



Journal of Professional Counselling (JPC)

Volume 2, No. 1, 2019

All Right Reserved

While the Editorial Board makes every effort to ensure that no misleading information or statement appears in JOURNAL OF PROFESSIONAL COUNSELLING (JPC), the data and information in the articles are the responsibility of the contributors/authors. Therefore, the Editorial Board accepts no responsibility for the consequences of any such misleading data and / or information

ISSN: 2645-2308

**Published in Nigeria by:
Association of Professional Counsellors in Nigeria (APROCON)**

CONTENTS

LANGUAGE ACQUISITION EXPERIENCE OF IN-SCHOOL ADOLESCENTS FROM INTER-TRIBAL MARRIAGES IN ABEOKUTA SOUTH LOCAL GOVERNMENT AREA OF OGUN STATE, NIGERIA Olufunke Olajumoke Betty Adegbite; Abigail Kikelomo Olatunde & Francis Oluremi John	1
COUNSELLING VICTIMS OF HUMAN TRAFFICKING: EMERGING CHALLENGES FOR 21ST CENTURY COUNSELLORS - Chika Eze & Eunice Anuforom	11
INFLUENCE OF COUNSELLING SERVICES ON THE ACADEMIC PERFORMANCE OF BONUS CHILDREN IN ETUNG LOCAL GOVERNMENT AREA, CROSS RIVER STATE Grace Igaba Onongha Ph.D.	22
DRUG USE AND MENTAL HEALTH AMONG ADOLESCENTS IN NIGERIA: EMERGING ISSUES AND COUNSELLING IMPLICATION Adegun, Adedunni O. Ph.D & Jiboku, Ajibola O. Ph.D.	33
IMPACT OF EFFECTIVE COUNSELLING ON STUDY HABIT AND ATTITUDE TOWARDS SCHOOL OF SENIOR SECONDARY SCHOOL STUDENTS, NASARAWA STATE, NIGERIA Christiana Ladi Abeshi Ph.D.	41
PERCEPTION OF UNDERGRADUATES ON THE ROLES OF PROFESSIONAL COUNSELLORS IN AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA S. A. Adisa, Ph.D. & Ahmed Yusuf Jibrin	47
ROLES OF GUIDANCE COUNSELORS IN PROMOTING GOOD STUDY SKILLS AMONG SECONDARY SCHOOL STUDENTS IN UMUAHIA, ABIA STATE, NIGERIA Dr. (Mrs) R. E. Aghadinazu	53
SELF-CONTROL TRAINING AS A COUNSELLING STRATEGY FOR REDUCING TRUANCY FOR EFFECTIVE PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN NIGERIA Ajiboye, Samuel Kolawole, Ph.D.; Anyanwu, Francis, M.Ed. & Raphael, S. Tunde, M.Ed.	62
✓ CREATIVITY AND STUDENTS' ACADEMIC PERFORMANCE IN NIGERIA: IMPLICATIONS FOR COUNSELLING S. A. Alawaye, Ph.D.; L. A. Yahaya (Prof.); A. A. Adigun & H. P. Aminu	70
COUNSELLORS' QUALITIES AS PREDICTOR OF ACADEMIC ACHIEVEMENT IN ECONOMICS IN SECONDARY SCHOOLS IN ONDO STATE, NIGERIA Arewah, Afe Agbonghaomon Ph.D. & Akinlosotu, Nathaniel, Toyosi, FMNES	82
PARENTING STYLES AS CORRELATE OF ACHIEVEMENT MOTIVATION: IMPLICATIONS FOR COUNSELLING AMONG ADOLESCENTS IN EKITI STATE OF NIGERIA Bamidele Emmanuel Olasupo, Ph.D.	91
ROLES OF PROFESSIONAL COUNSELLORS IN THE 21 st CENTURY EDUCATIONAL SECTOR - Bolanle, Segun O. Ph.D. & Adefolaju, Esther. D.	98
PERCEPTION OF WORKING CLASS ADULTS IN BENIN CITY ON TRAUMA MANAGEMENT AS A ROLE FOR PROFESSIONAL COUNSELLORS: IMPLICATIONS FOR COUNSELLING - Janet A. Ogbah, Ph.D. & Gloria Elfediyi, Ph.D.	105
EFFECTIVE TEACHING METHODS IN HIGHER EDUCATION FOR NATIONAL DEVELOPMENT: IMPLICATION FOR COUNSELLING PRACTICE AND TEACHER EDUCATION - Kate U. Ambrose Ph.D.	114
INFLUENCE OF GUIDANCE AND COUNSELLING SERVICES ON ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN RIVERS STATE, NIGERIA - Maxwell Eremie, Ed.D.	123
ROLES OF GUIDANCE AND COUNSELLING PROGRAMMES AT BASIC LEVEL OF EDUCATION AS PERCEIVED BY TEACHERS IN ILORIN, NIGERIA O. K. Ogungbade, Ph.D.; A. O. Omologbe; O. K. Atoyebi & Prof. (Mrs.) M. G. Fajonyomi	132
EFFECT OF EMOTIONAL INTELLIGENCE TRAINING AND COGNITIVE RESTRUCTURING TECHNIQUE IN ENHANCING SOCIAL ADAPTABILITY AMONG SOCIALLY-ISOLATED STUDENTS IN OVERRI Okolye Ojaga Emmanuel Ph.D.; Nwoga Anayo, Ph.D. & Adebisi Kehinde Ph.D.	140
FACTORS INFLUENCING ADOLESCENTS' CAREER CHOICE IN THE 21 ST CENTURY Omi-Ujuanbi, Gloria Omolegho, Ph.D. & Obiyan, Daniel Oseghale	150

JOURNAL OF PROFESSIONAL COUNSELLING (JPC)

PERCEPTION OF LECTURERS ON SUICIDE RISK MANAGEMENT AS A ROLE OF COUNSELLORS IN SELECTED TERTIARY INSTITUTIONS IN BENIN CITY: IMPLICATIONS FOR COUNSELLING PRACTICES - Dr. (Mrs.) M.O. Omozuwa & Dr. Janet, A. Ogbah	161
PERCEIVED ROLES OF SCHOOL COUNSELLORS IN ENHANCING ACADEMIC AND PERSONAL DEVELOPMENT OF SECONDARY SCHOOL STUDENTS IN KWARA STATE- Oniye, Abdulrazaq Olayinka, Ph.D.; BELLO Oluwakemi Sadiat & IBRAHIM Adeola Fatimoh	170

SELF-CONTROL TRAINING AS A COUNSELLING STRATEGY FOR REDUCING TRUANCY FOR EFFECTIVE PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN NIGERIA

¹Ajiboye, Samuel Kolawole, Ph.D.; ¹Anyanwu, Francis, M.Ed. & ¹Raphael, S. Tunde, M.Ed.

^{*}Correspondence Author's Email Address: ajiboye.sk@unilorin.edu.ng

¹Department of Counsellor Education, University of Ilorin,
PMB 1515, Ilorin, Kwara State, Nigeria

Abstract

Truancy among secondary school students in Nigeria in particular has become the major clog in the wheel of various efforts aimed at transforming the education sector in the 21st century. Globally, truancy is regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes which has caused a lot of setbacks for students in their educational pursuits. Truancy is a delinquent behaviour which involves deliberately missing one or more classes without permission. This problem manifests in different forms with adverse consequences on the educational system and the society at large. One of the problems associated with truancy is the vulnerability of the students involved becoming engaged in other maladaptive behaviours tantamount to effective performance in the school works. It is evident that no meaningful transformation can be achieved in the education sector in the 21st century era unless the menace of truancy is adequately addressed. In order to key into the transformation agenda of the 21st century in educational sector, this paper thus examined Self-Control Training as a counselling strategy for reducing truancy for effective performance among secondary school students. Self-Control technique is a cognitive and behavioural skill used by individuals to maintain self-motivation and achieve personal goals, such as regular school attendance. The skill is usually learned from a therapist, text, or self-help book before the individual takes responsibility for using it in real life situations to produce the desired changes. The training requires that the clients are taken through five stages, which are setting a goal, planning action, making commitment, involving in self-monitoring and giving a self-reward. The technique is efficacious to significantly reduce the spate of truancy among secondary school students and therefore help in achieving the desired transformation in the Nigerian education sector in the 21st century.

Keywords: Truancy, Self-Control Training, Counselling Strategy, Effective Performance

Introduction

Truancy among students has become a growing problem militating against the achievement of transformation in the education sector particularly in the 21st century. Globally, truancy has been regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for students. This is because the teaching and learning periods have witnessed a great shift from analogue to new technology whereby regular school attendance is a major factor that can guarantee effective performance of students. The spate of truancy among secondary school students has attracted the attention of the stakeholders in the education industry most especially in the recent time. Truancy is the act of deliberately missing one or more classes. It is an act of staying off school, which is one of the several kinds of antisocial behaviours.

In recent times, there has been a general outcry that students' academic performances are deteriorating most especially at the secondary school level, an important stage of education in Nigeria. This situation

has become a dangerous signal for the realization of the nation's educational goals, particularly the transformation agenda because secondary school plays an important role in the socialisation of the young ones in the society. This stage provides basic training in students' relationship with others and the regulation of their behaviour, as well as providing opportunities for acquisition of needed competencies for future career endeavour (Olufadeju, 2006). There are different categories of truancy as well as the consequences which make it paramount to advance useful technique that could assist in reducing the menace in order to enhance students' performance. Thus, this paper proposed Self-Control Training as a counselling strategy for reducing truancy among secondary school students for effective performance.

Concept of Truancy

Schools are established as the agent of the society to shape the habits, interests and feelings of the students as well as transmitting the societal norms, culture, values and tradition from one generation to another. Despite this, some students seem not to understand why they should be in school and attend classes. They do this by not attending classes or staying away from some lessons and extracurricular activities in the school. This voluntary absence from school and lessons is often referred to as truancy. The Oxford Advanced Learners Dictionary (2004) defined truancy as the practice of staying away from school without permission. Truancy among students has been defined as the act of absenting oneself from school without a legitimate reason and without the permission of one's parents or the school authorities (Herbert, 2005). Okon (2001) defined truancy as the conduct of staying away from school or lessons without good reason from the student(s). These definitions connote that students deliberately stay away from school without taking permission from the authority.

According to Williams (2000), truancy is the act of staying away from school or leaving home on the pretext of going to school while roaming the street only to return home at the close of the school. Thus, a truant is an individual who just does not want to go to school and makes plans to do some other things. When a child therefore refuses to make him/herself available in the school, he becomes a burden to the family and the society at large. The National Centre for School Engagement (2012) described truancy as any unexcused absence from school by the students. Furthermore, Rothman (2001) stated that truancy is an act of staying away from school without authorized leave from the school to the student.

There are four main categories of truancy; students being in school but absent in class, students neither in school nor in the classroom but at home, students who keep away from the class as a result of the difficulty in school subject or dislike for the subject or the teachers and those neither at home nor in the classroom. Under category one some students may leave their homes for school, but on getting to school they will not enter the classroom to receive lessons. They intentionally absent themselves from lesson being taught for no just cause. They take cover around the school premises until school periods are over. Such students do not do assignments not to talk of copying notes.

The next category involves those who find it difficult to leave their homes for school for flimsy and unfounded reasons. At times, they may fake sickness, at other times they may say that one demand or the other is being made from them by the school authorities and of which failure to meet the demands makes them keep away from school. In families of working class parents the students may pretend as if they are preparing for school until their parents or guardians leave for work and then they relax. When the parents/guardians return from work they will claim to have attended school for the day if asked.

Some students will leave their homes in the morning for school and only end up finding their way to unknown and undisclosed destinations. They will continue to deceive their parents/guardians for a long time before their tricks are exposed. The fourth category is those students who absent themselves from classes as a result of difficulty in the school subjects or their dislike for the subject or the teacher. These categories of truants are rampant in Nigerian schools today both at primary and secondary levels.

Causes of Truancy

Though, there have been speculations as regards to the causes of truancy, it has not been possible to identify correctly what aspect of the school curricular is faulty. The National Centre for School Engagement (2008) stated that the factors that contribute to truancy emanate from the family and community, school and personal psychological characteristics. The school factors identified are: lack of effective and consistently applied attendance policies, poor record-keeping, teachers' characteristics (such as lack of respect for students and neglect of diverse students' needs), and unsafe environment. Parts of the home and community factors identified are: family, health or financial concerns, pressures arising from teen pregnancy or parenting, safety issues (such as violence near home), parental alcoholism or drug abuse, negative role models (such as peers who are truant or delinquents), parents/guardians who do not value education and others, while the personal factors include poor academic performance, unmet mental health needs, alcohol and drug use and lack of vision of education as a means to achieve goals. According to Rotimi (2005), some factors associated with Nigerian schools have provided a breeding ground for truants. These factors might include lack of teachers, idleness, lack of teaching and learning facilities, failure or lack of success in school, contempt for intellectual culture and lack of dedication on the part of the teachers. Williams (2000) identified some home factors as being responsible for students' truant behaviour. These home factors include defective discipline, disability of parents, lack of affection, inadequate marital adjustment, and broken homes among others.

In addition to all these factors, Gesinde (2005) also identified the contributory role of the government in truancy among school children. Study carried out by the United States office of Juvenile Justice and Delinquency Prevention (OJJDP, 2002) identified four factors as the correlates of truancy. These include family factors, school factors, economic influences and student's variables. Family factors include lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home and indifference on the part of parents /guardians towards their ward's education. In a family where some or all the above mentioned conditions prevail, such a home cannot by any means detect when a child becomes a truant. Children from such homes have a free day doing whatever pleases them with their education. In families or homes where the reverse is the case, children cannot indulge in truancy without the parents or guardians detecting their change in behaviour towards school attendance and nip it in the bud.

On the side of the school factors, such as school size, attitude of teachers to students, relationship among students especially senior students to the junior students and the administrative structure of the school. Some school administrators have care free attitude to the welfare of their students by reneging in their obligations to the students.

Consequences of Truancy

Whatever the causes of truancy, the effect is quite enormous on the students and the society. Truancy among adolescents is a serious problem around the world, and is associated with various negative health and socioeconomic outcomes (Carli, 2013). Studies have shown that the truancy among students is on the rise and crimes committed by these adolescents are alarming (Shah, Abdullah & Aizuddin, 2012). A myriad of negative outcomes have been found to be associated with truancy from school including social isolation, mood and conduct disorders, sleep disturbances and longer term outcomes such as dropping out from school (Muula, Rudatsikira, Babaniyi & Songolo, 2012). Williams (2000) observed that truancy has interfered adversely with student's academic performance as well as their moral standards. Lack of or inadequate guidance and counselling services in schools have been identified as one of the major factors responsible for truancy among students in secondary schools.

Truancy has many negative and adverse effects on the truants and the society at large. A study conducted by Bell, Lee and Dynlacht (1994), has established lack of commitment to school as a risk factor for substance abuse, delinquency teenage pregnancy and dropping out of school. Henry (2007) indicated that

the consequences of truancy 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 teen-age pregnancy. In the long-term, evidence reveals truancy as a predictor of poor adulthood with violence, marital instability, job instability, adult criminality, and incarceration. Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes.

Ogbodo (2004) stated that truancy among secondary school students has contributed largely not only to the poor performance of students in examinations conducted internally and externally but, also to the moral decadence prevalent among young boys and girls. Bell, Lee and Dynlacht (1994) stated that there is a link between truancy and later problems in life such as violent crimes, marital problems, adult criminality and incarceration. Truancy leads to potential delinquent activity, social isolation, or educational failure via suspension, expulsion, or dropping out (Huizinga, Loeber, Thornberry & Cothorn, 2000; Huizinga, Loeber & Thornberry, 1991).

Another consequence of truancy is depletion on educated work force as adolescents who are the future leaders become less educated as a result of truancy and dropping out of school. This has obvious adverse effect on the nation's workforce and hence low productivity. This can as well increase unemployment and the illiteracy level of the nation. In a situation whereby educational institution of different levels turn out graduates of different cadres annually and push them into the labour market such can limit the chances of truants who might have eventually dropped out of school. The above situation will adversely affect the nation's development since employment and literacy levels are among the indices for determining national development.

On the part of the truants, the act makes them become school dropouts, uneducated, unemployable, security risks and replete with anti-social behaviours. The society on the other hand, is not better for it as the truants make no meaningful contributions to the growth and progress of the society. Truants may engage in numerous anti-social behaviours such as smoking, pre-marital sex, alcoholism, armed robbery, kidnapping and even social unrest especially as they are vulnerable to manipulation by the elites especially politicians and evil minded numbers of the society to satisfy their insatiable quest for power and wealth.

Many factors such as the student's factor, the home, school environment, peer influence, the community and government contribute in one way or the other to the formation of truant behaviour among in-school adolescents in Nigeria. Truancy is a common behavioural problem among students; Parents, teachers and school heads have reacted in different ways to curtail truancy among students. There have been such applications as corporal punishment, scolding, verbal abuse, denial of love, suspension and expulsion meted to reduce or eliminate truancy which appeared not to have lasting effect. Thus, if behaviour is unwholesome, it needs therapeutic programme to help remedy such behaviour. Different psychological interventions like cognitive restructuring, thought-stopping, self-management, reinforcement, punishment, modeling and family therapy are some of the measures put in place by professional counsellors and psychologists to treat or correct delinquents (Adediran 2001).

In the light of this, the present study is focused on the effectiveness of Self- Control Training (SCT) in reducing truancy among secondary school students in Nigeria. SCT helps individuals become aware of their own patterns of behaviour and to alter those patterns (usually by creating artificial rewards or punishments) so that the behaviour will be more or less likely to occur. Other terms for Self-Control Training are cognitive self-regulation and self-management techniques.

Self-control training is useful for a wide range of concerns, including medical (such as diabetes, chronic pain, asthma, arthritis and obesity), addictions (such as drug and alcohol abuse, smoking, gambling, or eating disorders), occupational (such as study habits, organizational skills, or job productivity), and psychological (such as stress, anxiety, depression, truancy, excessive anger, hyperactivity, or shyness). The SCT is a programme whereby an individual is systematically trained on the skills of directing

regulating and guiding one's behaviour towards desired positive consequences. Such skills include self-study and analysis, self-monitoring, self-reinforcement and self-punishment.

The SCT is a cognitive and behavioural skill used by individuals to maintain self-motivation and achieve personal goals. Initially, the skill may be learned from a therapist, text, or self-help book. However, the individual is responsible for using this skill in real life situations to produce the desired changes. SCT has been effectively used to treat obesity, alcoholism, smoking, depression, bullying and study behaviour. Shah, Abdullah and Aizuddin (2012) used it successfully to achieve cessation of cigarette smoking among Nigerian soldiers. Grady and Gough (2015) on the other hand, used it to control bullying behaviour among primary school children to reduced late-coming behaviour among secondary school students through its application. One advantage of self-control programme is that the individual chooses the strategy that will work best for him or her. This freedom of choice increases the likelihood that the individual will adhere to the programme. Therefore, self-control training is often flexible and adaptable.

Theoretical bases for self-control technique

Self-Control Training is often taught in treatment centers, group or individual therapies, schools, or vocational settings. However, self-control programmes may also be designed without the help of a professional, especially if the problem being addressed is not severe. SCT is primarily based on the social cognitive theory of Albert Bandura. According to Bandura, one's behaviour is influenced by a variety of factors, including one's own thought and belief, and elements in the environment (Herbert, 2005). Bandura proposed that certain beliefs, self-efficacy and outcome expectancies, are important factors in determining which behaviours an individual will attempt, and how motivated the individual will be when engaging in those behaviours. Self-efficacy is one's belief about how well one can perform a given task, regardless of that person's actual ability. Outcome expectancies are what the person believes will happen as a result of engaging in certain behaviour. If self-efficacy and outcome expectancies are inaccurate, the individual may experience behavioural deficits.

Self-control technique, according to Grady and Gough (2015) can be grouped into three broad categories: Environmental strategy; Behaviour strategy; and Cognitive Strategy. *Environmental strategy*: This involves changing times, places, or setting or situations where one experience problematic behaviour. Examples include: changing the group of people with whom one socializes, avoiding situations or settings where an undesirable behaviour is more likely to occur, changing the time of day for participating in a desirable behaviour to a time when one will be more productive or successful.

Behaviour strategy: Behaviour strategy involves changing the antecedence or consequences of a behaviour. Examples include: increasing social support by asking others to work towards the same or a similar goal, placing visual cues or reminders about one's goal in one's daily environment developing reinforcers (rewards) for engaging in desirable behaviours or punishment for engaging in undesirable behaviours eliminating naturally occurring reinforcers for undesirable behaviour engaging alternative, positive behaviours when one is inclined to engage in an undesirable behaviours creating ways to make a desirable behaviour more enjoyable or convenient scheduling a specific time to engage in a desirable behaviour, writing a behavioural contract to hold oneself accountable for carrying out the self-control programme.

Cognitive Strategy: Cognitive strategy involves changing one's thoughts or beliefs about a particular behaviour. Example include: a truant learning how to use self-instructions to remind oneself about what to do and how to do it, using self-praise to commend oneself for engaging in a desirable behaviour, thinking about the benefits of reaching one's goal, imagining oneself successfully achieving a goal or using imagery to distract oneself from engaging in an undesirable behaviour, substituting positive self-thought for unproductive negative self-thought. Four major steps are often involved while applying Self-Control Training and they are: setting a goal, Action Planning, Making Commitment, Self-Monitoring and Self-Reward.

Application of Self-control Technique in Reducing Truancy among In-School Adolescents in Nigeria

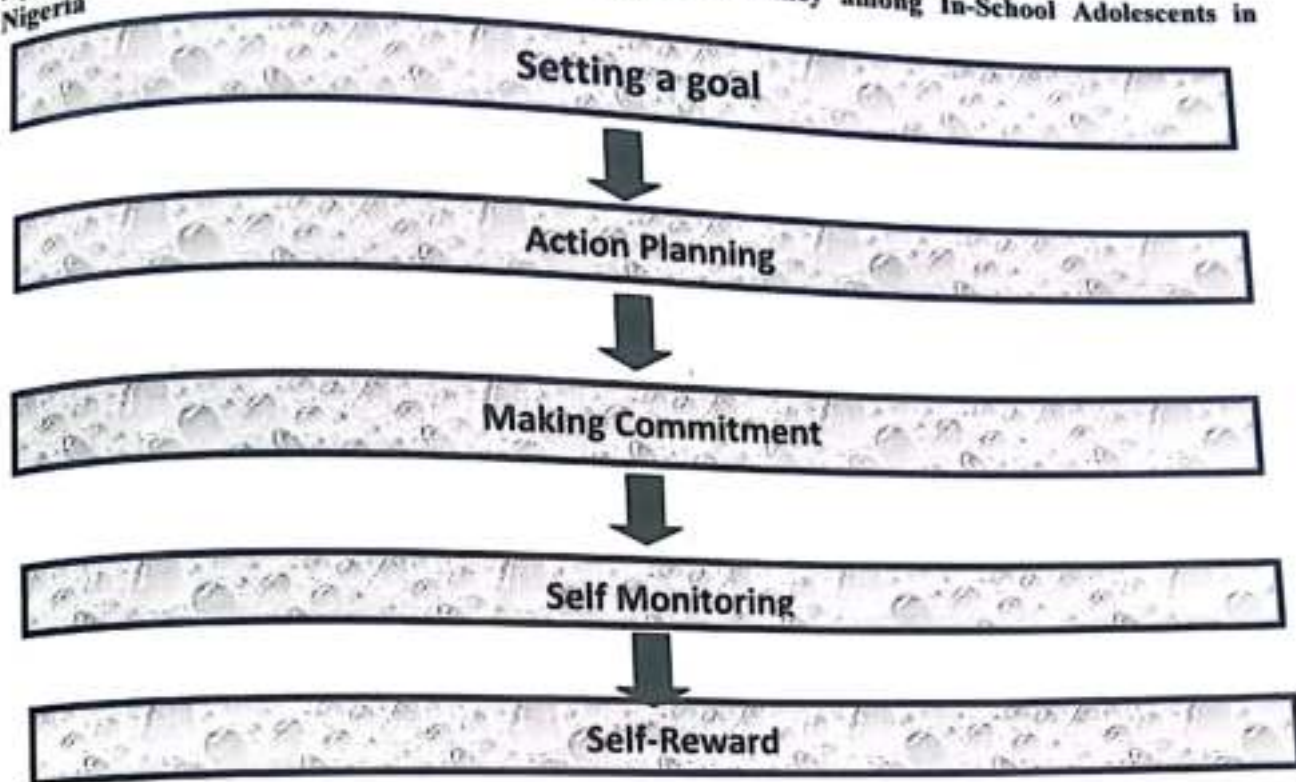


Fig.1

Source: Researchers' Designed (2018)

- **Setting a goal:** the counsellor helps the truant by encouraging him or her to make a behavioural resolution (that is, determination to maintain regular attendance in school the following week). This is directed towards encouraging the truant to decide to form an attitude of positive change in the maladaptive behaviour, which is truancy.
- **Action planning:** This involves detailed planning of what the truant will do to make sure he/she achieve the set goal. The counsellor guides the clients in setting particular steps to be taking in the process of behaviour change. This could involve denying self of the stimuli that reinforce act of truancy such as avoiding peers or other factors that propel the clients to engage in truancy. Action planning also involves setting contingencies such as reward after the set goals have been achieved. The subsequent steps are products of action planning.
- **Making commitment:** The counsellor teaches the clients that one cannot succeed in his or her plans without commitment. It is the role of the therapist to ensure that the truants (clients) are made to understand that the ways of increasing commitment level is by listing the benefits of adhering to the set goal. This can be done by posting written reminders of commitments around their home, putting significant amount of time and energy and planning ways to deal with obstacles that might hinder the achievement of the set goal.
- **Self-monitoring:** While applying the self-control training, clients are taught to design a self-monitoring programme in order to keep records regarding the occurrences of change in target behaviour. Keeping written records of regular school attendance is essential for determining if the set goal of change in the target behaviour is being achieved or not.

- **Self-reward:** The counsellor teaches truant to choose the preferred from the array of reward packages, which may include self-praise, tangible gifts, visit to choice places, going for games, participating in social activities among others. If the client was able to achieve the set goal or otherwise punish self, such as refusing to observe one's leisure time if unable to accomplish the set goal.

Conclusion

It has been established that truancy exists among secondary school students and the menace has been a bane in the achievement of meaningful transformation in the education sector because this ugly incident leads to numerous devastating effects on the students (truants) effective performance in the school works. Thus, this paper has Self-Control Training as a counselling strategy for reducing truancy among secondary school students for effective performance. This training involved five stages: setting a goal, action planning, making a commitment, self-monitoring and self-reward. The ability of the counsellor to effectively apply SCT, the more the possibility of reducing truancy.

Suggestions

Consequent upon the discussion on the application of SCT, the following suggestions become imperative:

- Counsellors should be versed in the concept of SCT in order for them to be able to apply the strategy
- Counsellors should constantly apply SCT while making effort to reduce truancy among secondary students
- Counsellors should encourage other stakeholders in educational sector to adopt the use of SCT while handling issues of truancy
- Stakeholders in the education sector should continually apply SCT for handling truancy in the 21st century transformation agenda in the education sector.
- Students (Truants) should be encouraged to internalize Self-Control strategy in order to achieve behavioural change.

References

- Adediran, O.A. (2001). Using contingency management and self-management in the Reduction of conduct disorders of pupils. *Journal of Education in Developing Areas. (JEDA)* 19, 1.
- Bell, A.; Lee, A. And Dynlacht (1994). Truancy Intervention. *The Journal of Research and Development in Education*, 27 (3), 203 -311
- Carli, V., Wasserman, C., Sarchiapone, M., Hoven, C., & Wasserman, D. (2013). *Working in Europe to stop truancy among secondary school students*. New York: McGraw-Hill.
- Gesinde, A. M. (2005). *Psychosocial determinates of truant behavior among secondary school students*. *Ife Psychologia: An International Journal*, 13 (1), 188 - 199.
- Grady, P.A. & Gough, L.L. (2015). *Self-management: a comprehensive approach for managing chronic conditions*. *American Journal of Public Health*, 104(8): 25-31
- Henry, K. L. (2007). Who's skipping school: Characteristics of truants in 8th and 10th Grade. *The Journal of School Health*, 77, 29-35.
- Herbert, L.F. (2005). *Child delinquents: Out of school*. New York: John Wiley & Sons.

- Huizinga, D., Loeber, R., & Thornberry, T. P. (1994). *Urban delinquency and substance abuse: Initial findings*. Washington, DC: U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention.
- Huizinga, D., Loeber, R., Thornberry, T. P., & Cothorn, L. (2000). *Co-occurrence of delinquency initial findings*. Washington, DC: U.S. Dept. of Justice, Office of Juvenile Justice.
- Muula, A. S., Rudatsikira, E., Babaniyi, O., Songolo, P., & Siziya, S. (2012). *Prevalence and Correlates for School Truancy among Pupils in Grades 7-10: Results from the 2004 Zambia Global School-Based Health Survey*. Retrieved from <http://dx.doi.org/10.1186/1756-0500-5-48>
- National Centre for School Engagement (2008). *What is truancy?* Retrieved from <http://www.truancyprevention.org>
- Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice, Office of Justice Programs. 2003. OJJDP News @ a Glance II(1):1. Available at http://www.ncjrs.gov/html/ojjdp/news_at_glance/2003_2/jj_priorities.html.
- Ogbodo, R. O. (2004). *Survey of cultism, truancy, examination malpractice and drug abuse*. Abuja: Ochanya Publishers Nigeria Ltd.
- Okon, C. F. (2001). *Techniques in checking truancy among secondary school students in Imo State*: Unpublished M.Ed. Thesis University of Ife.
- Olufadeju, M. (2006). *Influence of demographic variables on school absenteeism among school-going adolescents in Ibarapa North Local Government, Oyo State*. An Unpublished Bachelor of Education Degree Thesis in the Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Oxford Advanced Learners Dictionary (2004). *Definition of truancy* (6th.ed). Oxford: Oxford University Press
- Rotimi, N. (2005). *Factors encouraging truancy among secondary school students*. Unpublished B.Ed. Project, Delta State University, Abaraka.
- Rothman .S. (2001) School absence and student background factors: A multilevel analysis. *Africa Journal of Psychological Study Society*, 10: 102-113.
- Shah, S. A., Abdullah, A., Aizuddin, A. N. (2012). Psycho behavioural factors contributing to truancy among Malay secondary school students in Malaysia. *ASEAN Journal of Psychiatry*, 13, 128-137.
- The National Centre For School Engagement (2008). *What is truancy?* Retrieved from <http://www.truancyprevention.org>.
- The Oxford Advance Learner Dictionary (2004). *Learner dictionary*. Oxford; Oxford University Press.
- Vaughn, M. G., Maynard, B. R., Salas-Wright, C. P., Perron, B. E., & Abdon, (2013). A Prevalence and Correlates of Truancy in the US: Results from a National Sample. *Journal of Adolescence*, 36, 767-776.
- Williams, P. (2000). *Behavioural problems in schools: A source book of readings*. London: Hodder and Stoughton.
- Zhang, D., Katsiyannis, A., & Barrett, D., Wilson, V. (2007, August). Truancy Offenders in the Juvenile Justice System. *Remedial and Special Education*, 28, 244-256.