

THE PSYCHOLOGICAL AND ENVIRONMENTAL FACTORS AS CORRELATE OF STUDENTS TRUANCY IN OKPE LOCAL GOVERNMENT, AREA OF DELTA STATE NIGERIA

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ABSTRACT

The study examined the psychological and environment factors as correlate of students' truancy in Okpe Local Government Area of Delta State Nigeria. Five research questions and five hypotheses guided the study. Correlational research design was utilized. A sample of 450 students was drawn via proportional stratified sampling procedure and 5 Schools were drawn using simple random. Psychological factor scale (PFS), environmental factor scale (EFS) and truancy scale (TS) were utilized for collection of data. The reliability were established using cronbach alpha method of internal consistency which were obtained as motivation 0.768, self concept 0.808 peer-group 0.668, electronic media 0.821 truancy scale had 0.878 linear, multiple and ANOVA coupled with regression were utilized to answer research questions and test the hypotheses. The findings revealed that motivation, self concept, peer-group and electronic media jointly relate significantly to students' truancy in Okpe Local Government Area of Delta State, Nigeria. In the light of the discoveries, recommendations were made including that guardians and educators ought to manage their kids/students in their selection of companions.

Keywords: Psychological and environment factor, truancy, students and guardians and schools.

INTRODUCTION

It is detectably seen that amid school hours', most students are discovered standing around in the boulevards either in their school garbs or mufty. They sometimes have cliques whom they plan their escape from school with. It is so dampening for guardians to understand that their kids who they believed are learning in school are really not in school.

Garry (2004) conceptualized truancy as a mental issue in which the immature pulls back from others and deliberately upset his school exercises. Truant-behavior is as often as possible characterized as nonappearance from school that is not pardoned by the guardians, legitimate guardians. Truancy among students have gotten to be risky in the cutting edge educational system. The students' advancement is a result of numerous procedures which include: natural, intellectual, social, dialect, enthusiastic, moral, physiological and mental procedures. These unpredictable procedures if not legitimately formed could change into understudies' maladjustment of which truancy is one of them. It is a troublesome conduct issue that has contrarily influenced the instructive possibilities of the teenagers in school.

Seeley (2006) explained truancy as a circumstance whereby a student is missing without a reason by the parent or if the student leaves school or class without authorization from the educator or supervisor in control.

Reid (2003) clarified the different sorts of students' truancy as follows: Specific Lesson Absence: Here, students tend to play truant when they are not intrigued by the lesson or instructor. It is normal for most students who don't care for math to play truant in a mathematics class. Post Registration Truancy: after class registration in the morning, they leave the class in other words such students come to class in the morning, sit in the class however leave school instantly after they have been enrolled as being available in the class. Blanket truancy: without the school consent, the student neglects to go to class. Mental nonappearance: physically, the student is in the school, yet his/her psyche is not in the school. At the end of the day, they don't take an interest in the scholarly exercises of the school. School fear: this is a grim dread of school.

There are diverse reasons why students play hooky. Most students play hooky on account of irritability, dismissal at home, the school group, much of the time initiated conduct towards oneself as well as other people, uncondusive classroom environment, peer impact and sentiments of deficiency. These reasons of truancy prompt to poor execution of scholastic exercises.

Truancy is a typical behavioral issue among students that have expected a disturbing measurement generally. Every single instructive partner in Okpe Local Government Area have censured the level at which dominant part of the understudies stick around the school at a time they should be on the get together ground or classes. The specialist likewise had an individual involvement with Osubi Grammar school where four female students left their different homes in the morning with the pretense of going to school. In any case, they didn't get to class school; they transformed from their school garbs to mufti and went to their beaus' home. Their sweethearts let them know that they need to give them an uncommon treat unwittingly to them (young ladies), they were going to be sold to ritualists. Luckily for the young ladies, one of them listen in on their (sweethearts) telephone discussion with the ritualist and she came to intimate the others on what she listened. The young ladies ran out and shouted. They portrayed their experience to individuals outside and the young men denied however with the assistance of MTN's call track the general population could discover the tale of the young ladies as right. That was the manner by which the young men were captured by the police. This unpleasant conduct if left unbridled will disrupt instructing and-learning viability in the school in Okpe Local Government Area.

Truancy is caused by psychological, environmental, school environmental and prenatal environment. Conversely, this study depended on the psychological (motivation/self concept) and environmental (peer-group/electronic media) factors as correlate of students' truancy.

Nwankwo in Ekeh and Onyekuru (2013) defined motivation as the interior state which encourages a person to carry on positively towards an objective and such conduct continues until the objective is accomplished. It is a sentiment internal eagerness, premium or duty that makes some person craving to play out an assignment and accomplish an objective most particularly in learning. Therefore, motivation in learning is an internal or outer drive that goads a person to strive, learn, exceed expectations and be the best in his/her attempts. Motivation can be intrinsic or extrinsic. Intrinsic motivation is the common or intrinsic drive that pushes one to act. It originates from inside a person to carry on surely. Extrinsic motivation is the outer drive that pushes one to act. The individual is inspired to act on account of outer elements, for example, guardians, companions, rewards, instructors. Motivation is a critical facilitator of learning. A person who is not persuaded can't learn at an

indistinguishable rate from other people who are aroused to learn. Along these lines, the level of inspiration a student gets, may decide his/her level of truancy.

Huitt (2011) defined self-concept as the totality of a complex, organized and dynamic system of learned beliefs, opinions and attitudes that every individual holds to be true about his or her personal existence. It is the intellectual aspect of self that is connected with one's self image. It is the way a man sees him/herself as a different person from others and his environment.

There are distinctive parts of self concept and they are physical, academic, social and transpersonal. Ekeh and Onyekwuru (2013) observed that people may either have positive or negative self concept. Students with positive self concept have a tendency to perform preferable in scholastics exercise than their colleagues of negative self concept. The researcher perceived that if a student creates negative self concept, he sees the school as an odd place and this thus cause in alteration the way he behaves.

Berger (2005), defined peer-group as the aggregate number of people from a similar age, and societal position who play, work or learn together. Information management group (2016) clarified that companion connections have an uncommon foundation for social and passionate advancement of a person .which enhances his/her scholarly capacities, sympathy toward others and participation with individuals. Peer- group connection can either be constructive or adverse. A positive peer influence will urge the student to remain in class and consider school exercises important. Negative companion impact pressurizes the student to enjoy reprobate act against his/her will. The researcher has observed that peers tend to pay loyalty to their group's activities.

Manohar and Uttara in Wikipedia (2016) postulated that electronic media is a division of mass-media that impart data through electronic means. Electronic media can take the form of broadcast media, digital media and internet media. Broadcast media includes film, radio, recorded music or television. Digital media includes internet and mobile mass communication.

Electronic media can serve as a wellspring of scholarly improvement if legitimately utilized by the students. However, indulgence in electronic media for negative purposes, will make the student addictive and this addiction can result to truancy. This study used both psychological/environmental factors and their investigated relationship on the dependent variable-students' truancy. It is against this foundation that the researcher was be moved to investigate the relationship of some psychological (motivation/self concept) and environmental (peer group/electronic media) factors on & students' truancy in Okpe Local Government Area.

Statement of the Problem

Documents in school such as the school register affirm to cases of absenteeism and tardiness. The students involved are tagged 9 and 11 students' meaning that these students come to school by 9 am and leave school by 11 am. The question is where do these truants go to and what they do amid the time of their nonappearance from school?

The spread of students' truancy has offered ascend to different moral, intellectual, mental and social issues among students it doesn't just influence the students, family or school however the general public on the loose. Truancy have both long term and short term effects on

students, The short term effects are increase in delinquency, criminal and gang activity. Long term effects include poor physical and mental health, the continuance of family poverty and a high risk of addiction and confinement.

Truancy negatively influences the realization of educational aim and objectives. It was also seen that the government of Delta state had recently recruited personnel known as “Educational marshal” to catch any student who is discovered on the road amid school hours. In spite of this exertion, there are still reports on truancy. The ramifications of this is that despite the efforts these staffs there are still reports of this menace it could be that there are other factors that are linked to truancy. In perspective of this, the problem of this study is what relationship do psychological and environmental factors have with students’ truancy Okpe Local Government Area?

The aim is to investigate the psychological and environmental factors as correlate of students’ truancy in Okpe Local Government Area of Delta State.

Research Questions

The following research questions were raised in the course of the study.

- i. To what extent does motivation relate with students’ truancy?.
- ii. To what extent does self concept relates with students’ truancy?
- iii. To what extent does peer-group relates with students’ truancy?
- iv. To what extent does electronic media relate with students’ truancy?
- v. What is the joint relationship of motivation, self-concept, peer group, and electronic-media, and students’ truancy?

Hypotheses

The following hypotheses were formulated to guide the study at 0.05 level significance.

- i. Motivation does not significantly relate to students’ truancy.
- ii. Self concept does not significantly relate to students’ truancy.
- iii. Peer-group does not significantly relate to students’ truancy.
- iv. Electronic media does not significantly relate students’ truancy.
- v. motivation, self concept, peer-group and electronic media do not jointly significantly relate to students’ truancy.

Methodology

The research design is correlational. This study is on the psychological and environmental factors as correlate of students’ truancy hence, the researchers used the correlational research design because the study aim to examine the association that exist between psychological and environmental factors and students’ truancy. The population comprises of all the senior school one and two students in the sixteen Government owned schools in Okpe Local Government Area. There were 2,195, (Ministry of Basic & Secondary Education, Okpe Local Government Area Orerokpe, Delta State (2016). A sample of 450 SS1 and SS2 students was utilized. Using multi-staging sampling technique, 5 schools out of the 16 government school in Okpe was drawn via simple random sampling via balloting without replacement. This is because the schools possess the same characteristics of being government schools. Thereafter, proportional stratified random sampling was used to draw 450 SS1 and SS2 students. This is because the different schools were stratified and a proportion of 75% of the students in each schools were used. One instrument with three subsections were used for this study. Two of the subsections were subscale. The psychological factors scale (PFS) has two sub-scales and they are students motivation scale constructed by the researchers and Tennessee

self-concept scale (TSCS) adapted from Tennessee self-concept scale 2nd ed. (1996). Environmental factor scale has two subscales and they are peer pressure scales (PPS) adapted from national Institute of Child Health and Human Development (2005) and Electronic media usage scale, and Truancy scale (TS) was also constructed by the researcher. The instruments consist of 3 sections. Section A consists of two sub-sections with statements relating to motivation and self concept. Section B consists of two sub sections with statements relating to peer pressure and electronic media usage. Section C contains statement that relate to truancy. The questionnaire was made up of four point likert scale which required the students to indicate their level of agreement or disagreement with the items. Two copies of the instrument were given to experts in measurement and evaluation to superficially peruse and point out what the instrument appears to measure. The sentence structures, clarity of the things. Their revision and proposals were affected in the last drafting to guarantee precise face and content validity of instrument utilized. The reliability of the psychological factor scale (PFS), Environmental or scales (EFS) and truancy scale (TC) was determined by Cronbach Alpha method of internal consistency. Simple random sampling technique was used to draw a sample of 30 students who are not part of the sample for the reliability test. The reliability coefficient of (PFS) was obtained as 0.768 for students motivation scale (SMS), 0.808 for Tennessee self-concept scale (TSCS). Similarly the reliability coefficient of (EFS) were obtained at 0.668 for peer pressure (PP8), 0.821 for Electronic Media Usage (EMUS) and (TS) as 0.898, The coefficient values obtained are high enough to guarantee the use of instrument as a reliable one. The researchers with the assistance of the teachers in the sampled school administered copies of the instruments to the students. The teachers helped in maintaining conducive atmosphere which enabled the respondents respond to the items appropriately. The researchers read out the instructions for completing the forms and attended to their questions. The filled copies of the instruments were collected right on the spot. This ensured high rate of the returns. At the end, the students' responses were scored and the data generated were collected for statistical analysis. Linear, multiple regression and Analysis of variance associated with regression was utilized to answer the research questions and null hypothesis at 0.05 level of significance.

Presentation of Analyzed Data

Research Question 1: To what extent does motivation relate to students' truancy?

Hypothesis 1: Motivation does not significantly relate to students' truancy? In order to answer the research question, linear regression was used while in testing the null hypothesis, analysis of variance associated with regression was employed.

Table 1: Linear Regression of the relationship between motivation and students' truancy

Variables	R	R ²	Adj. R ²	SE	B	Beta	N
Constant					51.031		
Motivation	.215	.046	.044	5.519	-.328	-.215	450
(ANOVA)							
	SS	df	MS	F-cal	Sig	Result	
Regression	660.727	1	660.727	21.694	.000	Significant	
						(p<0.05)	
Residual	13644.437	448	30.456				
Total	14305.164	449					

Result in Table 1 shows that the (R) as 0.215, the (R²) as 0.046, the (Adj. R²) as 0.044, SE as 5.519. Based on the R² value of 0.046 it indicates that 4.6% of the variation in students'

truancy was as a result of their motivation. The calculated F-value as 21.694 with 1 and degrees of freedom and 448. While the significant value 0.000. $F(1,448) = 21.694$, ($p < 0.05$). This implies that motivation significantly relates to students' truancy.

Research Question 2: To what extent does self concept relate to students' truancy?
Hypothesis 2: Self-concept does not significantly relate to students' truancy?

In order to answer the research question, linear regression was used while in testing the null hypothesis, analysis of variance associated with regression was employed.

Table 2 Linear Regression of the relationship between self-concept and students' truancy

Variables	R	R ²	Adj. R ²	SE	B	Beta	N
Constant					40.031		
Self-concept	0.26	0.07	-0.002	5.649	-0.052	-0.026	450
(ANOVA)							
	SS	df	MS	F-cal	Sig	Result	
Regression	9.612	1	9.612	0.301	0.583	Significant	
						($p > 0.05$)	
Residual	14295.553	448	31.910				
Total	14305.164	449					

Result in table 2 shows that the (R) as 0.26, the (R²) as 0.001, the (Adjusted R²) as 0.002, S.E as 5.649. Based on the R² value of 0.07 it indicates that only 0.1% of the variation in students' truancy was as a result of their self concept. The F-value obtained as 0.301 with 1 and degree of freedom 448. While the significant value = 0.583. $F(1,448) = 0.301$, ($p > 0.05$). This implies that self concept does not significantly relates to students' truancy.

Research Question 3: To what extent does peer-group relate to students' truancy?
Hypothesis 3: Peer-group does not significantly relate to students' truancy?

In order to answer the research questions, linear regression was used while in testing the null hypothesis, analysis of variance associated with regression was employed.

Table 3 Linear Regression of the relationship between peer group and students' truancy

Variables	R	R ²	Adj. R ²	SE	B	Beta	N
Constant					34.925		
Peer group	0.150	0.023	0.020	5.586	0.270	0.150	450
(ANOVA)							
	SS	df	MS	F-cal	Sig	Result	
Regression	323.591	1	323.591	10.369	0.001	Significant	
						($p > 0.05$)	
Residual	13981.574	448	31.209				
Total	14305.164	449					

Result from Table reveals that (R) obtained as 0.150, the (R^2) as 0.023, the (Adjusted R^2) as 0.020, SE as 5.586. Based on the R^2 value of 0.023 it indicates that only 2.3% of the variation in students' truancy was as a result of their peer-group. The calculated F-value obtained as 10.369 at 1 and degree of freedom 448. While the significant value 0.001. $F(1,448) 10.369, (p>0.05)$. This implies that peer-group significantly relate to students' truancy.

Research Question 4: To what extent does electronic media relate to students' truancy?
Hypothesis 4: Electronic media does not significantly relate to students' truancy?

In order to answer the research question, linear regression was used while in testing the hypothesis, analysis of variance associated with regression was employed.

Table 4: Linear Regression of the relationship between electronic media and students' truancy

Variables	R	R^2	Adj. R^2	SE	B	Beta	N
Constant					28.895		
Electronic media	0.455	0.207	0.025	5.032	0.585	0.455	450
(ANOVA)							
	SS	df	MS	F-cal	Sig	Result	
Regression	2962.842	1	2962.842	117.027	0.000	Significant ($p>0.05$)	
Residual	11342.322	448	25.318				
Total	14305.164	449					

Table 4 reveals that (R) obtained as 0.455, the (R^2) as 0.207, the (Adj. R^2) a 0.205, SE as 5.032. Based on the R^2 value of 0.207 it can be deduced that only 20.7% of the variation in students' truancy was as a result of electronic media. The calculated F-value obtained as 117.027 at 1 and degree of freedom 448. While the significant value 0.000. Thus, $F(1,448) 117.027, (p<0.05)$. This implies that electronic media significantly relate to students' truancy.

Research Question 5: To what extent does motivation, self concept, peer-group and electronic media relate to students' truancy?

Hypothesis 5: Motivation, self concept, peer-group and electronic media do not significantly relate to students' truancy?

In order to answer research question, multiple regression was used while in testing the null hypothesis, analysis of variance associated with regression was employed.

Table 5 Multiple regression of motivation, self concept, peer-group and electronic media

Variables	R	R ²	Adj. R ²	SE	B	Beta	N
Constant	0.475	0.226	0.219	4.988	-	-	450
(ANOVA)							
	SS	df	MS	F-cal	Sig	Result	
Regression	3231.578	1	807.894	32.466	0.000	Significant	
Residual	11073.587	445	24.884			(p>0.05)	
Total	14305.164	449					

Result from the above table reveals the (R) obtained as 0.475, the (R²) as 0.226, the (Adjusted R²) as 0.219, SE as 4.988. Based on the R² value of 0.226 it can be deducted that only 22.6% of the variation in students' truancy was as a result joint effect of motivation, self concept, peer-group and electronic media.

The F-value obtained as 32.466 at 4 and degree of freedom 445 which was significant at 0.000. Thus, F(4,445) 32.466, (p<0.05). This implies that motivation, self concept, peer-group and electronic media significantly relate to students' truancy.

DISCUSSION OF RESULTS

Motivation and Students' Truancy

The result showed that motivation significantly relates to students' truancy. This means the degree of motivation a student gets, indicates his/her direction of truancy. The findings are in agreement with some previous studies. Oriahi (2009) researched influence of motivation on student's scholastic execution in Esan West Local Government Area of Edo State. The results showed that students' motivation has high positive correlation in their academic performance. This work is similar to this present work in that students' motivation reduces truancy and this in turn improves their academic-performance. In the same vein, Eberendu and Okere (2015) researched on motivation to employees retention in federal medical centre Owerri the result also showed that motivation enhances performance. However, the study used employees retention which is dissimilar to this present study in terms of dependent variable which is truancy.

Self-concept and Students' Truancy

The result showed that self concept does not relate significantly to students truancy. This means that self concept whether positive or negative does not make a student to play truancy. This study is similar to Mengimolki, Kalantarkousheh and Malekitabar (2015) who carried a study on self-concept, social adjustment and educational accomplishment. The result showed that there is significant association between self concept and social adjustment with academic achievement. However, the study is dissimilar to Opara and Onyekuru (2015) study who investigated psychological predictors of students adjustment- to school in Obio Akpor Local Government Area of Rivers State. Their result showed that self concept significantly predicts students' adjustment to school. This may be due to the difference in locale of the present and previous study.

Peer-group and Students' Truancy

The outcome indicated that peer group significantly relates to students' truancy. This means that the choice of friends chosen by students can either encourage them to take their studies earnestly or discourage them from being studious. This study is alike to some previous work. Titilayo (2013) researched on nonattendance & malingering: peer factor on academic-performance of students in Ogun State. The result showed that peer- group factors contribute to nonattendance & malingering. Moreso, Komakech and Osuu (2014) carried a research on students; absenteeism. A silent killer of universal secondary education (USE) in Uganda. The study showed that peer-group influence causes students absenteeism in Uganda. However, the researcher did not review any dissimilar study to this present result.

Electronic Media and Students' Truancy

The result showed that electronic media significantly relates to students truancy. This means that the electronic media if improperly used will results to truancy. This finding s akin to previous studies.

Mwaura (2014) analyzed the relationship between levels of presentation to broad communications and electronic media in Nakuru Kenya. The outcome demonstrated that time spent sitting in front of the TV or video has an impact on understudies' physical brutality levels. In a similar Vein, Udofia (2015) inspected computerized innovation and degenerate conduct of understudies in Uyo. The discoveries uncover that web surfing TV arid motion pictures content have association with deviant practices of understudies in Uyo. However, the researcher did not review any study that is not similar to the present one.

Conclusions

The study showed that motivation relates to students' truancy. By implication, students are less likely to involve in truancy if they are motivated to learn by their parents, teachers and significant others in their lives. The study additionally discovered that self' concept does not relate to truancy. This implies that self concept whether positive or negative does not make a student to play truancy.

Moreso, the study also affirmed that peer-group relates to students' truancy. This implies that the choice of friends chosen by the students can positively or negatively affect them. Contrarily, their companions can impact them on the best way to play truancy while emphatically, their associates can impact them to remain in class and be studious. Guardians and instructors are in this manner informed to watch the decision concerning companions of their kids and understudies individually.

Furthermore, the study attested that electronic media relates to students' truancy. This suggests electronic media when utilized appropriately, by the understudies widens their instructive skyline. 1-lower, if it is used for immoral purposes or social networking only it will negatively influence their educational horizon.

At long last, the study demonstrated that motivation, self concept peer group and electronic media .jointly relates to students' truancy. The suggestion is that students who are motivated, have positive self concept mingle with positive inclined friends, utilize electronic media for scholastic reasons are more averse to play truant.

RECOMMENDATIONS

In the light of the outcome that motivation relates to students' truant-conduct positively, it is prescribed that guardians ought to arouse their youngsters to learn by giving all the fundamental learning materials to learn in schools, educators ought to persuade their students to learn by using their branch of knowledge and differing their showing strategy furthermore utilize fitting showing helps in displaying their lesson. The school and government should provide good conducive environment for their students.

In view of the outcome that self concept relates contrarily to students' truant-conduct, it is however prescribed that guardians, instructors and the guides ought to arrange their youngsters/students/counselee on the advancement of positive self concept and confidence. Based on the findings that peer-group relates to students' truancy positively, it is recommended therefore to parents and teachers to guide their children and students in their choice of friends.

Based on the findings that electronic media relates positively to students' truancy, it is recommended therefore for parents to monitor what their children do with their electronic gadgets and also schools should not allow any students to bring their phones to school. Based on the findings that motivation, self concept, peer-group and electronic media jointly relates to students truancy, it is recommended therefore, that the government of Delta state should organize workshop, seminars that will orient teachers, parents and students on motivation, self concept, peer-group and electronic media.

The state ministry of education should include moral education in the curriculum and also ensure its full implementation as this will enable the students to be in the right frame of mind and also put up positive disposition toward being a truant.

Parents should occasionally check their children in school and also their notes always when they return from school. They should also have the contacts of at least two teachers in the children school as to be abreast with their children's moral and academic well being in school.

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