FAMILY TYPES AND TRUANCY BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN ORIADE LOCAL GOVERNMENT AREA OF OSUN STATE

Grace Igaba Onongha
Faculty of Education, Ipetu-Ijesa Campus,
Osun State University, Osun State, Nigeria

Abstract

The study examined family type and truancy behaviour among secondary school students in Oriade Local Government Area (LGA) of Osun state, Nigeria. The study employed the descriptive survey design of the ex-post facto approach. Respondents were one Hundred and Fifty secondary school students, selected using the stratified sampling technique, from five secondary schools. Truancy Behaviour Questionnaire (TBQ) was used to obtain data from the respondents. Data were analyzed with ANOVA and t-test statistical methods. The results revealed no significant variation in truancy behaviour among secondary school students from intact families, single-parent families and stepfamilies in Oriade LGA of Osun State. ($f=1.19, p>70.05$).The results further indicated significant gender difference in family type suggestion of truancy behaviour between: males in intact families and females in stepfamilies, ($t=3.76, p<0.05$); males in intact families and females in single-parent families, ($t=2.60, p<0.05$); males in stepfamilies and females in intact families, ($t=4.32, p<0.05$); males in stepfamilies and females in single-parent families, ($t=3.11, p<0.05$), males in single-parent families and females in intact families, ($t=5.29, p<0.05$), and males in single-parent families and females in stepfamilies, ($t=3.62, p<0.05$). Similarly, the results demonstrated significant age difference among family type suggestion of truancy behaviour of secondary school student:15-18 years, intact family and single-parent family,($t=6.30, p<0.05$); 15-18 years, stepfamilies and single-parent families ($t=5.48, p<0.05$); 18 and above, intact and step family, ($t=2.89, p<0.05$); and18 and above, stepfamily and single-parent family,($t=3.92, p<0.05$). Based on the findings of the study, it was recommended that, parents irrespective of family type should adequately supervise their children (biological or step) and sufficiently monitor both their indoor and outdoor activities.
Key-word: Family type, intact families, single-parent families, stepfamilies, truancy behaviour.

Introduction

Globally, truancy among students mostly in secondary schools has over the years become an emerging educational problem. Truancy is simply the act of intentionally missing one or more classes. It is any deliberate unauthorized or illegal absence from compulsory schooling and it is regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for secondary school students in their educational pursuits (Okwakpam and Okwakpam, 2012). In the present time and with the emergence of social media platforms, the tendency for secondary school students missing classes has been on the increase. This is because students give more time to chatting, connecting and making friends on Facebook, WhatsApp, Twitter and Instagram among other social media platforms than making sure they attend classes. Of recent, the emergence of Nairabet has made students to end up in gambling for football matches thereby missing classes. In this situation, some students wish to attend school but do not actually attend

classes. They are rather more concerned with ways of making money via the avenue provided by the Nairabet. As such, it was described by Animasahun, (2009) as a delinquent and anti-social behaviour. Truancy behaviour leads to potential delinquent activity, social isolation or educational failure which is characterized by suspension, expulsion or dropping out of school. Huizinga, Loeber, hornberry and Cothern, 2000)

Baker, Sigmon and Nugent. (2001) cited in DeSocio, VanCura, and Nelson, (2007) found that hundreds of thousands of American students are absent from school without permissible excuses each day and it is ranked among the top ten problems facing educational achievements. Truancy contributes significantly towards undermining the educational system (Rivers, 2010). The causes of truancy are numerous. According to Zhang, Katsiyannis and Barrett, Wilson, (2007), the causes of truancy can be grouped into four major categories which include family factors, school factors, economic influences and student factor. Family factors that are likely to cause truant behaviour among students include family type, parents' education, parental supervision and household income. Family structure or type of home has been noted in the literature to have a significant influence on secondary school students' academic performance, mental development and truant behaviour (Tenibiaje, 2009). This is because providing a supportive learning environment at home requires parents' time as much as financial resources.

Single-parental homes have on average lower income than two-parent homes and are thus more constrained in ensuring adequate financial resources to meet their children's learning needs. Since single-parents must cope with the double responsibility of work and child-rearing, it may be more challenging for them to provide and maintain a supportive learning environment for their children (OECD/UNESCO, 2003). Such families are faced with the challenges of diminished financial resources, assumptions of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 1999). These conditions are not conducive for effective parenting. This is because when the single-parent is overburdened by responsibilities and by their own emotional reaction to their situation, they often become irritable, impatient and insensitive to their children's needs which may trigger truant behaviour.

Schults (2006) noted that if adolescents from single-parent homes are compared to those from double parents' homes, it would be seen that the former have more social, academic and emotional problems. Mbuha (2009) reported that few truants received either affection or training from their parents/guardians. Those that came from families where affection and moral training are available tend to acquire good habits and morals while the reverse is the case for those that lack parental affection and moral training. Mora (2007) observed that some parents in Nigeria recognized the importance of sending their young ones to school but do not see the need to provide learning materials (text books, exercise books, pen/pencil, mathematical instrument, school bags, uniforms, sandals, socks), pocket money and opportunities at home to support what the child has learned. Inability to provide learning materials by parents/guardians will make a child become a truant for fear of being punished at school or being laughed at by peers.

Moreover, Mbuha (2009) explicitly stated that those students whose parents/guardians are unable to pay their school fees in good time tend to skip school/classes to avoid embarrassment from their mates who would continue to mock them for not settling their fees as at when due. Epstein and Sheldon (2002) stated that about one third (1/3) to a half (1/2) of the cases of truancy come from the low-income class and single-parenting. For economic reasons especially those living with their stepmothers have to fetch water, hawk bread, pure water, '*moimoi*'or *'akamu'* before going to school and late arrival usually attracts penalties. Some students will prefer truancy to punishment. In other words, they will choose to stay away from school than to go late and get punished. In a recent study, Ngohi, Mustapha and Kobre (2016) studied the causes and effects of truancy among secondary school students in Borno State, Nigeria. The study found that examination phobia, peer influence, single-parenting and lack of books were the major causes of truancy, while less value attached to education, lack of parental affection, anxiety and non-familiarity with attendance laws same as the minor causes. The study revealed poor academic performance and school dropout as the major effects of truancy while self-hatred and indulgence in drugs were the minor effects. It also revealed that no significant difference existed between gender and truancy behaviour among secondary school students.

Similarly, Egbochuku and Oliha (2014) indicated that differences existed between the male and female from the different family structures. Several studies have shown that delinquent behaviours differed and they showed that males are more likely to participate in crime compared to females (Chisney-Lind, 1997 cited in Animasahun and Aremu, 2015). Obinyan (2004) opined that the two oldest most widely accepted conclusions in delinquency behaviours are first, that involvement in delinquency behaviours diminishes with age and second, that males are more likely than females to engage in delinquency behaviours at every age. However, Ngohi et. al., (2016) revealed no significant difference between gender and truancy among secondary school students.

Obinyan (2004) suggested that the two oldest most widely accepted conclusions in delinquency behaviours are first, that involvement in delinquency behaviours diminishes with age and second, that males are more likely than females to engage in delinquency behaviours at every age. Berndt and Perry (1986) and Paikoff and Brooks-Gun (1991) stated that youngsters between the ages of 8 and 14 years begin to confide less in parents and more in peers and to more influenced by those peers for assistance in making decisions about what behaviour to adopt. On this note, Okorodudu (2010) stated that there is a huge variation in age factor of adolescents from one society to another. Arrests data showed that the intensity of criminal behaviour slackens after the teens and it continues to decline with age. Also, Henry (2007) correlated family factors with truant behaviour. The study proved that the longer a child is unsupervised after school, the more likely that child is to become a truant. Generally, children copy from those they live with as their role models and families are the first and immediate people children learn and copy from hence serve as agent of socialization and role model to the siblings (Ngohi et al., 2016).

Further, Egbochuku and Oliha (2014) reported a significant difference between the truancy behaviour of single-parent students and intact parents' students. Animasahun and Aremu (2015) stated that families irrespective of the types play an intricate role in delinquency. Gottfreson (1987) and Sampson and Laub (1997) opined that most of the criminological treatments of families have centred on the various mechanisms of parental controls or linking risk to family functioning. Researchers according to Animasahun and Aremu (2015) have found that family environment influence juvenile delinquency; for example, the number of people in a family, inconsistent parenting, familial problems, child neglect and the children's attachment to parents (Wasserman & Seracini, 2001). Major longitudinal studies of delinquent and criminal behaviour have consistently documented links between family factors and subsequent anti-social behaviour (Animasahun & Aremu, 2015). Prominent among these have been parental characteristics such as lack of warmth, poor supervision, inconsistency and poor child rearing practices – factors that have been demonstrated more in recent studies to be associated with anxious child-parent attachment. Family environment is an important variable in the development of delinquency. Gorman-Smith and Tolan (1998) discovered that parental conflicts and parental aggressiveness predicted involvement in property crime. Studies have also shown differences in delinquent behaviour among family types. For instance, Wright and Wright (1995) showed that single-parent families produce more delinquent children than two-parent families.

Previous studies on truancy looked at its effect in relation to students' academic performance (Oluremi, 2013). Several others examined the Causes and levels of truancy among secondary school students (Rivers, 2010; Okwakpam and Okwakpam, 2012; Ishak and Fin, 2015; Ngohi et al., 2016). Also, the study of Egbochuku and Oliha (2014) studied the effect of single-parenthood on truancy behaviour of secondary school students in Edo State. The study only limited its investigation to single-parent and intact families, neglecting stepfamily which is also a repository of truancy behaviour as a result of lack of adequate care from stepparents who are not the biological parents of stepchildren. Studies that examine the variation of truancy among family types (intact family, stepfamily, and single-parent family) are not adequately documented in the literature. The present study is therefore carried out to assess the contributions of family types toward the variation in truancy behaviours among secondary school students in Oriade Local Government Area, Osun State.

In the course of the study, answers were provided to the following research questions:
1. What is the variation in family types (intact family, stepfamily, and single-parent family) prediction of truancy behaviour among secondary school students in Oriade Local Government Area of Osun State?
2. Is there gender difference in family type prediction of truancy among secondary school students in Oriade Local Government Area of Osun State?
3. Would there be age difference in family type prediction of truancy behaviour among secondary school students in Oriade Local Government Area of Osun State?

Method
Design
The study employed the descriptive research design of ex-post facto approach.

Population
The target population comprised all secondary school students from intact, single-parent and stepfamily homes in Oriade Local Government Area of Osun state.

Sample and Sampling Technique
The simple random and stratified sampling techniques were adopted for the study. Ten (10) secondary schools were randomly selected from Oriade Local Government Area of Osun State. From the 10 schools, fifteen (15) respondents/students from each school were selected using the stratified sampling technique. In all therefore, one hundred and fifty (150) students (50 from intact families; 50 from single-parent families and 50 from stepfamilies) constituted the study sample. Their ages ranged between 10 and 19 years. The mean age and standard deviation of respondents were 14 and 4.5 years respectively.

Instrument
The study utilized an instrument titled Truancy Behaviour Questionnaire (TBQ) developed by the researcher. The questionnaire was divided into two sections A and B. Section A sought demographic information of respondents. While section B comprised 10 items which assessed students' truancy behaviour, (example of an item is; 1 stay away from school without excuse). The items were formatted on a four-point Likert scale with responses ranging between Strongly Disagree (SD) = 1 to Strongly Agree (SA) =4. The instrument demonstrated high internal consistency with a test –retest reliability established at 0.84.

Procedure
The instruments were administered on the respondents by the researchers, employing the help of two research assistants, after obtaining permission from the principals, class teachers and the consent of the respondents. The exercise lasted for two weeks. The nature of study accounted for the delay in the completion and retrieval of the instruments.

Data Analysis
The data collected were subjected to t-test and ANOVA statistical methods.

Results
Research Question one
What is the variation in family types (intact family, stepfamily, and single parent family) prediction of truancy among secondary school students in Oriade Local Government Area of Osun State?

Table 1: One-Way ANOVA result of variation in family type (intact family, stepfamily, and single parent family) in the prediction of truancy among secondary school students

Family types	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Intact family	58	2.31	1.11	0.15	2.02	2.60
Step family	51	2.63	1.11	0.16	2.31	2.94
Single family	41	2.51	1.03	0.16	2.19	2.84
Total	**150**	**2.47**	**1.09**	**0.09**	**2.30**	**2.65**

Source of variation	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.81	2	1.41	1.19*	0.31
Within Groups	174.58	147	1.19		
Total	177.39	149			

*Insignificant at 5% alpha level; Table F-value = 3.06

The result of the analysis is presented in Table 1. One-Way Analysis of Variance (ANOVA) was performed to provide answer to the first research question. This was obtained by using the mean values of the total responses obtained for the respective family types using items on a four-point Likert scale with responses ranging from strongly agree to strongly disagree. The result obtained is shown in Table 1. The ANOVA result revealed that the probability value of 0.31 is greater than 5% (0.05) significance level or the calculated F-value of 1.19 is less than the tabulated F-value of 3.06; based on this result, it therefore indicated that there is no significance variation in family types (intact family, stepfamily, and single parent family) prediction of truancy among secondary school students in Oriade Local Government Area of Osun State (F = 1.19, p>0.05).

Research Question Two

Is there significance gender difference in family type prediction of truancy among secondary school students in Oriade Local Government Area of Osun State?

Table 2: Paired Samples Statistics of gender difference in family type prediction of truancy among secondary school students in Oriade Local Government Area of Osun State

		Paired Differences					
		Mean	Std. Dev	Std. Error Mean	t	Df	Sig. (2-tailed)
Pair 1	Intact male - Step female	0.39	0.50	0.10	3.76	22	0.00*
Pair 2	Intact male - Single female	-1.41	2.54	0.54	2.60	21	0.02*
Pair 3	Step male - Intact female	-0.48	0.58	0.11	4.32	26	0.00*
Pair 4	Step male - Single female	-1.68	2.53	0.54	3.11	21	0.01*
Pair 5	Single male - Intact female	-0.89	0.74	0.17	5.29	18	0.00*
Pair 6	Single male - Step female	-0.42	0.51	0.12	3.62	18	0.00*

*Significant at 5% alpha level

Answer to the second research question was provided using Paired Samples Test. This was obtained by using the mean values of male and female responses relating to family type prediction of truancy among secondary school students in Oriade Local Government Area, Osun State, using items on a four-point scale with responses ranging from strongly agree to strongly disagree. The result obtained is shown in Table 2. Paired Samples Test enabled comparison to be made between genders across family types mentioned above. The first pair revealed that there is a significant gender difference in family type (intact families males and stepfamilies females) prediction of truancy among secondary school students ($t = 3.76$, $p<0.05$); the second pair also indicated that there is a significant gender difference in family type (intact families males and single-parent families females) prediction of truancy among secondary school students ($t = 2.60$, $p<0.05$); the third pair showed that that there is a significant gender difference in family type (Stepfamilies males and inta ct families females) prediction of truancy among secondary school students ($t = 4.32$, $p<0.05$), fourth pair revealed a significant gender difference in family type (stepfamilies males and single-parent families females) prediction of truancy among secondary school students ($t = 3.11$, $p<0.05$); the fifth pair indicated a significant gender difference in family type (single-parent families males and intact families females), prediction of truancy behaviour among secondary school students ($t=5.29$, $p<0.05$); and the sixth pair revealed a significant gender difference in family type(single-parent males and stepfamilies females) prediction of truancy behaviour among secondary school students ($t=3.62$, $p<0.05$). Therefore, results obtained indicated that the six t-test results, have probability values of 0.00 - 0.02 which are less than 5% significance level, indicating significance gender difference in family type prediction of truancy among secondary school students in Oriade Local Government Area, Osun State ($p<0.05$).

Research Question Three

Would there be age difference in family type prediction of truancy behaviour among secondary school students in Oriade Local Government Area, Osun State?

Table 3: Paired Samples Statistics of age difference in family type prediction of truancy among secondary school students

		Paired Differences					
		Mean	Std. Dev	Std. Error Mean	T	Df	Sig. (2-tailed)
Pair 1	Intact 15 - 18yrs - Step 15 - 18yrs	0.06	0.24	0.04	1.44	32	0.16
Pair 2	Intact 15 - 18yrs - Single 15 - 18yrs	0.59	0.50	0.09	6.30*	28	0.00
Pair 3	Step 15 - 18yrs - Single 15 - 18yrs	0.52	0.51	0.09	5.48*	28	0.00
Pair 4	Intact >18yrs - Step >18yrs	-0.46	0.52	0.16	-2.89*	10	0.02
Pair 5	Intact >18yrs - Single >18yrs	0.18	0.41	0.12	1.49	10	0.17
Pair 6	Step >18yrs - Single >18yrs	0.58	0.52	0.15	3.92*	11	0.00

*Significant at 5% alpha level

Answer to the third research question was provided using paired samples. Test result obtained is presented in Table 3. The result obtained revealed that out of the six t-test results, four had possibility values of 0.00-0.02 which are less than 5% significant level, indicating significant age difference in

family type prediction of truancy among secondary school students in Oriade Local Government Area, Osun State. A look at the respective results revealed that the second pair indicated a significant age difference (15-18years) in family type (intact and single-parent families) prediction of truancy among secondary school students (t= 6.30,p<0.05); the third pair also indicated a significant age difference (15-18years) in family type (step and single-parent families) prediction of truancy among secondary school students (t= 5.48,p<0.05); the fourth pair further revealed a significant age difference (>18years) in family type (intact and step families) prediction of truancy among secondary school students (t= 2.89,p<0.05); while the sixth pair showed that there is a significant age difference (>18years) in family type (step and single-parent families) prediction of truancy among secondary school students (t= 3.92,p<0.05). It therefore implied a significant age difference in family type prediction of truancy among secondary school students.

Discussion

The first research question showed that students from the three family types exhibited the same or similar truancy behaviour. This is because irrespective of the type of family students find themselves, they involve in predicted truancy behaviour. Indeed, truancy is common to students from diverse family structure. However, a look at the mean values revealed that students from stepfamily homes involve in truancy behaviour slightly more than those in single-parent family homes. Simila r result was also reported by Egbochuku and Oliha (2014) when they reported a significant difference between the truancy behaviour of single-parent students and intact parents' students. Animasahun and Aremu (2015) stated that families irrespective of the types play an intricate role in delinquency. Gottfreson (1987) and Sampson and Laub (1997) opined that most of the criminological treatments of families have centred on the various mechanisms of parental controls or linking risk to family functioning. Researchers according to Animasahun and Aremu (2015) have found that family environment influence juvenile delinquency; for example, the number of people in a family, inconsistent parenting, familial problems, child neglect and the children's attachment to parents (Wasserman & Seracini, 2001). Major longitudinal studies of delinquent and criminal behaviour have consistently documented links between family factors and subsequent anti-social behaviour (Animasahun & Aremu, 2015). Prominent among these have been parental characteristics such as lack of warmth, poor supervision, inconsistency and poor child rearing practices – factors that have been demonstrated more in recent studies to be associated with anxious child-parent attachment. Family environment is an important variable in the development of delinquency. Gorman-Smith and Tolan (1998) discovered that parental conflicts and parental aggressiveness predicted involvement in property crime. Studies have also shown differences in delinquent behaviour among family types. For instance, Wright and Wright (1995) showed that single-parent families produce more delinquent children than two-parent families.

Result of the second research question indicated that the involvement in truancy behaviour by gender differ significantly across family types. It means that males and females across the three family types involved in truancy behaviour differently. Similar result was also reported by Egbochuku and Oliha (2014) when they reported that differences existed between the male and female from the different

family structures. Several studies have shown that delinquent behaviours differed and they show that males are more likely to participate in crime compared to females (Chisney-Lind, 1997 cited in Animasahun and Aremu, 2015). Obinyan (2004) opined that the two oldest most widely accepted conclusions in delinquency behaviours are first, that involvement in delinquency behaviours diminishes with age and second, that males are more likely than females to engage in delinquency behaviours at every age. However, Ngohi et. al., (2016) revealed no significant difference between gender and truancy among secondary school students.

In addition, result of the third research question indicated significant age difference in family type prediction of truancy among secondary school students in Oriade Local Government Area of Osun State. A look at the respective results indicated that the second pair revealed a significant age difference (15 – 18yrs) in family type (intact and single-parent families) prediction of truancy among secondary school students (t = 6.30, p<0.05); the third pair also indicated a significant age difference (15 – 18yrs) in family type (step and single-parent families) prediction of truancy among secondary school students (t = 5.48, p<0.05), the fourth pair further revealed a significant age difference (>18yrs) in family type (intact and step families) prediction of truancy among secondary school students (t = 2.89, p<0.05), while the sixth pair show that there is a significant age difference (>18yrs) in family type (step and single-parent families) prediction of truancy among secondary school students (t = 3.92, p<0.05). It therefore means that is a significant age difference in family type prediction of truancy among secondary school students. This is apparent as it cut-across the three ages and family types. The results obtained supported the assertion made by Obinyan (2004) that the two oldest most widely accepted conclusions in delinquency behaviours are first, that involvement in delinquency behaviours diminishes with age and second, that males are more likely than females to engage in delinquency behaviours at every age. Berndt and Perry (1986) and Paikoff and Brooks-Gun (1991) stated that youngsters between the ages of 8 and 14 years begin to confide less in parents and more in peers and to more influenced by those peers for assistance in making decisions about what behaviour to adopt. On this note, Okorodudu (2010) stated that there is a huge variation in age factor of adolescents from one society to another. Arrests data showed that the intensity of criminal behaviour slackens after the teens and it continues to decline with age.

Conclusion and Recommendations

The study has shown that the involvement of truancy behaviour among students from different family types does not vary as they tend to have similar involvement in truancy; this is because it means the same thing to the students despite their family structure. This is so as a break in family structure has significant influence on students' disposition to truant behaviour. The study further demonstrated that truant behaviour differed between male and female students. The study suggested that females are more likely to be predisposed to show delinquent behaviours than their male counterparts. This is because they are easily affected by the type of family, they find themselves. The outcome of the research further indicated that age is a significant determinant of truant behaviour. This is because truant behaviour tended to decrease with the increase in a child's age; as the child is able to discriminate between good and bad. Based on the findings of the study, it is recommended that

functional counselling centres should be established in all secondary schools across the State through Ministry of education and also that students that are punctual should be positively rewarded to encourage the truants.

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