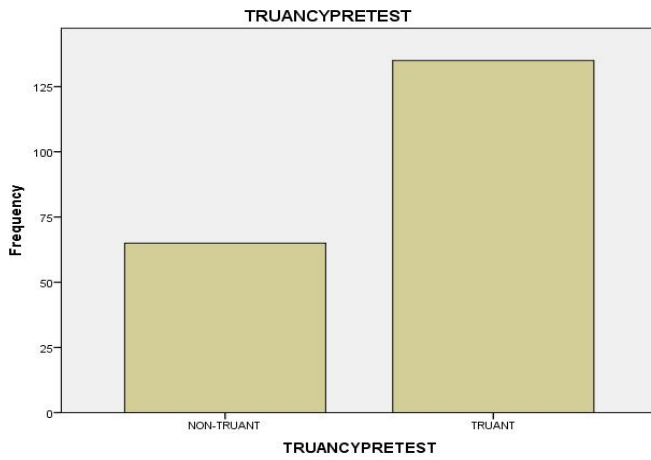


Fig 2: Truancy at Pre-Test

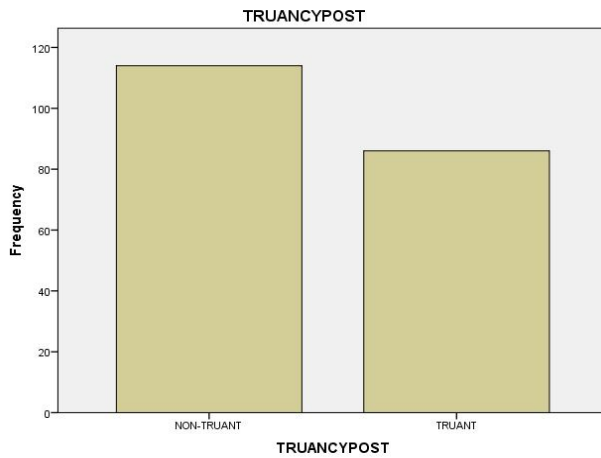


Fig 3: Truancy at Post-Test

Hypotheses Testing

Hypothesis 1: There is no significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy.

Table 4: Difference in the Mean Pre-Test and Post-Test Scores of Truancy in the Experimental Group

	N	Mean	Std.Dev.	Mean Diff.	t-value	df	p-value (Sig-2 tailed)	Remarks
	100	51.31	10.99					
				10.09	7.454	199	.0001	Significant
Post-test	100	41.22	7.07					

Table 4 shows the descriptive of difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy. From the table at pre-test (Mean = 51.31; Std Dev. = 10.99) while at post-test (Mean = 41.22; Std Dev. = 7.07). Also in the table, the t-value is = 7.454, Degree of Freedom (df) = 99. The t-value is significant at alpha level of .05 because the p-value is less than alpha value; therefore the null hypothesis is hereby rejected. In favour of the alternate hypothesis, that there is a significant difference in their mean scores at pre-test and post-test. In favour of the post-test scores, since a lower score is desired.

Hypothesis 2: There is no significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy And those in the Control Group.

Table 5: Descriptive Statistics of Students' Pre-Test and Post-Test Scores on Truancy Engagement Level

Group	Pre-test			Post-test		
	Mean	Std. Dev.	N	Mean	Std. Dev.	N
Experimental	51.31	10.99	100	41.22	7.07	100
Control	57.63	11.49	100	56.76	9.30	100

Table 5 Shows the Descriptive Statistics of students' Pre-test and Post-test scores on Truancy Behaviour Level. From the table at Pre-test in the Experimental Group,(N=100, Mean=51.31 Std.dev.=10.99) and Control Group,(N=100, Mean=57.63 Std.dev.= 11.49). While at Post-test Experimental Group,(N= 100, Mean= 41.22, Std.dev.= 7.07) and Control Group,(N= 100, Mean=56.67, Std.dev.=9.30).

Table 6: Analysis of Covariance Table of Difference in the Mean Score of Truancy Engagement Level

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13474.248 ^a	2	6737.124	109.599	.000
Intercept	10551.642	1	10551.642	171.653	.000
Pretruancy	1399.668	1	1399.668	22.770	.000
Group	9134.572	1	9134.572	148.600	.000
Error	12109.732	197	61.471		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .527 (Adjusted R Squared = .522)

For Table 6, the F-value of 148.600 the p-value is less the alpha level ($p < 0.05$). Hence, the null hypothesis is hereby rejected. This implies that there is a significant difference in the mean score in truancy level among secondary school students exposed to Self Instructional Therapy and those in the Control Group. This is in favour of the Experimental Group, because they have a lower mean score at Post-test after controlling for differences at Pre-test.

Hypothesis 3: There is no significant interaction effect of treatment by sex on the level of truancy among secondary school students in Oredo Local Government Area of Edo State.

Table 7: Descriptive Statistics of treatment by sex interaction effect on students' Truancy Engagement Level

Group	Sex	Mean	Std. Deviation	N
Experimental	Male	41.44	7.07	61
	Female	40.87	7.79	39
Control	Male	56.79	9.14	63
	Female	56.70	9.68	37

Table 7 shows the Descriptive Statistics of treatment by sex interaction effect on students' level of truancy engagement. From the table in the Experimental Group male,(N=61, Mean=41.44 Std.dev.=7.07) and female,(N=39, Mean= 40.87 Std.dev.= 7.79) while in the Control Group male,(N=63, Mean= 56.79 Std.dev.=9.14) and female,(N=37, Mean= 56.70 Std.dev.=9.68) .

Table 8: Two-way ANOVA of Treatment by sex Interaction Effect on Students' Truancy Engagement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13489.247 ^a	4	3372.312	54.371	.000
Intercept	10434.588	1	10434.588	168.234	.000
Pretruancy	1406.722	1	1406.722	22.680	.000
Group	8713.581	1	8713.581	140.487	.000
Sex	11.048	1	11.048	.178	.673
Group * Sex	3.820	1	3.820	.062	.804
Error	12094.733	195	62.024		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .527 (Adjusted R Squared = .518)

Table 8 contains the 2-way ANCOVA result of significant treatment by sex interaction effect on Students' Truancy Engagement Level. From the table the F-value is = .062 and a p-value of .804. Testing at alpha level of .05 the p-value is greater than alpha value; (.804 > .05), therefore the null hypothesis is retained; hence there is no significant treatment by sex interaction effect on students' Truancy Engagement Level. This implies that the treatment affected both males and females equally irrespective of the group they belong to; Experimental or Control.

Hypothesis 4: There is no significant interaction effect of treatment by Parental Socio-Economic Status on the level of truancy among secondary school students in Oredo Local Government Area of Edo State.

Table 9: Descriptive Statistics of treatment by SES on Students Truancy Engagement Level

Group	SES	Mean	Std. Deviation	N
Experimental	Low	50.50	14.85	02
	Moderate	41.03	6.86	91
	High	41.22	7.26	07
Control	Low	53.00	9.64	03
	Moderate	57.30	9.05	90
	High	51.43	11.64	07

Table 9 Shows the Descriptive Statistics of treatment by parents' SES interaction effect on students' level of truancy engagement. From the table in the Experimental Group Low SES,(N=02, Mean=50.50, Std.dev.= 14.85), Moderate SES (N=91, Mean= 41.03, Std.dev.= 6.86) and High SES (N=07, Mean= 41.22 Std.dev.= 7.26) while in the Control Group Low SES,(N=03, Mean=53.00, Std.dev.= 9.64), Moderate SES (N=90, Mean= 57.30, Std.dev.= 9.05) and High SES (N=07, Mean= 51.43 Std.dev.= 11.64) .

Table 10: Two-way ANCOVA of Treatment by SES Interaction Effect on Students' Truancy Engagement

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13764.002 ^a	6	2294.000	37.457	.000
Intercept	9977.614	1	9977.614	162.917	.000
Pretruancy	1246.038	1	1246.038	20.346	.000
Group	630.392	1	630.392	10.293	.002
SESCAT	81.856	2	40.928	.668	.514
Group * SESCAT	245.225	2	122.613	2.002	.138
Error	11819.978	193	61.243		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .538 (Adjusted R Squared = .524)

Table 10 contains the 2-way ANCOVA result of significant treatment by parents' SES interaction effect on Students' Truancy Engagement Level. From the table the F-value is = 2.002 and a p-value of .138. Testing at alpha level of .05 the p-value is greater than alpha value; (.138 > .05), therefore the null hypothesis is retained; hence there is no significant treatment by Parents' SES interaction effect on students' Truancy Engagement Level. This implies that the treatment affected all the students in the different Socio-economic categories equally irrespective of the group they belong to; Experimental or Control.

Discussion of Findings

The main purpose of this study was to determine the efficacy of Self- Instructional Therapy in managing truancy among secondary school students in Oredo Local Government Area of Edo State with the intervening variables of Parents Social Economic Status (PSES) and Sex. The discussion of the results obtained in this study was organised according to the research questions and the hypotheses.

The findings of this study reveals that there is a significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional

Therapy as truancy level in post test was lower than in pre-test. This finding is in agreement with Montague (2008) whose study revealed that students exposed to self instructional therapy have high level of truancy at pre-test compared to their post-test scores. In view of the above finding, the researcher agree with other researchers whose study revealed that students exposed to self-instructional therapy have high level of truancy at pre-test compared to their post-test scores.

Secondly, the findings of this study shows that there is a significant difference in the mean score in truancy level among secondary school students exposed to Self Instructional Therapy and those in the Control Group as students have a lower mean score at Post-test after controlling for differences at Pre-test. This finding is in alignment with the study of Flavell (2009) whose study revealed that students exposed to self instructional therapy shows less degree of truancy than their counterparts in the Controlled group with high level of truancy. The researcher agrees with Flavel (2009) whose study revealed that students exposed to self-instructional therapy shows less degree of truancy than their counterparts in the Controlled group with high level of truancy.

The testing of hypothesis three revealed that there is no significant treatment by sex interaction effect on students' Truancy Engagement Level. This implies that the treatment affected both males and females equally irrespective of the group they belong to; Experimental or Control. This finding is in disagreement with the study of Fareo and Okotoni (2009) on difference between male and female manifestation of truant behaviour. Their study revealed that there is a significant difference between male and female manifestation of truancy behaviour. The mean of male manifestation of truancy behaviour was 2.74, while that of female was 2.88. The

difference between male and female manifestation of truancy behaviour was found to be significant with a t-test value of -2.88 ($P < 0.05$). However, the researcher disagrees with Fareo and Okotoni (2009) whose study revealed that there is a significant difference between male and female manifestation of truancy behaviour.

The testing of hypothesis four also revealed that there is no significant treatment by Parents' SES interaction effect on students' Truancy Engagement Level. This implies that the treatment affected all the students in the different Socio-economic categories equally irrespective of the group they belong to; Experimental or Control. This finding is in agreement with the study of Legleye (2010) whose study revealed that there is no significant difference between parent's SES and truancy among secondary school students. He argued that youth from families with both higher and a lower social-economic background likewise engages in absenteeism that most times results in school dropout. However, this finding is in disagreement with the study of Carney (2013), Defoe (2013) and Le and Stockdale (2011) whose studies revealed that there is a significant association between parent's social-economic status and truancy. The researcher agrees with the study of Legleye (2010) whose study revealed that there is no significant difference between parent's SES and truancy among secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the researcher summarizes the study, draws conclusion, makes recommendations based on findings of this study and suggests areas of further research.

Summary

This study investigates the efficacy of Self-Instructional Therapy in managing truancy among secondary school students in Oredo Local Government Area of Edo State. The study also sought to discover the interaction effect between Self –Instructional Therapy and the intervening variables of Parents Social-economic Status and Sex. Four research questions were raised which hypothesized and were tested at 0.05 level of significance. The design of the study was pre-test, post–test, non-equivalent control group, quasi experimental research design. The population of the study consists of 13,051 secondary school students in the fourteen (14) public secondary schools, which is the total number of public secondary schools in Oredo Local Government Area of Edo State. The sample size of the study consisted of 200 students that were selected using balloting without replacement. The instrument that was used to collect data for this study was a questionnaire adapted from Ehindero (2015), titled Students Level of Truancy Questionnaire. The questionnaires consisted of 20 items to measure truancy level among secondary school students. For the purpose of scoring the various items of SLTQ, with response levels of four points scale: Strongly Agreed (SA) Agreed (A) Disagreed (D) and Strongly Disagreed (SD) weighed as 4,3,2 and 1point respectively. The instrument was validated by the researcher’s supervisor and two other experts in the Department of Educational Evaluation and Counselling

Psychology, University of Benin, Benin City. Corrections made were incorporated into the final copy.

In determining the reliability, the instrument was administered to 30 students outside the sample of the study and a coefficient value of 0.64 was obtained using Cronbach Alpha Statistics. This value is considered adequate for instrument used. The instrument was used to collect data from the respondents and the data collected were analyzed using independent sample t-test statistics for hypotheses 2 to 5 at 0.05 level of significance. The conceptual framework for the study was the stimulus organismic response. The theoretical framework of this study is hinged on Social Control Theory by Travis Hirsch (1969). The review of related literature for the concept on the efficacy of Self-Instructional Therapy and Truancy was carried out under these sub-headings namely; Theoretical Framework of the Study, Conceptual Framework of the Study, Concept of Truancy, factors influencing truancy among secondary school students, Symptoms and Likely Causes of Truancy, Consequences of Truancy on students and society, Parental Social Economic Status and Truancy, Sex and Truancy among Secondary School Students, and Self-Instructional Therapy.

Findings

Based on the results presented, the following findings were made:

1. There was significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy.
2. There was significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy and those in the Control Group.

3. There was no significant interaction effect of treatment by sex on the level of truancy among secondary school students in Oredo Local Government Area of Edo State.
4. There was no significant interaction effect of treatment by Parental Socio-Economic Status on the level of truancy among secondary school students in Oredo Local Government Area of Edo State.

Conclusion

Based on the findings of this study, the following conclusions were drawn:

The researcher concluded that there was significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self- Instructional Therapy and those in the Control Group. This means students have a lower mean scores at Post-test than in pre-test. Also, the researcher added that there was no significant interaction effect of treatment by Sex and Parental Socio-Economic Status on the level of truancy among secondary school students in Oredo Local Government Area of Edo State. This implies that the treatment affected both Males and Females equally, all the students in the different Socio-economic categories equally irrespective of the group they belong to; Experimental or Control.

As part of measures to curtail the excess of truancy in our schools, a conscious effort should be made by relevant stakeholders to prevent student from this scourge called truancy. In addition, there should be a robust public awareness by the government on the dangers and consequences of truancy on individuals and the country were truancy is being practiced. Parents should endeavour to inculcate the right attitude in their children and ward so as to raise better future leaders.

Counselling Implications

The goal of any counseling intervention is to alter the undesirable or maladaptive behaviour.

Based on the finding of the study, counsellors can endeavor to do the following:

1. Organize workshops, seminars and other programmes to sensitize students on the negative effects of truancy as correlates to student's poor academic performance.
2. Stress the need for counsellors in schools and encourage students to actively participate in programmes and counselling sessions that will help in identifying and managing their problem.
3. Since truancy is prevalent among secondary school students, the school counsellors should made available to students some techniques to avoiding truancy.
4. Counsellors should attend workshops, seminars and other training programs that will equip them with the latest counselling skills necessary to effectively manage client with truant behaviour.
5. On a regular basis, counsellors should train and retrain students on skills that can help them manage their thoughts and behaviours in other to improve their self-control.
6. One of the responsibilities of a guidance counsellor is to assist students with social problem. In view of this, preventive and corrective measures should be put in place to fight and manage truancy among secondary school students.
7. Where necessary, counsellors should endeavour to make referral to enable student's full adjustment.

Recommendations

Based on the findings from the study, it is recommended that:

1. The government through the ministry of education and other relevant stakeholders should meet and reach a consensus on the disciplinary measures that will serve as punishment to truant students.
2. Experts in the field of counselling psychologist should train and retrain students on the use of self –instructional therapy because of its effectiveness in managing students with truant behaviour.
3. After training and retraining of students on the use of self-instructional therapy, there should be a follow-up programme to examine how lasting the effect of self-instructional therapy could be in managing truancy among secondary school students. This will re-authenticate the usefulness of the therapy used.
4. Sufficient guidance counsellors should be employed in schools by government at all level, they should be allowed to function in their capacity. This will help them to identify and manage students with truant behaviour.

Contribution to Knowledge

This study has contributed to knowledge in the following ways:

1. The study established that truancy is common among secondary school students in Oredo Local Government Area of Edo state. As such, the need to provide treatment interventions such as self-instructional therapy that is effective in managing students with truant behaviour.

2. The study has established the fact that there was significant difference in the pre-test and post-test scores in truancy level among secondary school students exposed to Self Instructional Therapy and those in the Control Group.
3. The study revealed that there was no significant interaction effect of treatment by sex and Parental Socio-Economic Status on the level of truancy among secondary school students in Oredo Local Government Area of Edo State.
4. The study assists in providing tenets of managing clients with truant behaviour through therapeutic information of self –instructional therapy.
5. Develop the intervention package that addresses the issue of social problem like truancy.
6. Contribute to data source and reference material for psychologist researchers.

Suggestions for Further studies

Due to the limitation of the study, the following areas are suggested for further studies:

1. Since this study was limited to Oredo Local Government Area and public secondary schools, it is suggested that similar studies be carried out in other Local Government Areas of Edo State including private secondary schools especially the rural areas which the researcher could not cover by this study so as to ensure generalization of findings.
2. There could be a comparison of the effectiveness of Self-Instructional Therapy (SIT) and another therapy in managing students with truant behaviour.
3. The study only focused on parental social-economics status and sex as likely factors that could influence truancy among secondary school students. There are other factors such as parenting style, poor school environment, family issues, community, financial problems, substance abuse, innate student characteristics and so on that was not

investigated in this study. The researcher therefore suggests future studies to investigate such other factors which are likely to influence truancy among students..

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APPENDIX A

QUESTIONNAIRE

DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING

PSYCHOLOGY

UNIVERSITY OF BENIN

BENIN CITY, EDO STATE

STUDENTS LEVEL OF TRUANCY QUESTIONNAIRE (SLTQ)

This questionnaire is designed to find out the level of truancy among students. Your responses are just for research purpose. Please read the statement carefully, respond by ticking (✓) the appropriate statement applicable to you. All information will be treated with confidentiality.

SECTION A: BIO-DATA

Instruction: Please tick (✓) appropriately.

1. Sex: Male [] Female []
2. Class: SS1 [] SS2 [] SS3 []
3. Age: 13 – 15yrs [] 16 – 19yrs [] 20yrs and above []
4. Father’s Educational Qualification: Ph.D. [] M.Sc/M.A/M.Ed. [] B.Sc./B.A./B.Ed. [] HND [] OND/HSC/NC [] SSCE [] Primary School []
5. Mother’s Educational Qualification: Ph.D [] HND [] OND/HSC/NCE [] SSCE [] Primary School []
6. Parents Occupation: Company/organization worker [] Civil/Public servant [] Business owner [] Farmer [] Unemployed [] Others, please specify
7. Family/home environment: Duplex [] Flat (1-3 bedroom) [] Room and parlour [] One room [] Others.....
8. How much is your parents estimated monthly income: 200,000 and above [] 100,000 – 199,000 [] 50,000 – 100,000 [] 49,000 and below []

SECTION B: Please tick (✓) appropriately

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	School is not an interesting place for me				
2	I feel bored when I am in school				
3	I can do well without going to school				
4	I think I am not doing well enough in school				
5	School is not necessary for one to make progress				
6	School time is the only chance I have to meet my boy friend				
7	School time is the only chance I have to meet my girl friend				
8	I prefer to hang out with my friends than to be in the classroom				
9	I prefer to study on my own at home				
10	I do not like the school environment				
11	I am always present in school because my parent provide for all my school materials				
12	My parents often check my school notes that is why I am afraid to miss lessons.				
13	I have never been sent out of school because my parents pay my fees promptly.				
14	My parents cannot provide all my school materials, so I dodge some subjects				
15	My parents often monitor my attendance in school				
16	I sometimes stay away from school to assist my parents.				
17	Our school rules are too strict.				
18	I avoid being punished by staying back from school				
19	I have no friends amongst my classmates.				
20	Some activities outside school interest me more than school activities.				

**APPENDICE B
RELIABILITY SPSS PRINTOUT**

RELIABILITY

/VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13 B14 B15 B16 B17 B18 B19
B20

/SCALE ('STUDENTS LEVEL AND TRUANCY QUESTIONNAIRE') ALL

/MODEL=ALPHA

/SUMMARY=TOTAL.

Reliability

Scale: STUDENTS LEVEL AND TRUANCY QUESTIONNAIRE

Case Processing Summary		
	N	%
Valid	30	100.0
Cases Excluded ^a	0	.0
Total	30	100.0

- List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.641	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B1	34.8000	33.269	.310	.621
B2	34.8333	33.454	.481	.615
B3	34.2667	32.478	.306	.619
B4	34.4000	31.490	.491	.600
B5	34.5000	35.086	.077	.646
B6	34.6333	32.585	.357	.615
B7	34.3000	31.390	.501	.598
B8	34.9000	33.334	.542	.612
B9	34.0667	32.754	.192	.636
B10	34.0333	32.516	.219	.632
B11	34.7667	32.806	.364	.615
B12	34.5000	34.672	.097	.645
B13	34.5000	33.362	.253	.627
B14	34.6000	32.800	.397	.613
B15	34.3667	34.723	.071	.650

B16	34.2000	33.752	.138	.643
B17	33.4333	35.289	.009	.660
B18	34.4667	32.602	.344	.616
B19	33.3667	35.206	.007	.662
B20	34.2333	34.944	.046	.654

Frequency Table

GROUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	CONTROL	100	50.0	50.0	50.0
	EXPERIMENTAL	100	50.0	50.0	100.0
	Total	200	100.0	100.0	

SEX

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	124	62.0	62.0	62.0
	FEMALE	76	38.0	38.0	100.0
	Total	200	100.0	100.0	

CLASS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SSI	199	99.5	99.5	99.5
	SSIII	1	.5	.5	100.0
	Total	200	100.0	100.0	

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-15 YRS	136	68.0	68.0	68.0
	16-19YRS	59	29.5	29.5	97.5

20YRS ABOVE	5	2.5	2.5	100.0
Total	200	100.0	100.0	

Frequency Table (Research Question)

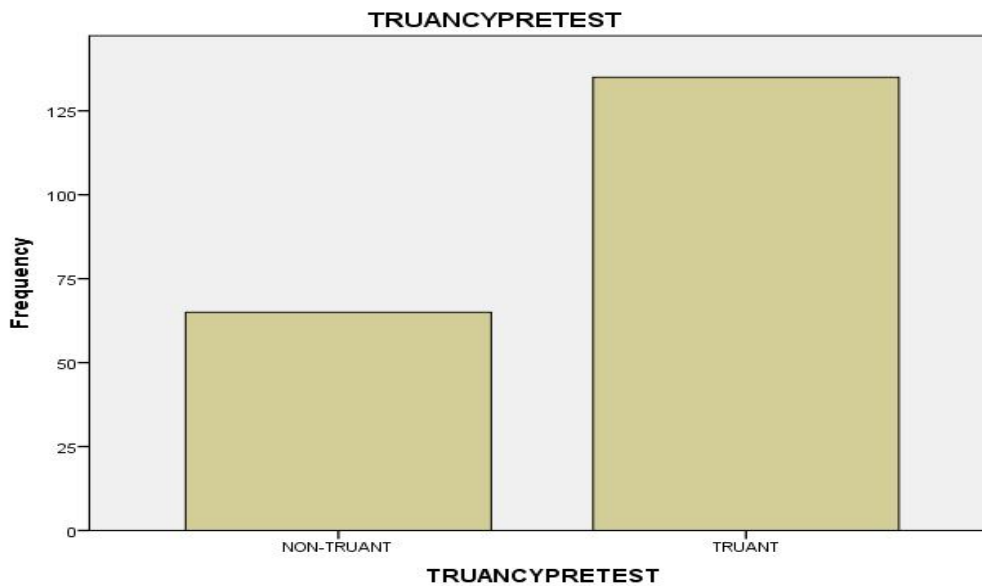
TRUANCYPRETEST

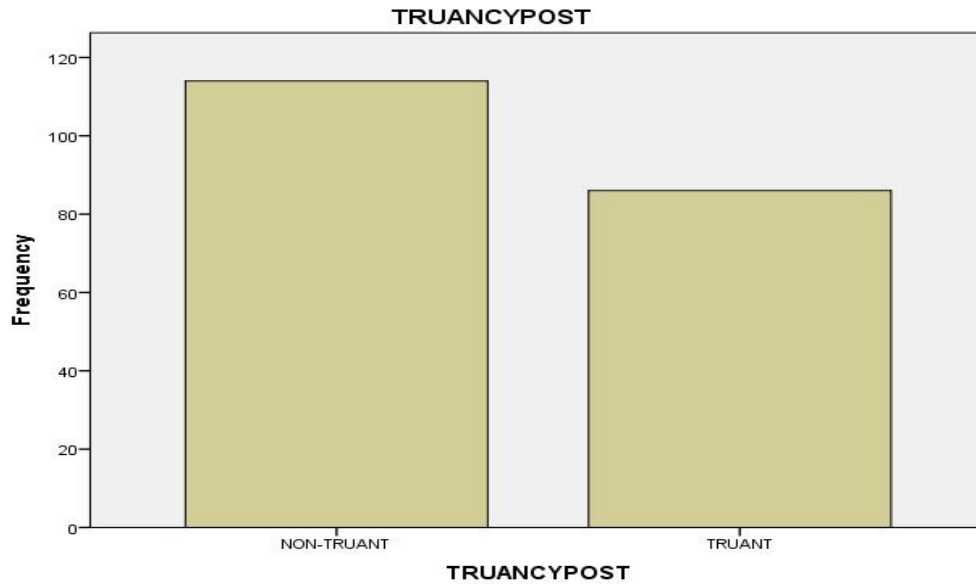
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NON-TRUANT	65	32.5	32.5	32.5
Valid TRUANT	135	67.5	67.5	100.0
Total	200	100.0	100.0	

TRUANCYPOST-TEST

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NON-TRUANT	114	57.0	57.0	57.0
Valid TRUANT	86	43.0	43.0	100.0
Total	200	100.0	100.0	

Bar Chart





T-Test (Hypothesis One)

Paired Samples Statistics

GROUP			Mean	N	Std. Deviation	Std. Error Mean
CONTROL	Pair 1	PRETRUANCY	57.6300	100	11.48530	1.14853
		POSTTRUANCY	56.7600	100	9.29877	.92988
EXPERIMENTAL	Pair 1	PRETRUANCY	51.3100	100	10.99375	1.09937
		POSTTRUANCY	41.2200	100	7.07047	.70705

Paired Samples Correlations

GROUP			N	Correlation	Sig.
CONTROL	Pair 1	PRETRUANCY & POSTTRUANCY	100	.618	.000
EXPERIMENTAL	Pair 1	PRETRUANCY & POSTTRUANCY	100	-.080	.430

Paired Samples Test

GROUP	Paired Differences						T	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
CONTROL	Pair 1	PRETRUANCY – POSTTRUANCY	.87000	9.29609	.92961	-.97455	2.71455	.936	99	.352
EXPERIMENTAL	Pair 1	PRETRUANCY – POSTTRUANCY	10.0900	13.53715	1.35372	7.40394	12.77606	7.454	99	.000

**Univariate Analysis of Variance (Hypothesis Two)
Between-Subjects Factors**

	Value Label	N
GROUP	1.00	CONTROL 100
	2.00	EXPERIMENTAL 100

Descriptive Statistics

Dependent Variable: POSTTRUANCY

GROUP	Mean	Std. Deviation	N
CONTROL	56.7600	9.29877	100
EXPERIMENTAL	41.2200	7.07047	100
Total	48.9900	11.33855	200

Tests of Between-Subjects Effects

Dependent Variable: POSTTRUANCY

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13474.248 ^a	2	6737.124	109.599	.000
Intercept	10551.642	1	10551.642	171.653	.000
PRETRUANCY	1399.668	1	1399.668	22.770	.000
GROUP	9134.572	1	9134.572	148.600	.000
Error	12109.732	197	61.471		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .527 (Adjusted R Squared = .522)

Univariate Analysis of Variance (Hypothesis Three)

Between-Subjects Factors

	Value Label	N
GROUP	1.00 CONTROL	100
	2.00 EXPERIMENTAL	100
SEX	1.00 MALE	124
	2.00 FEMALE	76

Descriptive Statistics

Dependent Variable: POSTTRUANCY

GROUP	SEX	Mean	Std. Deviation	N
CONTROL	MALE	56.7937	9.14429	63
	FEMALE	56.7027	9.68351	37
	Total	56.7600	9.29877	100
EXPERIMENTAL	MALE	41.4426	6.62451	61
	FEMALE	40.8718	7.79399	39
	Total	41.2200	7.07047	100
Total	MALE	49.2419	11.08751	124
	FEMALE	48.5789	11.79973	76
	Total	48.9900	11.33855	200

Tests of Between-Subjects Effects

Dependent Variable: POSTTRUANCY

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	13489.247 ^a	4	3372.312	54.371	.000
Intercept	10434.588	1	10434.588	168.234	.000
PRETRUANCY	1406.722	1	1406.722	22.680	.000
GROUP	8713.581	1	8713.581	140.487	.000
SEX	11.048	1	11.048	.178	.673
GROUP * SEX	3.820	1	3.820	.062	.804
Error	12094.733	195	62.024		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .527 (Adjusted R Squared = .518)

Univariate Analysis of Variance (Hypothesis Four

Between-Subjects Factors

	Value Label	N
GROUP	1.00 CONTROL	100
	2.00 EXPERIMENTAL	100
SESCAT	1.00 LOW	5
	2.00 MODERATE	181
	3.00 HIGH	14

Descriptive Statistics

Dependent Variable: POSTTRUANCY

GROUP	SESCAT	Mean	Std. Deviation	N
CONTROL	LOW	53.0000	9.64365	3
	MODERATE	57.3000	9.05222	90
	HIGH	51.4286	11.64556	7
	Total	56.7600	9.29877	100
EXPERIMENTAL	LOW	50.5000	14.84924	2
	MODERATE	41.0330	6.86124	91
	HIGH	41.0000	7.25718	7
	Total	41.2200	7.07047	100

Total	LOW	52.0000	10.17349	5
	MODERA	49.1215	11.42690	181
	TE			
	HIGH	46.2143	10.77874	14
	Total	48.9900	11.33855	200

Tests of Between-Subjects Effects

Dependent Variable: POSTTRUANCY

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	13764.002 ^a	6	2294.000	37.457	.000
Intercept	9977.614	1	9977.614	162.917	.000
PRETRUANCY	1246.038	1	1246.038	20.346	.000
GROUP	630.392	1	630.392	10.293	.002
SESCAT	81.856	2	40.928	.668	.514
GROUP * SESCAT	245.225	2	122.613	2.002	.138
Error	11819.978	193	61.243		
Total	505588.000	200			
Corrected Total	25583.980	199			

a. R Squared = .538 (Adjusted R Squared = .524)