

**Truancy and Bullying as a Deviant Behaviours and Academic Performance of Senior Secondary School Students in Obio/Akpor Local Government Area of Rivers State: Implications for Counselling**

**By**

**Dr. Patrick Ikechukwu Echebe**

Department of Psychology, Guidance and Counselling,  
Faculty of Education, University of Port Harcourt  
[Patrick.echebe@uniport.edu.ng](mailto:Patrick.echebe@uniport.edu.ng)

**Dr. Cosmas Ejiezie Ezennwafor Ezeobi**

Ethics/Moral Theology Department, Catholic Institute West Africa,  
Port Harcourt in Affliction with University of Calabar, Nigeria  
[fopintco@yahoo.com](mailto:fopintco@yahoo.com)

&

**Prisca Patrick Echebe**

Department of Early Childhood and Primary Education Studies,  
Ignatius Ajuru University of Education

**Abstract**

This study was carried out to determine truancy and bullying as deviant behaviours and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. The study addressed three research questions and its corresponding null hypotheses. Correlational research design was used for this study. The population for this study was made up of 12,607 senior public secondary school adolescents in Obio/Akpor Local Government Area (Post Primary School Education Board, 2024). The sample for the study was 200 senior secondary school students from 5 schools in Obio/Akpor. Two instruments were used to collect data. The instruments are Deviant Behaviour Inventory (DBI) and Mathematics and English Language Test (MET). To ensure the reliability of the instruments Cronbach alpha ( $\alpha$ ) technique was used. The alpha coefficients of 0.67, 0.74 and 0.77 were obtained for truancy, bullying and MET respectively. Simple regression was used to answer research question 1-2 and research question 3 was answered using multiple regression. Also t-test associated with simple regression were used to test the corresponding hypotheses 1-2 while hypothesis 3 was tested using ANOVA associated with multiple regression at 0.05 level of significance. The findings of the study showed that truancy and bullying independently and jointly relate with academic performance of secondary school students in Rivers State. Based on the findings of the study, it was recommended among others that class teachers should mark attendance register twice daily (morning and afternoon). This will help to detect early signs of truancy and bullying thereby nipping truancy in the bud. Also, parents should be involved more in the academic progress of their children and also monitor their attitude in and out of school. It was also recommended that parents should motivate their children to study hard.

**Keywords: Truancy, Bullying, Deviant Behaviour, Academic Performance**

## **Introduction**

The term behaviour simply means the way a person, animal, plant, chemicals usually behaves or functions in a particular situation (Cheng, 2021). Behaviour could be either positive or negative and varies from place to place, time and situation. According to Ibe (2020) deviant is different from what most people consider to be normal and acceptable. Deviant behaviour is the objective or subjective assessment of problem producing behaviour committed by an individual or group that interferes with the enjoyment of life or essential role performance of oneself or others that is sufficient to produce a social censure or control response intended to change or eradicate that behaviour (Gibbs, 2022).

There are various forms of deviant behaviours in schools setting. Some of there include truancy, theft, lying, aggression, vandalism, rape, bullying, threatening teachers, smoking failure to serve punishment among others. There are different reasons why deviant behaviours occur in the school setting. This include but not limited to the fact that some school authorities are helpless in curbing deviant behaviours in school since they have inadequate effective measures in place to deal with these problems. As reported by Cheng (2022) some teachers attribute the above problems to teachers lacking in the right to use physical punishment, as it is forbidden in the current educational regulations. This could be as a matter of fact that physical punishment violates students' human rights and only temporarily curbs students' behaviour.

There are various dynamic sources that cause deviance however, it is believed that no one cause may be taken at a time to be responsible for the manifestation of a particular maladaptive behaviour but rather together they generate the unwholesome behaviour. Its' worthy to note that some primary causes of deviance include poverty, mental illness, learned behaviour and inherited traits. Other causes include complex interactions of psychological, sociological, economics and biological forces. However, some causes gotten from across literature include broken family and improper socialization, lack of religious education and morality, lack of basic facilities in school, mass media (negative use of mass media is harmful for youths especially teenagers). Most youths/teenagers learn new techniques of crime from movies, dramas and other related programmes. The acts of deviance are types of indiscipline in secondary school in Nigeria which are usually directed against established rules of the school or serious violation of rules.

The focus of this paper is on truancy and bullying as a deviant behaviours. Truancy and bullying has caused a lot of harm in setting students backward in their educational endeavor. Fogelman and Okwakpa (2020) shared the view that truancy is the act of absenting oneself from school without a legitimate reason and without the permission of ones parents or the school authority. Students who are truants show irregular pattern of school attendances and as such may not meet up to the required. 75% attendance termly, which will be liapls to their poor academic performance at the end of the term. If this is not checked gradually culminate into dropping out of school or getting involved in criminal activities. According to Oliha (2022) hundreds of thousands of students are absent from school without excuse, and that truancy is creating an obvious threat to students' academic progress. Bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions. Must of the students in Rivers state tend to be aggressive towards others, which is why the destruction of school properties are high in the area?

Truancy and bullying gives room to crime and delinquent behaviours. According to Oliha (2022). It is the first precursor to future juvenile delinquency, teen pregnancy, substance use and consequently dropping out of school. It may also result to low human power potentials, poor academic performance and low self- esteem. These problems affect not just the student but also the school, parents and the larger society. Gesinde (2014) reported that about 150,000 to one million students skipped school on a typical day in the nation's largest public schools. Olley (2016) reported that 46% of street youth in Ibadan, Nigeria had listory of truancy. In the same vein, Ehindero (2018) found the prevalence of truancy to be high in Osun State, Nigeria with 44% male and 22.9%o female being absent from school without permission. Studies, have shown that there is high rate of student's absenteeism across secondary schools (Olley, 2016, Oliha, 2022; Ehindero, 2018). All these gives credence to the fact that truancy is a cankerworm that has eaten deep into the fabrics of Nigeria educational sector (Adeboye, 2018; Adewale, 2019). Significant attention has been paid to the study of the causes and correlates of truancy resulting in a large body of research linking numerous risk factors to truancy hence leading to truancy being increasingly recognized as a serious and complex problem influenced by multiply interacting factors (Makinde, 2001 & Daodu, 2014). Such major factors are student's family background (the home), school, students themselves, the community and peer influence.

Other casual factors from across literature include. Unemployment, poor remuneration for educated people, lack of readiness to learn, excessive domestic work, incompatible age, finding trading more satisfying than schooling, capacity to make petty cash to argument family income, lack of motivation, lack of self-esteem and social skills, lack of self-management skills, poor social skills, stress, anxiety and fear.

Several circumstances in the home predispose students to truancy. However, parent's supervision is paramount in the fight to eliminate truant behaviour among secondary school students. Parental involvement and the support of the students is associated with less truant behaviour (Echebe, 2021). Henry (2007) opined that parental involvement is an important determinant of truancy and that a large amount of unsupervised time available to the students was associated with truancy In effect parenting deficiencies like poor supervision, rejection, harsh and inconsistent discipline may dispose students to conduct disorders (truancy, aggression and vandalism). These findings have clearly shown that students may engage in anti-social behaviours due to parental negligence (Miller, 2016).

The school environment is a factor that will encourage school attendance. Oliha (2022) opined that a clean school environment with well-maintained building rather than an unattractive school environment characterized by poor toilet facilities and dilapidate buildings is unlikely to make learners feel welcome to the school thereby making truancy prevalent among students.

Moreover, students themselves are responsible for their truant behaviour. If a student is not academically sound, poor performance may leave him/ her depressed, alienated from teaches and fellow students and may have low self- esteem. (Ehinder, 2018; Reids, 2020 & Okwakpan & Okwakpan, 2018) reported that academic failure, learning disability and learning style can make students susceptible to truancy. The community in which students were brought up and live in, reflect in their behaviour as they exhibit and share its value and belief. Hence Osarenren (2019) concluded that a friendly society with adequate facilities and recreational activities will positively equip students socially and emotionally thereby making antisocial behaviour less attractive to them. Also, peer influence plays a strong role in shaping students behaviour: Owodumni (2018) reported that students often adhere to the advice of their peers especially students whose parents lack value for education Students from hostile environment would prefer to spend more of their time with peers.

The significant effects of truancy and bullying therefore spans through the home, school, community and the students themselves. The consequence of truancy on the student includes among others, dropping out of school, not being able to acquire creative potential skills and skills for self-fulfillment and general development in the society.

The inconsistency of the findings of various scholars in the literature call for further investigation to understand the relationship between truancy and bullying as deviant behaviours and academic performance secondary school students in Rivers State. Therefore, the objective of the study is to investigate truancy and bullying as a deviant behaviours and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Statement of the Problem**

Truancy and bullying has become a major problem in the educational sector across the nation. The menace of truancy and bullying has a negative effect on the future of students as they grow into adulthood and predisposes truants to a world of anti-social behaviour and increased delinquency. Previous studies (Oliha, 2016; Adeyemi, 2015), have shown that there is a high rate of student absenteeism across secondary schools. It has been observed that the number of children of secondary school age seen hawking, loitering the streets, in game centers and in entertainment centers during school hours is on the high side and this is quite alarming as the future of this students are in jeopardy. This calls for a research in order to find out how truancy as a deviant behaviour affects the academic performance of senior secondary schools with the view of reducing the menace if not out rightly eradicating it. Researchers have reported truancy as an act of indiscipline, a social and economic problem which is wide spread among secondary school students. Oliha (2016), asserted that hundreds of thousands of students are absent from school without an authorized excuse and that truancy is the first precursor to future juvenile delinquency and dropping out of school.

Therefore, if the incidence of truancy and bullying is not given adequate attention by stakeholders, it will increase the frequency of delinquency, indiscipline and invariably affect the students' academic performance. Against this backdrop, the researchers intend to investigate the relationship between truancy and bullying as deviant behaviours and academic performance

secondary school students in Obio/Akpor Local Government Area of Rivers State and its implication for counselling.

### **Aim and Objectives of the Study**

The aim of the study is to investigate truancy and bullying as a deviant behaviours and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. Specifically, the study seeks to achieve the following objectives:

1. investigate the extent to which truancy relate to academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State .
2. find out the extent to which bullying relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.
3. find out the joint relationship between truancy, bullying and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Research Questions**

In other to achieve the objectives of the study, the following research questions were answered.

1. To what extent does truancy relate to academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?
2. To what extent does bullying relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?
3. To what extent truancy and bullying relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Hypotheses**

The following null hypotheses guided the study and were tested at 0.05 level of significance.

1. Truancy does not significantly relate to academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?
2. Bullying does not significantly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?
3. Truancy and bullying do not significantly jointly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Significance of the Study**

The findings from the study will be of immense benefits to counseling psychologist in understanding the origin and nature of truancy and ways to handle the problem. With the finding of this study, counsellors will be able to enlighten the general public on the dangers of truancy and encourage them to report any observed early cases of truant behaviour for quick interaction. It will also help teachers, parents and other care givers in understanding the unique characteristics of students that make them to be prone to truancy and how they can positively handle the students involved in truancy. Parents will also see the need to supervise access of students to certain reinforcers that could lead to exhibition of truant behaviour. Hence parents will be empowered to take charge of the discipline of their children and rule - setting as well as monitor their activities in and out of school.

This study will also benefit each participant used in this study in that it will help them to refrain from truancy, thereby improving their academic performance and also become more useful to themselves, their families and the larger society.

### **Methodology**

The design for this study is correlational research design. The study was carried out in Obio/Akpor Local Government Area of Rivers State. The population for this study was made up of 12,607 senior public secondary school adolescents in Obio/Akpor Local Government Area (Post Primary School Education Board, 2024). The sample for the study was 200 senior secondary school students from 5 schools in Obio/Akpor. Simple random sampling was used to select 5 schools from 28 schools in the area. Two instruments were used to collect data. The instruments are Deviant Behaviour Inventory (DBI) and Mathematics and English Language Test (MET). To ensure the reliability of the instruments Cronbach alpha technique was used. The alpha coefficients of 0.67, 0.74 and 0.77 were obtained for truancy, bullying and MET respectively. Simple regression was used to answer research question 1-2 and research question 3 was answered using multiple regression. Also t-test associated with simple regression were used to test the corresponding hypotheses 1-2 while hypothesis 3 was tested using ANOVA associated with multiple regression at 0.05 level of significance.

## Result and Analysis

**Research Question 1:** To what extent does truancy relate to academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?

To answer this research question the scores of the 200 secondary school students on truancy were subjected to simple regression analyses. The results obtained are displayed in table 1

**Table 1: Simple regression table showing the relationship between truancy and academic performance**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Adj Error of the estimate
.141	.112	.110	20.96169

Data presentation on the relationship between truancy and academic performance showed that an R value of 0.141 was gotten with an R<sup>2</sup> value of 0.112 and an adjusted R<sup>2</sup> of 0.110. On the basis of the R<sup>2</sup> value obtained, it can be seen that truancy accounted for 11.2% variation in the academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

**Hypothesis 1:** Truancy does not significantly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

To verify if the extent to which truancy relate with academic performance among teachers was significant. To execute this, scores of the students on truancy was subjected to regression associated with t-test. The results obtained are displayed in table 2.

**Table 2: Summary of analysis, of regression associated with t-test on the relationship between truancy and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	45.713	4.080		11.205	.010
	TRUANCY	.129	.119	.041	1.080	.042

The result further showed that the beta of .041 and a t-value of 1.080 was obtained when the obtained regression coefficient was tested for significance, based on the sig-value of 0.042 which is less than the alpha of 0.05. This result therefore indicates that truancy significantly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. The null hypothesis was therefore rejected.

**Research Question 2:** To what extent does bullying relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State?

To answer this research question the scores of the 200 students in bullying and academic performance were subjected to simple–regression analysis. The results obtained are displayed in table 3

**Table 3: Summary simple regression of the relationship between bullying and academic performance**

---

<b>R</b>	<b>R<sup>2</sup></b>	<b>Adjusted R<sup>2</sup></b>	<b>Adj Error of the estimate</b>
.239	.057	.055	20.38457

---

Table 3 Shows that the joint relationship with bullying yielded an R value of 0.239, this is, alongside a coefficient of determination R<sup>2</sup> of 0.057 and an adjusted coefficient of determination an (adj R<sup>2</sup>) of 0.055, it is deduced that 5.5% of the changes in academic performance are dependent on the changes of the, combined effect of bullying. On the other hand, the remaining, 94.5% of the changes in academic performance among secondary school students are attributable to the factors outside bullying.

**Hypothesis 2:** Bullying does not jointly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.

This null hypothesis was tested, using analysis of Variance associated with multiple regression. The result obtained are displayed in table 4.

To verify if the extent bullying relate with academic performance among students was significant. To execute this, scores of the students on bullying was subjected to regression associated with t-test. The results obtained are displayed in table 4.

**Table 4: Summary of analysis, of regression associated with t-test on the relationship between bullying and academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State.**

Model	Unstandardized		Standardized		T	Sig.
	Coefficients		Coefficients			
	B	Std. Error	Beta			
1	(Constant)	34.761	4.933		7.046	.010
	BULLYING	.769	.121	.240	6.360	.010

The result further showed that the beta of .240 and a t-value of 6.360 was obtained when the obtained regression coefficient was tested for significance, based on the sig-value of 0.010 which is less than the alpha of 0.05. This result therefore indicates that bullying significantly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. The null hypothesis was therefore rejected.

**Research Question 3:** To what extent do truancy and bullying jointly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State? In providing the answer to research question three, multiple linear regression was used to analyze the scores obtained from respondents on truancy and bullying as it jointly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. Thereafter, the regression coefficient obtained was subjected to ANOVA associated with multiple regression. The obtained results to the research questions and hypothesis are summarized in Tables below.

**Table 5. Summary of multiple regression of the relationship between academic performance by truancy and bullying.**

<b>R</b>	<b>R<sup>2</sup></b>	<b>Adj.R<sup>2</sup></b>	<b>Std error of the estimate</b>
.277a	.077	.066	20.26060

The answer to research question seven as shown in Table 5 indicated that a multiple regression coefficient of 0.277 was obtained on truancy, bullying academic performance as it jointly relate with academic performance among secondary school students in Obio/Akpor Local Government Area of Rivers State, with the coefficient of determination,  $R^2$ , of 0.077, and an adjusted  $R^2$  of 0.066. From the  $R^2$  value of 0.077, it therefore suggest that 7.7% of the variations in academic performance among secondary school students can be attributed and explained by the truancy and bullying.

**Hypothesis 6:** To what extent truancy and bullying relate with academic performance among secondary school students in Obio/Akpor Local Government Area of Rivers State.

**Table 4.6: ANOVA associated with Multiple Regression coefficient of truancy and bullying as it jointly relate with academic performance among secondary school students in Obio/Akpor Local Government Area of Rivers State**

<b>Model</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	23240.790	2	2905.099	7.077	.000b
Residual	279134.374	197	410.492		
Total	302375.164	199			

In Table 4.6, in testing the corresponding null hypotheses, the result indicated that an F-value of 7.077 was obtained at 4 and 197 degrees of freedom with an associated p-value of 0.000. Since the obtained p-value was less than 0.05, it therefore indicate that truancy and bullying jointly do relate with academic performance among secondary school students in Obio/Akpor Local Government Area of Rivers State.

### **Discussion of the Findings**

From the analysis of research question three and the corresponding null hypothesis in table 4.1, it was shown that truancy significantly relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. This relationship was found to be statistically significant when tested at 0.05 level of significance. This result means that students who scored high in the section of truancy also scored low in academic performance while those who scored low in truancy also scored high in academic performance.

This finding is consistent with the report of Durden & Ellis (2014) who investigated the link between students' academic performance and attendance with a sample of 346 students. The results suggest that class attendance is very critical to students' academic performance. Their findings also show that a low level of absenteeism has little effect on students' academic performance unlike excessive absenteeism which as a significant effect on students' academic performance. Furthermore, corroborating with the present findings, Rodgers (2001) found that attendance has a small but statistically significant effect on performance in a samples of 167 introducing statistics course.

Meanwhile, Kirby and MeElory (2013) in their study of the determinants of levels of attendance at lectures and classes and the relationship with examination performance in a sample of 368 students, found that hours worked and travel time are the main determinants of class attendances. However, lateness of students had a positive but diminishing marginal effect on students' academic performance.

From the analysis of research question three and the corresponding null hypothesis in table 4.3, it was shown that bullying had a significant relationship with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State. The relationship is statistically significant at 0.5 level of significance. This result implies that students who scored highly on the section of locus of control are prone to score high in their academic performance. However, the reported relationship indicates that all those who score high in bullying also scored high in academic performance. The result that bullying relate with academic performance of secondary school students in Obio/Akpor Local Government Area of Rivers State is not surprising to the researcher. Because the initial result obtained showed that one of the bullying had a very high level of relationship with academic performance of secondary school students in Obio/Akpor

Local Government Area of Rivers State could be a probable explanation for the for the result.

This result is similar to that obtained by Gottfried and Fleming (2014) findings, corroborate the findings of this study which suggests that parental motivational practices and behaviour have fundamental influence on students' academic performance. This may have prompted their assertion that parents need to engage in motivating their children on persistence, mastery of subject area, curiosity and exploration that are likely to impact on the academic performance of the students thereby avoiding truancy.

### **Conclusion**

Based on the findings of this study, it is concluded that there is a relationship between truancy, bullying and academic performance of students in Obio/Akpor Local Government Area of Rivers State Apart from poor academic performance, truancy and bullying can lead to other forms of indiscipline. If nothing is done to check the incidences of truancy, it is likely to affect the future of truants as they grow into adulthood and predisposes them to a world of anti-social behaviours and increased delinquency.

Parents and school authority should therefore work together in curbing truant behaviour in order to raise young students into becoming a better, well-educated future citizens who can contribute to the educational, technological and social development of the country.

### **Counselling Implication**

As a result of the divesting effect of truancy and bullying on the development of students academically mentally and socially, bearing in mind also that it can lead to other anti-social behaviour and so it should be tackled properly. There is need therefore for trained counsellors to be employed in all school and they should work hand in hand with the school authority in the area of discipline. They should encourage students to live their highest values, to be honest, sincere, to listen to their conscience and to do the right thing at all times. The counsellor should also conduct seminars to educate the students on the dangers of truancy and other negative behaviours that may affect their future. The counsellors must be available and accessible at all times to handle student's social, emotional, psychological and educational problems which can make them to develop deviant behaviours if not properly managed.

## **Recommendations**

Based on the findings of this study, the following recommendation are made:

1. Class attendance is very important to students' academic performance. Therefore it was recommended that class teacher should endeavor to mark the attendance register twice daily (morning and afternoon). This will help to clearly fish out truants on daily basis and their parents/ guardians will be informed at the early stage with a view of nipping truancy in the bud therefore, having a better academic performance.
2. The role of parents in the determination of students' academic performance is one of the main factors which shapes the initial foundation of students' attitude as they develop towards learning in school. Therefore, it is recommended that parents should be more involved in their children academic work. This is because parental motivation and involvement is positively correlated with students' academic performance.

## **References**

- Adeboye, J.A. (2018). *Truancy among secondary school students in Kano Metropolis: Incidence and causes conference proceeding*. Official publication of the counselling association of Nigeria.
- Adewale, E.E. (2019). Truancy in secondary schools; causes, remedies and implications for administration. *Ife journal of theory and practice in education* 2, 4-17.
- Adeyemi, L.I. (2015). *Cognitive restructuring and social decisions - making techniques on truancy reduction among secondary school adolescents in Ibadan*. Oyo State Nigeria unpublished Ph.D dissertation in university of Ibadan.
- Cheng, J. (2022). The effect of factor for student's deviant behaviour. *The journal of Human Resources & Adult Learning* 8 (2) 112-171.
- Daodu, M.A (2014). *Parenting adolescent*. Joytal Publishing Press.
- Dueden, C., & Ellis, V. (2014). The effect of attendance on student learning in Principles of Economics. *American Economics Review*, 343-346.
- Echebe, P.I. (2021). *Psychology of learning (a humanistic approach)*. Uniport Press.

- Ehinderero, S.A. (2018). Truancy among public secondary schools students: Implication for counselling. *Research journal in organizational psychology and educational studies* 4(3), 85-92.
- Fogelman, K. Okpamkpam (2020). Future lives of truants, family formation and health related behaviour. *British Journal of Educational Psychology*, 60, 107-114.
- Gestinde, A.M. (2014). Psychosocial determinant of truant behaviour among secondary school students *Ife psychologia. An international journal*. 13(7) 188-199.
- Gibbs, J. (2022). *Conceptions of deviant behaviour. The old and the new. In R. Heiner (ed), Deviance Across cultures: constructions of difference*. Oxford University Press.
- Gottfried, E. A., & Fleming, S. J. (2014). Role of parental motivational practices in children's academic intrinsic motivation and achievement. *Journal of Educational Psychology*, 86(1), 104-113.
- Gray, J., & Jesson, M. (1990). Truancy in secondary schools amongst fifth year pupils. *Links* 15:25-33.
- Healthosphere (2015). *Deviant behaviour*, [www. Healthscope.com/deviant-behaviour](http://www.healthscope.com/deviant-behaviour). Retrieved 8<sup>th</sup> July 2017.
- Henry, K.L. (2007). *Who's skipping school: Characteristics of truants in 8<sup>th</sup> and 10<sup>th</sup> grade* *Jsch health* 77:2935.
- Henry, K.L. (2017). School-related risk and protective factors associated with truancy among urban youth placed at risk. *Journal of primary prevention* 28(6), 505-519.
- Herbert, M (2005). *Problem of childhood*. Pan Books.
- Ibe, A.E. (2020). *Psychology of education, childhood adolescence and adulthood in teaching-learning transactions*. Kola O. Publishers.
- Jackie, E. F. (2008) Response rates and responsiveness for surveys standards. *Journal Am J Pharm Educ*. 12(2), 43.
- Kirby, A., & McElroy, B. (2013). The effect of attendance on grade for first year economics students in university college cork. *The Economic and Social Review*, 34(3), 311-326.
- Lumsden, L. S. (2014). *Student motivation to learn*. ERIC Clearinghouse on Educational Management Eugene.

- Makinde, O. (2001). Peer grouping, socio - personal space and dating among adolescent and youth implications for heterosexual relationship, Lagos: *Journal of education research (20)*, 80-87.
- Miller, P., & Plant, M. (2016) Truancy and perceived school performance: an alcohol and drug study of UK teenagers. *Alcohol* 34,886-893.
- Okwakpam, I. N., & Okwakpam, I.O. (2018). Causes and levels of truancy among secondary school students: A case study of Rivers State, Nigeria *Problems of education 21<sup>st</sup> century* 45, 51-62.
- Oliha B.O. (2016). Social and health behaviours in youth of the streets of Ibadan, Nigeria *Child abuse negl.* 30.271
- Osarenren, N. A. (2019). *Absenteeism and truancy*. In E. O. Obe (ed) school discipline and remedies Lagos: Premier Press and Publishers.
- Owodumni, A.A. (2018). Prevalence of cigarette smoking behaviour among school truant in Ijebu-Ode, Ogun State, Nigeria. Implication for counselling, *African Journal of Cross-Cultural psychology and sports facilitation.* 10, 170-181.
- Reid, K. (2022). *Tackling truancy in schools. A practical guide for primary and secondary school.* Routledge.
- Rodgers, J.R. (2001). *A panel-data study of the effect of student attendance on academic performance*, unpublished manuscript.