

**EFFECTS OF THREE POSITIVE LIFE SKILLS ON IN – SCHOOL
ADOLESCENTS DELINQUENT BEHAVIOUR OF TRUANCY IN
PUBLIC SECONDARY SCHOOLS IN IBADAN METROPOLIS,
NIGERIA.**

BY

**Olayemi Omowunmi ADEBIYI
(ADHE, B.ED, MSW, M.Ed. – Ibadan)
MATRIC NO: 56623**

**SUBMITTED TO THE DEPARTMENT OF ADULT EDUCATION,
FACULTY OF EDUCATION, UNIVERSITY OF IBADAN, IBADAN,
NIGERIA**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF DOCTOR OF PHILOSOPHY DEGREE (Ph.D) OF THE
UNIVERSITY OF IBADAN, IBADAN, NIGERIA.**

**SUPERVISOR
DR. STELLA ODIAKA**

JULY, 2015

CERTIFICATION

I certify that this research work was carried out by Olayemi Omowunmi ADEBIYI (Matric no 56623) in the Department of Adult Education, Faculty of Education, University of Ibadan, Ibadan, Nigeria, under my supervision.

Date

Supervisor,
Dr. Stella Odiaka
B.Ed; M.Ed; Ph.D.
University of Ibadan, Ibadan
Nigeria

DEDICATION

This project is dedicated to the Glory of God to whom honour, glory and dominion are given forever and ever, Amen.

UNIVERSITY OF IBADAN

ACKNOWLEDGEMENTS

In the name of our Lord Jesus Christ, the most gracious, to whom all honour, dominion and majesty are due, I give Him all praises: thank you Lord, for this advancement. You strengthened me all through with good health, sound mind and a joyous heart. Praise and adoration be unto his name forever and ever. My profound gratitude goes to my lovely supervisor Dr. Stella Odiaka for her unrelenting assistance, encouragement and professional guidance. Her contribution to the success of this research is highly appreciated, you are a great confidant.

Dr. Kehinde Oluwaseun Kester, I appreciate you sincerely, sir and I shall always. You were always there for me. Your worthwhile knowledge and experience imparted upon me during the course of this study is highly commendable, thank you very much. My sincere gratitude also goes to my able lecturers Professor M.O. Akintayo, Professor Deborah Egunyomi, (The HOD of the Department of Adult Education), Dr. Stella Oladeji, Dr. Omobola Adelore. Dr. A.A. Sarumi, Dr.I.A. Abiona, Dr. P.B. Abu, Dr. T.A. Akanji, Dr. K.O. Ojokheta, Dr. O.E. Olajide, Dr. Medinat Momoh, Dr. C.O. Omoregie and Dr. Felicia Aibinuomo, for equipping me academically, thus contributing towards this advancement.

I appreciate Dr. A.M. Jimoh and Dr. R.A. Animashaun .of the Department of Guidance and Counselling of the Faculty of Education, the University of Ibadan, Ibadan, Nigeria, for their great support which helped immensely to enrich this work. Thank you very much sirs. I also appreciate Dr. Mojoyinola, Dr. Folaranmi, Dr. Adegoke, Dr. Ajala, Dr. Ayangunna and Dr. Olaleye of the Department of Social Work, Faculty of Education, University of Ibadan, for their encouragement. I immensely appreciate Dr. Monica Odinko of the Institute of Education, Dr. Ismail Raji of the Department of Educational Management and Dr. Alarape (Sub- Dean) Post Graduate School, (

Arts and Humanities) for vetting the abstract of this study. I also appreciate Dr. Joshua Adeleke of the Institute of Education and Mrs. Olayemi Angela. I appreciate greatly Dr. Adejuwon Grace Anuoluwapo of the Department of Psychology, Faculty of Social Sciences, University of Ibadan, Ibadan, Nigeria for her encouraging words at a time of weariness during the course of this research work. I am indeed very grateful to you all. I say a big thank you to the principals and the vice principals of the selected public Secondary schools used for this study alongside with the resource persons delegated to assist me by the principals in each school. They are Mr. Akinboade, Mr. Olasogba of Community Grammar School, Kudeti; Mrs. Adekunle of Lagelu Grammar School, Gate, now (Hisbillahi Al - Galib); Mr. Oyeleke of Olubadan High School; Mrs. Oloko, Mrs. Adeniyi, Mrs Ladipo of Eleyele Secondary School II, Eleyele Ibadan; Mrs. Ipadeola of Aperin High School III, Orita – Aperin; Mrs. Kolapo of Urban Day Grammar School, Jericho, Ibadan; Mrs. Ogundipe of Eleyele Secondary School II, Eleyele; Mrs.Sipe of Community Grammar School I, Apata and Mrs.Vaughan of Community Grammar school, Elewura, Challenge, for their cooperation, support, acceptance and assistance. Also to the wonderful students of those schools used God bless you all. Wonderful achievement of this nature shall also be your portion in Jesus name, Amen.

My sincere indebtedness and appreciation also go to my mother Madam Julianah Solape Oke for her love, prayers and words of encouragement, thank you mama. May you continue to age gracefully and also live longer to enjoy more of the fruits of your labour, amen. Finally, I thank my ever caring, loving and appreciating ‘Dayo, my sweetheart and better half for his full support and prayers all through despite his challenges. Dear, my God shall reward you bountifully and perform miraculously, what no man can do in your life in Jesus name, Amen. I cannot forget my lovely blessings of matrimony Princes and Princesses – Adeyemi Adebiyi, Adesola Aderibigbe (Mrs.),

Adekola Adebisi and Adetola Adebisi for their understanding, their heavenly endowed behaviour, attitude and integrity which gave me total peace of mind anywhere I was during the course of this study. Coupled with these are their ceaseless and fervent prayers to God for me to complete this course successfully. I thank God for their lives and I pray God will continually keep and bless you for me in Jesus name, Amen. My joy knows no bound as I immensely appreciate my heavenly Father again for expanding my coast with additional blessings of a son Oludare Aderibigbe and a beautiful granddaughter Oluwadunsi Adedunni Aderibigbe, during the course of this study. God bless you tremendously.

Once more thank you all and remain blessed.

UNIVERSITY OF IBADAN

ABSTRACT

Curbing truancy among in-school adolescents in public secondary schools in Nigeria had attracted much attention from stakeholders. Efforts made by government, schools and families to check such behaviour have not produced the desired results, thus necessitating the introduction of positive-life skills interventions. However, literature has shown a relatively low trend in previous studies utilizing positive life skills. Previous studies on positive life skills focused on hardened criminals, run-away boys and prisoners with little attention given to truant in-school adolescents in Ibadan metropolis. This study, therefore, examined the effects of three positive life skills (moral reasoning, social adjustment and study skills) on adolescence delinquent behaviour of truancy in public secondary schools in Ibadan metropolis. It further examined the moderating effects of gender and socio-economic status.

The study adopted a pretest-posttest, control group, quasi experimental design, using a 4x2x3 factorial matrix. Eight co-educational public secondary schools in Ibadan were purposively chosen, while simple random sampling technique was used to select 480 Senior Secondary I students (comprising 240 males and 240 females between the ages of 13-19) with a history of truancy. Participants were randomly assigned to moral reasoning, social adjustment, study skills and control groups. Treatment lasted six weeks. Instruments used were: moral reasoning intervention scale, social adjustment scale and study skills intervention scale. These were complemented with four sessions of focus group discussion with some of the participants. Seven hypotheses were tested at 0.05 level of significance. Data were analyzed using ANCOVA, MCA and Scheffe posthoc test.

There was a significant main effect of positive life skills on truancy reduction among in-school adolescents in Ibadan ($F_{(3, 405)} = 48.67, \eta^2 = 0.24$). Participants in the social adjustment group had a higher posttest mean score ($\bar{x} = 66.83$) than moral reasoning ($\bar{x} = 65.44$), study skills ($\bar{x} = 64.56$) and control ($\bar{x} = 61.30$) groups. There were no significant main effects of gender and socio-economic status on truancy reduction. There was also a significant interaction effect of treatment and gender on truancy reduction ($F_{(3,471)} = 5.17, \eta^2 = 0.03$) with gender accounting for 9.6% in the variation of truancy reduction. However, there were no significant interaction effects of socio-economic status and treatment, and gender and socio-economic status on truancy reduction. There was no significant three-way interaction effect of treatment, gender and socio-economic status on truancy reduction.

Moral reasoning skills, social adjustment skills and study skills enhanced truancy reduction among in-school adolescents in public secondary schools in Ibadan metropolis. Therefore, these three positive life skills should be taught as school subjects to the secondary school students. The students would increase in knowledge and be able to think rightly, do the right thing at the right time in order to avoid wrong action that can encourage punishment, avoidance of school and truancy. The students would be free to express themselves freely in an environment void of intimidation and biases, which would lead to the realization of students' internal attributes and ability to do well in class for academic achievement. The students would also know the methodology of studying well, when, how and what to study. Reading ahead of the class, not only when examinations are approaching, but all the time. The act of reading and studying well encourage students to do well in class, pass examinations to become school achievers.

Keywords: Positive life skills, Adolescent truancy, Public secondary schools in Ibadan

Word count: 419

TABLE OF CONTENTS

Title page	i
Certification	ii
Dedication	iii
Acknowledgments	iv
Abstract	vii
Table of Contents	ix
List of Tables	xii
List of Figures	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Study	12
1.3 Objectives of the Study	14
1.4 Significance of the Study	14
1.5 Scope of the Study	16
1.6 Operational Definition of Terms	16
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK	18
2.1. Conceptual Review	18
2.2 Concept of adolescent (in –school adolescent)	19
2.2.1 Stages of Adolescence	21
2.2.2 Concept of delinquent behaviour	24
2.2.3. Types of Delinquent behaviour	26

2.2.4	Concepts and Issues of Truancy	29
2.2.5	Levels of Truancy	32
2.2.6	Effects of Truancy	35
2.2.7	Concept of Positive Life Skills	40
2.2.8	Types of Positive Life Skills	44
2.2.9	Moral reasoning skills	45
2.2.10	Social Adjustment Skills	48
2.2.11	Correctional Skills, Gender, Socio-economic status and Truancy	56
2.3	Empirical Studies	62
2.4	Theoretical Framework	67
2.4.1	Social learning theory	67
2.4.2	Behavioural Theory	68
2.4.3	Theory of developmental stages and delinquent behaviour of Adolescents	69
2.4.4	Conceptual Model	71
2.5	Appraisal of literature	72
CHAPTER THREE: METHODOLOGY		76
3.1	Research Design	76
3.2	Population of the Study	77
3.3	Sample and Sampling Technique	77
3.4	Instrumentation	78
3.4.1	Moral reasoning skills intervention scale	78
3.4.2	Social adjustment skills intervention scale	79
3.4.3	Study skills intervention scale	79

3.5	Procedure of the Research	80
3.6	Manuals for 6 weeks Teaching of positive Life Skills	81
3.7	Report on FGD	82
3.8	Method of Data Analysis	87
CHAPTER FOUR		88
4.0	Results and Discussion	88
4.1	Socio – Demographic characteristics of Respondents	88
4.7	Hypothesis One	94
4.8	Hypothesis Two	100
4.9	Hypothesis Three	103
4.10	Hypothesis Four	105
4.11	Hypothesis Five	109
4.12	Hypothesis Six	111
4.13	Hypothesis Seven	115
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		118
5.1	Summary	118
5.2	Conclusion	120
5.3	Policy implications of the study	121
5.4	Recommendations	122
5.5	Contributions to Knowledge	124
5.6	Limitations to the Study	124
5.7	Suggestions for Further Studies	125
	References	126

Appendix I	130
Appendix II	148
Appendix III	152

UNIVERSITY OF IBADAN

LIST OF TABLES

Table 3.1:	Factorial Matrix	76
Table 3.2:	Table showing experimental groups and schools of study	78
Table 4.7a:	ANCOVA table showing the significant main effect of treatment on in-school adolescents' delinquent behaviour of truancy in public secondary schools in Ibadan metropolis.	94
Table 4.7b:	Multiple Classification Analysis (MCA) showing the differences in adolescents' delinquent behaviour of truancy	95
Table 4.7c:	Scheffe post – hoc table showing the significant differences of the comparisons in the treatment group.	97
Table 4.7d:	Scheffe Post-Hoc Multiple comparisons significant differences in Social Economic status on adolescent delinquent behavior of truancy	98
Table 4.8a:	Analysis of Covariance (ANCOVA), showing the main effect of Gender on in – school adolescents' delinquent behaviour of truancy in public secondary schools.	101
Table 4.9a:	Summary of Analysis of Covariance (ANCOVA), showing the main effect of Socio-economic status on in-school adolescents' delinquent behaviour of truancy in public secondary schools.	104
Table 4.10:	Analysis of Covariance (ANCOVA), showing the interaction effect of Treatment and Gender on in-school adolescents' delinquent behaviour of truancy in public secondary schools.	107

- Table 4.11: Analysis of Covariance (ANCOVA) showing the interaction effect of Socio-Economic Status and Treatment on in-school adolescents' delinquent behaviour of truancy in public secondary schools. 109
- Table 4.12: Analysis of Covariance (ANCOVA) showing the interaction effect of Gender and Socio-Economic Status on in-school adolescent's delinquent behaviour of truancy in public secondary schools. 112
- Table 4.13: Analysis of Covariance (ANCOVA) showing the Interaction effect of Treatment, Gender and Socio-Economics on in-school adolescents' delinquent behaviour of truancy in public secondary schools. 114

LIST OF FIGURES

Figure 2.1	Conceptual model	71
Figure 4.1:	Pie Chart according to age of respondents	88
Figure 4.2:	Bar Chart according to Gender of the respondents	89
Figure 4.3:	Bar Chart of respondents according to position in the family	90
Figure 4.4:	Bar Chart of respondents according to religion	91
Figure 4.5:	Bar Chart according to Parent's occupation	92
Figure 4.6:	Pie Chart according to respondent's parents' education	93
Figure 4.7	Graph showing interaction effects of treatment and gender	107
Figure 4.8	Graph showing interaction effects of treatment and Socio – Economic Status	110

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Within the Ibadan metropolis, most students in public secondary schools do not attend schools, for they are mostly seen roaming the streets with their school uniforms on them during school hours. The government condemns this act as the behaviour that does not connote academic seriousness, but depicts some level of laziness and also shows some elements of delinquent behaviour such as truancy. Truancy is a phenomenon that is on the increase in Nigeria especially among in – school adolescent students in public secondary schools in Ibadan metropolis (Ogundipe 2011). These students' unwillingness to stay in schools for the stipulated time of eight hours is alarming. Truancy is associated with the inability of students to stay in the school for specific periods. It is a growing menace that is also antithetical to academic excellence (Ogundipe, 2011).

Truancy among in–school adolescent students in public secondary schools has degenerated to a level that the Nigerian society is threatened (Venville 2002). Animashaun (2002) viewed that truants are rampantly involved in robbery and their involvement according to him puts life and property in jeopardy, while the safety of staff, students and community members is at stake. Venville (2002) viewed truancy as a multi – component behavioural problem that starts with school maladjustment, manifestation of aggression, rebellious act and delinquent behaviour. Venville, (2002), said the public secondary schools system and other institutions of learning seem to be seriously losing their capabilities of inculcating right morals and values on adolescent students, although, according to him, the role of the schools in preparing the individual students for life is virtually recognized all over the world, for provision

of opportunities for individuals to acquire competence for various vocation. Venville (2002), further said that public secondary schools need its management to grapple with truancy among other adolescent delinquent behaviours in schools.

Momoh (2001) confirmed that some truants are cultists and mates of truants build syndicate thus forming a miniature cult. According to her, truants break school rules and regulations as they jump fence of the schools in a bid to attend to personal needs outside of the school learning activities. Adebayo (1981) agreed with Momoh (2001) that truancy, a delinquent behaviour in secondary schools had reached an alarming rate. According to him, the numerical strength of the students on the attendance register daily do not tally with the numbers of students on the schools assembly ground. Adebayo (1981) further viewed truancy as an unruly delinquent behaviour that is rampantly practiced by adolescents in schools. Truancy is an act of absenting oneself from school without legitimate reasons (Igborgbor 1984). No permission is taken from parents or school authorities (Adebayo 1981) He went further to conclude that it will be difficult for anyone to stand up in the public and claim that one has no child in one's family or extended family who behaves in such a way that causes some form of anxiety. This delinquent behaviour is creating problems on educational performance, school systems as well as the society at large (Venville 2002).

In Nigeria, education is regarded as the route that leads to "good" jobs, wealth and prestige. Most jobs that are available require some minimum level of academic attainment. Besides, the society now looks up to the schools to play the major role in molding the characters of her young people. The Federal Government of Nigeria underscores this expectation by laying emphasis on the moral and religious instructions in the 2004 National Policy on Education that led to the initiation of schools Guidance and Councillors to counsel truants and other deviant

students in schools. The entire Nigeria society therefore has a stake in ensuring that adolescents in schools derive maximum benefits both in learning and character from their attendance in school. However, Claxton (2002) itemized the sources of the problems that militate against attainment of these objectives to include the mentioned delinquent behaviour of truancy put up by adolescents in schools.

Ogundipe (2011) sees this unhealthy phenomenon as having a global increase despite the efforts put in place by the government to fight it. Venville (2002) further emphasized the need to combat truancy in schools for the progress and achievement of any nation depends on the quality of her young ones. Ungar (2004) perceived that the family is under distress because of truancy among adolescents in schools. He further emphasized that both the school system and other social institutions have almost lost their capabilities to inculcate right morals and values on adolescents in schools.

Smith (2004) in his research work on “Responsive Discipline” confirmed that truant students are non-conformist to school rules and regulations. They are viewed with irresponsibility by the school authority and parents. Truants leave their homes for school; they never get to school, nor go back home. Some truants that get to school, Smith (2004) further confirmed, carry extra clothes in their school bags, with which they exchange with their school uniforms and escape from the school premises, to attend to activities that catch their attention. Such activities include bus – conducting and sales of goods for making quick money. Smith (2004) also viewed the home as performing far below the expectation regarding their basic responsibilities as the children expected to be in their custody, become truants consequently constituting threats to themselves, the school authorities and the society they belong. Some Parents do not monitor their children to school, nor visit schools to confirm their children’s daily

attendance (Smith 2004). Blair (2005), agreed with Ammerman (1990) that truancy and other social vices that characterized the schools and society today are traceable to the breakdown of the families. Most parents are separated as a result of lack of affection, low economy and constant beating of the wife by the husband. Offspring from such homes lack care and needs (Blair, 2005).

Mussen (1990), viewed the home as the first basic functioning unit, a significant agent of education and socialization primarily concerned with the raising and rearing of children for the purpose of survival, continuity and good future of a race. Mussen (1990), further observed that rearing of children is one of the most difficult and demanding responsibilities that people face, yet they have little preparation or training for it. This according to Mussen (1990) amounts to truancy, a delinquent behaviour put up by adolescents in schools. Blair (2005) conclusively agreed with Mussen (1990) that the home and the schools are major agents of socialization where most children are formally introduced to the world.

Globally, abandonment, abuse and neglect of children from cradle as Blair (2005) put it, had contributed negatively in no small measure to the rate of truancy among adolescents in schools. Therefore, Blair (2005) confirmed that parents and teachers need to manage truancy in schools with a deeper understanding of the adolescents' needs. Adolescents whose needs are met hardly become truants, they attend school regularly, are upright and they face their studies squarely.

United Nation International Children Educational Fund (2004) confirmed that 40,000 students aged 13-19years around the world are delinquent as a result of abuse and neglect. Most children that are expected to be schooling are found roaming the streets and highways hawking sachets of pure water, biscuits, sweet among other goods. Some of these children meet untimely

death during this process because they often cross highways without caution. Some of the children that attend schools many at times are late comers because they must hawk before going to the school every day. Most of such children become truants, school failures and drop outs.

Port (2002), averred that the rising number of abandoned and neglected adolescents by parents lead to truancy of many adolescents in schools. Port (2002), concluded that unruly behaviour of truancy by adolescents in schools as a result of drug misuse destabilize the society. Peer group influence has also contributed in no small measures to truancy among in-school adolescents. In Nigeria, the adolescents with delinquent behaviour of truancy behave in ways that give rise to anxiety. The anxiety is expressed in the newspapers such as the Punch and Vanguard, as well as in population magazines and other media of mass communication. Scholars discuss truancy among adolescents in learned and other scientific journals.

Remedies are debated in legislative committee rooms and assemblies while local communities have also designed measures and initiated projects to combat them. Truancy among adolescents in schools constitutes a top rank problem in Nigeria (Adebayo, 1981). Truancy reflected in the pronouncement and policies of both the federal and state government officials especially by educators, administrators and advisers. Sometimes, in- school adolescents who are truants way lay and beat up their teachers for scolding them in school. They burn school property based on flimsy excuses. It is a common phenomenon, to see truants being enticed with menial money and to be used as “thugs” by politicians. Such adolescents are ring leaders of bad-behaved students in schools.

Truancy, Igborgbor (1984) said, is the act of absenting oneself from school without a legitimate cause or permission from one’s parents or school authorities. The truant adolescent leaves the home, does not get to school, but escapes to join the group activities that catch his

fancy (Falua 1988). Falua (1988) further ascertained a school survey in Nigeria to have ranked truancy second with (29.32%) to disobedience (30.69%). He identified that lack of boarding facilities in Nigerian schools, contributed to increase in the population of truants. A truant adolescent may not be easily identified in the street as most of them are “Day” students. This, Falua (1988) pointed out, makes a check on their movement difficult. A good number of Nigerian students do not attend school regularly (Falua, 1988). Truants have been found to be experiencing a number of personal and conduct disorder ranging from school maladjustment and manifestation of aggression to rebellious and delinquent behaviour. Truancy is augury of things to come (Falua, 1988). He concluded that early school truancy is good predictor of various form of adult anti-social or rule-deviant behaviour apart from being part of the group of students with poor school achievements.

Adebayo (1981) viewed students with behaviour of truancy as delinquents. Rules and regulations have been assumed in schools to give room within which students can strive for academic excellence and be actualized but unruly behaviour such as truancy disrupts peace in schools, authority as well as other students. He further said that truancy in schools is a delinquent behaviour that had reached an alarming rate in Nigerian schools mostly among adolescents. Jimoh (2006) also said these adolescents always refuse to take responsibilities for their actions. They constitute problems for themselves, the school authorities, fellow students as well as to the society at large. Jimoh (2006) further said that truancy in schools bring such schools to the verge of collapse or breakdown.

In attempting to solve this problem of truancy with its attendant consequences, a lot of studies have been conducted in Nigeria. Animashaun (2002) used positive life skills which he termed as six hats on hardened criminals (the prisoners) to change their behaviour positively.

These positive life skills as quoted by Animashaun (2002), and as recorded by Bram (1998), Procter (1980) Argyle (1981), are desirable practical behaviours, such as power, knowledge, ability and styles of life that make the hardened criminals functionally effective in a positive manner in the society as they relate meaningfully with other societal members after their unruly behaviour have been corrected. Delinquency as a multi-component behavioural problem attracts lots of mal-attitudes that graduate from one level to another level of unruly behaviour. Most of the convicted prisoners started with delinquent behaviour of truancy that graduated to the level that has earned them jail terms either due to lack of early intervention by significant others or due to their deviancy.

To prevent a situation where the acts of truancy would render adolescents incapable of fulfilling themselves, it is necessary to work out some antidotes. The three positive life skills; moral reasoning skills, social adjustment skills, and study skills are thus fostered on In-school adolescents who are the future leaders of the nation, to combat their delinquent behaviour of truancy (Gitzgibbon, 1996). The effects of these three positive life skills on In-school adolescent delinquent behaviour of truancy in public secondary schools Ibadan metropolis and as it would be reflecting in the literature review is what this study investigated with a concerted plan to effect changes that would encourage replacement of the In-school adolescents delinquent behaviour of truancy with progress for the attainment of academic success, promotion for self-actualization as well as their well-being for the fulfillment of a satisfying standard of life.

Students at this level of education (SS1 classes) are expected to have the right thinking attitude, and good behaviour put up by them that would lead to the avoidance of punishment as rules and regulations of schools are obeyed. Although, there could be lots of variations of rules, likewise obedience to constituted authorities by students would go a long way to achieve academic

achievement and fulfillment in life. In the end, the students would be responsible citizens. The fact remains that obedience is the key to great success of students in school and in life generally.

Morality according to Jimoh (2006) as opined by Nucci (1997) and Kohlberg (1989) is the norms of right and wrong conduct, the meaning of moral right and wrong as well as the criteria that are used for judging the wrongness of actions. Moral reasoning skills according to Jimoh (2006) are fundamental goals of higher education that should be linked with all behavioural levels for behaviour improvement. A Georgia Survey (2006) revealed that moral reasoning skills as an intervention on truancy would help to maintain social order and also improve adolescents' interpersonal relationship. Yates (1999) further viewed moral reasoning skills as a more ethical and deep thoughts processes of correctional values of adolescents' delinquent behaviour of truancy. Jimoh (2006) concluded that moral reasoning skills help students to assume roles that entail moral responsibilities.

The home as the first basic social functioning unit and a significant agent of education and socialization play prominent roles in inculcating moral values in adolescents thus supporting the adage that describes the home as the foundation where most behaviour is first formed. Persistent communications, verbal and non-verbal means are used effectively with the growing child from cradle as he or she interacts with the closest family members as the first contact. Social interaction increases as well as feelings towards others in the family which later culminate into social development of the adolescents. There is self-awareness and consciousness to corrections made on the wrongs done by the child, which improves along developmental stages. This makes the child to adjust socially to life the child learns the act of giving, receiving, making compliments and other early feedback. But students with wrong attitudes probably due to loss of parents and significant others are likely to become truants as most of the needs may not be met,

even when introduced into schooling. Such students fall at the mercy of intervention of social adjustment skills that would look into the background, to understand the reason behind the behaviour of truancy towards correction and achievement of goals in life.

Social adjustment skills according to Markus (1991) is a constellation of thoughts and feelings that uniquely help the adolescent students to express one's self that leads to the realization of internal attributes and promotion of ones goals. The intervention of social adjustment skills on truancy according to Markus (1991) helps to eradicate interdependent behaviour among adolescent truant students. Markus (1991) also viewed the intervention of social adjustment skills on truancy as giving ways to the promotion of self-monitoring and positive behaviour that would make the students to meet generalized expectations. Masten.(2005),further viewed social adjustment skills as very important correctional measure appropriate for early school success and later adjustment.

Students are meant to have the right attitude to academic work from their first day of resumption in school. Such students do not always have difficulties in studying, to enhance good results. They attend classes regularly; write their notes, read it adequately in readiness for another day's work in school. Such students take exams with ease and they record good successes, but, this is not so with the truants. Academic failure occurs as they fail to attend classes, when they should. Prompt attendance in school is the first condition and an important factor for academic success. Such students with the wrong attitude academically are put in line with study skills intervention in order to study well for successful achievement.

Study skills as a correctional measure play a major role in molding the characters of the truant adolescent student as decent and heartwarming societal behaviour are put up after passing through learning stages (Claxton 2002). Bailey (2000) ascribed that effective study skills with

the development of a schedule imbibed by the school as agents of socialization and education help to improve truants academic results. Baileys (2000) further confirmed that waste of time and frustration are the major contributing factors to truant academic failures. It makes truants to wander away from the school learning environment (Bailey 2000). Study skills with teaching innovations and creativity make learning interesting to truants. It boosts their confidence and increases their abilities to face life challenges (Momoh, 2001).

In-School adolescents male and female inculcated alongside their socio- economic status in relation to delinquent behaviour of truancy exhibited by them is not farfetched in that both sexes can readily be involved in truancy behaviour. Adolescence according to Nwokocha (2010) is the bridge between childhood and adulthood and therefore an important period of knowledge acquisition, attitude molding and behaviour exhibition. According to him, most studies on adolescent health behaviour focus on their sexuality which perhaps conjectures more complexities than other aspects of adolescent discourse. Sexuality as posited by the Pastoral Institute of Eastern Africa (1975) means manhood and womanhood and not merely the physical body. According to the institute, it's a dimension of the human personality through which an individual reflects his attitude towards himself and the society at large (male and female alike).

The immediate society which an adolescent is exposed to either a male or female is majorly the home and the school environment. Distinction in personality becomes obvious in the adolescent years. Therefore, according to different personality traits, innate deviant behaviours may be exhibited by males and females both at home and at school. Adolescents from homes with environments repressive enough to curb deviant behaviours may sprout their deviant sides at school. The same goes for adolescents exposed to deviant behaviour from home. For example, a girl/boy who might have been exposed to sexual activity at home would carry such tendencies

to the school environment. If his/ her type of personality is of active dominance among peers, this particular type of behaviour might debar him/her from concentrating at school thus exhibiting truancy behaviour that might rub off on a number of their peers.

Adolescents in their late teens tend to be more difficult to control than those in their early or mid- teens. Also, females are earlier developers, physically and emotionally than their male counterparts. It can thus be said that there will be variation in the nature of deviant behaviour according to both age and sex. A female in her late teens may show more of sexually related deviant behaviour while her male counterparts may have external aggression and delinquent behaviour of truancy as his major character.

Socio-economic status also play its own role in patterning deviant behaviour at school. Aimee(2008) linked poor backgrounds to a lack of motivation to attend school. A child who goes to school on an empty stomach may find it difficult to concentrate on what is being taught at school. That child will eventually skip school. A child who is from a relatively poor background might have an inferiority complex to his classmates. Such complex, if acute enough, might cause such child to lose concentration in class. A loss of concentration could lead to poor academic performance and achievement at school. Repetitive failure would invariably breed truancy behaviour and eventually such in- school adolescent drops out of school.

This study therefore through these three positive life skills; moral reasoning skills, social adjustment skills and study skills, will increase students' responsible citizenship and academic progress while habits of dishonesty and inconsistencies due to truancy on in – school adolescent students in Ibadan metropolis become eradicated or reduced.

1.2 Statement of the Problem

The rate at which in – school adolescents run away from schools is getting to a level where the Nigerian education is threatened. Research has shown that truants partake rampantly in robbery in Nigeria. With truants getting involved in robbery, security in school becomes porous, life and properties are in jeopardy. Both staff and students are not left out of danger. Again, there could be increase in the level of delinquent behaviour like truancy. More adolescents' students could be lured, into such act. The end result would be academic failure, poor achievement and school drop – outs. Safety of the country members is also at stake. But with the introduction of positive life skills there would be reduction in the delinquent behaviour of truancy.

The existence of truancy in secondary schools as Gesinde (2004) puts it is not a fallacy but a reality. The involvement of students in truancy behaviour continued to increase on dailybasis. This according to Gesinde (2004) constitutes problems to nation's development as the youths of the nation are gravely involved. It is therefore imperative that an interventional programme of positive life skills be introduced towards the reduction of truancy a delinquent behaviour among in – school adolescents' students for better academic achievement and good citizenship.

The introduction of moral reasoning skills to in-school adolescent students would bring about attitudinal change among them. Attitude, a relatively enduring evaluation of knowledge and beliefs as well as affective reactions occupies a central place in the field of social psychology (Ladipo 2000, Braun 1979). Attitude as Morris (1988) puts it is a stable organization of beliefs feelings and behaviour tendencies directed towards some objects such as a person or group. The three confirmed components of attitude Morris, (1988), said are beliefs, feelings and behaviour

tendencies directed towards objects, person or group. Morris (1988) further itemized that belief include facts, opinions and general knowledge about the object, while feelings include love, hate, dislike and similar sentiments and behaviour tendencies include the inclination to act in certain ways towards the object either to approach it or avoid it. However, the introduction of moral reasoning skills as an interventional and correctional measure on delinquent behaviour of truancy would bring about an attitudinal change with the in- school adolescents beliefs and feelings that moral reasoning skills as an ethical thoughts and feelings as Yates (1999) said, tend towards eradication of interdependent behaviour among the in- school adolescent students, promotion of self- monitoring that encourages obedience of rules and regulations of the school, avoidance of punishment and enhancement of academic progress.

The inculcation of social adjustment skills would also bring about behaviour changes among in-school adolescent students. A person will only change his behaviour when he sees the action as a means to an end which he himself deserves (WHO 1954). Cognitively, adolescents may not want behaviour change (Taiwo 2004). He believes that the behaviour he puts up is the best. Taiwo (2004) further said that adolescents would only engage in behaviour changes with consideration of a four part system of belief: that taking action to change is not unpleasant; that the action to change is of great value; that not changing puts he/she at risk and that not changing could also have serious consequences, which could be academic failure or schools drop out. It is therefore important that social adjustment skills be inculcated to in – school adolescent students as a correctional measure as Lengua (2002) puts it, towards guidance and positive response to appropriate behaviour.

The teaching of study skills to in-school adolescents would change and reduce truancy among them. The teaching of study skills to in – school adolescent student is a *ci – qua – non* to

academic success. It is a fact that is acceptable universally. Time wastage and frustration as Bailey (2000) said, lead to academic failure and schools drop – out. Effective study skills take into cognizance the right attitude and the determination to do well or finish successfully from school despite odds or challenges. Student that is motivated to attend classes regularly, take notes adequately and also create appropriate time for studying on regular basis, does his/her assignment, cannot be frustrated. He looks forward to the next day's work in school. Such student cannot be a truant, but schools' achiever.

1.3 Objectives of the Study

The objectives of this study are to;

1. Determine the significant effect of treatment on in – school adolescents' behaviour of truancy.
2. Investigate the significant moderating effects of gender on adolescents' delinquent behaviour of truancy.
3. Investigate the significant moderating effects of socio – economic status on adolescents' delinquent behaviour of truancy.
4. Examine the significant interaction effect of social adjustment skills and gender on in – school adolescent delinquent behaviour of truancy.
5. Examine the significant interaction effect of study skills and socio – economic status on in – school adolescent delinquent behaviour of truancy.

1.4 Significance of the Study

The present study is essential to all stakeholders who are into the task of bringing up adolescents in our society. It will help authorities in education at the local government, state and

national levels to know the three positive life skills (moral reasoning skills, social adjustment skills and study skills) used for the correction of truancy among in – school adolescents. The knowledge will encourage the authorities especially guidance counselors to intensify efforts towards establishment of these three positive life skills in school as school subjects and also to ensure their effectiveness in the eradication of truancy to enhance academic and moral excellence.

Parents, teachers and non-governmental organizations who handle adolescents will benefit in no small measure from this study as their knowledge of the three positive life skills would ginger them towards taking positive actions. Parents would ensure that their children are monitored to school daily to enhance more knowledge and understanding. Teachers would make the students to see the regularity of being in school as achievement of future benefits. While, the stakeholders or non – governmental organization would support the government in terms of finance to establish the three positive life skills in schools as teaching subjects to students for effective curbing or the reduction of truancy among in – school adolescents in public secondary schools.

Significantly, the results of this study would improve students' academic standard. Moral reasoning skills, as teaching subject to the students make them to distinguish between right and wrong thinking. The right thinking student takes schooling as very important venture of life. He goes to school on time to avoid lateness that attracts punishment by the teachers. Social adjustment skills, as teaching subject to the students increase interpersonal relationship amongst students, maintain social order amongst students and also increase students' responsible citizenship. Students relate amicably amongst themselves. They express their views in an atmosphere void of biases and intimidation which eventually lead to the realization of internal

attributes, eradication of interdependent behaviour and truancy reduction. Study skills taught as teaching subjects to students help students to study well not only when exams and tests are approaching but on daily basis. Students are taught how to study, note taking, reading ahead of the class, doing of assignment, following the time table or the schedule of study to the letter, in order to avoid academic failure.

1.5 Scope of the Study

This study investigated the effects of three positive life skills (moral reasoning skills, social adjustment skills and study skills) on in – school adolescents’ delinquent behaviour of truancy in public secondary schools in Ibadan metropolis, Nigeria. These positive life skills as confirmed by Animashaun (2002) are suitable for curbing adolescent delinquent behaviour of truancy before they become hardened criminals. The study was carried out using truants SS1 students between the age range of 13 and 19 within public secondary schools in Ibadan metropolis. Such delinquent students were with truancy records within the school system.

1.6 Operational Definition of Terms

Positive life skills: they are desirable practical behaviour such as knowledge, power, ability and styles of life that are functionally effective in correcting in – school adolescent delinquent behaviour of truancy in positive manners i.e. moral reasoning skills, social adjustment skills and study skills.

Moral reasoning skills: these are deeper and more ethical thought processes of the knowledge of judging between right and wrong conduct put up by adolescent students geared towards the correction of bad behaviour of truancy.

Social adjustment skills: this actually refers to a constellation of thoughts, feelings and action that help the adolescent students to express one; self that leads to the realization of internal abilities towards achievement of academic goals.

Study skills: correctional measure geared towards the ability to study effectively and efficiently towards the improvement of poor academic performance of truant students.

In – school Delinquent Adolescents: these are the adolescent students with the age range of 13 and 19 These students are with the behaviour of being absent from school without legitimate reasons. A behaviour that is potentially dangerous to the students and the society at large.

Delinquent behaviour: this is the behaviour put up by individuals or group of people that is temporarily dangerous to the individuals, authority and society. It ranges from being absent from school to avoid a particular lesson, for a whole day, several days, weeks, months and gradually total absenteeism from the school learning environment. He/she becomes school's drop out as a result of school's maladjustment, to manifestation of aggression, to rebellious act and then to delinquent behaviour of truancy.

Truancy: this is an act in which in – school adolescent students absent themselves from school without legitimate cause and without permission from their parents nor school - authority nor the act of not wanting to go to school at all, or someone leaving school before the school closes for the day. Persistent absenteeism from school either with justified or unjustified reason is truancy.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK.

This Chapter focus on the literature review and conceptual review where related and literatures were conceptually reviewed, revealing the concept of adolescents (in-school adolescents), stage of adolescents, concept of delinquent behaviour, types of delinquent behaviour, concept and issues of truancy, types of truancy, effects of truancy concept and typology of positive life skills. The literature review includes Adolescence and Truancy, moral reasoning skills and truancy social adjustment skills and truancy, study skills and truancy. The empirical studies explored revealed delinquent behaviour, truancy to family background, child abuse and lack of right models, thus attesting to the fact that truancy among adolescents in schools is worldwide. Chapter two also revealed the conceptual model for the study and the seven hypotheses generated for the study. The study also examined relevant theories for the study (social learning theory by Albert Bandura (1977). Behavioural theory by B. F Skinner (1950) and theory of developmental stages by Eric.Homburger Erikson(1950) and lastly, the appraisal of the literatures.

2.1 Conceptual Review

- (i) Concept of Adolescence (in-school adolescent)
- (ii) Stages of Adolescence
- (iii) Concept of Delinquent behaviour
- (iv) Types of Delinquent behaviour
- (v) Concept and issues of truancy
- (vi) Types of Truancy
- (vii) Effects of truancy

(viii) Concept of Positive life skills

-Moral reasoning skills

-Social Adjustment skills

-Study skills.

2.2 Concept of adolescent (in –school adolescent)

(i) Moral reasoning skills and Truancy

(ii) Social adjustment skills and Truancy

(iii) Study skills and Truancy

(iv) Gender and Truancy

(v) Socio-economic status and Truancy

2.3 Empirical Studies

2.4 Theoretical Framework

2.5 Appraisal of Literature

2.2.0 Concept of Adolescence (In – school Adolescents)

The term “adolescence” had been described in different perspective by different authors (Okanlawon 2006). Adolescence according to Okanlawon (2006) could be defined as the period when an individual becomes more aware of his/her sexuality. How he/she feels, thinks and behaves as a male or female and his/her needs in terms of physical affection. Adolescence, WHO (1996) defined as the period of opportunity and vulnerability with much exposure to health risks. This stage according to WHO (1996) lies between ages 10 –19yrs, when adolescents suggest new ideas with options and the enthusiasm to follow the ideas to the last letter. 630 million people in a third of the sub – Saharan African lies between the ages of 10 – 24 years (Kilcourse

2000). WHO (1996) viewed this group of people as constituting about a quarter of the world's population. Lerner and Galambos (1984) cited in Peta Dale (2000) as recorded by Okanlawon (2006) confirmed adolescent stage as a period of emergence of individuals' physical, psychological and social characteristics. Adolescence is a transitional stage from childhood to adulthood. Irvin (2000) perceived adolescent stage as a stage of rapid growth. A stage when physical, mental, social growth and change are eminent (Irvin 2000, Okanlawon 2006). Adolescent stage Okanlawon (2006), further confirmed that it starts with the appearance of secondary sex characteristics and end with the completion of somatic growth. This stage Okanlawon (2006) said marks psychological maturity with the ability and the capability of contributing to the affairs of his/her family. A period of self-recognition and anxiety to achieve in life coupled with stress and conflict (Okanlawon 2006). Adolescence is a stage of accomplishment with the realization of one's goal (Okanlawon 2006). Dale (2000) as cited in Okanlawon (2006) viewed Erikson's psychological theory that highlighted adolescence stage as a stage of sense of identity versus sense of intimacy. Adolescence is stage, according to Erikson (1950), when the inability of adolescent to achieve success results to diffusion and confusion. Unresolved conflict Erikson (1950), further said lead to delinquent behaviour of truancy, even psychosis and neuron breakdown.

Adolescents in the citadel of learning at this crucial stage of life are referred to as in – school adolescents (Adebayo1981, Igborgbor 1984). Jimoh (2006) said, adolescents have much zeal to achieve success in school. Adolescents in schools view the future without premonition of obstacles (Jimoh 2006). Most of in – school adolescent students that are obedient to school rules and regulations are school achievers. Family Planning Parenthood of Nigeria viewed adolescent's stage as a stage of unsafe sexual activities and health hazards. Okanlawon

(2006), further highlighted adolescent stage as a stage when problems such as unwanted pregnancies emerge; intimate relationships among both sexes become crucial, a stage of rampant abortion among in – school adolescents. Adolescence is a time of risks associated with sexual involvement (Jemmott and Jemott 2000).

2.2.1 Stages of Adolescence

Adolescence stage is a stage of young people between the age of 13 and 19 within the child protection system. Villarruel (1994) said, it is a stage with occurrence of magnitude of changes. It is a significant developmental transition stage considered second to infant stage. Villarruel (1994), further viewed adolescence as being incumbent with developmental changes for the need for independence, evolving sexuality, quick employment after transition programme of education, consolidation of advanced cognitive abilities as well as negotiation of changing relationships with family, peers, alongside broader social connections. Kannabarrow (2003), said that adolescent period is also marked by increased involvement in risk behaviour that may predispose young people to poor long-term outcome, many of which according to Kanabarrow, are relatively transitory in nature and are resolved by the beginning of adulthood.

Sawyer, (2001) also defined adolescence as a stage of increasing evidence of significant level of emotional and behaviour difficulties such as depression, anxiety, conduct disorders, substance misuse and suicidal thoughts that are mostly experienced by some Australian adolescents. The stage of adolescence is socially constructed rather than being biologically determined and definitions vary widely among cultures overtime. Literature also varies in the age ranges used to define the stage of adolescence. Santrock (1996), viewed adolescence stage starting as early as seven years extending to eighteen years through twenty-two years of age. Peterson

(2004) described adolescence stage as lasting from age 12 to 18 years or from completion of primary school to graduation from high school.

Early adolescence stage according to Goldenring and Rosen, (2004), is distinguished from late adolescence with pubertal changes. Puberty in adolescence, Goldenring and Rosen (2004), said, is a period of rapid skeletal and sexual maturation. They further viewed it as not being a single sudden event, but a gradual process. It is hard according to them, to pin-point the beginning and end of adolescent stage. However, they said menarche or first mensuration is for girls while first few whiskers for boys mark the appearance of adolescence. Development of testosterone by males and estradiol by females play important roles in pubertal development. Goldenring and Rosen (2004), considered adolescent stage for girls as starting from age 10 while that of boys begin from age 11. They further saw adolescence as a life stage that bridges childhood and adulthood. Generally, it represents the second decade of life. Goldenring and Rosen (2004) classified adolescent stages as follows: Early adolescence which was put between 10-13 years of age, while traditional or mid adolescence as 14-18 years and late adolescence or youth as 19-23 years.

The development of adolescence, Goldenring and Rosen, (2004), said, is characterized by continuity and discontinuity. Goldenring and Rosen, (2004) said physically adolescents are influenced by their inherited genes that interact with new social conditions like family, peers, school, dating and friendships. Socially, Goldenring and Rosen, (2004) further said, adolescents spent years interacting with parents, friends and teachers, until new experiences arise and relationships take on a different form with dating and intimacy. Lastly, there is the cognitive development which involves thought processes that are more abstract and idealistic. There is development of social cognition - a type of egocentrism characterized by two parts. Goldenring

and Rosen (2004), said, audience which is when the adolescent believed that others are preoccupied with them, while a personal fate is characterized by the thought "that it would never happen to me" because they have a personal uniqueness that leads them to believing that no one can really understand them.

Goldenring and Rosen (2004) also highlighted that adolescent schooling especially transition to middle or junior high school is stressfully characterized by the top-down phenomenon. This, according to him, is their movement from the top position in elementary school to the lowest position in middle or junior high school, where they are the youngest, smallest and least powerful in their schooling.

Adolescents are usually controlled by their parents although there is still the boundary of co-regulation where adolescents begin to push for autonomy and responsibilities which can puzzle and anger parents that sometimes lead to conflict (Erikson 1950).

Erikson further viewed adolescents push for autonomy as a process, though there is continuity of keeping strong attachment to their parents that is gradually followed by a change as control over them by parents gradually relinquishes step by step giving way to retained secured attachment or connectivity that promotes more of competent relationships for the adolescent later in life. In the diverse world, there is increasing contact between adolescents of different cultures and ethnic groups, as a result of cross-cultural studies. They also have flair for religion and religious activities.

Erikson uncovered the fact that adolescents cherish popularity as a strong motivation, hence they spend much time with their peers. Peer pressures according to Erikson are strong at this age. Cliques also become visible, while crowds and groups are heterogeneous and heterosexual. Dating becomes very important. Eric-Erikson, a theorist identified adolescent stage as the fifth of his eight

developmental stages in his life-cycle theory. This stage Erikson identified as a stage of "identity versus identity confusion". World news is mostly cherished by them, while the individual adolescent enters a period of exploration of different roles, values and skills (psychological moratorium) a stage out of the four stages of identity while others for example; identity diffusion, identity foreclosure and identity achievement happen at the latter half of adolescence (Marcia, 2011).

Artzi, (2003), however concluded that adolescence stage is a period of dependence that appeared to get longer with a variety of adult behaviour such as leaving home and getting married while economic independence occurs at later ages.

Conclusively, physiological growth, psychological and social developments are squeezed into adolescent years, with the fundamental purpose of making the adolescent form his or her own identity towards preparation for adulthood.

For the purpose of this study, adolescents are the "teen" years of student ranging from 13 to 19 years. It is the period of transition from childhood to adulthood. Adolescence is a stage of major growth and development in which significant physiological, cognitive, psychological and behavioural changes take place and important developmental tasks such as developing an identity and becoming independent are accomplished. (Goldenring and Rosen, 2004, Eric-Erikson, 1950),

2.2.2 Concept of delinquent behaviours:

This is behaviour put up by a group of people or an individual and the behaviour do not yield positive result. The behaviour is harmful or temporarily dangerous to the individual or the group of students involved the society and constituted authority (Temblay, 2009).

Mc Ara, (2004), also viewed truancy as a delinquent behaviour that is temporarily dangerous to adolescent students. Mc Ara, (2004) confirmed that truancy unlike other forms of crime seemed rampant among adolescent girls and boys from second year of secondary school onwards. This Mc Ara, (2004), further confirmed to be more rampant among young people from disadvantaged or single-parent families and those in deprived neighborhoods than others. He further established the fact that exclusion, a delinquent behaviour like truancy is considerably common among the children from poor and menial households, single parent households as well as deprived neighborhoods.

Exclusion, although strongly related to delinquency was found to be weakly related to substance misuse than truancy.

Mc- Ara, (2004), identified some bad-behaviour in schools as delinquent behaviour of various patterns that are classified thus: -

- Being cheeky to a teacher;
- Use of bad or offensive language;
- Truancy - arrival to class late for lectures;
- Leaving class before the end of lecture period;
- Fighting in or outside of the class;
- Refusal to do homework, assignment or classwork;
- Wandering around school premises during class;
- Threatening to beat a teacher;
- Hitting, kicking or beating a teacher

These misbehaviours Mc Ara, (2004), said had been found to cause trouble both in and outside the classroom. He concluded that the badly behaved students in school are the students

that leave the school early before school closes. Once they leave, the behaviour among the remaining students becomes better

Delinquency among adolescents however covers the following:

Dodging of payment of fare in vehicles, theft from home, theft from school, theft in the vehicle, robbery, public rowdiness, shop lifting, housebreaking, vandalism, Joy riding, fire setting, carrying weapons, Injuring animals, drugs selling, hitting, kicking, punching, or beating and racial attack (Temblay, 2009).

Truancy as a delinquent behaviour had been found to be common among adolescent boys and girls. Smith (2004) confirmed that truancy has relationship with both bad behaviour in school and delinquency in general. Smith (2004) said being truants can initiate such students to bad behaviour and delinquency. Patterson, (2000), emphasized that lack of commitment of parents' visits to school to see their children often lead to the students' delinquent behaviour of truancy in school. The school according to him can do various things to prevent the development of destructive and crucial behaviour of students. Patterson, (2000), further explained and concluded that control of bad behaviour and delinquency among adolescents in school is important, not only for the schools' sake in creating better learning environment, but also because bad behaviour in school alongside with a range of other factors tend to lead to later criminal conduct.



2.2.3. Types of Delinquent behaviour

Juvenile delinquency refers to a variety of behaviours ranging from socially unacceptable behaviours (such as running away from school) to status offences (such as criminal acts like burglary). For some students this criminal behaviour become acts of violence.

Bond, (2005), said that the maladaptive behaviour in adolescents is traceable across all domains; individual characteristics, family, peers, school and community. Self-harming behaviour is also rampant due to family factors like poor family functioning (Miller, 2000).

Bassarath, (2001), said that conduct disorder are paramount and are strongly related to previous anti-social behaviour as well as involvement with anti-social peers, poor social connectivity such as low popularity and peers rejection, early substance use as well as having anti-social parents. Urgan, (2004), confirmed that families are central to the lives of adolescents, hence parents should be role models to their children. Young people according to Urgan (2004) want guidance and support from caring adults. They also need a balance between autonomy and setting limits.

Researches from the 60s and 70s by Hirsch,(1969), Friedlander, (1975), Townsend, (2001),Toumbourou, (2002), and Ford, (2005), to date marked the United States of America (USA) with the highest rate of adolescent drug use than any other industrialized nation. The drugs used include, Marijuana, Stimulants, LSD (Lysergic acid diethylamide) Inhalants and Cocaine, while alcohol is by far the most commonly abused drug. Adolescent pregnancy has become a national dilemma. 4 out of 5 of the 1 million teens worldwide, who become pregnant, are unmarried, while researches by Collins, (2000), highlighted that 30,000 of them are under the age of 15. Generally, one of every ten adolescent females becomes pregnant each year. There are usually increased possibilities of health risks and the mothers become school's drop-out and unemployed, thus constantly depending on welfare for survival (Friedlander, 1975).

Depression and suicide have been a growing problem especially in the United States. This had tripled in the past 30 years. 12% of adolescent deaths had been suicidal accounts of which 6 to 10 attempts were made for every successful one. Factors triggering such deaths include high stress,

loss of boyfriends or girlfriends, poor grades, unwanted pregnancies, and early experiences of family unhappiness and instability.

Eating disorders: The order of the day syndrome of not wanting to grow fat, prone adolescents to poor eating habits. This eventually leads to Anorexia Nervosa and Bulimia. Anorexia Nervosa is an eating disorder that involves the relentless pursuit of thinness through starvation. Bulimia involves a binge and purge sequence on a regular basis. These are primarily female disorders caused by societal, psychological and physiological factors.

Tremblay (2009) said delinquent behaviour is contagious especially among adolescents. According to him, putting deviant adolescents together creates a culture of deviance which increases the likelihood of continued criminal behaviour.

Science Daily of July 16th, 2009, stated that impulsive adolescents with inadequate supervision, poor families and deviant friends are more likely to commit criminal acts that always land them in juvenile court. Adolescence is a period where lots of delinquent behaviour is exhibited as a result of their adjustment to social groups i.e. family, school, association with one's own sex, as well as the opposite sex.

Rebellious act: - The change in relationship between the adolescents and their parents constitute some rebellious act as perceived by the parents (Steinberg, 2002). It also makes adolescents less responsive and less involved in the life of the family. Steinberg, (2002), further said that the adolescent boy or girl feels he had become independent and does not need the care, direction and attention of his parents, whereas his parents think these are necessary for his existence and wellbeing (Rohner, 1999).

Pride: - Adolescent exhibit some pride. They refuse to accept the fact of the need of parental love, attention and care at this stage. Their dependence at this stage on their parents, to them is a sign of

weakness. This creates lots of conflict between them and their parents (Avoidance behaviour is thus exhibited by adolescent). Decisions not in the interest of adolescents are defended stubbornly and rebelliously despite adult opposition.

2.2.4 Concepts and Issues of Truancy

Truancy is widely cited in literature as a manifestation of delinquent behaviour. Jackson (2000) said that several studies showed a high incidence of truancy among identified juvenile delinquents. In Jackson study, 94.8% of the delinquents as against only 5.2% of the control group had been truants from school. In a similar study in clinical physiology of exceptional children, New York, truancy and run-away is second to stealing, as the most frequently reported offence for adolescents. Truancy serves as a valuable warning signal for impending serious behaviour disorders. Truancy is a pre-delinquent behaviour in which like many other problems as quoted by Herbert (1975), has many situational and personality factors at home and in the school systems, which have been strongly associated with it. The truants with much maladaptive behaviour are more likely to be a victim of murder, to become alcoholic and to be a school dropout. Igborgbor (1984) quoted that the predictive trait of delinquent behaviour is the willingness of the truant students to attend or sit through school.

The adolescent who is in conflict with his family seeks solace among his peers, friend and associates in school. Where the school fails to organized social gatherings like excursion, outings, trips and arrangement for social development, the adolescent becomes a truant as he does not find the school a satisfactory place. The most widely cited factor contributing to truancy is the family background. Herbert (1975) summarized the features of truants home as follows. Often, home conditions are intolerable for the truants. The home tends to be overcrowded and

dirty and parents may have little or no interest in their children's welfare (Bailey 2000). Bailey further emphasized it that offspring of some parents, may lack adequate clothing. They are often kept out of the school without good reason. Friedlander (1975) said, lack of affection or a close tie with parents who will demonstrate good standards, often make some adolescents to be truant many of the truants Bailey (2000) affirmed, run away from home to sleep out at night due to the concentrated and uncongenial slum setting of the homes. Other home factors that contributed to truancy are:

- Lack of parental guidance and interest on the adolescent students
- Lack of motivation towards schooling
- Lack of parental love
- Poor parental models.

An adolescent whose physical and emotional needs are not met, suffers some defects in the development of the ego and super-ego (Maslow 1968). The child according to Maslow (1968) would not be able to pass through various stages of psychosocial development. Instead, such children remain fixated to a level that is concerned primarily with gratification of unmet needs. Such children's behaviour is more under external control of peer group influence and reinforcement rather than being self-determined. Such adolescent students and children are subjected to inadequate internal system that would automatically evaluate an act as right or wrong. Such people are governed by the chances of either immediate gratification or of being caught and punished for example; truants who engage in quick money making activities, such as bus conducting, gambling or even stealing.

Bailey (2000) ascribed the development of most deviant personality traits like truancy in adolescent students to maternal deprivation. The child that is deprived, of maternal love, Bailey (2000) said, yearns for closeness that is associated with a feeling of helplessness and anticipation of rejection. The students may feel more threat than is objectively present in the school situation and therefore find it

difficult to persist in schooling. Characteristics features of the school may also make it more stressful for the students to become truants (Keynolds 1980). If love and feelings of worthiness is not shown to students by the teachers, it will be difficult for such students to establish a successful identity in the school. Such students are temperamental, they are rude to teachers and also break school rules (Keynolds 1980). Keynolds (1980) further said that teachers should view love and feelings of worthiness as functions of the school and not home alone. He stated that both should be perceived and embraced by teachers in school as social responsibility to help one another. A child that is not loved at home and also at school as a student by his teachers, feels unworthy and therefore finds it difficult to make it in life. Teachers that captivate on past failures of students, Keynolds (1980) said, do not help such students to improve. Labeling kills good anticipated behaviour and does not give room to knowledge and the ability to think rightly by the student. Students that are labeled do not find school as an encouraging place to do well, because they do not see any direct relevance of what operates in the school to life outside of the school. In bid to get out of the school, multiple deviant behaviour emerge which include lies telling, violation of school rules like breaking or jumping school fence to escape. The truant student locates the gangs he feels would give him sense of belonging.

Harsh punishment like canning of students introduced by teachers into school encourages the development of avoidance behaviour by the students. The student finds excuses to escape from school to avoid being caned by the teachers. Students also escape from the subjects like mathematics or statistic they dreaded so much and their peers that are more brilliant than them. The brilliant students in school, Keynolds (1980), concluded, are often encouraged by their teachers, while the less brilliant students are often left alone to hopelessness and helplessness instead of being encouraged. Ridicule from the teachers and the brilliant peers make school uncomfortable for the less brilliant ones who stay back from school (Truancy played). Truancy

according to Ogundipe (2011) is a maladaptive behaviour that graduates to other serious deviant behaviour such as “Theft” “Rape” “prostitution” murder and the like.

Substance use: Teplin et al (2002) Wilson et al (2001), affirmatively said that adolescents with poor parenting and conflict family environment, sensation seeking as well as behaviour distribution place adolescents at higher risk of using drugs, alcohol and engagement in illegal acts. As agreed by Hussong et al (2009), adolescents use substance and alcohol to medicate themselves as a coping mechanism. Hersh et al (2008) further highlighted that adolescents usually have strong negative moods as a result of substance and alcohol use. This according to Hersh (2008), are found among adolescents with fewer conduct problems. Aggression at a younger age predicts later adolescent’s illicit substance use and subsequent criminal behaviour in adolescents (Ford 2005, Henry 2001). Sullivan and Hamilton (2002) concluded that substance use and criminal act go hand in hand among adolescents. A particular behaviour exhibited by adolescent, indicates that the other behaviour is more likely to occur (White et al 2002).

The word, truancy according to Sakkoja (2011), is any intentional unauthorized or illegal absence from compulsory education. The term, Sakkoja (2011), further said describes absence caused by students of their own free will which usually does not refer to legitimate “excused” absences such as ones related to medical conditions.

2.2.5 Levels of Truancy

Truancy as described by Coleman (1986) in Gesinde (2004), started from inception. Although according to Coleman (1986), there are no records to support the rate of truancy since inception. This is confirmed by the justified and unjustified reasons for truancy. Gesinde (2004) further highlighted that students that suddenly had accidents on their way to school or students whose parents were shot dead at midnight by armed robbers would definitely be absent from

school the following morning and probably few days or weeks thereafter. Individual student's perception of the school curriculum, Gesinde (2004) further said, could contribute to problem of truancy. School curriculum could be viewed as a waste of time. Students lack of understanding, conception and execution of the basic policy trust of schooling systems, would not make students to record one hundred percent of school attendance, but encourage truancy. (Coleman 1986, Gesinde 2004)

Various terms were used to describe truancy. This according to Gesinde (2004), include non-school attendance behaviour, absenteeism, school phobia, school attrition, school withdrawal, school refusal, school skipping, school aversion and the likes. The term absenteeism is coined from the word 'absence' which is widely used by different people and it denotes an act of not being at a particular place (school, church, club etcetera) and at a specific time (Coleman 1986). These terms Osarenren (1996), agreeing with Elbum (1983), Galloway (1982), Cavan (1969) in Gesinde (2004) are confirmed as truancy. Truancy is recognized globally as a threat to educational success and the society at large.

The typology of truancy Gesinde (2004) affirmed generated from when a student absent himself or herself from school in a day. Non – attendance behaviour Gesinde (2004) said is truancy. This according to him is classified into two forms for example, blanket or non – school attendance behaviour, which (Gesinde 2004) regarded as blanket truancy and post – registration non – school attendance behaviour that Gesinde (2004) viewed as post – registration truancy, is hidden truancy. Blanket truancy, Gesinde (2004) explained, occurs when the student is absent from school for a whole day, while post – registration truancy or hidden truancy manifest in three diverse ways for example

- When a student is marked to be present in class in the morning and then leaves before the closing hour of school
- When a student is marked absent from class in the morning when the attendance was taken, only to be present in the afternoon and
- When a student is marked to be present in school, only to be absent in all or some of the lessons.

Kinderend Wakefield and Wilkin (1996) affirmed that blanket truant students stay away from school, while post – registration truant students who are marked present in school remained lurked in school, awaiting the sound of the school bells in order to attend only the lessons they are interested in. Wakefield, Kinderend, Wilkin (1996) further categorize blanket and post registration truants into two major categories. According to them, the irregularity of either blanket truancy or post – registration truancy is regarded as being occasional or mild truancy, while persistent occurrence of blanket or post – registration school is referred to as chronic or persistent truancy.

2.2.6 Effects of Truancy

Truancy had been a problem to all concerned with education since the 1870s (Tyerman 1958). Tyerman in his analysis carried out in England and Wales estimated that 750 children were truants in 1954. Although according to him, it was an underestimation since it was only based on learners that were referred to courts. Estimation of truants varies from one country to another (Tyerman 1968). Currently, truancy is a problem in most communities, Tyerman (1968) concluded. The nature of truancy for better understanding Smith (1996) said, implies whether the truants are absent from school for a whole day or during a particular lesson, Smith (1996) stated that truancy have levels. Malcolm, Wilson, Davidson and Kirk (2003), affirmed a survey to have confirmed that 6% of final year secondary school learners only played truancy for several days or weeks in their final year.

According to Malcom et al (2003) another survey by the wales audit commission in 1999 noted that 40,000 of the 400,000 learners from school were truants from their first year in school. Norman (2001) confirmed that Blanket truancy that is truancy without reasons occur in various countries. Norman (2001) further stated that 50,000 children played truancy on a normal school day in England. This according to Norman (2001), increase with the age of the children as they graduate into secondary schools.

Nauer, White and Yerneni (2008), stated that chronic truancy occurred in New-York City. According to Nauer et al. (2008), 90,000 students missed at least a month of schooling during the 2007-2008 school year. He further stated that in five districts, 30 percent of students were chronically absent. Students missed one or more months of schooling in 1 year, in that at least 1 student out of five students missed, school (Nauer et al 2008). This according to them lays the ground work for the poor graduation rates from high school. Munn and Johnstone (1992)

stated that 30% to 33% of 50 Scottish secondary school students play truancy at least once in the survey week. The danger associated with prolonged absence of students from school is summed up in this way by Galloway (1985):

The longer a pupil remains out of school, the greater the difficulty in persuading him to return. The longer he remains out of school, moreover, the greater the obstacles to ensuring that his return to school is associated with something more positive than boredom, educational failure and or disruptive behaviour.

The costs of truancy is high as it had been identified as one of the early warning signs that youth potentially head for delinquent activity, social isolation and educational failure. Chang and Romero (2008), confirmed truancy being related to delinquency, substance use and abuse, high school dropout, suicidal thoughts and its' attempt as well as early sexual intercourse. This early patterns of youths behaviour Chang et al (2008), further confirmed that it has long-term costs for both the individual and society at large.

Resnick et al (1997) is of the opinion that association with more substance use and sexual behavior leads to low grade in schools and repetition of class. Resnick (1997) further said that early initiation of children to alcohol use by parents would later lead to alcohol abuse in adolescence.

Alcohol abuse according to him is a chronic disease in which a person continues with the use despite, problems caused or worsened by its use. Scheier et al (1997) agreed with Resnick (1997) researched that several psychological factors, behavioural control, depression, anxiety, anti-social behaviour and low self-esteem in school are significant predictors of early alcohol consumption by students. The more heavy the alcohol use, the greater the probability of criminality. Adolescents that drink in a heavy manner are more likely to be involved in a variety of delinquent acts in school (Resnick et al 1997). Aggressive behaviour is predominant in schools: physically attacking people or destroying properties. Adolescent sexual behaviours are

exhibited in schools and the results pregnancy, early parenthood and school dropout (Moore et al 1995). According to Moore, sexually transmitted diseases infection like HIV/AIDS results due to adolescent sexual behaviour. Peer group influence of negative behaviour is very predominant among adolescents. For male there are alcohol and drug dependence, crime and deviant behaviour manifestation. Adolescents are often arrested because of negative behaviour.

There is also economic dependence, unstable employment perpetual abuse of intimate relationship as well as divorce and separation. Use of harder drugs like marijuana and illicit drugs, driving when intoxicated, constant partying (Giordano et al 1999). There is also strain on school work, absenting from class due to hang-over of previous day partying. Lastly, they drop out of the school. For the females, negative sexuality behaviour leads to abortion and sometimes damage to the womb. Conduct disorders set in like internalizing (emotional) problems, psychiatric disorders, more committal of crimes and abuse of substance use. More of medical problems, lower self-reported overall health, lower body mass index as a result of alcohol or marijuana dependence, tobacco dependence, daily smoking, more life time sexual partners, sexually transmitted diseases and premature death. Sawyer et al (2001) confirmed that internalizing problems such as anxiety often begins during adolescence. Anxiety according to Sawyer (2001) is often characterized by fear and it manifests itself in various ways such as social anxiety, generalized anxiety, separation anxiety, post-traumatic stress, and obsessive-compulsive disorder. In the process of adolescent trying to identify himself, Boyd et al (2000) said adolescents engage themselves in various activities and are over active. Boyd et al (2000) concluded that the result is that externalizing disorder such as conduct dis-orders attention deficit hyperactivity dis-order (ADHD) sets in due to persistent over activities, impulsivity and difficulties in sustaining attention. Miller (2000) mentioned depression being significant.

Suicidal attempt or self-harm is also predominant, sense of hopelessness set in due to the inability to cope with difficulties (Townsend et al 2001). All these Townsend (2001) concluded have adverse effect on population of a nation and future labour market outcome.

Baker, Sigmon and Nugent 2001; Heilbrunn 2007; Hammond, Smink and Drew 2007, largely identified that certain factors such as the school, family and community and the students contributed to the act of truancy.

School factors include:

- Inconsistent and ineffective school attendance policies
- Poor record keeping
- Not notifying parents/guardians of absences
- Unsafe school environment
- Poor school climate
- Poor relations with teachers
- Inadequate identification of special education needs

Family and community factors include:

- Negative peer influences, such as other truant youth
- Financial, social, medical, or other programs that put much pressure on students to stay at home to help with family
- Child abuse and neglect
- Family disorganization
- Teen pregnancy or parenthood
- Lack of family support for educational and other goals
- Violence in or near the home or school

- Differing culturally based attitudes toward education

Student factors include:

- A lack of personal and educational ambition
- Poor academic performance
- Low school attachment
- Poor relationships with other students
- Gang involvement
- Lack of self-esteem
- Unmet mental health needs
- Alcohol and drug use and abuse

Hammond et al (2007), said reasons for truancy vary considerably and according to him, studies carried out showed that dropouts are not a homogenous group. Hammond et al (2007) further said that since multifaceted, issues lead to truancy. Prevention programs involves that parents, home, school, stakeholders and all those involved in taking care of adolescents need to understand them with much perseverance. They also need to be sensitive to truants' conditions. Thorough handling of their conditions could be imbued with flexibility. The approach to correcting truants should be viewed in line with their families or background. Enquiries could be made about truant families. The families should be accepted as part of community members in the neighborhood, without discrimination.

Preventive measure to curb truancy could be long term with clear vision that is continuous. Competent, skilled and committed individuals can adequately manage truants.

Adequately trained teachers and practitioners could also be encouraged by community members in the area of proper handling of truant students. Conducive environment is needed in

counseling truant students. It promotes strong relationship, mutual trust and respect between the counselor and counselee.

2.2.7 Concept of Positive Life Skills

Animashaun (2002) defined positive life skills as desirable practical behaviour such as power, knowledge, abilities and styles of life that make the delinquent behaved adolescent more functional in positive manner as he adjusts or adapts to situations. Positive behaviour according to Animashaun (2002) implies that a person is forward looking and even in difficult situations, such can find a ray of hope and opportunities to find solutions. Life skills Animashaun (2002) defined as the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. "Adaptive" Animashaun further said means that a person is flexible in approach and is able to adjust in different circumstances. Life skills takes into cognizance, psychosocial competence and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others and cope with managing their lives in a healthy and productive manner.

There are two skills, thinking and social. The thinking skill Animashaun (2002) relates to thinking term which is reflection at a person level, while social skills include interpersonal skills that do not necessarily depend on logical thinking. Animashaun (2002) further viewed the combination of the thinking and social skills as being needed for achieving assertive behavior that negotiates effectively.

"Emotional skill" according to Animashaun (2002) can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To make it successful, coming to terms first with oneself is very important in managing and coping

with ones feelings, emotions, stress and resistance to peer and family pressure. Animashaun (2002) concluded that young people especially adolescents (the group of concern) need both the thinking and social skills for building on issues that concerns them.

World Health Organization (WHO 1990) itemized the ten core positive life skills thus:

1. Self- awareness
2. Empathy
3. Critical thinking
4. Creative thinking
5. Decision making
6. Problem solving
7. Effective communication
8. Interpersonal relationship
9. Coping with stress
10. Coping with emotions.

Self-awareness

Self-awareness according, to WHO (1990) include recognition of ‘self,’ our character, our strength and weakness, desires and dislikes. Developing self-awareness WHO (1990) said can help us to recognize when we are stressed or feel under pressure. WHO (1990) further viewed self-awareness as being a prerequisite to effective communication and interpersonal relations as well as for developing empathy with one another .

Empathy: This is the ability to imagine what life is like for another person. WHO (1990) stressed the fact that empathy promotes a successful relationship with our loved ones and the society at large. WHO (1990) said, we need to understand and care about other peoples’ needs,

desires and feelings. Without empathy, our communication with others will amount to one-way traffic, worst, we would be acting or behaving according to our self-interest and are bound to run into problems. WHO further emphasized that a man or a woman can never be an island since we grew up in relationships with many people for example parents, brothers, sisters, aunts, nieces, cousins, classmates, friends and neighbours. Needs and desires WHO (1990) further said, are better prepared and communicated when we understand ourselves as well as others, we would be more equipped to say what we want people to know, present our thoughts and ideas and also know how to tackle delicate issues without offending other people. Consequently, WHO (1990) said, we would be able to elicit support from others and win their understandings. Others that are different from us are accepted through empathy, social- interactions mostly in situation of ethnicity and cultural diversity. Empathy also encourage and help us to nurture behaviour towards people in need of care and assistance or tolerance in case of Aids sufferers and people with mental disorders that are stigmatized and ostracized by the very people they depend upon for support.

Critical Thinking

Critical thinking is the ability to analyze information and experiences in an objective manner. Critical thinking WHO (1990) said, contributes to health thus helping us to recognize and access values, peer pressure and the media which are some of the factors that influence attitudes and behaviour.

Creative thinking: The way individual perceive, or do things. Creative thinking involves being fluent (generation of new ideas), being flexible (shifting perspective easily), imagination of something new and elaboration of other ideas is a way of seeing or doing things.

Decision making: The act of dealing constructively with decisions about our lives. In relation to health issues rightful decisions are actively made and options are assessed to know the pros and cons of such decision.

Problem solving: Helps to deal constructively with problems in our lives as significant problems that are left unresolved can cause mental stress and accompanying physical strain.

Interpersonal relationship: These are skills that help us to relate in positive ways with the people we interact with. It helps the ability of being able to make and keep friendly relationship that can be of great importance to our mental and social well-being. Good relationships are kept with important family members who are our source of social support. It also helps in ending relationships constructively.

Effective communication: The ability to express oneself both verbally and non-verbally in ways that are appropriate to our cultures and situations. Also being able to express ones opinions, desires, needs and fears, as well as being able to ask for advice and help in times of need.

Coping with stress: Recognition of the source of stress in our lives, how it affects us, and putting up some acts in ways that help us control our levels of stress either by changing the environment of abode, or lifestyle and also learning how to relax.

Coping with emotion: Recognition of the source of emotions in our lives and that of others and also being aware of how emotions can influence behaviours. Also to be able to respond appropriately to emotions, as intense emotions like anger or sadness can have negative or adverse effect on our health. World Health Organization (1990) concluded that all the cores of life skills, if practiced positively become positive life skills.

2.2.8 Types of Positive Life Skills

Central Board of secondary education Shiksha, Kendra, India has some Tips on, positive life skills thus:

I read, I forget, I discuss, I remember, I do, I inculcate.

- Positive life skills are essentially those abilities that help to promote overall well-being and competence in young people as they face the realities of life.
- Positive life skills are the beginning of wisdom which focuses on behaviour change or developmental approach designed to address a balance of three areas – knowledge, attitude and skills.
- Positive life skills enables individual to translate knowledge, attitude and values into actual abilities for example what to do and how to do it, given the scope and the opportunity to do it.
- Positive life skills however, are not a panacea of “how to do abilities” as they are not the only factors that affect behaviour. There are many factors such as social support, culture and environment that affect motivation and ability to behave in positive ways.
- Effective acquisition and application of positive life skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self-confidence and self-esteem.
- Positive life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up, such as reading numbers, technical and livelihood skills.

- Positive life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement, includes working in small groups and pairs, brain storming, role plays, games and debates.

We all use positive life skills in different situations such as:

- a. To negotiate effectively at home, school or work place, we need to have thinking skills as well as social skills.
- b. When faced with difficult situations we tend to think critically, to analyze all the pros and cons of the situation to think out of box to find a solution to seemingly difficult problems.
 - Many positive life skills are required to manage a particular situation effectively. In a way, various positive life skills work best in conjunction with other factors. In fact, the appropriate combination of positive life skills in a given moment is an act.
 - Children learn their life skills from parents, teachers and significant others who act as their role model. They gradually learn to use a particular skill effectively in diverse situation to cope with challenges of life.

2.2.9 Moral reasoning skills

Yates (1999) confirmed that the development of students' moral reasoning skills is a prerequisite of responsible citizenship. He therefore advocated that moral reasoning skills should be regarded as fundamental goals of higher education. Yates (1999) further said that moral reasoning skills should not be positively linked with post-graduation behaviour levels only, but should also focus on additional attention on adolescent improvement.

A Georgia survey of 2006 (Josephson institute of Ethics) revealed that over 36,000 high school students of which are adolescents are entrenched with “habits of dishonesty” with marks of inconsistencies between reported ethical values and actual conduct (delinquent behaviour).

Cartwright (1998) affirmed that moral reasoning skills as a positive life skill on delinquent behaviour will effectively impact progress towards deeper and more reflective ethical thoughts processes of students. Terenzini (1999) in his view, said that the effectiveness of moral reasoning skills on delinquent behavior of adolescent students depend strictly on the exposure and reflection of the students’ prior knowledge, beliefs and understanding of the delinquent behaviour put up. The reasons for the behaviour put up, according to Terenzini (1999), need to be addressed constructively, with its inaccuracies and misconception before effective behavioural change can take place (National Research Council 2002, le Shulman 1999).

Kohlbergs et al (1988) in Jimoh (2006) explained the six stages of reasoning morality thus:-

Level I

Stages one and two Pre-conventional morality

- Stage one - obedience and punishment orientation
- Stage two - individualism and exchange

Level II

Stages three and four Conventional morality

- Stage three - Good interpersonal relationship
- Stage four - Maintaining the social order

Level III

- Stages five and six - Post conventional morality
- Stage five - Social contrast and individual rights
- Stage six - Universal principles

At the pre-conventional morality stages

Stage I: The thought of what is right is predominant in children at this stage and the will to do the right thing like obeying the authority thus avoiding punishment is also paramount.

State II: At this stage, the authority does not impress them, as they see that issues can be attacked from different sides and angles. They now know that their own interest can be pursued since everything is relative. They make deals and exchange favour at this stage.

At the Conventional Morality Stages

Stages III and IV: Young people think as members of the conventional society with its values, norms and expectation. At stage three, they lay emphasis on being good persons. They have helpful motives towards people close to them while in stage four their concern now shifts towards obedience of laws to maintain the society as a whole.

At the post Conventional Morality Stages

Stages five and six: people become less concerned with maintaining the society for its own sake but more concerned with the principles and values that make for a good society.

At stage five, basic rights and democratic processes that give everyone a say are emphasized while at stage six, the principles by agreement will be defined.

2.2.10 Social Adjustment Skills

Yang (1994) is of the opinion that social adjustment skills as positive life skill could be embarked upon to correct delinquent behavior like truancy in delinquent behaved adolescent students toward the achievement of a better behaviour and goals in schools. The social interaction between the well behaved and the delinquent students differ because of self-construal (Sharkey 1995). Self-construal, Sharkey defined as a constellation of thoughts, feelings and actions concerning the relationship of the self to others and the self as distinct from others. This was further confirmed by Markus (1991), that the well behaved adolescent student and the delinquent adolescent student predominantly adhere to an independent self-construal, this means that the student focused on his or her own independence and self-actualization. Markus (1991) further explained that the independence and self-actualization exercised by the well behaved adolescent student is mostly due to his internal abilities, thoughts, and feelings that uniquely express the self that leads to the realization of internal attributes and promotion of one's own goals. Kitayama (1991), said people are appraised in terms of their achievements. Kitayama (1991) further said that people with a highly developed independent self-construal, use their inner attributes to regulate their own behaviours, which is not so of the delinquent behaved students. Kitayama (1991), termed the delinquent behaved adolescent students as being

interdependent where by an individual with an interdependent sense of self, focus predominantly on his relationship with in-group members. The interdependent individual (the delinquent student) depends on imitating the behavior his group members put up. Triands, (1991), supported Kitayama (1991) that the interdependent individual depends on his/her relationship with others and contextual factors, rather than internal factor to regulate his behaviours. Triands (1991), continued that the independent individualist (that is the well behaved adolescent student) is much concerned when it comes to self-monitoring. They behave positively to meet generalized expectations of others in social situations (A prototypic person), whereas, in an inter-dependent or collectivist (a delinquent adolescent student), the behaviour is constituted by paying greater attention to others in the same status characteristics. Nishida (1992) confirmed that the delinquent behaved student is influenced by their relationship with some specific people in the situation. These students, (delinquent behaved students) could be helped with social adjustment skills for correctness before social anxiety and social phobia set in (Leitenberg, 1990). Leitenberg, (1990), said that the onset of social anxiety involves the feelings of apprehension, self-consciousness and emotional distress in anticipated or actual behaviour, which could be as a result of shyness, performance anxiety, social phobia, social withdrawal, public speaking anxiety, dating anxiety and social inhibition. All these, Leitenberg (1990), said, existed on a continuum from very mild non-clinical social anxiety for example, (Shyness) to severe clinical levels of social phobia, which according to Leitenberg (1990) occurs in situations where people want to make favorable impression but have doubts about their abilities to do so.

Social adjustment skills are affected for correctness in a situation of doubt of ability by the delinquent student, where he also has the belief that such a situation that involves scrutiny or evaluation, by others will be negatively evaluated. Leitenberg (1990) affirmatively said that,

delinquent students that are negatively evaluated entertain fear of harm and rejection from negative consequences. If the situation persists, social adjustment skills can be used on the delinquent adolescent student for correctness by being able to understand the traits and states behind the behaviour with a focus on the features of situations that are mandated to guide their behaviour, making it easier to respond with the behaviour that are appropriate (Cross 1995).

Masten et al (2005) confirmed social skills being important for early school success and later adjustment. Masten (2005) further highlighted that children without adequate social skills are at risk for difficulties. Masten et al (2005), included peer rejection, behavioural problems and poor academic achievement as problems encountered by children with lack of social skills. (Grilliam and Shahar 2006), agreed with Masten et al (2005) that social skills in relation with interpersonal skills help students to perform competently in social situations. This according to them include positive interaction with others, cooperation, sharing and respect for peers and elders. Also for peers acceptance and social adjustment throughout childhood and adolescence. (Masten et al 2005).

(Dearing 2006, Rothbart 2005, Calkins 2004, Blair 2002 and ShonKoff 2000), agreed that social skills and later adjustment, is influenced in early childhood with neurological maturation of the brain and specifically the activity of the frontal lobe in the pre-frontal cortex. The rapid development of the pre-frontal cortex according to these authors starts in the child between the ages of 3-6 years which is a crucial developmental period. Collins, (2000), highlighted parental roles mostly, parental warmth and sensitivity as having emerged as the two most salient predictors of child social development (Child care 2006). Quality of parent-child attachment relationship is also a good predictor of Children social skills. (Child care 2006).

Secured attachment of children to their parents, Child care (2006), said, allows children to express their emotions effectively and also develop strong self-regulatory skills. Rueda (2005) confirmed that children's temperament as well as their level of reactivity and regulation significantly play vital role in the development of their social skills through childhood to adolescence stage.

Children's temperament alongside with their effort control and regulate children's emotions and behaviour. Thompson (2006) Observed that social skills development occurs from childhood to adolescence through a reciprocal and bidirectional relationship between the child's individual characteristics (i.e. temperament) and his environment (Parents warmth, sensitivity family factors and peers). Thompson (2006) identified social referencing as a key factor to the development of a child's social skills. Social referencing according to Thompson (2006) is the ability of children to observe family members, learn appropriate social rules and behaviour which is then applied by them to interact outside of the family. Positive interactions with peers, Thompson (2006), concluded help children to develop interpersonal skills, communication skills, emotional understanding/regulation, the ability to control aggressive behaviour and early learning related skills. Children begin to develop empathy and gain an understanding of the feelings desires and beliefs of their peers. Skills, Thompson (2006), said continued to impact social development throughout childhood and adolescence.

In the middle childhood and adolescence, friendship with peers increased mostly for the development of social skills. As the children improve their abilities to understand the emotions of others, they build increasingly mature friendships that strengthen their interpersonal and learning-related skills. Children and adolescents with difficulty to empathize and self-regulate, have few positive social interactions. They according to Thompson (2006) are more likely to be

rejected or neglected by peers that can significantly impact social well-being and academic outcomes. (Rubin et al 2006). Lengua (2002) supported that both interpersonal skills and learning-related skills are needed for children's school adjustment. He further said that positive children's self-regulation relates to social competence where strong self-regulations according to Lengua (2002), buffer negative outcomes. Lengua (2002) concluded that the promotion of interpersonal skills and learning-related skills in young children and adolescents help in a way that ensures strong social and academic skills.

Study Skills

Effective study skill is a positive life skill that improves poor results, low or failing grades of delinquent students (Kizlik 2010). Delinquent students lack the ability to study effectively and efficiently hence, the low marks score. Kizlik (2010) also itemized time wasting and frustration as contributors to delinquent students' poor results. The truant student, Kizlik (2010) said, never valued time to be precious and never to be wasted or squandered. Effective study skills according to Kizlik (2010), takes into cognizance, the development of a schedule that meets the necessary needs. Most importantly the schedule must be followed, because it keeps the students from wandering off course.

A properly managed schedule assigns time, where time is needed. Effective study skills consider the followings:-

- ✓ Making every hour count
- ✓ When to study
- ✓ Study for lecture courses
- ✓ Study for recitation courses
- ✓ Making and revising a schedule

Process of study includes:

- Use of time
- Where to study
- Improvement on effective thinking through questioning of great and critical thinkers
- Adoption of SQ3R (Survey Questions Read Recite and Review method of study)
- Making a good schedule is one way to start off well in school.
- There should be the preparation of student to get off to a strong start
- There should be the act of learning the ground rules for each course
- Keeping up with the courses or subjects
- **Getting off to a strong start:** The students involved, get a good schedule for study, right from day one in school. Know your courses/subjects to be taken by studying the school time-table. The appropriate courses are scheduled and are followed to the letter for study.
- Knowing much of the courses entered for, venue for the lectures, studying the syllabus to confirm the courses. Attending class regularly.
- **Keeping up with your courses:** Not sitting back calmly and assume that everything will work out when there is problem about understanding the course or subjects. Ask the instructor, teacher, or other students to solve such problems for you. Get use to your instructors in case of difficulty.

A weekly study schedule may be this:

- ❖ Plan, at first, at least one hour of study time for each hour of class time. For a course to be learnt appropriately and to be well understood depends on individuals study efficiency, the course itself, your mind set towards the grade you intend having at the end

of the course . Since learning is what counts and not the time it takes you, more time may be scheduled for study.

- ❖ Schedule regular study time; for huge success in school, definite study hours are required and needed to be stuck to as failure of this may lead to loss of control of time. Getting stuck to study hours set aside, a habit is formed. The study hours automatically get structured to your daily routine and no energy or time is wasted struggling with how to study. It also facilitates your being current on your courses without rushing to cram before taking any test or exams.
- ❖ **Plan at least one-hour blocks of study time:** Less than an hour scheduled for study may not be enough for you. It will soon be over when you are far into getting warmed up with your study and probably working hard.
- ❖ **Reward yourself for using study time effectively:** When behaviour is positively reinforced, a certain behaviour will likely lead to an increase in the probability of its occurrence. You may give yourself sometime to watch television or give your friends some phone calls, after you had discovered that you had made proper use of your study time. (Positive reinforcement). With this you will make proper use of your time next time. If time is not properly utilized and one goes ahead to reward oneself, the negative behaviour- carelessness in time management- will repeat itself.
- ❖ **Try to schedule study periods before and after classes:** Textbooks or topics of courses/subjects should be read before the teacher or lecturer comes for lecture. By so doing, you will understand the lecture the more. Also read through what the teacher had taught immediately after the lecture period, the course will be fully understood properly and it will stick to your memory.

- ❖ **Work on your most difficult subjects when you are most alert:** A course that is most difficult or that constitute problems to you should be studied when very alert for full understanding while less stressful course can be read at leisure time.
- ❖ **Balance your activities:** create time in your schedule to watch television, chat with family members, friends, sports. Always include free time (empty space) in your study schedule.
- ❖ **Keep your schedule flexible:** Despite that unexpected events can occur that may want to make you not keep your schedule, please do not do away with your study hours. Still observe the study hours. If your schedule needs adjustment, do adjust it, until your programmes agree with your study hours on your schedule. Various answers would be received to the questions whether students know why they are in college. Different answers may include: To get educated and enrich themselves, to prepare for a specific career, to please their friends or family and also for various reasons. Whatever reasons they are, everyone hopes college will be positive, worthwhile experience. Although many students face obstacles, while in college. Such students feel they cannot do the work required, but actually, their problem is that they don't know how to do the work.

Tips that assist student to do well in college include:

- The right attitude
- Doing the work despite difficulties
- Not avoiding the work
 - Not accepting defeat nor having a defeatist attitude from the very start
 - Not being over busy with activities, nor brooding on family/personal problems.
 - No procrastination

- Creation of interest for the work
- Not succumbing to fantasy because college/school will not give you something for nothing.

2.2.11 Correctional Skills, Gender, Socio-economic status and Truancy

- i. Moral reasoning skills and Truancy
- ii. Social Adjustment Skills and Truancy
- iii. Study skills and Truancy
- iv. Gender and Truancy
- v. Socio-economic status and Truancy

(i) Moral reasoning skills and Truancy

Nucci (1997) agreed with Kohlbergs et al 1989) in Jimoh (2006), that the controversy surrounding moral or character education has to do with how morality is defined. According to these authors, morality refers simply to the norms of right and wrong conduct. What moral right and wrong meant as well as the criteria that could be used to judge the wrongness of actions.

Publicly, moral has a corollary in the underlying heterogeneity of the structures of the individual's social concept. (Jimoh 2006).The individual's concept of social and wrong rights are not of a type, but are organized within distinct conceptual and developmental framework (Jimoh 2006). Turiel (1983) discovered that individuals treat some forms of social behaviour as moral universals, while other forms of social conduct are subjected to determination by local cultural/social norms and others as matters of personal choice. Moral education as a course in school opens students' scope of reasoning (Turiel 1983). To have students' moral and social growth, education practices are matched with students' developmental level, since young children's intuitive sense of morality and their understanding of fairness is still underdeveloped.

Ogundipe (2011) is of the view that morality deals with justice and human welfare. If the school focus on the issues and then engage the students to reflect on such that concerns them it will allow them to resolve genuine moral problems like truancy in ways that are mostly fair and compassionate for all parties. Ogundipe (2011) said that the school climate will help to foster fairness and respect for others. He further viewed moral development along side with character education that is not limited to discrete academic subjects' areas alone but are infused throughout school life, as contributing immensely to helping students to fair compassion and respect for others. Nucci (1991) also contributed, to the fact that school climate that is characterized with mutual respect for all persons will correct a delinquent behaviour like "Truancy". School rules according to Nucci, should be ones that protect students' safety as well as respect for others.

Enforcement of school policies according to Nucci (1991) should be characterized with firmness, fairness and flexibility. School authority should not be characterized by harshness or intolerance. Jimoh (2006), said students should be given opportunities to develop social problems solving skills. Jimoh (2006) continued that the students' knowledge of conflict resolution and social problems solving allows students greater ability to engage in non-confrontational peer interactions which allow for dialogue and construction of moral orientations towards others. This works best Jimoh (2006), affirmed, when students are encouraged to use these skills (moral reasoning skills inclusive) in resolving actual conflicts while at school (e.g. on the playground). Jimoh (2006) agreed with Nucci (1997) and concluded that students should be given opportunities to assume roles that entail moral responsibilities. Since much of school life Jimoh (2006), said requires little more of students than passive obedience. Opportunities are open for students to build a sense of themselves as well as their moral beings, if they actively participate in meeting the needs of their own school and local communities. These opportunities

if given to students Jimoh (2006), concluded will allow students to reflect meaningfully on their bad behaviour of “truancy while there will also be room for the students to construct moral sense of self.

Turiel (1983), confirmed that being a good person is more than understanding what being morally right is thus supporting Ogundipe (2011)’s perception of students youthful act of being in possession of other peoples belonging without permission to be morally wrong. Ogundipe (2011) further confirmed that moral reasoning skills help students to come to terms with the difficult task of integrating what moral is with the need of social order. Deep thought processes of students, Ogundipe (2011), again said, will help the students to be more organized towards building themselves to become “good children” who don’t lie, cheat, steal or hurt others. Deep thought processes further allow students to have concern and conception for fairness and welfare of others thus making truancy among other delinquent behaviour a forgotten issue among adolescents in secondary schools. (Ogundipe, 2011 Jimoh, 2006).

(ii) Social Adjustment Skills and Truancy

Social adjustment skills, Yang (1994) confirmed, can be used to correct a delinquent behaviour like truancy. The difference between the well behaved, and the delinquent student that run away from school according to Sharkey (1995), is self-construal which is a constellation of thoughts and feelings and actions of ones relationship of self to others and self as being distinct from others. The student that is a truant depends mostly on imitation of behaviour his group members put up (Markus 1991). Greater attention that institute his behaviour Markus (1991), concluded are constituted by paying greater attention to others in the same status characteristics.

Leitenberg (1990) itemized certain inadequacies covered by the delinquent students that are truants thus:

- Apprehension: that makes them to be over self-conscious
- Emotional distress, in anticipated behaviour, due to anxiety, shyness, social phobia, social withdrawal, public speaking anxiety, dating anxiety, social inhibition and the like.

In a bid to make favorable impression, Leitenberg (1990) said, the delinquent student doubts his abilities to do so. Cross (1995), viewed social adjustment skills being used by understanding the traits and states behind such delinquent student's behaviour. Features of situations that guide their behaviour are then used (Cross 1995).

Learning is a social process. Schools thus make it imperative to attend to social and emotional factors that play critical role in education. The teachings involved are communication skills, general social skills, skills related to dating relationship and verbal and non-verbal assertiveness. These help the delinquent students that engage in truancy to become self-aware and also to become socially cognizant. He would be able to make responsible decisions and competence in self-management skills that will also enable him to enhance social competence, social contacts, giving and receiving compliments and other feedback. The teaching of communication skills will also enable the delinquent to have effective listening and be persistent. He also enhances through communication, conversation and creative thinking, positive feelings towards others instead of running away from others in school.

(iii) Study skills and Truancy

The role of the schools in effecting positive life skills to correct delinquent behaviour among adolescents cannot be underestimated (Keynolds 1980). The school as an agent of socialization is being looked up unto as playing a major role in molding the characters of the students. Claxton (2002) believed that students that pass through learning stage deserve to put up a decent and heartwarming societal behaviour.

To this effect, Claxton (2002), encouraged teachers and educators to be:

- Good role models to students in all areas.
- Ensuring of self-discipline on the part of the teachers and educators
- Expression of love and feelings of worthiness towards the students especially when making corrections of delinquent behaviour put up by adolescent students (Keynolds 1980).
- Delinquent adolescents should not be marked down; instead words of encouragement should be expressed to induce changes, both to the poorly performed students as well as the brilliant students for more improvements on the latter.
- Parents and teachers association committee should invite parents of delinquent students including the students involved, for interactive session. The home and the school are interrelated as social institutions that work together to effect correctness of delinquencies among adolescents in school (Claxton 2002).

The adolescent students that have conflicts with their parents at home and do not have associates in school either, take to truancy thus seeking solace within the group that understand them outside of the school learning environment and home as well (Bailey 2000). Bailey (2000) further ascribed that such delinquent student needed to be encouraged by the school as an agent of socialization and education. Kizlik (2010), corroborating Bailey (2000) confirmed that time waste and frustration are the contributing factors to poor academic results of truants. Truancy is antithetical to academic achievement (Ogundipe 2011). The truant students Kizlik (2010) further said never valued time to be precious, as he wanders away from the school learning environment. Such students according to Kizlik (2010) are helped with effective study skills, with the development of a schedule. Kizlik (2010) further said that the study schedule helps the students

from wandering off course, when to study what to study, use of time and where to study. Kizlik (2010) said all these are incorporated into the study schedule. Adoption of SQ3R (Survey, Question, Read, Recite and Review method of study is also introduced to the students (Kizlik 2010). Truants students are encouraged by their teachers to strictly adhere to the study schedule.

Momoh (2001), highlighted that study skills introduced to truant students become more interesting if only teachers make their teachings more effective with innovations and creativity that will interest the students, thus boosting their confidence and abilities to face life challenges. Momoh (2001), further itemized ways by which study skills imbibed could become interesting to truants:

- Teachers should regard the adolescent truant as a knowledgeable fellow whose knowledge needs to be made functional in positive directions and purposes.
- Exposure of truants to different ways of solving problems
- Expansion of school curriculum to include family living
- Increase level of dialogue with truant students rather than instructions.
- Making the school environment attractive and comfortable place for the truants.
- Increase more time for creative learning activities

(iv) Gender and Truancy

In-school adolescents both male and female exhibit delinquent behaviour of truancy. Adolescent flair for autonomy makes them prone to deviant behaviour including truancy. Leadbeater and Dionne (1981) identified adolescent crave for autonomy at this stage as issues amidst storms of puberty where the adolescents develop an understanding of oneself, the goals he or she wishes to achieve and most especially the work role. Leadbeater and Dionne (1981) further said that adolescents do not follow their parent's footsteps. This act according to

Leadbeater and Dionne (1981) led to confusion and crisis of identity that encourage different types of behaviour including delinquent behaviour of truancy.

Santrock (1984) is of the view that adolescent's crave for autonomy thus making them prone to seeking temporary support among their peers. This according to Santrock (1984) further leads to confusion and negative influence among peers.

Reids(2000) said in school adolescent girls play truancy in school more than their male counterparts in the first three years of schooling while adolescent boys play truancy throughout their schooling. In-school adolescent boys and girls who are of poor thinking and are irrational in decision making boycott schools. (Animashaun 2002, Hammed:2000, Oyetunji: 2002, Akinboye:2000)

(v) Socio-economic status and Truancy

Adolescent students from poor background exhibit timidity and inferiority amongst their peers, especially those from rich backgrounds(Anderson(1997). The display of inferiority and timidity, Anderson (1997) further said lead students from menial households to stay back from school. A child, whose needs are not met by parents find it difficult to concentrate in class. Reid (2000) further said that loss of concentration leads to poor academic performance by such students. When there is repetitive failure at school, the student eventually drops out of school.

2.3. Empirical Studies

Delinquent behaviour among adolescent in public secondary schools had increased tremendously with its attendant threats and effect lurking around (Ogundipe 2011). A growing body of empirical research examined the outcome of delinquent behaviour of truancy among adolescent's children and came out with the followings:

- Delinquent behaviour of truancy increased as a result of family neglect
- Child abuse as well as lack of right models

Patterson (2000) identified in his study and reported that cordial association between parents and their children with processes within the family possess a child's well-being and positive outcomes of future behaviour. Steinberg (2002), Erikson (2002), and Thomas (2001) have assessed delinquent behaviour of truancy and said that a warm accepting style of parenting, mostly if it is combined with appropriate limit setting and monitoring of adolescent behaviour as well as good quality of the parent – adolescent relationship had to be responsible for good outcome of adolescent behaviour.

Patterson (2000) in his research, measured parents' assessment of their trust, understanding, communication and general quality parents have for their children. The measurement on a scale ranging from 1-5 revealed a higher score result indicating a closer relationship that geared good outcome behaviour among certain adolescents. Adolescent's perception about care received from adults, teachers and friends were also measured with three items from the adolescents. The mean of the three items ($\alpha = .58$) was taken and possible scores ranged from 1-5 with higher score indicated perception of more care.

Mc Ara (2006) researched into truancy, a delinquent behaviour among adolescents in relation with school and came out with the findings that; attachment to school is in a way related to young people's behaviour in school and more widely to truancy. The most important dimension according to Mc Ara (2006) is attachment to teachers with the belief that school success brings later rewards. It also revealed parents' commitment to school being related to their children's behaviour of truancy. The result of the research also revealed bad behaviour at school being related to exclusion while truancy and other delinquent behaviour being weakly related to

exclusion. The result also revealed the levels of bad behaved boys with truancy, seemed higher than that of girls and according to Mc Ara (2006), the delinquent boys are those from unemployed and menial households.

The analysis of change in behaviour of truancy in adolescent between ages 13 and 15 as Mc Ara (2006), has it are those that had shown attachment to teachers at age 13. This, Mc Ara (2006), said revealed lower levels of bad behaviour of truancy which, again revealed that there are roles that schools play in preventing the development of delinquent behaviour. Likewise, analysis of behaviour change, also found out that bad behaviour at school at age 13 was related to an increase in delinquency over the following years. This according to Mc Ara (2006) is that controlling bad behaviour in school is important. Along with a range of other factors, bad behaviour if not controlled, tends to lead to later criminal conduct (Mc Ara 2006).

Port (2005), drew out findings from her research in the study on the relationship between experiences at school and delinquency in young people aged 13 and 19. Various items of school experiences were examined such as commitment to school, attachment to teachers, experience of truancy and exclusion, involvement in bad behaviour at school and other forms of delinquency.

Port (2005) concluded that delinquent behaviour has much correlation with negative background.

A number of writer of researches attested that truancy among adolescents in school is worldwide. Reviewed literature as confirmed by Nwana (1975) revealed that the rate of truancy by adolescents vary from one country to another. Empirical researches conducted by various authors also revealed that the rate at which adolescent absent themselves from school differ from one nation to another (Nwana 1975). Some countries Nwana (1975) further said have documented facts in relation to truancy. Nwana (1975) highlighted that countries like Sheffield, New York

have facts related to truancy unlike the developing countries. Truancy according to him is an in-disciplinary act among in-school adolescent. Nwana (1975) concluded that truancy is topmost in terms of the frequency of the occurrence in ratio (28.8%) as against disobedience that is (15.32%) dishonesty (11.66%), theft (8.09%) and the likes. Obe (1996) in Gesinde (2004) agreed with Nwana (1975) and ranked truancy foremost among other twelve categorized in-disciplinary acts such as abuse of drugs, verbal assault, act of wickedness, theft, physical brutality, vandalism, strikes, gambling, dirty appearance, sexual immorality, laziness and the like.

A New York survey research, as confirmed by Cavan (1996) stated that a child in ten children, absent themselves from schools, while 18% of them are truants. Gesinde (2004) reported that the number of students in Chicago as Denny (1974) put it regarding absenteeism escalated ten times as at the period of recording. Gesinde (2004) further reported a survey study in Sheffield school as having recorded 737 pupils out of 800 pupils to have missed 75% of school attendance with no cogent explanation. Gesinde (2004) concluded that the result of truants in secondary schools in Sheffield to have escalated to a rounded figure of 4,000 to 5,000 secondary schools pupils missing schooling. Gesinde (2004) highlighted a survey conducted in south India by Nalini (2002) to have recorded a total of 278 pupils (117 girls, 161 boys) as having been absent during the survey. Garry (2001) in Gesinde (2004) recorded truant students in New York public secondary schools to have escalated to 150,000 of 1 million in a typical year. New York secondary schools have the largest record of truants worldwide with an average of 62,000 or 10% of enrolment being absent each day in the Nation's second largest public secondary schools.

Adana (1987) in Gesinde (2004) recorded that in Nigeria a survey conducted in public secondary schools between teachers and students revealed that the causes of truancy attributed

mostly to the factors within the children than the teacher with (52.9%) to (32.7%). Such factors in the child Gesinde highlighted included laziness to school work, low interest in the school subjects, idleness, fear of being punished, influence of peer group, inadequate study habit, individual perception in relation to education and life, low performance academically as well as low esteem. Illness, according to Gesinde (2004) as Adana (1987) put it accounted for less than 10% of truancy. Persistent absence from school, Galloway (1985) said, as recorded by Gesinde (2004) revealed in the survey study that personality adjustment as well as serious family health and economic problems make education to have low priority. This Gesinde further said, make them to have low scores in schools. It keeps them away from school and from learning. Regular attendance in school improves academic performance (Denny 1974, Gesinde 2004).

Tyerman (1958), Gesinde (2004) reported in an empirical study that compared 23 persistent truants with control group revealed that truants have few friends. Gesinde further viewed truants as being below average in intelligence with retarded education. Truants main characteristics, Reid and Kendal (1992) said are low intelligence, laziness, low academic performance coupled with an antisocial behaviour. A survey that compared truants and their teachers, Farrington (1980) highlighted truants to be very lazy, with low concentration. Truants as Farrington (1980) further said are restless and are very difficult to control or disciplined

In Nigeria researchers made observations according to Gesinde (2004) and concluded that absenteeism is rampant at the last days of working week: for example, Thursdays and Fridays. Gesinde (2004) further observed the repetition of absenteeism at the week of resumption of schools as well as after a prolonged holiday. Absenteeism of adolescent students seems very common when the term ends and there is the preparation for a holiday. Absenteeism Gesinde

(2004) confirmed seems to be very rampant during the raining seasons, time for payment of school fees as well as market days and raining seasons.

Reynolds and Murgatroyd (1977) in their studies compared boys and girls monthly attendance rate in more secondary schools and discovered that boys absence in school increased in ratio 2.9% to 4.7% of that of girls, while in the month following, that of girls increased in almost the same ratio of that of boys of the previous month. Tyerman (1958) cited in Saunders (1979) and confirmed that 91 boys were truants out of a class of 137. Boys play truancy more than girls (Fogelman and Manor 1990). A study by Lansdown (1990) indicated that girls engage in truancy behaviour in the ratio of 50% to 50%. Ananthakrishna and Nalini (2002) in their study revealed the magnitude of school absenteeism to be more in boys than girls in the rate of 117 boys to 161 girls. Truancy in adolescents occurred during ages 14 to 16 {Roberts, 1956) in Cavan, 1969}}.

2.4. Theoretical Framework

This study adopted three theories as its theoretical framework and these are:

1. Social learning theory by Albert Bandura (1977)
2. Behavioural theory by B.F. Skinner (1950)
3. Theory of developmental stages by Eric Homburger Erikson (1950)

2.4.1 Social learning theory

This theory is the result of separate researches by Rotter (1954) and Bandura (1977) Bandura re-titled the theory 'social cognitive behavioural theory' to emphasize the cognitive aspect. This theory is an individual, interpersonal theory in which human behaviour is explained with personal factors, one's cognitive processes, and environmental influences (peer group) as it continually interact in a process of reciprocal determination or reciprocal causality. These are

very dynamic relationships, where the person can shape the environment as well as the environment shaping the person. According to this theory, reinforcement along with an individual's expectation of the consequences of behaviour determines the behaviour put up.

Positive reinforcement increases the probability of an approachable behaviour or response from organisms. This may be due to the fact that the reinforcement may be rewarding, pleasant or attractive. In other words, when a student puts up a good behaviour by coming to school early enough, attending classes regularly, doing his assignments and homework and he or she is reinforced by the teachers by passage of good comments and probably given little gifts, such students keeps up that good behaviour. The same result is achieved also when such students think of the punishment given to truants and deviant students such a person still puts up that good or better behaviour even when there is no reinforcement.

2.4.2 Behavioural Theory

Most human behaviour is learnt observationally through modeling. From observing others, one forms an idea of how new behaviour are performed and on later occasion, this coded information serves as a guide for action. There are two processes direct and model imitation. The direct imitation involves observing a behavioural characteristics of an individual and reproducing such behaviour as best as possible. Sometimes the imitative behavior has to be reproduced several times. But model imitation involves the reproduction of psychosocial behavioural features such as aggressiveness, good naturedness, respectfulness and discipline. The observer admires the behaviour of individuals and tries to imitate the individual as his model by putting up such a behaviour mostly if it is an appreciative behaviour applauded by the masses.

This theory explains human behaviour in terms of continuous reciprocal interaction, between cognitive behaviour and environmental influences.

This theory argues that there is a continuous reciprocal interaction among a person's behaviour and events going on inside of the person (thoughts, emotional reactions, and expectations) and the environmental consequences of that behaviour. Thus most human behaviour is as a result of the consequences of the feedback on the behaviour, either maintaining or changing the probability of a similar behaviour in the future.

2.4.3 Theory of developmental stages and delinquent behaviour of Adolescents

Adolescents' stage according to Steinberg (1996) begins with the attainment of juvenile status and ends with the attainment of majority status (Adulthood). The accepted chronological boundary of adolescence that begins with the teen years, that is 13-19 years, is a period, of transition that ends with the accepted year, when adulthood begins (20-21 years) Stanley Halls (1846-1924) hypothetically declare adolescent stage as a period of "storms and stress" that gives indication of crises being associated with this transition. It is a multiple developmental stage of changes.

There is the biological development change (puberty stage), cognitive changes, (when adolescent reason abstractly and hypothetically) as well as the psychological change (a stage of social cognition with knowledge and belief about interpersonal and social matters. These changes occur simultaneously in adolescence. It is a stage characterized with fears, anxieties of how to make it in life, boredom, desire for full expression of self. Because, it is a significant stage of attainment of psychological and independent ideas, lots of mistakes are made by adolescents, because they are confused. Adolescence stage is a stage they try to change from the norm of things. They are crazy for dance, music, dressing and fashion. At the same time, they

experiment things, tasting and taking of alcohol, drugs as well as smoking of cigarettes and involvement in sexual acts. It is a stage of great influence by peer group or friends that share the same views and ideas with them. They all move together and exhibit delinquent behaviour.

Adolescence is a crucial stage that needed be understood by good intended adults in that:

- Adolescents with delinquent behaviour needed to be corrected in love with wisdom.
- There should been demonstration of concern and care for them.
- Giving of encouraging words with optimistic intensions.
- There should be adequate empathy for this stage which in turn gives the adolescent the ability to resolve identity roles and crises and also give room to evolvement of matured unique and adult personality.

These theories are relevant to this study in that, it is a pointer to the fact that the delinquent behaviour exhibited by adolescents is as a result of the changes that characterized adolescent stage.

2.4.4 Conceptual Model

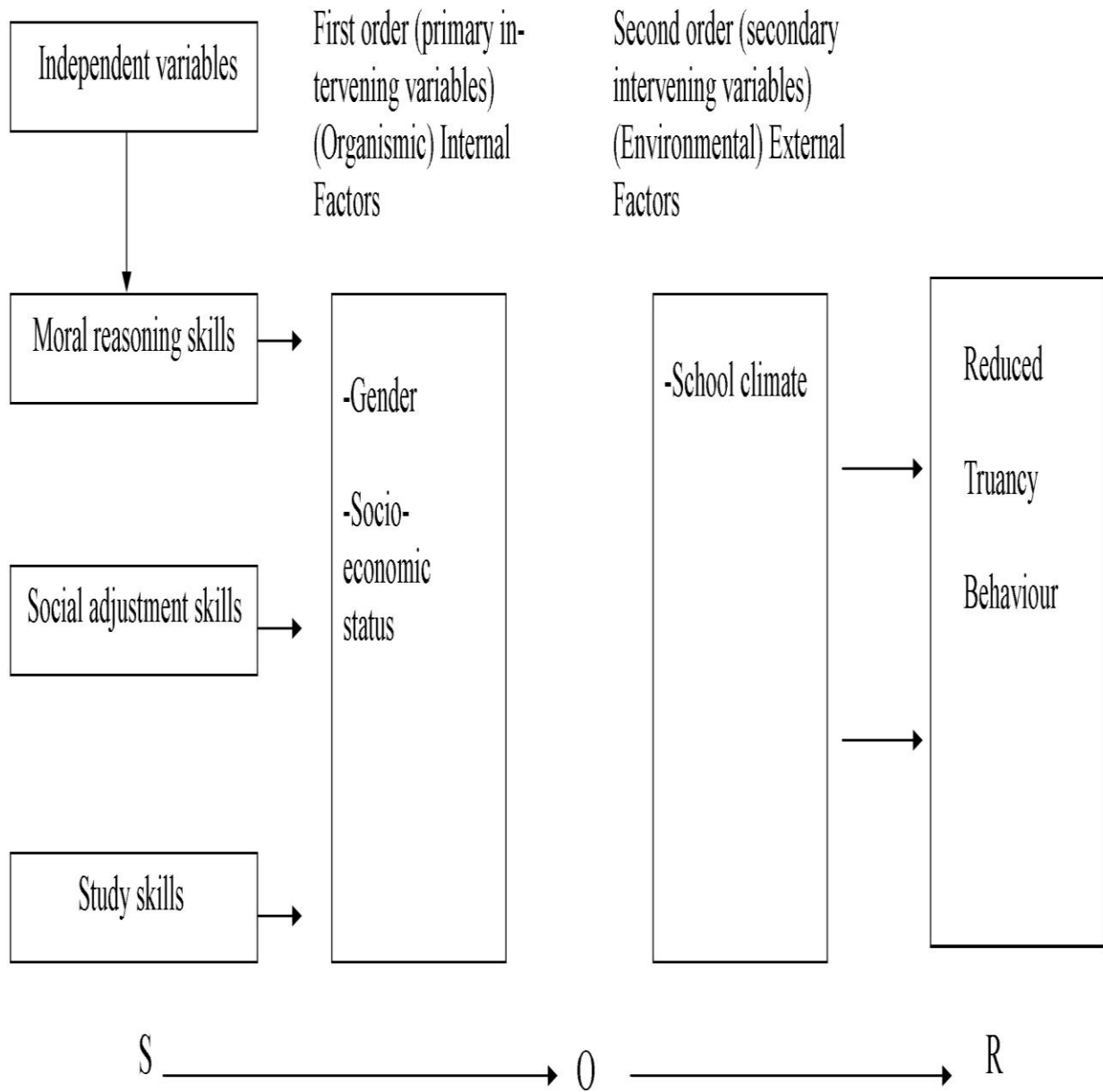


Figure 2.1 Conceptual model

In the above diagram, moral reasoning skills, social adjustment skills and study skills are regarded as the independent variables because they have been tailored to be applied on the respondents to affect a sort of variation in results at the same time maintaining a rigid structure which does not change irrespective of the results of its application. S which represent stimuli does not change. The instrument has a rigid structure for the sake of uniformity.

The letter O which represents the Organism on which the different skills or treatment is applied are the respondents. The respondent's psyche or behavior is a direct product of internal/innate variables such as gender and socio-economic status and the workings of external factors, in this case the immediate school environment. The workings of the school environment would include peer pressure, the attitude of teachers to students in the classroom and outside the classroom, the aptitude of students to learn what is being taught and the level of enforcement of school rules and regulations.

The result of stimuli being applied to respondents (organisms) is the response denoted by R, which is a reduced rate in truancy behaviour. This captures the goal of the research which is to positively modify delinquent behaviour in secondary school students

2.5. Appraisal of Literature

Goldenring (2004), Kanabarrow (2003), Sawyer et al (2001) and Villarruel (1994)'s view of adolescent stage as a developmental and transitional stage with various changes and with the belief that others are pre-occupied with them agrees with Eric Homburger Erikson's theory of 1950. A personal feeble characterized with the thought 'that it would never happen to me' because of their personal uniqueness that make the adolescent believe that they cannot be understood by anyone is in line with the theories of this study. Also, the adolescent involvement

in risk behaviour that predisposes them to poor long term outcome is also in line with Erikson (1950)'s theory of developmental stages of adolescent that predisposes them to making mistakes. Sawyer (2001)'s definition of the stage of adolescent being leveled with emotional and behavioural difficulties, also confirms the theory of developmental stage that characterized the stages with different behaviour put up by adolescents. The stage where by they are still under-age with different behaviour that becomes eradicated naturally at the early stage of adulthood, between 19 and 23 years, also agrees with Erikson's theory.

The adolescent push for autonomy and responsibilities despite the strong attachment to their parents, which often lead to conflict between the adolescent and parents, is also in line with Erickson (1950)'s theory of developmental stages. Adolescent flair for being noticed is a clear cut at this stage and popularity being cherished by them as strong motivation, agrees with Erickson's theory. This become confirmed by the much time spent with their peers thus, seeking for recognition. Noticeable cliques are also formed. Majority of adolescents have lots of friends at this stage. They imitate each other's behaviour through observation. Each friend sells his or ideas to one another either good or bad it is imbibed hook, line and sinker, thus making oneself more confused than ever. This also is in line with observational behavioural theory of Skinner (1950) and Eric Erikson's (1950)'s theory of the 5th stage out of the 8th stages of developmental theory of his life cycle theory, the stage of "identity versus identity confusion."

The adolescent need a balance between autonomy and setting limits. The delinquent behaved adolescent student with varieties of behaviour that ranges from socially unacceptable behaviour (such as acting out in school) to status offences (such as running away) to criminal act of burglary, which sometimes become acts of violence is in line with Bandura (1977)'s social learning theory, which is an individual interpersonal theory in which human behaviour is

explained with personal factors, one's cognitive processes and environmental influences, (like the peer group) can continually interact in a process of reciprocal determination or reciprocal causality. They are very dynamic relationship where the student can either shape the environment or the environment shaping the student. Bandura (1977)'s theory further said that the reinforcement along with an individual's expectation of the consequences of the behaviour put up determines the behaviour. The delinquent student with a variety of delinquent behaviour decided to be delinquent because of who he is (personal factor), his reasoning processes (his cognition) and the influence of his peer group (environmental influences) on him. As he constantly relate with his environment, he has the option, to either be controlled by his being, his cognition or his environment, to either be a delinquent or not, after weighing the pros and cons of such behaviour or action.

Conclusively, by not blaming adolescents for the wrong behaviour manifested by them at this stage is also in line with Erikson's theory, since most of the wrong behaviour is as a result of the changes that characterized the adolescent stages. Erikson (1950) then concluded that, for the adolescents to resolve their identity roles and crises, they needed to be understood fully by good intended adults by correcting them in love with wisdom, also by showing concern and care for them, with words of encouragement most times. All these statements agree with the three theories used for this study.

Hypotheses

Ho₁: There is no significant main effect of treatment on in-school adolescents' delinquent behaviour of truancy.

Ho₂: There is no significant main effect of gender on in-school adolescents' delinquent behaviour of truancy.

- H₀₃:** There is no significant main effect of socio-economic status on in-school adolescents' delinquent behaviour of truancy
- H₀₄:** There is no significant two-way interaction effect of treatment and gender on adolescents' delinquent behaviour of truancy
- H₀₅:** There is no significant two-way interaction effect of treatment and socio-economic status on adolescents' delinquent behaviour of truancy
- H₀₆:** There is no significant two-way interaction effect of gender and socio-economic status on adolescents' delinquent behaviour of truancy
- H₀₇:** There is no significant three way interaction effect of treatment, gender and socio-economic status on adolescent's delinquent behaviour of truancy

UNIVERSITY OF IBADAN

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted the pretest, posttest, treatment and control group, quasi experimental design that evaluated the effects of three positive life skills on delinquent behaviour of truancy as against the control group. This design employed a 4x2x3 factorial matrix that enabled the researcher to consider the effects of gender and socio – economic status (the moderating variables) alongside the effects of positive life skills (treatment) as presented below.

Table. 3.1 Factorial Matrix.

Treatment	Gender	Socio- Economic status			TOTAL
		High	Medium	Low	
Moral Reasoning Skills (MRS)	Male	20	20	20	60
	Female	20	20	20	60
Social Adjustment Skills (SAS)	Male	20	20	20	60
	Female	20	20	20	60
Study Skills (SS)	Male	20	20	20	60
	Female	20	20	20	60
Control Group (CG)	Male	20	20	20	60
	Female	20	20	20	60
TOTAL		160	160	160	480

3.2 Population of the Study

The population of the study comprised all in – school adolescent students with delinquent behaviour of truancy in SS1 classes in all secondary schools in Ibadan metropolis, Ibadan, Oyo-State.

3.3 Sample and Sampling Technique

A random sampling technique was used to select 480 truant students from eight co-educational public secondary schools in Ibadan metropolis namely Olubadan High school, Orita-Aperin, Aperin High school 111, Orita-Aperin, Hisbulahi- Al-Galib (former Lagelu Grammar school Agodi-gate), Eleyele Secondary 11 Eleyele, Urban Day Grammar school Jericho, Community Grammar school 1 Kudeti, Community Grammar 1 Apata and Community Grammar school 1 Elewura Challenge, Ibadan. The choice of these schools was due to the fact that they are co-educational institutions owned by Oyo State Government and they are also very far apart from each other to avoid contamination of the results of the study. The schools are also homogenous in academic performance at the West African School Certificate Examinations results of (2005- 2012). All the students are in SS1 classes and they all had records of truancy as recorded in the class attendance registers by the class teachers and the school counselors. The students chosen were assigned to three experimental groups: Moral reasoning skills (MRS), Social Adjustment skills (SAS), Study skills (SS) and Control Group (CG).

Table 3.2 Table showing experimental groups and schools of study

EXPERIMENTAL GROUPS	SCHOOLS OF STUDY
Moral Reasoning skills	1. Hisbulahi Al – Galib at gate 2. Eleyele Secondary School II, Eleyele
Social Adjustment Skills	1. Olubadan High School 1, Orita Aperin 2. Community Grammar School 1, Elewura Challenge
Study Skills	1. Community Grammar School 1, Kudeti 2. Community Grammar School 1, Apata
Control group	1. Aperin High School 111, Orita Aperin 2. Urban Day Grammar School, Jericho.

3.4 Instruments

The three instruments used were moral reasoning skills intervention scale, social adjustment skills intervention scale and study skills intervention scale (Adapted scales from Taiwo (2004) and Adejuwon, (2004).

3.4.1 Moral reasoning skills intervention scale

The questionnaire tagged (MRSIS) was used to elicit information from the respondents in order to have a better understanding of students right thinking towards obedience to school authority, avoidance of punishment and also as a means of helping them to identify areas that could be of benefit to them from the intended research. The four point rating scale likert questionnaire was in two parts A & B. “A” dealt with demographic characteristics of the respondents for example age, sex, religion etcetera. While “B” contained twenty – five (25) items that elicited information from the students on the effects of three positive life skills on in –

school adolescent delinquent behaviour of truancy in Ibadan metropolis. Responses from respondents varied from Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D) respectively. The questionnaire was validated by giving it to experts in the field of psychology, social welfare, guidance and counseling as well as the researcher's supervisor to ascertain the validity. Necessary corrections were made before administration of the copies of the questionnaire to the respondents. The instruments were also made reliable by carrying out a pilot study of 36 students outside of the targeted population of the study. After a test and re-tested methods, the reliability coefficient of the instrument was 0.74 alpha Test – retest, $r = 0.82$.

3.4.2 Social adjustment skills intervention scale

The questionnaire was tagged (SAIS). It elicited information from the in – school adolescent delinquents on interpersonal relationship among them towards the maintenance of social order on in- school adolescent, enhancement of good relationship among them and eradication of delinquent behaviour of truancy among them. The scale was adapted from related work of Taiwo (2004) and Adejuwon (2004). The questionnaire employed a four point likert type with responses to Strongly Agreed (SA), Agreed (A), Strongly Disagreed (SD) and Disagreed (D). The questionnaires were given to experts in the field of psychology, social sciences, social welfare, guidance and counseling to ascertain the validity. After a test and re – tested method, the reliability level was 0.74 alpha, re – test, $r = 0.82$.

3.4.3 Study skills intervention scale

The questionnaire was tagged (SSIS). It elicited information from the in – school adolescent delinquents with poor performance on how to learn the ground rules of each course towards the development of effective study habits for improvement of academic performance and eradication of delinquent behaviour of truancy. The questionnaires were given to experts in

field of social welfare, psychology, guidance and counseling to ascertain the validity, by their assessment towards improvement of the questionnaire. Their suggestions were incorporated into the final draft that the researchers supervisor re – viewed for confirmation of its validity and then re – written as a valid document for administration to the respondents. The valid document was tested reliable by carrying out a pilot study with (36) students outside the targeted population of the study. After a test and retested method, reliability coefficient was 0.74 alpha, test, re-test = 0.82.

3.5 Procedure of the Research

The researcher had a familiarization tour of all the schools of study. After exchange of pleasantries with the school authorities (principals and vice principals) alongside the introduction of letters of authority from the Head of department, Adult Education department, University of Ibadan, imploring me to proceed to the field. The researcher was introduced to the school counselors and class teachers who had the records of the truant students in the class attendance registers. Names of truant students were written out based on absenteeism on the days within a period of two terms (1st and 2nd terms). There were 53 days for both terms; holiday periods when students were not expected were 22 days. Names of students who were absent for more than one third of the expected school attendance were written out. The teachers and counselors in each school were used alongside the two research assistants who were trained and educated on the purpose of the research and the benefits therein. With the help of these research assistants, the pre – test was conducted for all the experimental groups between 10am and 11.30am before break time. These were the specific time of appearance of the truants in five of the eight schools. After assemblies in the morning they were observed by the researcher to run from school and to re – appear before break time. Most of them never come back to class till after break. The pretest

was between 1.30pm and 2pm for the other three schools. Truants in those schools attend schools just to be seen and then disappear from the school before the school closes. They were never seen in the school in the mornings. Treatment commenced for the experimental groups thereafter. Two schools were assigned to same treatment of Moral reasoning skills, Social adjustment skills and Study skills, except the control group that was not given any treatment, after which post – test was carried out on the experimental groups to observe the effects of the treatment on delinquent behaviour of truancy.

3.6 Manuals for 6 weeks Teaching of Positive Life Skills

Treatment group I (Moral Reasoning Skills)

Week 1 – General Orientation

Week 2 – Pre – test administration

Week 3 – Pre – conventional morality stages one and two

Week 4 – Conventional morality stages three and four

Week 5 – Post conventional morality stages five and six

Week 6 – Post Test administration

Treatment group II (Social Adjustment Skills)

Week 1 – General Orientation

Week 2 – Pre – test administration

Week 3 – Enhancing skills for social competence through discussion, structural activities and rehearsals.

Week 4 – Communication skills using verbal and nonverbal technique

Week 5 – General social skills to enhance effective listening, persistence etcetera.

Treatment group III (Study Skills)

Week 1 – General orientation

Week 2 – Pre – test administration

Week 3 – Doing well in school through right attitude

Week 4 – Effective study habits to get work done

Week 5 – Development of schedule towards making the best of time for study

Week 6 – Posttest administration

Experimental Group 4 (Control group)

Week 1 – General Orientation

Week 2 – Pretest administration

Week 3 - -----

Week 4 - -----

Week 5 - -----

Week 6 – Posttest administration.

3.7 Report on FGD

The focus group discussion was carried out in a bid to gather more information from the respondents in the area that the questionnaire could not cover. Five students with the history of truancy were selected from each of the eight co-educational public secondary schools used for the study. A total of forty students were randomly selected. Ten students from two schools each were subjected to the discussion of truancy alongside the independent variables: moral reasoning, social adjustment and study skills, For the benefit of the students with the history of truancy in the control group, the researcher highlighted the theme of the study, gave a summary of the whole study and the need for the discussion.

The respondents have these to say to these questions.

1. Truancy is a bad behaviour
2. Students with the behaviour of truancy should not be supported.
3. Students with the history of truancy can improve to become better people in life.
4. Parents feel happy at the successful completion of their children's education.

A respondent has this to say about truancy being a bad behaviour;

- "I never knew I was playing truancy anytime I leave the school before the school closes. I always think that since I have appeared in the school for the day, I could go about my other business of hawking sachets of pure water for me to have money at hand. I realize it affected my studies when I failed the class tests twice."

Another respondent lamented;

- "I wish I could re-trace the time back now I have wasted much of time doing bus-conducting."

Another respondent said;

- "To be candid, you cannot eat your cake and have it. One has to suffer. Either you have money in your hand and stop going to school, or go to school without having any money."

However, few respondents viewed truancy in different perception and I quote;

- "Someone from a low background has to struggle in life to get to the top. I sponsored myself to this level of SS1 class. I have been truanting since I entered school. I have to keep soul and body together. I engage in business during school hours. I did not see anything wrong in what I am doing. I have to make ends meet. Now I realize it is wrong to truant."

Another respondent;

- “Truancy is not a new thing. Everything works together for good. Now I have more knowledge about it. I will truant no more but endue to finish my education successfully.”

Lots of responses from the respondents were verbally recognized. At the end of this discussion, the researcher said truancy is a bad behaviour that students need not engage in.

Second Question Discussed; Students with the behaviour of truancy should not be supported.

A respondent’s comment;

- “Truancy is a bad behaviour that need not be supported. If truant students are supported, truants will not recognize that truancy is bad. The level of truancy will increase, more students will play truancy.”

A respondent said,

- “Giving support to the students with the delinquent behaviour of truancy will encourage more students to be involved in the act. It should not be supported, nor encouraged.

Another respondent,

- “Government, families, stakeholders, should try to support students in need during schooling so that truancy a delinquent behaviour among students would be eradicated.”

Another respondent's view

- "Lack of knowledge made students to play truancy. It is viewed as fun but now, I know better. There would be changes because I like to become a Lawyer in the future. I will stay more in school. I was fooling myself as I dash in, dash out of school. This discussion lengthened to about fifteen minutes. 37 students (92 %) agreed to quit truancy and face their studies in order to realize their dreams of being eminent someone in the future.

Questions four discussed;

Parents feel happy at the successful completion of their children's education;

A respondent said,

- "In fact, there is no parent that would not jubilate at a child's success especially if the parents contributed to the successful completion of the course or study in the area of finance for such children."

Another respondent contributed,

- "Parents joy seem even more than the successful student on the day of graduation hence the much cooking and felicitations."

Another respondent has this to say about her parents,

- "My parents' happy mood on the day of my elder sister's graduation charmed me. I wish it was me graduating that day from high school. By the grace of God, I shall do my own too. I shall quit truancy totally and be more serious than ever henceforth."

Yet another respondent said,

- "Parents and the celebrant are very happy at the successful completion of children's schooling. I shall quit truancy and make my parents proud."

The above verbal responses from the respondents on delinquent behaviour of truancy supports literature as declared by Animashaun (2002) Bram (1998) Procter (1980) Agryle (1981) that early intervention of the three positive life skills on delinquent behaviour of truancy among in-school adolescent would bring about pragmatic changes in their behaviour as well as improvement of academic standard and moral excellence. These responses affirmed that the three positive life skills moral reasoning, social adjustment and study skills had significant effects on truancy reduction among in-school adolescent students in Ibadan metropolis. The confirmation was established when six weeks after, the researcher engaged in a follow up visits to the eight co-educational institutions of the study. Tremendous statements from the students rent the air at the sight of the researcher .The guidance counselors and the class teachers in each school confirmed regular attendance of the students in school and drastic reduction of truancy among the students. Some of the teachers and school counselors from the eight co- educational institutions of the study have these to say;

- “Our students are more aware of their previous bad behaviour and they have changed”
- “I cannot believe it that our students can be socially cognizant in making a responsible decision to stay more in school instead of truanting.”
- “Actually, the truant students are more patient now. They are ready to learn.”
- “The students now perceived beliefs of ability to succeed by staying more in school instead of truanting.”
- “The students persistence in school now and their willingness to learn than before will in no time make them school achievers instead of being schools drop out.”

These statements from some of the school guidance counselors and teachers supported Bandura (1977)’s theory that affirmed that the belief in ones capabilities to execute a course

of an action determines the influence of the choice of the behaviour put up by that individual. It also supported Animashaun (2002) that a facilitated thought of moral reasoning skills, encourages, motivates and promote perseverance towards good behaviour.

3.8 Method of Data Analysis

The data collected were analyzed. The demographic data were analyzed with descriptive statistics of frequency counts and percentage, while the remaining data were analyzed with inferential statistics of ANCOVA (Analysis of Covariance), MCA (Multiple Classification Analysis) and SPH (Scheffe Post hoc tests) at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the results of the research and discussion of the findings in relation to previous related studies. The chapter is in two parts. The first part dealt with the demographic information of the respondents and the second part dealt with the results of the variables used.

PART A

Demographic information of the respondents

Fig 4.1: Pie Chart according to age of respondents

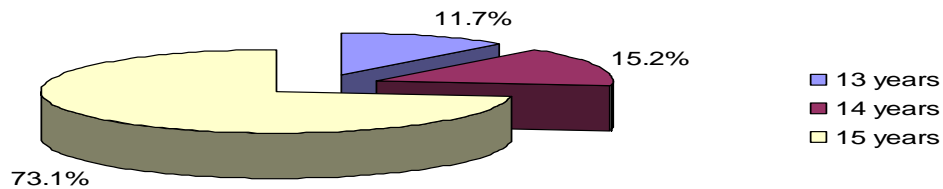
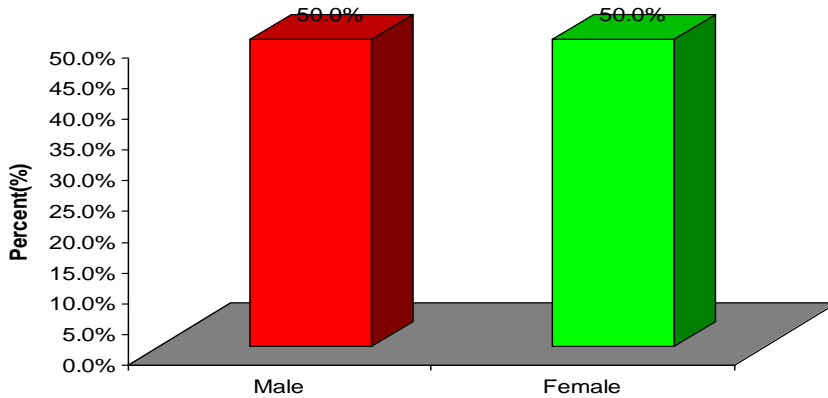


Figure 4.1 revealed the frequency distribution according to age of respondents. The result showed that age of 15 years was 73%, while age of 14 years was 15.2% and age of 13 years was 11.7%. This showed that age of 15 years had the highest percentage. The implication is that students within this age range of 15 years which could be viewed as middle age between 13-19 years seemed more involved in delinquent behaviour of truancy Adebisi (2012). However any of the age bracket (13-19) years engage in delinquent behaviour of truancy.

Source: Field Survey, 2013.

Figure 4.2: Bar Chart according to Gender of the respondents



Gender is an important variable in this study. It is therefore imperative to know the gender involved. The figure above showed that both boys and girls are equally involved in delinquent behaviour of truancy. The noticeable balance between the sexes in educational opportunity and provision after the second half of the 80s by the government gave way to boys and girls involvement in various delinquent acts including truancy (kirk, 2006).

Source Field survey 2013.

Figure 4.3: Bar Chart of respondents according to position in the family

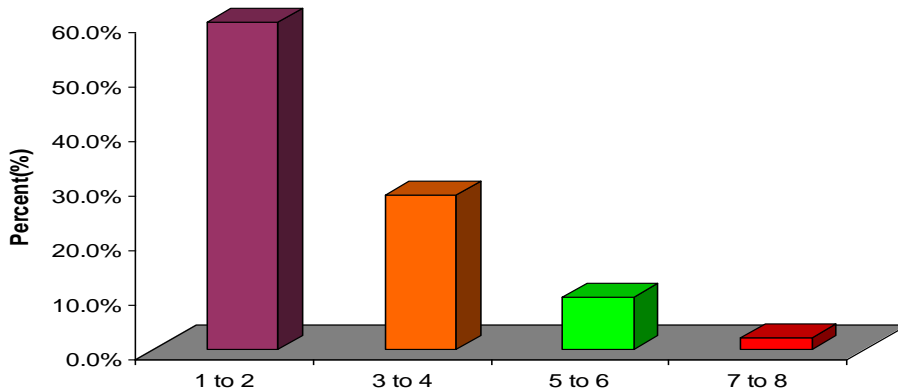


Figure 4.3 revealed the percentage distribution according to age of respondent's position in the family. The result showed a higher percentage of range position of 1 to 2 as 60.0%, while range position of 3 to 4 as 28.3% and range position of 5 to 6 as 9.6%, and range position of 7 to 8 was 2.1%. This means that respondents with position range of 1 to 2 have the highest percentage. The implication is that SS1 students are children born into a family either as first or second child of the family. These children are probably over pampered by their parents (parents sparing the rod and spoiling the child) probably as a result of delayed pregnancy after marriage or as a result of secondary infertility, hence the children's involvement in the delinquent behaviour of truancy.

Source: Field Survey, 2013.

Figure 4.4: Bar Chart of respondents according to religion.

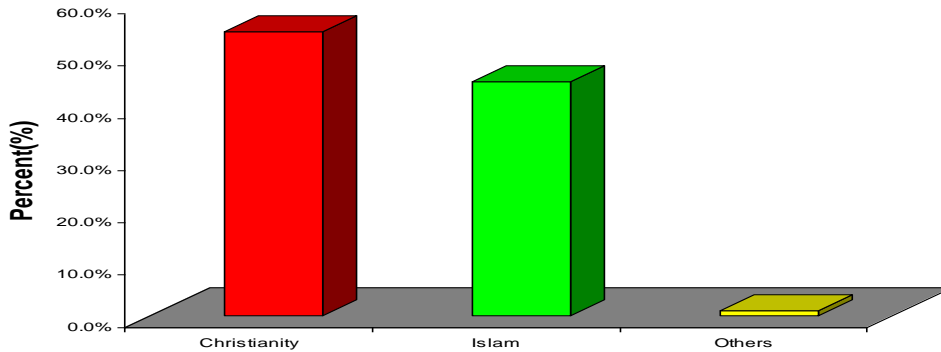


Figure 4.4 revealed the percentage distribution according to respondent's religion. The result shows a higher percentage of Christianity as 54.2%, while Islam was 44.8% and other religion as 1.0%. This means that respondents with Christianity have highest percentage. The implication of the findings is that despite the fact that students that play truancy could stem from any religion, majority of the students with the delinquent behaviour of truancy as per this study are Christian probably because they or their parents take the religion of their belief with levity (Train up a child in the way of the Lord, when he grows he will not depart from it.). However, the freedom for an individual to engage in any religion that best suits him or her, account for others who are with Islamic religion and one who is neither a Christian nor a Moslem.

Source: Field Survey, 2013.

Figure 4.5: Bar Chart according to Parent's occupation

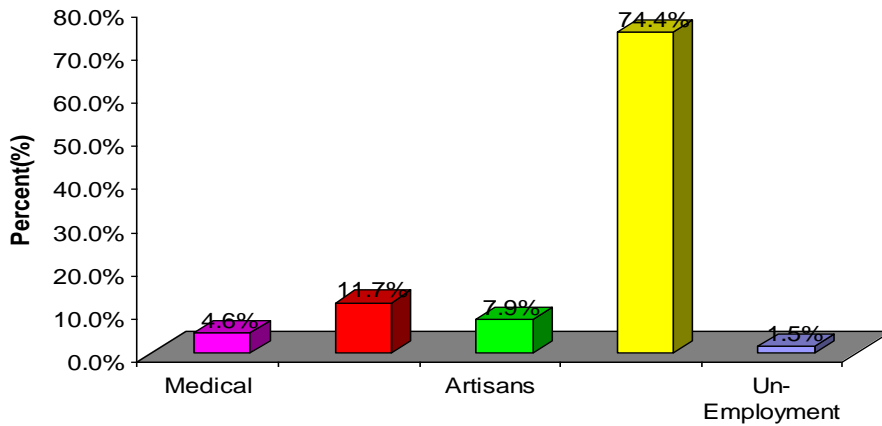


Figure 4.5 revealed the percentage distribution according to respondent's parent occupation. The result shows a higher percentage of trading/business as 74.4%, Civil servants 11.7%, Artisans as 7.9%, while medical practitioners was 4.6% and unemployed was 1.5%. This means that respondents parents occupation with trading/business have the highest percentage. The implication is that parents of respondents who engage in business/trading could have in a way contributed to their children's bad behaviour of being truants. The reason is not farfetched. Business/trading require being on ground for monitoring and expansion of the business, especially at the early stage. Lack of time for proper monitoring of the students to school by their parents probably contributed to the involvement of the students in the delinquent behaviour of truancy. However, whatever business parents are engaged into should not constitute barriers toward future benefits of the students.

Source: Field Survey, 2013.

Figure 4.6: Pie Chart according to respondent's parents' education

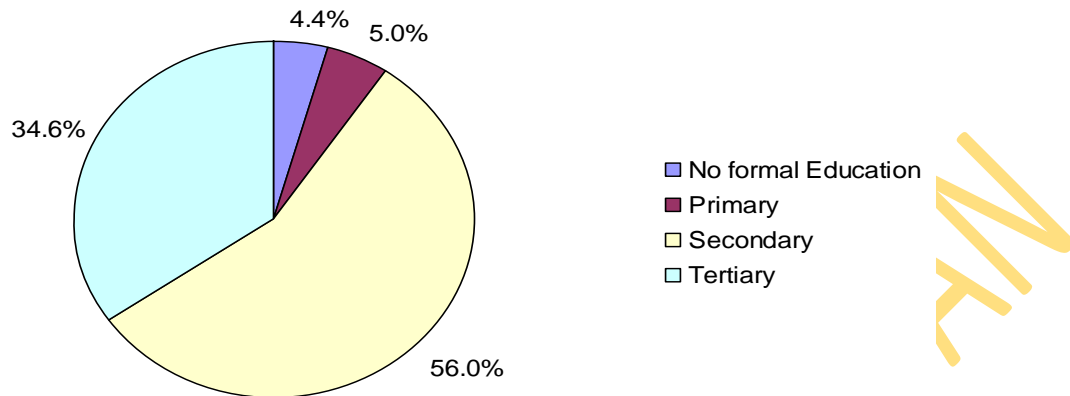


Figure 4.6 revealed the percentage distribution according to respondent's parent's education. The result shows a higher percentage of secondary school certificate holders as 56.0%, parents with tertiary education 34.6%, Primary School certificate holders 5.0%, while parents with no formal education were 4.4%. This means that respondents with Secondary school holder have highest percentage. The implication of this is that whatever the level of education parents has should not constitute problems to students prompt attendance in school, either literate or illiterate. Involvement in truancy behaviour by students could be as a result of peer group influence, parents neglect, students' poor coping skills in school and the like. However a larger percentage (56%) of the parents of respondents, do not have more than secondary school education which could be due to loss of motivation for schooling.

Source: Field Survey, 2013.

PART B:

Chapter four also dealt with the presentation of the results depending on the prediction of the test and the extent of contribution of the independent variables to the dependent variables as well as its interaction. Each hypothesis is raised, results and findings presented, followed, with interpretation and discussions.

Results of the Hypotheses Tested

HO₁; Hypothesis one states that there is no significant main effect of treatment on in-school

Adolescent's delinquent behaviour of truancy. The result obtained is shown in table 4.7a below;

Table4.7a: ANCOVA table showing the significant main effect of treatment on in-school adolescent's delinquent behaviour of truancy in public secondary schools in Ibadan metropolis.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	14524.131	4	3631.033	44.879	.000	.274
Intercept	52944.727	1	52944.727	654.395	.000	.579
Treatment	11813.947	3	3937.982	48.673	.000	.235
Residual	475	405	80.906			
Total	2218408.000	480				
Corrected Total	52954.667	479				

Table 4.7a shows that there was a significant main Effect of treatment on in-school adolescent

Delinquent behaviour of truancy in public secondary schools ($F(3,405) = 48.67, p < 0.05, \eta^2 = 0.235$).

Hence the null hypothesis is rejected.

Table 4.7b: Multiple Classifications Analysis (MCA) showing the differences in adolescents' delinquent behaviour of truancy.

Grand Mean = 65.459

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Treatment group:					
1. Moral Reasoning	120	1.905		.424	
2. Social Adjustment	120	1.905		.424	
3. Study Skills	120	1.886		.583	
4. Control	120	1.930	0.15	.310	0.10
Multiple R-squared					.191
Multiple R					.052

Table 4.7b above shows the Multiple Classification Analysis (MCA) of the difference in adolescents' delinquent behaviour of truancy. From the table, it shows that social adjustment skills had the highest post-test mean score of truancy reduction (66.83): followed by moral reasoning skills (65.44), study skills (64.56) and control group (61.30).

Table 4.7a showed that there was a significant main effects of treatment on in- school adolescent delinquent behaviour of truancy in public secondary schools ($F_{(3,405)} = 48.67, P < 0.05, \eta^2 = .235$). Hence the null hypothesis was rejected.

Table 4.7b above, is an MCA showing the direction of the difference in adolescent's delinquent behaviour of truancy. Scores of participants in the treatment group of gender and socio – economic status. From the table, it is shown that social adjustment skills had the highest post – test mean score of truancy reduction (66.83): followed by moral reasoning skills (65.44), study skills (64.56) and control group (61.30).

Table 4.7c: Scheffe post – hoc table showing the significant differences of the comparisons in the treatment group.

From the table, it is shown that there were significant differences of comparisons found

Amongst (SAS, SS, CG and MRS), (SS, CG and SAS) and (SS and CG)

Treatment	(I) Treatment Groups	(II) Treatment groups	Sig
Posttest Score in Adolescent delinquency behaviour of truancy	(a) Moral Reasoning Skills (MRS)	Social Adjustment Skills	.532
		Study Skills (SK)	.433
		Control Group	.758
	(b) Social Adjustment Skills (SAS)	Moral Reasoning Skills	.532
		Study Skills (SK)	.999
		Control Group	.087
	(c) Study Skills (SK)	Moral Reasoning Skills	.433
		Social Adjustment	.999
		Control Group	.058
	(d) Control	Moral Reasoning Skills	.758
		Social Adjustment Skills	.087
		Study Skills	.058

Table 4.7c: Scheffe post – hoc table showing the significant differences of the comparisons in the treatment group.

There were multiple comparisons significant differences between Social Adjustment Skills, Study Skills, Control group and Moral Reasoning Skills (MRS). There were multiple comparisons significant differences between Moral Reasoning Skills, Study Skills, Control Group and Social Adjustment Skills (SAS). There were multiple comparisons significant differences between Moral Reasoning Skills, Social Adjustment, Control group and Study Skills. There were multiple comparisons significant differences between Moral Reasoning Skills, Social Adjustment, Study skills and Control Group.

Table 4.7d Scheffe Post-Hoc Multiple comparisons significant differences in Social Economic status on adolescent delinquent behavior of truancy

Socio- Economic	(I) Socio- Economic	(J) Socio- Economic	Sig
Posttest Score in Adolescent delinquency behavior of truancy	(a)Low	Medium	.436
		High	.699
	(b) Medium	Low	.436
		High	.802
	(c)High	Low	.699
		Medium	.802

From the table above, there were multiple comparisons significant differences among adolescent from Medium socio- economic, High Socio- Economic, and Low Socio-Economic.Status. There were multiple comparisons significant differences between Low Social economic, High Social economic and Medium Social Economic There were multiple comparisons significant differences between Low Social economic, Medium Social economic and High Social Economic Status.

Discussion

Participants in the social adjustment skills had the highest contribution to truancy reduction based on the mean score. Following was moral reasoning, study skills and lastly the control group. The study revealed that participants in the social adjustment skills obtained the highest post – test mean score in truancy reduction ($\bar{x} = 65.44$) study skills ($\bar{x}= 64.56$) and control group ($\bar{x}= 61.30$). As a result, all the three groupings contributed to the significant effect observed for treatment on adolescents delinquent behaviour of truancy of the respondents involved in the study. The explanation for the effectiveness of the three positive life skills in

enhancement of truancy reduction is not farfetched in that the three positive life skills – social adjustment, moral reasoning and study skills are relatively interwoven judging from the slight differences in the scores. No one of these could be side – tracked if delinquent behaviour of truancy would be effectively curbed among in – school adolescents in public secondary schools. If morality as a social construct that was taught to the student would make them to discern between right and wrong thinking and at the same time to make them to think rightly by coming to school regularly to avoid punishment. Regularity and prompt attendance in school promote good interaction and relationship among students. It also promotes expression of oneself in an environment that is free from biases and intimidation. At the same time, it builds confidence and the ability to study well to pass tests and examinations. All encompass, inter-relatedly reduce delinquent behaviour of truancy among in-school adolescent students. This study supported Yates (1999) who highlighted that Social Adjustment Skills as a constellation of thoughts and feelings allowed the students to express themselves. The expression made the students to realize their internal attributes and the discovery of themselves (Yates 1999). The study also supported Anabel (2011) in Gbenro (2014) who discussed self –discovery as leading to ability to air ones view in an atmosphere without biases. Expression of oneself without intimidation and discrimination encourages prompt attendance in school, attention and listening during teaching (Gbenro, 2014, Anabel 2011). Nucci (1997) expressed that morality is a social construct of knowledge that gives students the ability to discern between right and wrong thinking Jimoh (2006) in his book expressed that right thinking make students to do the right thing at the right time to avoid the wrongness of action. Wrong actions Kohlberg (1989) affirmed encourages punishment that leads to school avoidance behaviour and truancy. The findings also supported Masten (2005) who did not only viewed morality as a social construct, but also in eradication of

interdependent behaviour, while propelling self-dependence and self-monitoring for enhancement of prompt attendance and regularity in school. The findings supported Bailey (2000) who observed that effective study skills improve academic results. Right attitude to study with a good fixed schedule help students to acquire more knowledge Bailey (2000). Alicia (2012), in Gbenro (2014), asserted that students that study well, always have the benefits of acquiring good grades in all subjects. Good study skills with creativity and innovations, inculcated into schools help in-capacitated truants to improve academically Bailey (2000). Study skill is a corner stone for a child success by which knowledge is transferred for obtaining needed information (Medahunsi 2002, Cook 2006 in Gbenro 2014). The three positive life skills are significantly effective in enhancement of truancy reduction. Time wastage by student is avoided, frustration not pertinent, while school success and achievement is eminent as against schools drop-out (Shakoori, Nochi, Nakha 2008).

Hypothesis Two

Main effects of Gender on in- school adolescent's delinquent behaviour of truancy.

This dealt with the effect of Gender on in-school adolescent's delinquent behavior of truancy and this is based on hypothesis two (HO₂) of the study that states that: there is no significant effect of Gender on in – school adolescent delinquent behaviour of truancy. The data were analyzed with Analysis of Covariance (ANCOVA)

Table 4.8a: Analysis of Covariance (ANCOVA) showing the main effect of Gender on in – school adolescents’ delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	2752.612	2	1376.306	13.077	.000	.052
Intercept	53580.752	1	53580.752	509.103	.000	.516
Gender	42.428	1	42.428	.403	.526	.001
Residual	50202.055	477	105.245			
Total	221548408.000	480				
Corrected Total	52954.667	479				

Similarly, Table 4.8b shows the Multiple Classifications Analysis (MCA) of the differences in adolescents’ delinquent behaviour of truancy

Grand Mean = 65.459

Variable + Category	N	Unadjusted variation	Eta	Adjusted independent for covariates deviation	Beta
Gender					
Male	240	-1.210		.311	
Female	240	1.210	0.00	.311	0.31
Multiple R-squared					.191
Multiple R					.052

The result of hypothesis two as presented in Tables 4.8 (a&b) indicated that there is no significant effect of gender on in-school adolescent delinquent behavior of truancy in public

secondary schools. The pre- and post-test scores of male and female adolescents exposed to treatment ($F_{(1,477)} = 0.403$, $P > 0.05$) supported this finding. The hypothesis is therefore accepted.

Discussion

This means that there is no difference in the effect measures of both male and female respondents. The result indicated that both male and female are equally and readily involved in the delinquent behaviour of truancy since their measures are the same. This result supported Patterson (2000), Steinberg (2002), and Mc Aras' (2000) study that reported cordial association between parents and children with processes within the family pre-dispose children to future behaviour, either positive or negative behaviour. Children from a good background and wellbeing pose positive behaviour as against the delinquent behavior of truancy. The influence of the home on boys and girls for survival in life as well as the continuity of the race for a good future depends on a solid and good foundational background. This study supported Thomas (2001) with the view that warm accepting style of parenting combined with limit setting, good parent – adolescent relationship pose children positive behavior. Misbehavior and delinquent behavior of truancy is predominant in boys and girls from unemployed household and menial background (McAra (2006). This study also supported Erikson's theory of (1950) with adolescent's flair of being noticed, adolescent spending much time with their peers pre-dispose them to peer group influence to portray negative behaviour boys and girls alike. This study supported Morris (1988) view that adolescence period is a frustrated period of great motives of peer influence. Both sexes influence one another in bid to impress themselves, they get themselves involved in various behaviour including truancy. This study supported Peeds (1977) that said discipline of children from cradle prevents future deviant behaviour. From cradle male and female children are disciplined when they displeased their parents. This early punishment pre-disposed them to being

sensitive to events and situation including prompt attendance to schooling and positive behaviour. Lack of discipline in homes, Mussen (1990) said influence truancy and other delinquent behaviour.

Negative behaviour such as truancy seemed eminent as adolescence stages are characterized with fears, anxiety and frustration. This study also supported Oskamps (1977) and Erikson (1950) who viewed relative weak situational pressures influencing negative behaviour. This study also supported Adebisi (2012) who viewed that although there is the notion that boys get involved rampantly in delinquent behaviour of truancy because of the kind of peers they move with, their energetic personality make up, their desire to be "men" while girls Adebisi (2012) further said are frowned at for being truants because of the view that they are weaker vessels, nonetheless, Adebisi (2012) concluded that boys and girls get involved in substance abuse, sexual act and truancy behaviour. Females constitute more than half of the World's population (UNICEF, 1998). This study supported Heyyer, (2006) in that gender equality and empowerment of access to higher education pose both sexes to different deviant behaviour and truancy.

No significant difference existed in the involvement of male and female in the delinquent behaviour of truancy. Both sexes play truancy equally (Gray and Jesson, 1990; Stoll, 1993; Whitney, 1998; Smith, 1996).

Hypothesis Three

HO₃: Hypothesis three states that there is no significant effect of socio-economic status on in-school adolescents' delinquent behaviour of truancy. Table 4.9a shows the main effect of socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools.

Table 4.9a: Analysis of Covariance (ANCOVA) showing the main effect of Socio-economic status on in-school adolescents' delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	2786.087	3	928.696	8.811	.000	.053
Intercept	53937.344	1	53937.344	511.758	.000	.518
Socio-economic Status	75.903	2	37.951	.360	.698	.002
Residual	50168.580	476	105.396			
Total	2218408.000	480				
Corrected Total	52954.667	479				

Similarly, table 4.9b shows the Multiple Classification Analysis (MCA) of the differences in adolescents' delinquent behaviour of truancy.

Grand Mean = 65.459

Variable + Category	N	Unadjusted variation	Eta	Adjusted for independent + covariates deviation	Beta
Social Economic Status:					
1. Low	45	1.645		.468	
2. Medium	269	1.645		.468	
3. High	166	1.705	0.07	.680	0.72
Multiple R-squared					.191
Multiple R					.052

Table 4.9a shows that there is no significant main effect of socio-economic status on in-school adolescents' delinquent behaviour of truancy in public secondary schools ($F_{(2,476)} = 37.951, P > .05, \eta^2 = .002$). Hence the null hypothesis is accepted

Discussion

Socio-economic status as per the result shown on table 4.9a does not significantly have effect on delinquent behaviour of truancy among in-school adolescent students. Delinquent behaviour of truancy could be exhibited by students from either rich or poor homes. This hypothesis supported Mc Ara (2004) who further established the fact that exclusion a delinquent behaviour like truancy cut across all spheres of life. It could be considerably found amongst children from rich homes as well as children from poor and menial households. The levels of rational commitment to school for the sake of future benefits by the students are of paramount importance both rich and poor children alike (Mortimore, 1988). This result also supported Aremu (2005) that viewed parental influence, school environment, learner's interest as being responsible for bad behaviour or good behaviour. Lack of commitment by parents to their children's school clearly relate to children's bad-behaviour and delinquency (Lizzy (2005), Hirschi (1969) and Albert Cohen's (1957)'s) theories. This study supports Hubbard (1997) who finds counseling as a useful psychological treatment and support for students from menial households. This implies that socio-economic status does not significantly affect regular attendance in school. This study also support Anderson (1997) who although highlighted the fact that timidity and intimidation can make students from menial households to stay back from school, psychologically, such students could be counseled as against delinquent behaviour of

truancy (Hubbard 1997). This study also support Keynolds (1980) that encourage teachers and counselors to view love and feelings towards intimidated students not only as home but also as school function. Early intervention of counseling motivates truants students to remain in school Mc crady (1998) in Adebisi (2012). Barley (2000) viewed maternal deprivation as a major factor of low socio-economic status that constitutes helplessness and encourages truancy behaviour, Keynolds (1980) in his research findings, encouraged the counseling of deprived students out of their feelings of unworthiness and truancy behaviour. Port (2005) in her research findings dictected that attachment of students to teachers in school whatsoever the status encourage commitment to school as against truancy behaviour. Socio-economic status not significantly having effect on truancy behaviour as revealed in the findings of this study also support Patterson (2000) who in his work on measurement with rating scale of 1-5 that revealed that parents' commitment and closer relationship with their children yielded positive behaviour and willingness to stay in school.

4.10 Hypothesis 4

H0₄: Hypothesis four states that there is no significant interaction effect of treatment and gender on in-school adolescents' delinquent behaviour of truancy. Table 4.10 shows the main and interaction effects of treatment and gender on in-school adolescent delinquent behaviour of truancy in public secondary schools.

Table 4.10: Analysis of Covariance (ANCOVA) showing the main effect of Treatment and Gender on in-school adolescents' delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	15864.914	8	1983.114	25.183	.000	.300
Intercept	51653.181	1	51653.181	655.940	.000	.582
<u>Interactions:</u>						
Treatment x Gender	1303.250	3	434.417	5.517	.001	.034
Residual	37089.753	471	78.747			
Total	2218408.000	480				
Corrected Total	52954.667	479				

Table 4.10 shows that there is a significant interaction effect of the treatment and gender on in-school adolescent delinquent behaviour of truancy in public secondary schools ($F_{(3,471)} = 5.5.17$, $p < 0.05$, $\eta^2 = .034$). Hence the null hypothesis is rejected.

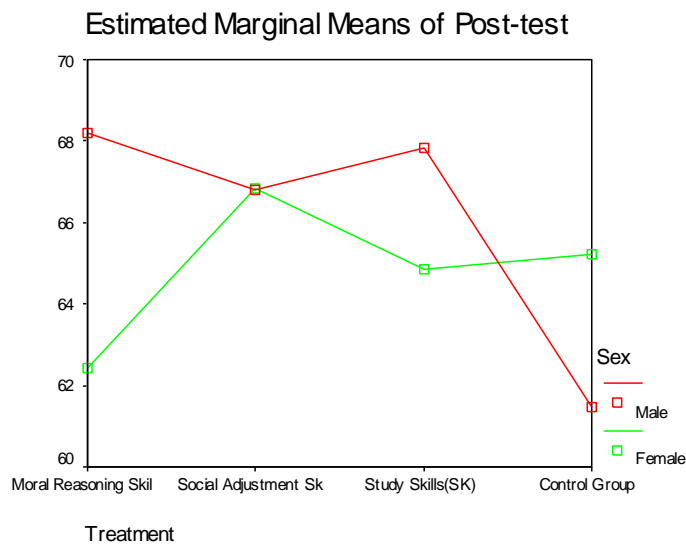


Fig. 4.7: Graph showing interaction effects of treatment and gender

Discussion

This affirmed that there is a significant interaction effect of treatment and gender on adolescents' delinquent behaviour of truancy in public secondary schools. Fig.1 shows interaction between male participant and treatment (1) (moral reasoning skills) male participant and treatment (2) (social adjustment skills) male participant and treatment (3) (study skills) male participant and control group. Female participant and treatment (1) (MRS), female participant and treatment (2) (SAS) female participant and treatment (3) (SK) female participant and control group were significantly different, which then shows that gender did significantly interact with treatment in enhancing truancy reduction among in-school adolescents in public secondary schools. The acquisition of (MRS), (SAS) and (SK) skills by both male and females in the treatment groups could have helped gender related advantage on in-school adolescent delinquent behaviour. This suggests that the effect of the treatment did significantly depend on the gender of the students. This implies that gender difference do influence how beneficial the treatments are to the participants. The findings that indicated gender having significant interaction effect on treatment, support authors like Oyetunji: 2002, Hammed: 2002, Animashaun: 2002a, Akinboye: 2000, who said in their research that boys and girls that boycott schools have poor thinking and are irrational in decision making. This also supports Animashaun (2005), who viewed that morality is a social construct of right thinking that help individual to take wise decision. A male or female adolescent would only boycott school as a result of foolish action (De Bono (1985): Akinboye (2000): Ayantunji & Hammed (2002) in Animashaun (2002). The study further buttressed the fact by De Bono, (1971) s' research in Animashaun (2003) that effective thinking by adopted creativity technique eradicate irrational decision of adolescents' to become Okada

Riders, Bus-conductors and sex Hawkers. Laziness, excessive sleeping and sluggishness promote truancy behaviour and schools' drop out (Garry: 2000, Wiscosin: 2000). Fashion bags carriage to schools by adolescent females and heavy hair-do by them, holding of a note book by hand or tucking it in a school uniform pocket by boys promote truancy. This study also support Masten (2005) s' research work that right thinking and feelings eradicate inter-dependent behaviour Gender, interacting significantly with treatment, indicated goals realization and academic achievement by the right thinking individual (Butt, Obradovic, 2005) in Animashaun (2005).

4.11 Hypothesis Five

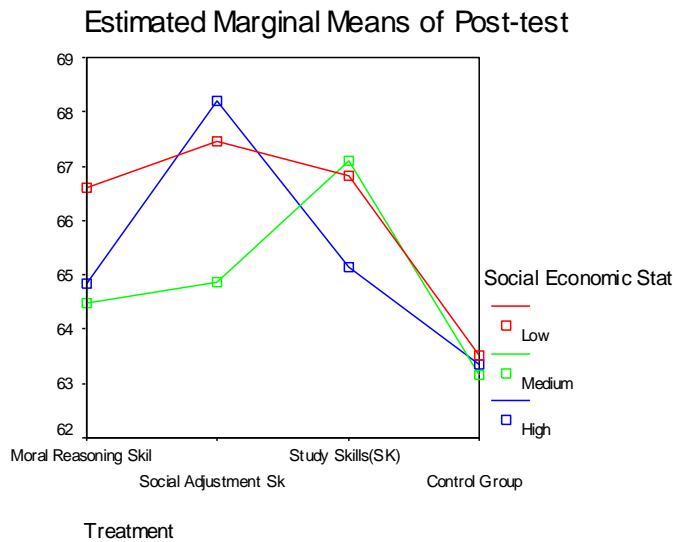
H0₅: Hypothesis five states there is no significant interaction effect of treatment and socio-economic status on adolescents' delinquent behaviour of truancy. Table 4.11 shows the interaction effects of socio-economic status and treatment on in-school adolescent delinquent behaviour of truancy in public secondary schools.

Table 4.11; Analysis of Covariance (ANCOVA) showing the interaction of Socio-Economic Status and Treatment on in-school adolescents' delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	14919.385	12	1243.282	15.265	.000	.282
Intercept	50554.333	1	50554.333	620.710	.000	.571
<u>Interactions:</u>						
Treatment x Socio-Economics	382.520	6	63.753	0.783	.584	.010
Residual	38035.279	467	81.446			
Total	2218408.000	480				
Corrected Total	52954.667	479				

The table shows there is no significant interaction effect of the treatment and socio-economic status on in-school adolescent delinquents' behaviour of truancy. The interaction effect of treatment and socio-economic status was not significant ($F_{(6,467)} = 0.783, P > 0.05, \eta^2 = .010$). Hence the null hypothesis was accepted.

Figure 4.8: Graph showing interaction effects of treatment and Socio – Economic Status



Discussion

This suggests that the effect of the treatment did not significantly depend on the socio-economic status of the participants as they do not interact as in the graph above. This implies that socio-economic status does not influence how beneficial the treatments are to the respondents. This study supports Opp, (1974), Lamnek (1985), Holtappels et al, (1997) in that although truancy may be influenced by poverty, however non interaction of treatment and socio-economic

status signifies that the right thinking individual although may be poor does not necessarily have to be truant (Hirsch,1969). Participation in conventional activities as Hirsch (1969) said, reduces the opportunity of becoming truants. This findings also support the previous findings of Samson and Lamb (1993) in that although significant others influence truancy behaviour, positive peers influence contradict the findings as truancy behaviour are reduced with interaction with good peers. It promotes healthy rivalry amongst students, they imitate each other for good (Hirsch 1969). Students that lack self-esteem and social-confidence tend to become truants (Uwake 1998), Self-esteem is restored supporting Kinder et al (1995), when students air their views in an atmosphere that is void of biases. Environment that encourages students to express themselves without intimidation promotes self-esteem, self-confidence and the realization of ones, internal attributes. The insignificance of socio-economic status and treatment of this findings supports Masten et al (2005)s' findings that realization of ones' internal attributes overshadows timidity not withstanding any level of ones' socio-economic status. It boost students confidence and also increase their abilities to face life challenges (Bailey 2000). There is the insurance of the readiness to learn with successful achievement as against truancy and schools' dropout (Bailey 2000). Figure 2 graph that revealed non interaction between treatment and socio-economic status is a fact that socio-economic status is insignificant. Individual student may choose to achieve or sit through school. The treatments were observed to be useful to the respondents irrespective of their socio-economic status (Low, medium or high).

4.12 Hypothesis Six

H₀₆; Hypothesis six stated that there is no significant interaction effect of gender and socio-economic status on adolescents' delinquent behaviour of truancy. Table 4.12 shows the main and

interaction effect of gender and socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools.

Table 4.12: Analysis of Covariance (ANCOVA) showing the interaction effect of Gender and Socio-Economic Status on in-school adolescent's delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	3001.735	6	500.289	4.737	.000	.057
Intercept	51282.812	1	51282.812	485.593	.000	.057
<u>Interactions:</u>						
Gender x Socio-Economics	170.608	2	85.304	0.808	.446	.003
Residual	49952.932	473	105.609			
Total	2218408.000	480				
Corrected Total	52954.667	479				

Table 4.12 shows that there is no significant main effect of gender and socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools. The interaction effect of gender on socio-economic status was not significant ($F_{(2,473)} = 0.808$, $P > .05$, $\eta^2 = .003$). Therefore the null hypothesis is accepted. This means that there is no significant difference in the socio-economic status of both male and female respondents.

Discussion

The findings support Smith 1996; Whitney 1998, Stoll 1990 who in their research findings recognized that gender do not have any significant effect on truancy reduction among

adolescent students. Both male and female adolescents play truancy in schools. The study also revealed that some other author like Reids (2000) had a counter opinion that girls in their first three years in school play truancy more than boys while boys according to him, play truancy at any level of education more than girls. Socio-economic status Nwagwu (1999) pointed out may affect schooling and encourage truancy as family income is augmented with petty cash from trading. Persistent involvement of students in petty trading encourage truancy and schools' dropout as they find trading more satisfying than schooling.

This study revealed non –interaction effect of gender and socio-economic status in the reduction of truancy among adolescent students. The implication is that adolescent students, male or female, either from rich or poor background, Animashaun (2008) findings said, are shallow minded and immature. This study supports Stanley Halls (1846- 1924) in that adolescent at this stage are hypothetical and abstract in their thinking. It is a significant stage of attainment of psychological and independent ideas (Stanley Halls 1846-1924). Adolescents' reasoning and their decision in comparing and embracing of immediate petty cash to schooling, portray shallow mindedness and immaturity (Emmanuel 2007). Crazyness for autonomy may push adolescent to wrong decision making (Emmanuel 2007). This study also support Animashaun's findings that parents counseling their children towards future benefits of schooling and high remuneration for educated persons go a long way to encourage willingness of schooling as against truancy behaviour. Adolescents may choose not to become truants (Nwagwu 1999). Non-challant attitude towards schooling are discouraged (Animashaun, 2008a). This study supports Adeyemi, 2006, Emmanuel, 2007; Nwagwu, 1999; Animashaun 2008a in that adolescents getting imbibed with the future benefits of schooling, liberation from the bondage of ignorance, discovery of hidden talents with individuals' uniqueness, should be of paramount importance to adolescents.

UNIVERSITY OF IBADAN

4.13 Hypothesis Seven

H0₇; Hypothesis seven stated that there is no significant three way interaction effect of treatment, gender and socio-economic status on adolescent's delinquent behaviour of truancy.

Table 4.13; Analysis of Covariance (ANCOVA) showing the Interaction effect of Treatment, Gender and Socio-Economics on in-school adolescents' delinquent behaviour of truancy in public secondary schools.

Source	Sum of squares	Df	Mean Square	F	Sig.	Eta
Corrected Model	16757.231	24	698.218	8.777	.000	.316
Intercept	48216.760	1	48216.760	606.082	.000	.571
<u>Interactions:</u>						
Treatment x Gender x Socio-Economics status	343.553	6	57.259	.720	.634	.009
Residual	36197.435	455	79.555			
Total	2218408.000	480				
Corrected Total	52954.667	479				

Table 4.13 shows that there is no significant interaction effect of the treatment, gender and socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools. ($F(6,455) = 0.720$, $P > 0.05$, $\eta^2 = 0.009$). Hence the null hypothesis is accepted. This finding also reveals that there is no statistical significant three way interaction effect of treatment, gender and socio-economic status on adolescent's delinquent behaviour of truancy. From the table, in the case of (gender) male respondents contributed to the variation with a mean value of $66.073 = (65.459 + .311)$ while (socio-economic status), low status contributed to the variation with a mean value of $67.957 = (65.459 + .311)$ and the (treatment), social adjustment skills contributed to the variation with a mean value of $66.883 = (65.459 + .424 = 66.883)$.

Discussion

The result of this findings that indicated non- interaction effect of treatment, gender and socio-economic status support the findings of Wigglesworth (2000), that the three did not significantly affect each other in the enhancement of truancy reduction among in-school adolescents in public secondary schools. The right thinking individual with a highly developed independent self- construct in line with Kitayama (1999) uses his internal abilities; thoughts and feelings to direct his outer abilities towards a good behaviour as against truancy behaviour. Such students Animashaun (2007a) supporting Kitayama (1991) said are loaded with academic achievement as against academic success barriers. This study also supports De Bono (1985) findings that the right thinking individual is liberated from the bondage of muddled thought and irrational decision. The adolescent that boycott school for any reason is on a wrong track (De Bono, 1985).Such a decision De Bono (1985) said emanated from poor thinking. Masten et al (2005) supports moral reasoning skills in that it encourages students to be creative in their thinking. Creative thinking give room to effective thinking that leads to sound decision-making and productive actions (Masten et al 2005). The ability to think rightly predicts positive outcome at home and in school (Akinboye 2003). This study also support Osborn (1993), De Bono (1985), Hammed and Ayantunji (2002), Owodunni (2002) and Animashaun (2008) in that gender not being significantly effective in interaction, signifies the fact that the individual either male or female has a right to deliberately choose his mode of thinking. Right choice of thinking predicts positive action. Students from poor family background tend to become truants because certain needs are not met (Miller, 2000, Bonds, 2005). This study supports Urgan (2004) in that families are central to the lives of adolescents to meet their needs. In the situation of un-met needs, this study shares the view of Ajufo (2003) that creative thinking(creative imaginatiom) broadens ones

scope, knowledge and the discovery of hidden talents that enables a plan of action directed towards accomplishment of desired results. The view to be great and have good results that remove insults would be paramount to such adolescent student (Animashaun 2003).

UNIVERSITY OF IBADAN

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter discusses the summary, findings, recommendations, limitations and conclusion of the study.

5.1 Summary

Any research in order to be considered worthwhile and relevant must have two key factors. These are literacy and numeracy. Numeracy has to do with statistical analysis and quantification of facts and figures. Literacy is the act of communicating the facts and inferences of a particular research to the end user. This research focuses on the attempts of curbing truancy among in-school adolescents in public secondary schools in Ibadan metropolis by measuring the effects of three positive life skills on in-school adolescent delinquents. Previous studies on positive life skills have dealt mostly on hardened criminals, run-away boys and prisoners with little attention given to in-school adolescents exhibiting various truant and deviant behaviour. This research however brings to fore the usability of positive life skills, with special focus on three of these skills (moral reasoning, social adjustment and study skills) on adolescent delinquent of truancy in public secondary schools in Ibadan metropolis.

Numeracy in this research is achieved by adopting a pre-test, posttest, control group, quasi experimental design using a 4x2x3 factorial matrix. 480 students with the history of truancy were randomly sampled from eight co-educational public secondary schools and treated for six weeks using (moral reasoning intervention scale, social adjustment scale, study skills intervention scale) and control group instruments). The instruments were validated and tested reliable at a level of 0.74 alpha, re-test, $r = 0.82$ before use. The treatment given were complimented with four

sessions of focus group discussion with some of the participants. Seven hypotheses generated for the study were tested at 0.05 level of significance. The data were collected from participants collated and analyzed using ANCOVA (Analysis of co-variance), MCA (Multiple classification analysis) and SPH (Scheffe post hoc) tests.

The findings of the study is summarized thus,

- 1) There was a significant main effect of positive life skills on truancy reduction among in-school adolescents ($F_{(3,405)} = 48.67, \eta^2 = 0.24$). Hence the null hypothesis was rejected.
Participants in social adjustment skills had a post-test mean score of ($\bar{x} = 66.83$).
Participants in moral reasoning skills had a post-test mean score of ($\bar{x} = 65.44$) study skills mean score of ($\bar{x} = 64.56$) and control group means score of ($\bar{x} = 61.30$).
- 2) There was no significant effect of gender on in-school adolescent delinquent behaviour of truancy among participants ($F_{(1,477)} = 0.403, P > 0.05, \eta^2 = .001$). Hence the null hypothesis is accepted.
- 3) There was no significant main effect of socio-economic status on in-school adolescent delinquent behaviour of truancy among the participants. ($F_{(2,476)} = 37.95, P > 0.05, \eta^2 = .002$). Hence the null hypothesis is accepted.
- 4) There was a significant interaction effect of treatment and gender on in-school adolescent delinquent behaviour of truancy among the participants ($F_{(3,471)} = 5.17, P < 0.05, \eta^2 = 0.03$). Hence the null hypothesis is rejected.
- 5) There was no significant interaction effect of the treatment groups and socio-economic status on adolescent delinquent behaviour of truancy in public secondary schools. ($F_{(6,467)} = 0.783, P > 0.05, \eta^2 = .010$). Hence the null hypothesis was accepted.

- 6) There was no significant interaction effect of gender and socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools. The interaction effect of gender on socio-economic status was not significant ($F(2,473) = 0.808, P > .05, \eta^2 = .003$). Hence, the null hypothesis was accepted.
- 7) There was no significant three way interaction effect of treatment of gender and socio-economic status on in-school adolescent delinquent behaviour of truancy in public secondary schools ($F(6,455) = 0.720, P > 0.05, \eta^2 = 0.009$). Hence the null hypothesis was accepted.

The results of the findings revealed that Moral reasoning skills, Social adjustment skills and study skills enhanced truancy reduction among in-school adolescent students in public secondary schools in Ibadan metropolis. Therefore, these three positive life skills are recommended to be taught as school subjects to secondary school students.

5.2 Conclusion

The three positive life skills (moral reasoning, social adjustment and study skills) enhanced truancy reduction among in-school adolescent students in public secondary schools in Ibadan metropolis, despite that there are still lots of challenges facing the schools, the environment of learning and the students. However, it had been established that the use of the three positive life skills were able to bring about attitudinal changes, behavioural changes and reduction of delinquent behaviour of truancy among in-school adolescent students. Based on this, the study recommended that the establishment of these three positive life skills in schools as teaching subjects to secondary school students will enhance more success of total eradication of delinquent behaviour of truancy among the students in public secondary schools.

5.3 Policy Implications of the study

- a) In-school adolescent students should not be regarded as being fully matured by parents and guidance and teachers. Daily monitoring of them to schools should be paramount and be regarded as part of day to day activities inculcated by parents and guidance.
- b) In-school adolescent students should attend schools regularly and see their attendance and successful achievement in school as future gain.
- c) Teachers should use specific strategies in teaching the three positive life skills in school as school subjects.
- d) Guidance counsellors should use specific strategies in counselling and calling the in-school adolescent truants to order in schools
- e) In-school adolescent truant students should not be viewed as insubordinate and deviant entity by teachers, parents and as many people as/are in position of handling adolescents.
- f) A conducive and enabling environment for learning should be created for in-school adolescents to air their views academically without biases.
- g) Government should support the teaching of the three positive life skills in public secondary schools as school subjects towards curbing and eradication of delinquent behaviour of truancy.
- h) Coordination, understanding and cooperation among parents, teachers and school counsellors should be paramount.
- i) Adequate finance to public secondary schools for beautification of school environment.
- j) Enactment of government adequate policy implicating truant students found outside schools within 8a.m and 2p.m of school hours.

- k) Awareness creation of the enacted law as binding by the constitution both at federal, state and local government levels.

5.4 Recommendation

Based on the findings, the followings are recommended.

- Government both at the federal, state and local government levels should establish that the three positive life skills, moral reasoning, social adjustment and study skills be taught as teaching subject to students in public secondary schools for effective curbing of delinquent behaviour of truancy.
- Parents should have cordial relationship with their children at all levels of developmental stages especially adolescence (male and female alike), as the home being the first basic social functioning unit, a significant agent of socialization and education. A malfunctioning background can pre-dispose a child either male or female to future delinquent behaviour (truancy).
- Rational commitment of parents to children's schools should be of paramount importance. Poverty or riches should not constitute barriers, towards future benefits
- Needs of students should be met by parents to avoid inferiority complex among peers that eventually make students to stay back from schools.
- Government should issue scholarship to the brilliant but less privileged students, to prevent students from dropping out of schools.
- Students should be encouraged to go to school through provision of free school bus shuttle.

This will boost truants willingness to go to school.

-Students should be provided with breakfast and probably launch too by the school to encourage the truant students to come to school early and also make them to remain in school till closing hours.

-Energetic gatemen that would create phobia for the students should be employed to manage School's Gate between 8am-4pm.

-Parents should know the friends of their children or wards since peer group influence can mar good behaviour or attitude.

-Schools should establish a functioning parents and teachers association where issues regarding truant students could be discussed.

-Adequate teachers need be employed to cope with the increasing number of students. By this there would be proper monitoring of the students towards effective study and proper management of time.

5.5 Contribution to Knowledge

- i. The study contributed to knowledge and literature of both theoretical and empirical information in that it serves as additional information to further research on truancy delinquent behaviour among the in- school adolescent.
- ii. The contribution of moral reasoning social adjustment and study skills has provided empirical foundation upon which further study can be anchor in curbing truancy among in school adolescent.
- iii. Counselling psychologist, welfare officers, school counsellor and management will find the outcome of the study to be of immense values to their field.
- iv. Truants and potential delinquent individual can be properly counselled with the various skills (moral reasoning, social adjustment and study skills) used in the study to reduce negative behaviour that often characterize life of in-school adolescent. Finally, the family and society will find the outcome of this study to be highly important because of its impact in reducing truancy.

5.6 Limitation to the Study

This study covered eight (8) co-educational schools within Ibadan metropolis. The schools were very far apart. The difficult situation encountered was the non-availability of the truant students within the first to third week of the term. The researcher visited the schools severally before the teachers could organize meeting with them. Some principals of schools were totally against taking photographs with the truant students. Nonetheless, it is important to highlight that these limitations did not have negative effect on the results.

5.7 Suggestion for further Study

- A further study could still be carried out on effects of three positive life skills with respondents in SS 2 or SS 3 classes in public secondary schools.
- A comparative study of effects of three positive life skills on in-school adolescent delinquent students could still be carried out in co-educational and educational public secondary schools in Ibadan metropolis.
- A comparative study of effects of three positive life skills on in-school adolescent delinquent students could still be carried out in educational (male) as well as educational (female) public secondary schools.
- This study that was carried out among in-school adolescent delinquent students in Ibadan , metropolis Oyo State, could be compared with in-school delinquent students in Ife metropolis in Osun State, Nigeria, to establish the significant difference.
- A further research can be carried out on Reid's (2000) opinion that girls play truancy in school in their first three years than boys.

REFERENCES

- Adebayo, A.1981.Principle and Practice of Public Administration in Nigeria.Wiley & Sons.Chichester in Association with Spectrum Books Ltd., (Ibadan).
- Adebisi, A.A2012.Effectiveness of Social, Psychological and Spiritual Support in the Rehabilitation of Persons with Substance Abuse in selected areas in Ibadan. An unpublished M.Ed. project.
- Adejuwon, G. A. 2004.Parental Environment and Cognitive Readiness as Determinants of Adolescent Behavioural Outcomes in Ibadan, Nigeria.Unpublished Ph.D Thesis.
- Adeyemi, A. O. 2006. Effect of Restructuring Skills Training and Social Decision-Making Techniques on Truancy Behaviour Among Secondary School Adolescent in Ibadan. Unpublished Ph.D conversion paper, University of Ibadan, Ibadan
- Adeyemi, A. O. 2009. Cognitive Restructuring and Social Decision-Making Techniques on Truancy Reduction Among Secondary School Adolescents in Ibadan, Oyo State,Nigeria. unpublished Ph.D Post-field Dissertation, University of Ibadan, Ibadan
- Aimee, A (2008) Taken on trust. Development magazine Vol 3, 2008.pp8
- Ajufo, B. I.2003. Effects of Goal Setting and Self Efficacy Techniques on the Job Seeking Behaviour of Unemployed Ph.D Dissertation, University of Ibadan.
- Akinboye, J. O. 2003. Creativity, innovation and Success, Ibadan, Stirling-Horden Nig. Ltd
- Akinboye, J. O. 2001. University Lecture Series. University of Ibadan
- Akinboye, J.O 2000.Six Hats for Effective Meeting. A Seminar paper presented at the Department of Guidance and Counseling, University of Ibadan

Ammeriman Violence. New York. John Wiley and Sons R.T and Henson, M. 1990. Treatment of Family.

Anabel J. 2011. Why teach listening? Retrieved August 30, 2013 from <http://1+1learning.org/listening> – A powerful-skill/listening – and – learning/why teach – listening/94.

Animasahun, R.A., 2003 A New Guidance and Counseling Armour for Nigeria Students, Iwo, Agbola Press.

Animasahun, R.A., 2005. A Critical Analysis of Effects of Truancy and Cultism on the Future Aspiration of Nigerian Students: A serious threat to parents' expectation. A paper delivered at the second valedictory service of Aipate Baptist Church Grammar School, Iwo

Animasahun, R.A., 2007a. A Academic Success Battery. Ibadan, Steveart Graphics.

Animasahun, R.A., 2007b. Effect of a creativity training technique in the reduction of rebellious behaviours among members of the NURTW, Ibadan Metropolis. Afr. J. Psychol. Study Soc., 10 (1): 102-113.

Animasahun, R.A., 2008a. Teaching Thinking: Using a Creativity Technique for the Eradication of Truancy Among Students to Enhance the Success of U.B.E in Nigeria. In: Boucovalas, M. and R. Aderinoye (Eds). Education for Millennium Development. Vol 11. Spectrum Books Ltd., Ibadan

Animashaun, R.A. 2002. Effectiveness of six thinking hats and practical creativity in fostering positive life skills among convicted Adolescents in two Nigerian prisons (Iyaganku and Agodi Prisons, Ibadan Oyo.

- Aremu, A. and Ogbuagu, V. 2005. Correlates of parental influence, school environment, learners' interest and self-efficacy on academic performance of policy children in Ibadan, Nigeria. *African Journal for the Psychological Study of Social Issues*, 2, 176-189.
- Bailey, B. 2000. *Essay to love, Difficult to Discipline* New York: William Morrow and Company.
- Baker M.L Sigmon, J N and Nugent, M.E. 2001 Truancy: reduction: keeping students in school. *Juvenile justice bulletin*
- Bandura, A and Walters, H. 1979 *Adolescence Aggression*. New York Ronald Press Co. The Social learning perspective.
- Bassarath, L. 2001. Conduct disorder: A biopsychosocial review. *Canadian Journal of Psychiatry*, 46, 609-616.
- Benjamin, L.T, Cavell, T.A. and Shallenberger, W.R. 1984. Staying with initial answer on objective tests: Is it a myth? *Teaching of psychology*, 11 (3), 133-141.
- Blair, C. 2002. School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American psychologist*, 57, 111-127.
- Blair, M.G. and Jones, R.S. 2005. *Psychology of Adolescence for Teachers*, London. Macmillan Co. Nigeria.
- Bond, L. Toumbourou, J.W., Thomas L, Catalano, R.F; and Patton, G. 2005. Individual, Family, school and community risk and protective factors for depressive symptoms in adolescents: A comparison of risk profiles for substance use and depressive symptoms. *Prevention science*, 6(2), 73-88.

Buzan A. and Buzan B. 2000. The mind map Book. London BBC.

Calkins, S.D. 2004. Early attachment processes and the development of emotional self-regulation. In R.F. Baumeister and K.D. Vols. (eds.), Handbook of self-regulation: Research theory, and applications (Pp. 324-339), New York: Guide ford Press.

Cameron, G., and Karabanow, J. 2003. The nature and effectiveness of program models for adolescents of risk of entering the formal child protection system. Child welfare, 82(4), 443-474.

Ciarrochi, J.V., A.Y.C. Chan and P. Caputi, 2000. A critical evaluation of the emotional intelligence construction. Personality and Individual Differences, 28: 539-561. Covey, S.R 2009. Seven Habits of Highly Effective people. www.franklincovey.com

Claxton, G. and Wells, G. Eds. 2002 Learning for life in the 21st century. Oxford Blackwell.

Coleman M.C. 1986. Behaviour disorders: Theory and practice. Englewood Cliff, New Jersey: Prentice-Hall, Inc

Collins, W; Maccoby, E.E., Steinberg, L., Hetherington, E, and Bornstein, M.H. 2000. Contemporary research on Parenting: The case for nature and nurture. American Psychologist, 55 (2), 218-232.

De bono, E. 1971 Lateral thinking for management. New York McGraw-hill

De Bono, E., 2006. Crime Solutions. Edward De Bono [ebono.com/debono/crimes](http://www.edbono.com/debono/crimes). Solutions <http://www.edwd.com/debono/crimes.htm>

Dearing, E; Berry, D; and Zaslow, M. 2006. Poverty during early childhood. In K. McCartney and D. Phillips (Eds.), Blackwell Handbook of early childhood, development (pp. 399-423). Malden. M.A; Blackwell.

Durojaiye, M.O.A 1972 ed. Psychological Guidance of the school child Evans.

Edward and H. Malcon, 2001. The causes and effects of truancy. SCRE Newsletter No 71 (online), Available from: <http://www.sacre.ac.uk/rie/n/71/truancy.htm>

Elizabeth Port 2002. Developing Citizenship among Youths in conflict with the law.

Emmanuel, F.,. 2007. Quotable Quotes, Ibadan Fem-Man Publishing House.

Erikson, K.G. Crosnoe, R. and Dornbusch S.M. 2002. Protective functions of family relationships and school factors on the deviant behaviour of adolescent boys and girls: Reducing the impact of risky friendship. *Youth and society*, 33(4), 515-554.

Falua, 1988. An experimental Treatment of Non-Complaint Behaviour of Institutionalized Delinquents.

Federal Republic of Nigeria, 1998. National Policy on Education, Lagos, Federal Government Press.

Ford, J.A. 2005. Substance use, the social bond and delinquency. *Sociological inquiry* 75:109-128.

Forgleman, K, Tibbenhan A and Lambert L (1995) Absence from school in Herson L and Berg I (eds) *Out of school*. New York: John Wiley and Sons

Friedlander, W. A. 1975. *International social welfare*, Eaglewood Cliffs. N.J. Prentice Hall.

Galloway, D. 1985. *Schools and persistent absentees*. Oxford Pergamon Press

Galloway, D. 1982. A study of persistent absentees and their families. *The British Journal of Educational Psychology*. Pg 317-330

- Garry, E., 2001. *Truancy: First Step in a Lifetime of Problems*, Washington: US Department of Justice
- Gary, J. and M. Jesson, 2000.. *Truancy in Secondary Schools amongst fifth year pupils*, *Links*, 15 (3): 25-33
- Gbenro I. 2014 *Study skill training and academic self-efficacy in enhancing academic achievements of sandwich learners in Colleges of Education*.
- Geiger, M.A 1991. *Changing multiple-choice answers: A validation and extension*.*College student Journal*, 25 (2), 181-186.
- Gesinde A.M 2004. *Multi-Actiological Predictors of Non-school attendance behaviour among secondary school students in Oyo state. Nigeria*
- Gilliam, W.S; and Shahar, G. 2006. *Preschool and child care expulsion and Suspension: Rates and predictors in one state*. *Infants and Young Children*, 19 (3), 228-245.
- Gitzgibbon, E., 1996. *Truancy and Exclusion from School Cariberra: Australina Government, Publishing Service*.
- Goldenring, J.M., and Rosen, D.S. 2004. *Getting into adolescent heads; An essential update*. *Contemporary Pediatrics*, 21(11), 64-90.
- Hammed A and Ayantunji O A.2002 *The Effects of Six Thinking Hats in Enhancing the conflict handling behaviours of selected trade union leaders in Lagos state. Nigeria journal of applied psychology* 7, 1, 234-255
- Herbert, M. 1975. *Problems of Childhood*. London: Pan Books.

- Hersh, M.A. and Hussong A. 2008. The association between observed parental emotion Socialization and adolescent self-modification. *Journal of Abnormal Child Psychology* 37: 493-506.
- Heyzer, Noeleen, (2006). "Pathway to Gender Equality" Accessed on Internet <http://www.html>.
- Hirsch, T., 1969. *Causes of Delinquency*. Berkeley: university of California Press.
- Holtappels, G. H. Sabine, 1997. Schulische Desorganisation und Devianz, S. 328-367 in: Wilhelm iuseinander? Bundesrepublik Deutschland: Auf dem weg von der konsens-zur Konfliktgesellschaft, Band I, Frankfurt a. M: Suhrkamp
- Igborgbor, G.C. 1984. Comparison of values Clarification and contingency management Techniques in the treatment of Truancy.
- Jackson, H.D. 2000. An analysis of class period Truancy in the High Schools. *Dissertation abstracts International*, the vol. 37, No. 4a, 1.
- Jimoh, A.K. 2006. *Reaching the summit*. De Ayo Publications, Ibadan.
- Keynolds, D. Jones, St. Leger, S.S. and Murgatroyd, S. 1980. School factors and Truancy. In. L. Herson and I. Berg (eds.) *Out of school*. New York: John Willey and Sons Ltd. Pp. 85-110.
- Kinder, K., J Harland, A. Wilkin, A and Wakefield, A 1995. Three to remember strategies for disaffected pupils. Slough, NFER
- Kinder, K and Wilkin A (1998) *With all respect: Reviewing dissatisfaction strategies*. Slough NFER
- Kinder, K., J. Wilkin, A and Wakefield, A 1996 *Talking back: Pupils view of dissatisfaction*. Slough. NFER Pg 172

- Kirk, Jacke, 2003. The promotion of gender equality and empowerment of women.
- Kohlberg et al 1989. Kohlberg's stages of moral development.
- Lamnek, S., 1985. Wider den Schulzwang. Ein Sekundaranalytischer Beitrag Zur Delinque: iz und Kriminalisierung Jungendlicher. M unchen: Wilhem fink
- Leadbeater B and Dionne J.P 1981 The adolescent's use of formal operational thinking in solving problems related to identity resolution. Pp 111-121
- Lengua, L.J. 2002. The contribution of emotionality and self-regulation to the understanding of children's response to multiple risk. Child development, 73, 144-161.
- Lerner, R., and Villarruel, F. 1994. Adolescence In T. Husen and T. Postlethwait (Eds.), The International encyclopedia of education (Pp. 83-89). Oxford, England: Pergamon.
- Malcolm H(1996) Understanding truancy: Links between attendance, truancy and performance. SCRE Research report. Pg 72
- Masten, A.S. Roisman, G.I; Long, J.D. Burt, K.B Obradovic, J; Riley, J.R. et al. 2005. Developmental Cascades: Linking academic achievement and externalizing and internalizing systems over 20 years, Development psychology 41 (5) 733-746.
- Mc Ara, L. 2004. Truancy school exclusion, and Substance misuse. Edinburgh study of Youth Transitions and Crime Research. Findings No. 4.
- Medahunsi S.O.2001. Types, causes and remedies of discipline problem. In I.O Abimbola (Ed) Fundamental principles and practice of instruction. Ilorin: Department of curriculum studies and educational technology, University of Ibadan.

Michelle.S.1972. The Absentees Education in the North. Pgs 9, 22-28

Miller, A.L; and Glinski, J. 2000. Youth Suicidal behaviour: Assessment and intervention. Journal of Clinical Psychology, 56(9), 1131-1152.

Mussen, P.H. Conger, J.J. Kegan, J. and Huston, A.C. 1990. Child Development and Personality (7thed.)New York, Harper and Row Publishers.

Munn, P and Johnstone, M.1992. Truancy and attendance in Scottish secondary school, Edinburg. The Scottish council for research in education

NICHD Early child care research Net work 2006. Child care effect sizes for the NICHD study of Early Child Care and Youth Development. American Psychologist, 61(2), 99-116.

Nigerian, National Policy on Education 2004.Revised. Federal Government Press, Lagos.

Nucci, L. 1997. In Walberg, H.J. and Haertel, G.D. 1997. Psychology and educational practice. Berkeley: MacCarchan. P. 127-157.

Nwagwu, C. 1985. Major school offences in Nigeria preliminary study. West African Journal of Education, vol. xv, No. 2.

Nwokocha, E.E 2010 Factors influencing sex education for In-school Adolescents in Ibadan, Nigeria. Ibadan Journal of the social sciences. Volume 8, number 1, March 2010

Obe,E. O.1996 School discipline and remedies. Lagos: Premier and Publishers

Ogundipe, O.A. 2011.Management of Juvenile Delinquency in Nigeria.Paper Presentation at the International Conference Nairobi, Kenya.

Opp, A. K. D. 1974 Abweichendes Verhalten un Gesellschaftsstruktur. Darmstadt/Neuwied: Luchter – HAND.

- Osarenren N.A 1996 Absenteeism and Truancy in Obe, E.O (Ed) School discipline and Remedies Lagos: Premier press and publishers
- Osborn, A., 1963. Applied Imagination: Principles and Procedures of Creative Problem Solving. New York:d Charles Scribner.
- Oyesola, G.O., 2002. Discipline in Schools. In: Durosaro, F. and S. Ogunsajo (Eds). The Craft of Educational Management. Haytee Press and Publishing Company, Nig. Ltd., Ilorin, PP:134-143
- Pastoral Institute of Eastern Africa (1975) Christian Living Today, A Christian religious education course for school certificate.Geoffrey Chapman Publishers London. Pp131-135
- Patterson, C.J. 2000 Family relationships Journal of Marriage and family.
- Patterson, C. 2004. Looking forward through childhood and adolescence. French's Forest, Nsw: Pearson Education Australia.
- Reid K, and Kendal 1992.The Slept-concept and Persistent School Absenteeism. The British Journal of Education 52, 179-187
- Reids, K 2002. Truancy: Short and Long-Term Solution. Rutledge Falmer, London.
- Rothbart, M.K., and Rueda, M.R. 2005. The development of effortful control. In U. Mayr, E. Awh, and S. Keele (Eds.), Developing individuality in the human brain: A tribute to Michael I. Posner (Pp. 167-188). Washington, D.C. American Psychological Association.
- Rothman, S., 2011 School Absence and Student Background factors: A Multilevel Analysis. Lnt. Edu J., 2 (1): 59-68
- Samson, R.I. and J.H Lamb, 1993.Crime in the Making. Mass: Harvard University Press, cambridge.
- Santrock J.W (1984) Adolescence: An Introduction. (Second Edition) Dubuque. Brown

Publishers.

Santrock, J.W. 1996. Adolescence, Madison, USA: Brown and benchmark.

Sawyer, M.G; Arney, F.M; Baghurst, P.A. Clark, J.J. Graetz, B.W; Kosky, R.J., et al 2001. The mental health of young people in Australia: Key findings from the child and adolescent component of the national survey of mental health and well-being. The Australian and New Zealand Journal of Psychiatry, 35(6), Dec. 2001), 806-814.

Schwarz, S.P. M. C. Morris, R.F, & Derner, L.P. 1991. Reasons for changing answers: An evaluation using personal interviews. Journal of Educational measurement, 28(2) 163-171.

Shonkoff, J.P., and Phillips, D.A. 2000. From neurons to neighborhoods: The science of early childhood development, Washington, DC; National Academy Press.

Shulman, S; and Ben-Artzi E. 2003. Age-related differences in the transition from adolescence to Adulthood and links with family relationships. Journal of Adult Development, 20, 217-226.

Smith, A.P. 2004. Responsive Discipline. Effective Tools for Parents. Kansas State University Cooperative Extension Service.

Smith, D. M. C. Vie, S. 2003. 'Theory and methods in Edinburgh Study of Youth Transitions and Crime' British Journal of Criminology, Vol. 43. No. 1: 169-195.

Smith, D.J. 2004. The links between victimization and Offending. Edinburgh Study.

Smith, L., 1996. Trends in the effects of family background on educational attainment in the Philippines. Am.J. Sociol., 91 (6): 1387-1408a

Steinberg, L. and Skill, J.S. 2002. Parenting adolescents. In M.H. Bornstein (Ed Hand book of Parenting: Volume 1. Children and Parenting (2nd ed) Mahwah, NJ: Erlbaum.

Stoll, P., 1990. Absent pupils who are officially present. *Education Today*, 40 (3): 22-25

Sullivan, C.J. and Hamilton, Z.K. 2002. Exploring careers in deviance: A joint trajectory analysis of criminal behaviour and substance use in an offender population. *Deviant behaviour* 28:497-523.

Taiwo, A. O. 2004. Psychosocial Predictors of anti-social behaviour and Psychopathology and the Efficacy of Multimodal Intervention among street and Registered Delinquents in Ibadan. Unpublished Ph.D. Thesis.

Temblay, R.E; 2009. Aggression, pro-social behaviour, and gender. Three magic words, but not magic wand, In D. Pepler and K. Rubin (eds.) *The development and Treatment of Childhood aggression* (Pp. 71-77) Hilldale NJ. Erlbaum.

Teplin, L.A. Abram, K.M. Mc Clelland, G.M. Dulcan, M.K. and Mericle, A.A. 2002. Psychiatric Disorders in youth in juvenile detention. . *Achiever of General psychiatry* 59: 1133-1143.

Thompson, R.A., and Lagattuta, K.A. 2006. Feeling and understanding: Early emotional development. In K. McCartney and D. Phillips (Eds.), *Blackwell Handbook of early Childhood development* (pp. 317-337). Malden, MA: Blackwell.

Toumbourou, J; and Gregg, M.E. 2002. Impact of an empowerment-based parents education program on the reduction of youth suicide risk factors. *Journal of Adolescent Health*, 31, 277-285.

Townsend, E. Hawton, K: Altman, D.G. Arensman, E. Gunnell, D; Hazell, P, et al 2001. The efficacy of problem-solving treatments after deliberate self-harm; meta-analysis of randomized controlled trials with respect to depression, hopelessness, and improvement in problem. *Psychological medicine*, 31(6), 979-988.

- Turiel, E. 1983. *The development of social knowledge: Morality and Convention*, Cambridge, Mass: Cambridge University Press.
- Tyerman, M.J. 1958. A research into truancy. *British journal of educational psychology*, 28, 217-225
- Tyerman, M.J. 1968. *Truancy*. London University, London Press.
- Ungar, M. 2004. The importance of parents and other caregivers to the resilience of high-risk Adolescents. *Family process*, 43(1), 23-41.
- Ungar, M. 2005b. *Handbook for working with children and youth: Pathways to resilience across cultures and contexts*. Thousand Oaks CA, USA: Sage Publications.
- Unicef, 2004. *The state of the world children. Girls Education and Development*. New York Publishers.
- Uwakwe, C.B.U. 1998. Prevalence Estimate of Risk-taking Appl. Psychological Problem: Causes an Solutions. *Scientia Pedagogical Experiment.*,
- Venville, A.G. 2002. Effects of a cognitive Acceleration, Programme on Year 1 pupils. *British Journal of Educational psychology*, 72:1-25.
- Whitney, B., 1998. *The complete guide to attendance and absence*. Croners, London.
- Wilson, J.J. Rogas, N. Haapanen, R. Duxburg, E. and Steiner, H. 2001. Substance abuse and criminal recidivism: A prospective Study of Adolescents. *Child psychiatry and Human Development* 31;297-312.
- Wisconsin Legislative Audit Bureau. 2000. *Truancy Reduction Efforts: A Best Practice Review*. *Spectrum Journal of state Government* 73 (4), 13-15

Wise, W.H., 1934. Who Benefits: Mandatory Attendance and its Relationship to Learning. Eric Digest. 1992-3/98

World Health Organization 1990. Composite International Diagnostic Interview, Geneva, Switzerland: World Health Organization.

UNIVERSITY OF IBADAN

APPENDIX I

Fig 3.1 a referred appendix 1a-m takes into cognizance the six (6) weeks teaching of positive life skills:

- Moral reasoning skills

- Pre-conventional

- (a) Obedience and punishment

- (b) Individualism and exchange

- Conventional

- (a) Good interpersonal relationship and maintenance of social order

- Post-conventional

- (a) Social contrast and individual rights

- (b) Universal principles

- Study skills

Help students to do well in school through

- (a) right attitude

- (b) Work done despite difficulties

- (c) Getting off to a strong start by

- Learning the ground rules for each course

- ◆ - Keeping up with the courses

- Social Adjustment Skills

This is impacted to enhance social competence and other several important skills through

- facilitated discussion, structured activities and behavioural rehearsal

Communication

General social skills

- Skills related to dating relationship
- Verbal and non verbal assertiveness

UNIVERSITY OF IBADAN

APPENDIX I

FIG 3.1a Six (6) Weeks Teaching of positive life skills

Moral reasoning skills: There are six (6) stages, 2 stages each post conventional morality i.e. pre-conventional, conventional and post-conventional morality. It takes 3 weeks of teaching

1 st week	Pre-conventional morality stages one and two	Teaching	Result (outcome of the teaching)
	<ul style="list-style-type: none"> - Obedience and punishment - Individualism and Exchange 	<ul style="list-style-type: none"> - The thought of what is right is predominantly taught. The will to do the right thing such as obeying the authority, school rules and regulations to avoid punishment. - Students would also be taught not to see authority impressing them, but they trying to attack issues from different sides and angles. 	<p>There is individualism compliant. They are knowledgeable that their own interest can be pursued since everything is relative. And this interest is to be of good behaviour, come to school early and be obedient to rules of the school as well as laws of the society. They make deals and also exchange favour among themselves.</p>
2 nd	<p><u>Conventional morality</u> <u>Stages three and four</u></p>	<p>Students are taught how to think as conventional</p>	<p>They shift towards obedience of laws, school</p>

	<p>Good interpersonal relationship and maintenance of social order</p>	<p>members with values, norms and expectations. Emphasis is laid on being good persons with helpful motives towards people close to them especially their colleagues in schools.</p>	<p>rules and regulations and the maintenance of peace in the school as well as the society as a whole.</p>
<p>3rd week</p>	<p><u>Post conventional morality Stages five and six</u></p> <ul style="list-style-type: none"> -Social contrast and individual rights - Universal principles 	<p>Students are taught the principles of compliance how to view the keeping of school rules and regulations as well as the laws in the society. Not for themselves alone (that is not for selfish reasons but to be viewed as being more concerned with the principles and values that edifies, them, the school and also make for a good society.</p>	<p>Students become knowledgeable of the principles of compliance to school rules and regulations and by self agreement, (willingly) they define the principles and comply for maintenance of peace and order in the school as well as the society through better and improved behaviour.</p>

<p>4th week</p>	<p><u>Study Skills</u></p> <p><u>Takes 2 weeks of teaching</u></p> <p>Help students to do well in school through:-</p> <ul style="list-style-type: none"> -Right attitude -Work done despite difficulties -Getting off to a strong start by <ul style="list-style-type: none"> a.Learning the ground rules for each courses b Keeping up with the courses 	<p><u>Right Attitude</u></p> <p>Students are taught and encouraged to attend classes regularly, take notes and complete assignments. Despite crunch or hard times, they are encouraged to persist and to finish successfully.</p> <p><u>Work Done</u></p> <p>They are taught how to develop effective study habits instead of avoiding the work or having a defeatist attitude that they cannot do it, or even making oneself unnecessarily busy, or being bored with the subject even procrastination (I'll do it later) students are encouraged to determine that the work would be done despite difficulties.</p>	<ul style="list-style-type: none"> - Students become more knowledgeable, complied to the teachings and find school more interesting to stay on, instead of playing truancy. - Students determined to finish well from school than to be drop outs.
--------------------------------	---	--	--

		<p><u>Strong start</u></p> <p>Students are taught and encouraged to have a fixed and good schedule. Making the right choice of courses through the school catalog that describes the content and objectives of the courses.</p> <p>Students are encouraged to also have knowledge of the courses through academic advisers, counselors or upper-level students. And also to have the syllabus or course description to become knowledgeable of the list of instructors or teachers, location of their offices each teacher's lecture hour for each course, date of quizzes and exams. Students are encouraged to approach their teachers or instructors for help</p>	
--	--	---	--

		in case of difficulty in the understanding of the course. To have firsthand information.	
5 th week	Making the most or best of the time through a. Use of a large monthly calendar, a weekly study schedule and a daily or weekly “To do” list. Review of D1—D4 for proper mastery with the teachings on examination basic	<p>Teachings</p> <p><u>Making the most or best of the time</u></p> <p>Students are taught how to control or manage their time through:</p> <p>a. The use of a large monthly calendar with a good sized block of white space for each date, i.e. exam dates, - Paper deadlines</p> <p>The calendar hung at a conspicuous place for contact daily. This serves as their first method of time control, that gives a clear picture of what is to be done in weeks to come.</p> <p>Use of weekly study schedule.</p> <p>This indicates the time the students have each week and how</p>	<p>- Students became Knowledgeable that time is valuable and never to be squandered.</p> <p>- There was compliance to the use of methods of studying for improvement of poor academic results.</p> <p>- Students determined to do better in examination with the practice of the basic principles of examinations taught.</p>

	<p>principles to improve their performance.</p>	<p>it is effectively used which will be by</p> <ul style="list-style-type: none"> - planning at first for at least one hour of study time for each hour of class time depending on the students goal or grade he planned to have, and his study's efficiency. Again students may require to give more time of study to difficult courses. Since learning is what counts, not the time it takes to learn. - Scheduling regular study time. <p>Students are taught how to establish definite study hours not less than an hour in order to form an habit of study that reduces much work load as exams or quiz approaches. It will also help students to stay up to date on work in their courses.</p> <ul style="list-style-type: none"> - Less than an hour may not be enough as the period may be over 	
--	---	--	--

		<p>just as the student is getting warmed up and working hard</p> <ul style="list-style-type: none"> - Students are also taught to reward themselves after making proper use of their study hour either by phoning their friends or watching a television (operant conditioning) (positive reinforcement) - Students are taught and encouraged to study a head of the class work by reading at least a textbook chapter before a teacher covers it. This makes whatever the teacher teaches more meaningful. Likewise students should also try to read through the note after class each day for organization and clarification of the materials while it is still fresh in their memory. - Students are also taught and encouraged to walk on their most difficult subjects when most alert while routine work are done 	
--	--	--	--

		<p>when tired.</p> <ul style="list-style-type: none">- Students are taught how to balance their time. By allowing free time for family friends, sports and watching of television in their 'schedule'. Students are advised to keep their schedule flexible. That is, instead of doing away with study hours because it was not working for them, it should be re-scheduled and re-scheduled until it becomes practically realistic to practice. To make the best use of one's time also means to focus on top-priority items rather than spending hours completing low-priority activities. On this note students are taught to make a list of their daily activities including their study time. The list is asterisk according to the order of priority and it is crossed or erased	
--	--	--	--

		<p>after it is finished with.</p> <p>To carry this method out, successfully, students are encouraged to prepared a week list on a Sunday for the week ahead, while a daily list is prepared the evening before a new day or first thing on the morning of that day</p> <ul style="list-style-type: none">- Students are taught to see the need that their determination is very important in order to make these methods either monthly calendar, master study schedule and “To do” list work.- Students are encouraged to study in a well-lighted place where they can sit comfortably and be quiet alone i.e. library or study lounge if possible a particular spot that is often used by the student. This automatically	
--	--	--	--

		<p>makes the student to shift gear and begin to study whenever he gets there.</p> <ul style="list-style-type: none">- Students are encouraged to eat good meal before studying and also to have a good physical condition or position and good sleep at night in order to avoid quick fatigue or frequent bouts of sickness.- Students are also taught how to study in groups but can only be beneficial if every member of each group is committed to doing the work and really helping each other to learn. Procrastination is also discouraged as most students may want to postpone their study hour to the hour of study by the group. By this, time may be wasted.- Students are also taught the	
--	--	--	--

		<p>SQ3R and MURDER techniques for improving study skills.</p> <p>- Students are taught some examination principles to improve their performance. Millman (1966) said this principle is only known to successful test-wise students, with the definition that test-wisness is the ability to use the knowledge of the characteristics of tests and the testing process to improve one's performance.</p> <p>The basic principles include:</p> <ul style="list-style-type: none"> • Students knowledge or His stuff • That is students' solid knowledge of the material being tested. • Scheduling of time: calculating the time to be spent on each question. 	
--	--	---	--

		<ul style="list-style-type: none">• Read completely: That is students should read all the material necessary for the examination and in case of multiple choice questions they should try to answer the question, even before going through the multiple choice• Eliminate options: Students are to eliminate unlikely opinions quickly while a choice is made among the remainder this may according to Kim & Goetz (1993) may make students score higher.• Look to other items: Students are taught to look into other items for answer since for information in one item can provide answer or partial answer to another.• Do not think too much: Students are taught not to dwell	
--	--	--	--

		<p>much on a question they do not have answer to they can put down their best guess, mark the question, they are unable to do, then come back later to it if time permits.</p> <ul style="list-style-type: none">• Don't leave items blank: Student are taught to guess answers to questions instead of leaving it blank it is of advantage to them, except, if it is specified that marks would be deducted for guess work.• Ask Questions: Students are encouraged to ask questions concerning item for clarity before they give answers.• Review of Answers: Students are taught and encouraged to go back over the entire test before turning it in. If time does not permit, the difficult items marked should be concentrated	
--	--	---	--

		<p>upon.</p> <ul style="list-style-type: none"> • Change your answers: Students are taught and encouraged to change an answer if they wanted to. And that it is a myth according to Schwarz et al, (1991) not to change answers. 20% students change from right to wrong while 58% change from wrong to right. (Benjamin et al, 1984), 3 points are gained for every 1 lost by changing answers. (Geiger 1991). 	
6 th week	<p><u>Social</u></p> <p><u>Adjustment</u></p> <p><u>Skills</u></p> <p>This is impacted to enhance social competence and other several important social skills through</p>		<p>General social result is that student become self- aware of their bad behaviours and also become socially cognizant to be able to make responsible decisions. They also become competent in self management skills that encourages enhancement of social</p>

	<p>facilitated discussion, structured activities and behavioural rehearsal.</p>		<p>competence social contacts, giving and receiving compliment and other feedback. There is the enablement of having effective listening and also become persistent through conversation and creative thinking as well as positive thinking towards others.</p>
1 st day	<p><u>Communication Skills</u></p>	<p>Students are taught how to communicate effectively by using verbal and nonverbal communication techniques for avoiding misunderstanding, clarifying asking questions, paraphrasing and being specific.</p>	
2 nd day	<p><u>General social skills</u> <u>Skills related to dating relationship</u></p>	<p>Students are taught, and are also provided with practice in making social contacts, giving and receiving compliments and other feedback, effective listening being persistent, having self-awareness, feelings toward others, communication, conversation and creative thinking</p>	

		<p>skills. Students are taught social problem-solving skills by demonstrating how to talk through the steps of a problem. Opportunity are also created for students to practice social skills.</p>	
3 rd day	<p><u>Verbal and non-verbal assertiveness</u></p>	<p>Students are taught how to reflect on the action they take, type of responses they give, consequences, decision making, awareness of persuasive tactics, repertoire of refusal responses, verbal and non-verbal assertiveness, self-respect, planning and goal setting.</p>	

APPENDIX II

DEPARTMENT OF ADULT EDUCATION,

THE UNIVERSITY OF IBADAN,

IBADAN NIGERIA

Dear Respondents,

The purpose of this research is to carry out an investigation on the Effect of three positive life skills on in-school adolescent delinquent behaviours in Ibadan Metropolis. The main aim of the questionnaire tagged Questionnaire for in-school adolescent delinquent response on effect of three positive life skills on in-school delinquent behaviours (QFISADREPLS) is to obtain necessary information from the respondents towards achieving the objectives of this work.

Instruction:

You are required to respond by a tick (\checkmark) in the space provided in front of the questions based on your choice of response and supply necessary answers to those that require such in the space provided.

Section A: (Demographic Data)

1. Age 13 () 14 () 15 ()
2. Sex: Male () Female ()
3. Position in the family ()
4. Religion: Christianity () Islam () other ()

Parental Occupation

1. Medical

2. Civil servant
3. Artisans
4. Trading and business
5. Un-employment

Parents Education

1. No formal education
2. Primary
3. Secondary
4. Tertiary

Section B

Please kindly respond to the following questions by ticking (e) the columns designated

SA – Strongly Agree A- Agree D – Disagree and SD-Strongly Disagree.

S/N	Items	SA	A	D	SD
1.	If the authority of my school gives me adequate support and help, I would stay more in school				
2.	Sometimes, I stay away from school just to enjoy myself at home				
3.	I feel sorry about my poor dressing, so I keep away from school sometimes				
4.	My teachers leave me out in the teaching process, with the belief that I am dull				
5	Sometimes, I make myself absent from school for no just cause				

6	I find the school environment so tense, so I dodge lessons and other activities				
7	I look forward everyday in school to see Mr. "Do" my teacher				
8	My parents observe all my schools open-day on my behalf				
9	I study very hard because I like school				
10	Atimes, my teachers give me presents				
11	The teachings in my school are very interesting. I understand everything taught because it involves discussion				
12	I hope to become an eminent somebody after leaving school				
13.	Students come to school unprepared to do school work. (e.g they don't have books, papers, pencil, have not completed their homework.				
14.	Students have behavioural and or emotional problems that interfere with learning				
15.	Students have inadequate health care and so, are often home sick.				
16.	Students are not motivated				
17.	Parents are not taking responsibility for getting their children to school				
18.	Negative events in the child's home life are interfering with learning				
19.	Schools do not have a good method of communicating with the home				

20.	Parents do not feel welcomed or comfortable at their child's school.				
21.	Parents do not know how to help their child to be more successful at school				
22.	Parents often do not know about PTA meetings, or other special events at their child's school				
23.	Parents have too many personal problems themselves to be concerned about school attendance				
24.	Parents are not involved enough with school in general				
25.	Students do not have the social skills necessary to be successful in a school environment (communication, cooperation, following rules etc).				

APPENDIX III

Frequency Table

		Name of School			
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Olubadan High School	60	12.5	12.5	12.5
	Lagelu Grammar School (HISBULLAHI-AL-GALIB)	60	12.5	12.5	25.0
	Eleyele Secondary School	60	12.5	12.5	37.5
	Community Grammar School 1 Apata	60	12.5	12.5	50.0
	Community Grammar School I Kudeti	60	12.5	12.5	62.5
	Community Gramma School Elewura Challenge	60	12.5	12.5	75.0
	Aperin High School III Aperin (CONTROL GROUP)	60	12.5	12.5	87.5
	Urban Day Grammar School II Jiricho (CONTROL GROUP)	60	12.5	12.5	100.0
	Total	480	100.0	100.0	

		Treatment			
		Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid	Moral Reasoning Skills(MRS)	120	25.0	25.0	25.0
	Social Adjustment Skills(SAS)	120	25.0	25.0	50.0
	Study Skills(SK)	120	25.0	25.0	75.0
	Control Group	120	25.0	25.0	100.0
	Total	480	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13 yrs	56	11.7	11.7	11.7
	14 yrs	73	15.2	15.2	26.9
	15 yrs	351	73.1	73.1	100.0
	Total	480	100.0	100.0	

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	240	50.0	50.0	50.0
	Female	240	50.0	50.0	100.0
	Total	480	100.0	100.0	

Position in the family

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 2	288	60.0	60.0	60.0
	3 to 4	136	28.3	28.3	88.3
	5 to 6	46	9.6	9.6	97.9
	7 to 8	10	2.1	2.1	100.0
	Total	480	100.0	100.0	

Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Christianity	260	54.2	54.2	54.2
	Islam	215	44.8	44.8	99.0
	Others	5	1.0	1.0	100.0
	Total	480	100.0	100.0	

Parental Occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medical	22	4.6	4.6	4.6
	Civil Servant	56	11.7	11.7	16.3
	Artisans	38	7.9	7.9	24.2
	Trading and Business	357	74.4	74.4	98.5
	Un-Employment	7	1.5	1.5	100.0
	Total	480	100.0	100.0	

Parents Education

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No formal Education	21	4.4	4.4	4.4
Primary	24	5.0	5.0	9.4
Secondary	269	56.0	56.0	65.4
Tertiary	166	34.6	34.6	100.0
Total	480	100.0	100.0	

Social Economic Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	45	9.4	9.4	9.4
Medium	269	56.0	56.0	65.4
High	166	34.6	34.6	100.0
Total	480	100.0	100.0	

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N
Treatment	1 Moral Reasoning Skills(MRS)	120
	2 Social Adjustment Skills(SAS)	120
	3 Study Skills(SK)	120
	4 Control Group	120
Sex	1 Male	240
	2 Female	240
Social Economic Status	1 Low	45
	2 Medium	269
	3 High	166

Levene's Test of Equality of Error Variances^a

Dependent Variable: Post-test

F	df1	df2	Sig.
1.108	323	156	.235

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design:

Intercept+TREAT+GENDER+SOCIAL+PRE_TES+TREAT * GENDER+TREAT * SOCIAL+TREAT * GENDER * SOCIAL



Tests of Between-Subjects Effects

Dependent Variable: Post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7676.440 ^a	70	109.663	1.379	.031	.191
Intercept	2017613.3	1	2017613.333	25364.176	.000	.984
TREAT	806.683	3	268.894	3.380	.018	.024
GENDER	14.700	1	14.700	.185	.668	.000
SOCIAL	163.563	2	81.781	1.028	.359	.005
PRE_TES	5330.670	47	113.419	1.426	.039	.141
TREAT * GENDER	709.859	3	236.620	2.975	.032	.021
TREAT * SOCIAL	330.918	6	55.153	.693	.655	.010
TREAT * GENDER * SOCIAL	320.046	8	40.006	.503	.854	.010
Error	32534.227	409	79.546			
Total	2057824.0	480				
Corrected Total	40210.667	479				

a. R Squared = .191 (Adjusted R Squared = .052)

Estimated Marginal Means

1. Grand Mean

Dependent Variable: Post-test

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
65.459	.833	63.821	67.097

2. Treatment

Estimates

Dependent Variable: Post-test

Treatment	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Moral Reasoning Skills(MRS)	65.310	1.663	62.041	68.579
Social Adjustment Skills(SAS)	66.833	1.226	64.423	69.244
Study Skills(SK)	66.346	1.197	63.994	68.699
Control Group	63.346	1.222	60.944	65.748

MCA

Dependent Variable: Post-test

Treatment	N	Mean	Mean Difference	Deviation ^a	
				Unadjusted	Adjusted for factors and covariates
Moral Reasoning Skills(MRS)	120	65.310	-1.524	1.905	.424
Social Adjustment	120	66.833	1.524	1.905	.424
Study Skills(SK)	120	66.346	1.037	1.886	.583
Control Group	120	63.346	-1.964	1.930	.310

Based on estimated marginal means

a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Univariate Tests

Dependent Variable: Post-test

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	494.394	3	164.798	2.072	.103	.015
Error	32534.227	409	79.546			

The F tests the effect of Treatment. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

3. Sex

Estimates

Dependent Variable: Post-test

Sex	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	66.073	1.083	63.943	68.202
Female	64.845	.974	62.931	66.759

MCA

Dependent Variable: Post-test

Sex	N	Mean	Mean Difference	Deviation ^a	
				Unadjusted	Adjusted for factors and covariates
Male	240	66.073	1.227	-1.210	.311
Female	240	64.845	-1.227	1.210	.311

Based on estimated marginal means

- a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Univariate Tests

Dependent Variable: Post-test

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	81.790	1	81.790	1.028	.311	.003
Error	32534.227	409	79.546			

The F tests the effect of Sex. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

4. Social Economic Status

Estimates

Dependent Variable: Post-test

Social Economic Status	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Low	66.092	1.650	62.849	69.335
Medium	64.897	.824	63.278	66.516
High	65.387	.936	63.547	67.227

MCA

Dependent Variable: Post-test

Social Economic Status	N	Mean	Mean Difference	Deviation ^a	
				Unadjusted	Adjusted for factors and covariates
Low	45	66.092	1.195	1.645	.468
Medium	269	64.897	-1.195	1.645	.468
High	166	65.387	-.705	1.705	.680

Based on estimated marginal means

- a. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Univariate Tests

Dependent Variable: Post-test

	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	50.998	2	25.499	.321	.726	.002
Error	32534.227	409	79.546			

The F tests the effect of Social Economic Status. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

6. Sex * Treatment

Dependent Variable: Post-test

Sex	Treatment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	Moral Reasoning Skills(MRS)	68.184	2.467	63.335	73.034
	Social Adjustment Skills(SAS)	66.815	1.582	63.705	69.925
	Study Skills(SK)	67.830	1.614	64.658	71.002
	Control Group	61.461	1.730	58.060	64.862
Female	Moral Reasoning Skills(MRS)	62.435	2.097	58.313	66.557
	Social Adjustment Skills(SAS)	66.852	1.654	63.601	70.103
	Study Skills(SK)	64.863	1.558	61.801	67.925
	Control Group	65.230	1.542	62.199	68.262

7. Social Economic Status * Treatment

Dependent Variable: Post-test

Social Economic Status	Treatment	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Low	Moral Reasoning Skills(MRS)	66.599	4.255	58.234	74.963
	Social Adjustment Skills(SAS)	67.445	2.642	62.251	72.638
	Study Skills(SK)	66.810	2.583	61.732	71.887
	Control Group	63.516	2.722	58.164	68.867
Medium	Moral Reasoning Skills(MRS)	64.478	1.140	62.238	66.718
	Social Adjustment Skills(SAS)	64.857	1.360	62.184	67.530
	Study Skills(SK)	67.096	1.252	64.634	69.557
	Control Group	63.158	1.485	60.238	66.077
High	Moral Reasoning Skills(MRS)	64.852	1.957	61.006	68.698
	Social Adjustment Skills(SAS)	68.199	1.520	65.210	71.187
	Study Skills(SK)	65.134	1.658	61.875	68.394
	Control Group	63.364	1.382	60.647	66.080

UNIVERSITY

8. Sex * Social Economic Status * Treatment

Dependent Variable: Post-test

Sex	Social Economic Status	Treatment	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Male	Low	Moral Reasoning Skills(MRS)	71.665	6.487	58.912	84.418
		Social Adjustment Skills(SAS)	68.198	3.559	61.203	75.194
		Study Skills(SK)	71.108	3.591	64.049	78.167
		Control Group	60.425	4.185	52.199	68.652
	Medium	Moral Reasoning Skills(MRS)	66.577	1.488	63.652	69.502
		Social Adjustment Skills(SAS)	64.810	1.834	61.204	68.416
		Study Skills(SK)	67.300	1.694	63.970	70.630
		Control Group	61.622	1.871	57.944	65.301
	High	Moral Reasoning Skills(MRS)	66.311	2.879	60.651	71.971
		Social Adjustment Skills(SAS)	67.437	2.042	63.423	71.452
		Study Skills(SK)	65.081	2.277	60.604	69.558
		Control Group	62.335	1.918	58.565	66.105
Female	Low	Moral Reasoning Skills(MRS)	61.532	5.469	50.781	72.284
		Social Adjustment Skills(SAS)	66.691	3.847	59.128	74.254
		Study Skills(SK)	62.511	3.522	55.588	69.433
		Control Group	66.606	3.445	59.834	73.378
	Medium	Moral Reasoning Skills(MRS)	62.380	1.551	59.330	65.430
		Social Adjustment Skills(SAS)	64.905	1.805	61.357	68.452
		Study Skills(SK)	66.891	1.680	63.588	70.194
		Control Group	64.693	2.148	60.471	68.915
	High	Moral Reasoning Skills(MRS)	63.393	2.651	58.183	68.604
		Social Adjustment Skills(SAS)	68.960	2.041	64.948	72.972
		Study Skills(SK)	65.187	2.268	60.730	69.645
		Control Group	64.392	1.786	60.882	67.903



Post Hoc Tests

Treatment

Multiple Comparisons

Dependent Variable: Post-test
Scheffe

(I) Treatment	(J) Treatment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Moral Reasoning Skills(MRS)	Social Adjustment Skills(SAS)	-1.7083	1.15142	.532	-4.9406	1.5239
	Study Skills(SK)	-1.9083	1.15142	.433	-5.1406	1.3239
	Control Group	1.2500	1.15142	.758	-1.9822	4.4822
Social Adjustment Skills(SAS)	Moral Reasoning Skills(MRS)	1.7083	1.15142	.532	-1.5239	4.9406
	Study Skills(SK)	-.2000	1.15142	.999	-3.4322	3.0322
	Control Group	2.9583	1.15142	.087	-.2739	6.1906
Study Skills(SK)	Moral Reasoning Skills(MRS)	1.9083	1.15142	.433	-1.3239	5.1406
	Social Adjustment Skills(SAS)	.2000	1.15142	.999	-3.0322	3.4322
	Control Group	3.1583	1.15142	.058	-.0739	6.3906
Control Group	Moral Reasoning Skills(MRS)	-1.2500	1.15142	.758	-4.4822	1.9822
	Social Adjustment Skills(SAS)	-2.9583	1.15142	.087	-6.1906	.2739
	Study Skills(SK)	-3.1583	1.15142	.058	-6.3906	.0739

Based on observed means.

Homogeneous Subsets

UNIVERSITY

Post-test

Scheffe^{a,b}

Treatment	N	Subset
		1
Control Group	120	62.9917
Moral Reasoning Skills(MRS)	120	64.2417
Social Adjustment Skills(SAS)	120	65.9500
Study Skills(SK)	120	66.1500
Sig.		.058

Means for groups in homogeneous subsets are displayed.

Based on Type I Sum of Squares

The error term is Mean Square(Error) = 79.546.

a. Uses Harmonic Mean Sample Size = 120.000.

b. Alpha = .05.

Social Economic Status

Multiple Comparisons

Dependent Variable: Post-test

Scheffe

(I) Social Economic Status	(J) Social Economic Status	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Low	Medium	1.8539	1.43645	.436	-1.6751	5.3828
	High	1.2689	1.49896	.699	-2.4136	4.9515
Medium	Low	-1.8539	1.43645	.436	-5.3828	1.6751
	High	-.5849	.88028	.802	-2.7475	1.5777
High	Low	-1.2689	1.49896	.699	-4.9515	2.4136
	Medium	.5849	.88028	.802	-1.5777	2.7475

Based on observed means.

Homogeneous Subsets

Post-test

Scheffe^{a,b,c}

Social Economic Status	N	Subset
		1
Medium	269	64.4572
High	166	65.0422
Low	45	66.3111
Sig.		.364

Means for groups in homogeneous subsets are displayed.

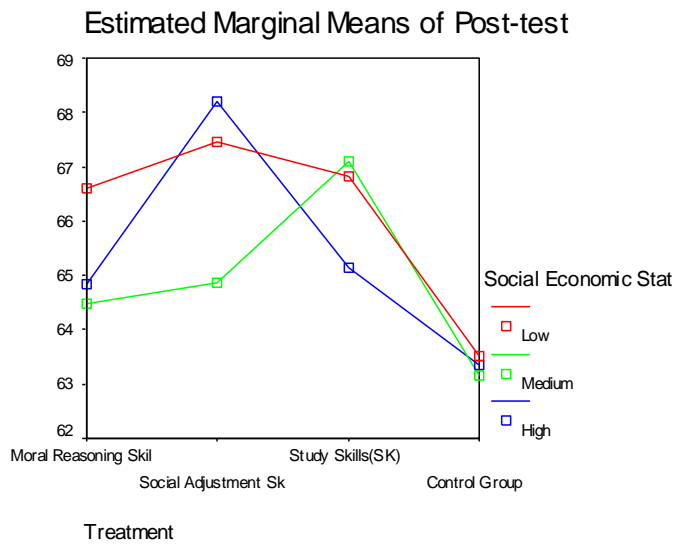
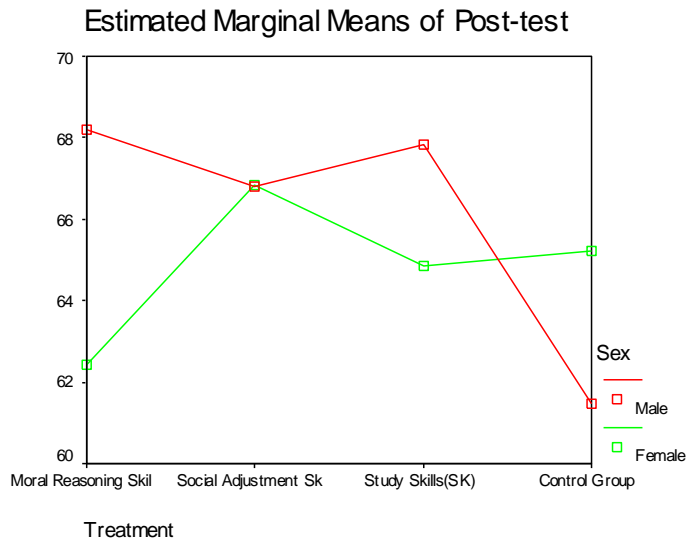
Based on Type I Sum of Squares

The error term is Mean Square(Error) = 79.546.

- a. Uses Harmonic Mean Sample Size = 93.856.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.
- c. Alpha = .05.

UNIVERSITY OF IBADAN

Profile Plots





**DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA**

Internal Memorandum

From: Ag. Head

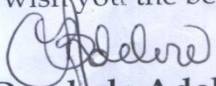
To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

 18/02/14
Omobola Adelere, PhD



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

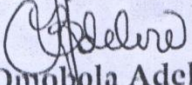
To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

 18/02/14
Omolola Adedire, PhD

COMMUNITY GRAMMAR SCHOOL (SENIOR)
ELEWURA-CHALLENGE,
IBADAN


PRINCIPAL 26/02/14



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Adelore 18/02/14
Omoluwa Adelore, PhD

Apata Community Grammar School, Apata

Bipe
PRINCIPAL

APATA COMM. GRAMMAR SCHOOL
APATA, IBADAN



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Adelore 18/02/14
Omohola Adelore, PhD

This is to certify that Mrs Adebisi O.O.K was in the school to administer questionnaire to SSI students.

COMMUNITY GRAMP BY SCHOOL
(SENIOR) KUDETI IBADAN

Akinboade A.D
AKINBOADE A.D (MR)



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Adelore 18/02/14
Omohola Adelore, PhD

*Urban-day Senior secondary school
Jericho-Ibadan.*

*This is to certify that Mrs Adebisi O.O.K was in the
school to administer some questionnaires to our
SSI students*

Adelore
V. P. ACADEMIC
URBAN DAY SEC SCHOOL
SENIOR SCHOOL
DATE.....



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Adelore 18/04/13
Omobola Adelore, PhD

Ekeyele Secondary School, Ekeyele, Ibadan

I confirm that Mrs. O.O.K, Adebisi came to administer some questionnaires to our SS I student

Principal
EKEYELE SENIOR SCHOOL
Snr. School—1, Ib.

[Handwritten signature]



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Omobola Adelere 18/02/14
Omobola Adelere, PhD

Abdullahi
PRINCIPAL
APERIN HIGH SCHOOL MIXED
ORITA - APERIN, IBADAN.



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

I wish you the best on your fieldwork.

Adelore 18/02/14
Omobola Adelore, PhD

*This is to certify that Mrs O.O
Adebisi was at Olubadan High
School, Aperin to administer
Questionnaire to SS1 students*

Natasha Jeleke
PRINCIPAL
OLUBADAN HIGH SCHOOL
APERIN, IBADAN



DEPARTMENT OF ADULT EDUCATION
UNIVERSITY OF IBADAN, IBADAN, NIGERIA

Internal Memorandum

From: Ag. Head

To: Adebisi O.O.K

Date: 18 - 04 - 2013

Proceed to Data Collection

Sequel to your pre-filed presentation of 18th April, 2013 and subsequent correction, I write to congratulate and inform you that you can proceed to administering your questionnaire.

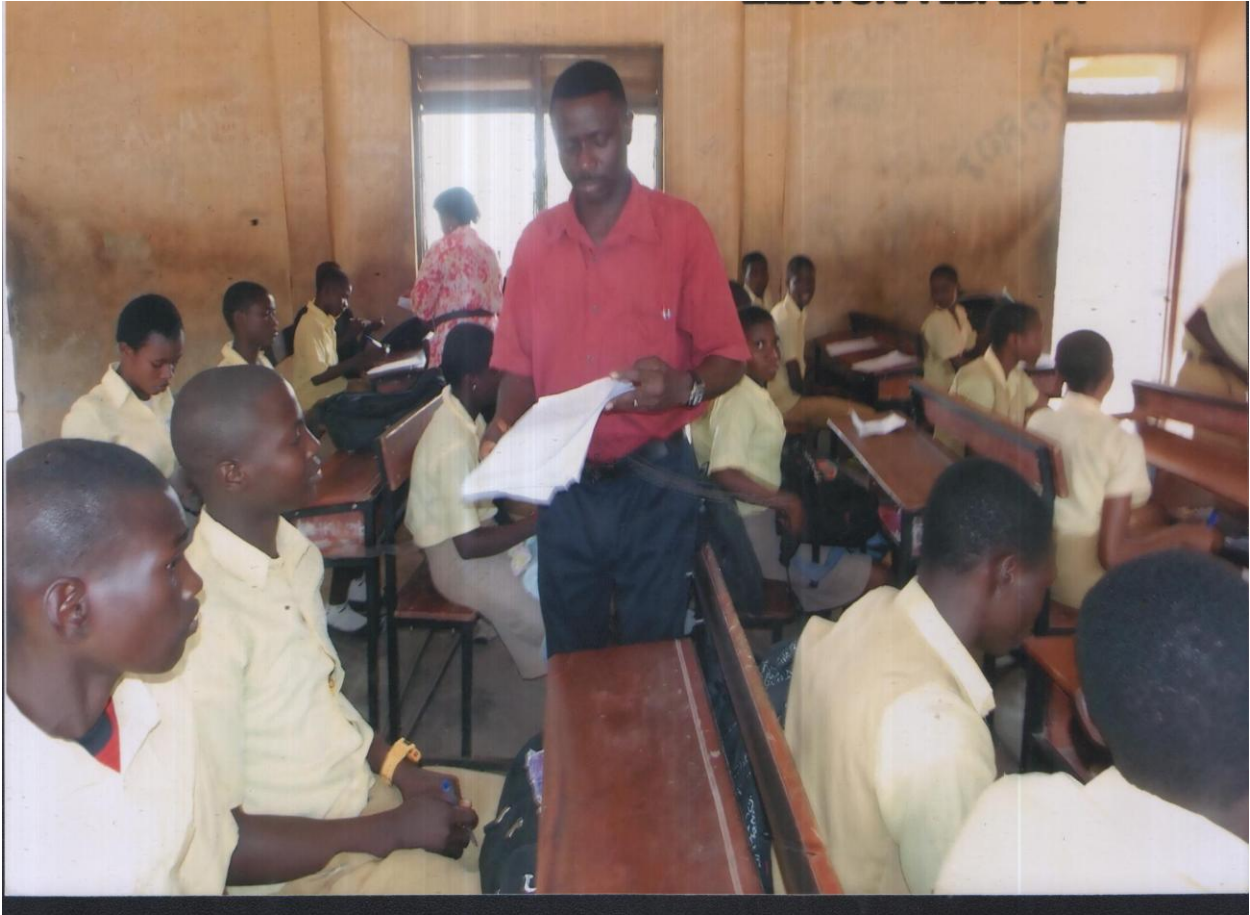
I wish you the best on your fieldwork.

(Adelore) 18/02/14
Omolola Adelore, PhD

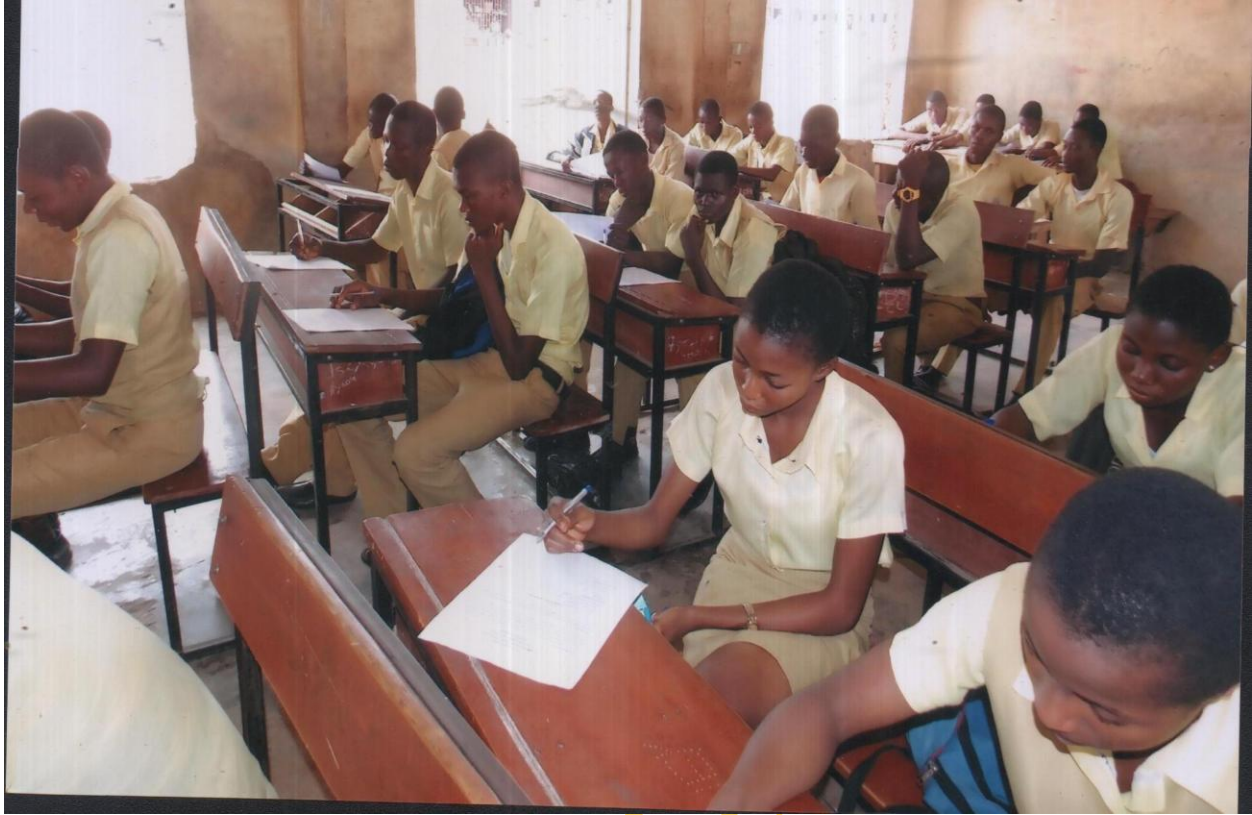
Hisbulah Al-Galib Grammar
School, Agodi, Ibadan

formally Lajelu Grammar School IV
Agodi-Ibadan

Adelore
PRINCIPAL
HLA GRAM. SCHOOL (SNR.)
AGODI GATE IBADAN.
DATE _____



The resource person administering questionnaires to students of Community Grammar School I, Elewura Challenge, Ibada



Students of Community grammar School I, Elewura challenge Ibadan filling the questionnaires.

UNIVERSITY

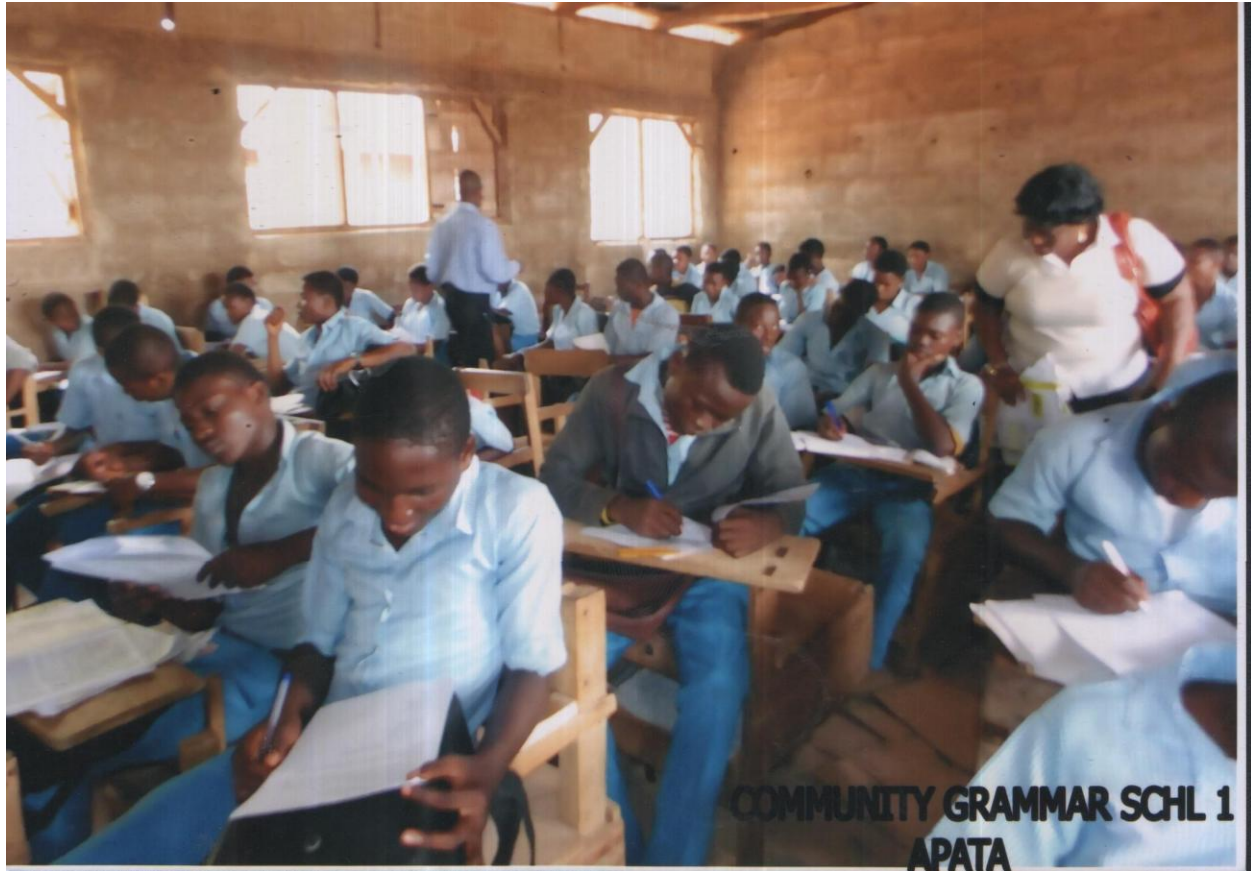


**The researcher and resource person pose with students of Community Grammar School I,
Elewura Challenge Ibadan**

UNIVERSITY



The researcher poses with resource person at Community Grammar School I, Apata, Ibadan.



The resource person distributing the questionnaires to students of Community Grammar School I, Apata, Ibadan, researcher watches



The researcher watches the filling of questionnaires by students of Community Grammar School I, Apata, Ibadan

UNIVERSITY



The researcher poses with resource person at Community Grammar School I, Kudeti, Ibadan.



The researcher watches the filling of questionnaires by students of Community Grammar School I, Kudeti, Ibadan.

UNIVERSITY



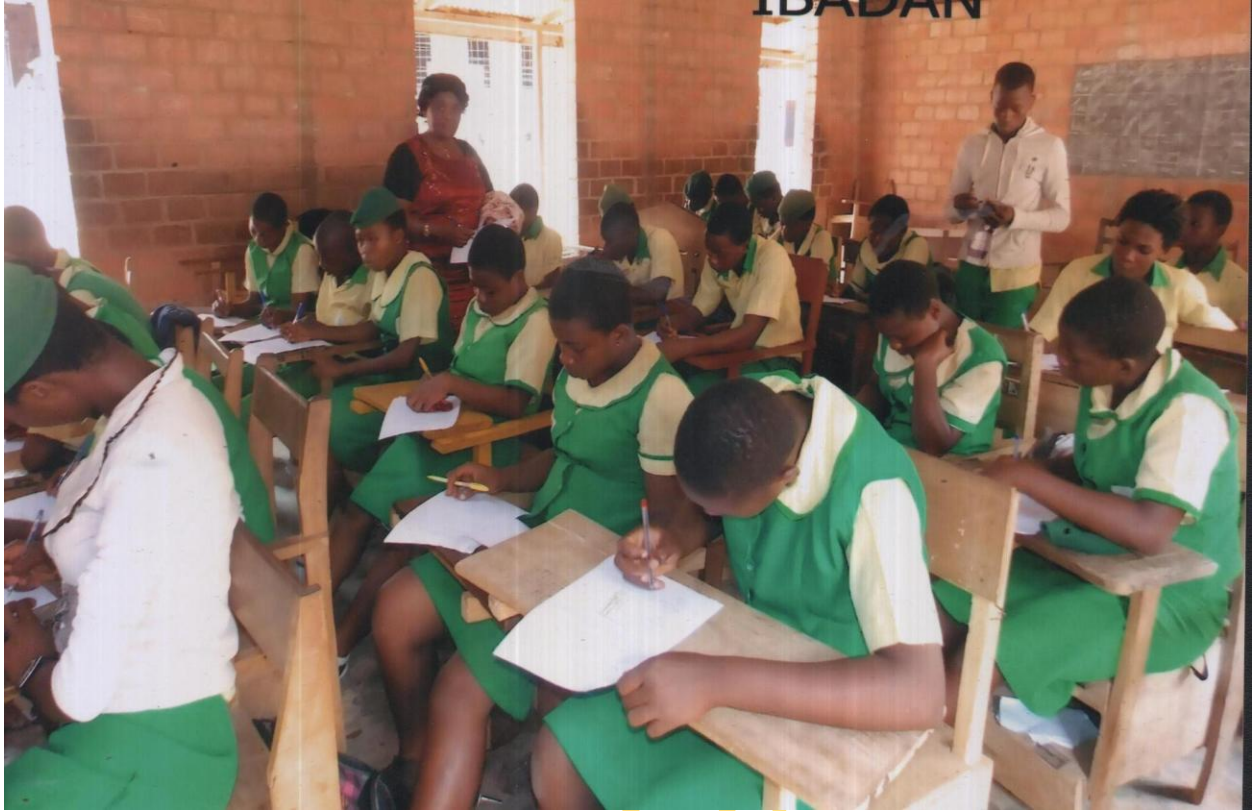
The researcher poses with students of Community Grammar School I, Kudeti, Ibadan.

UNIVERSITY



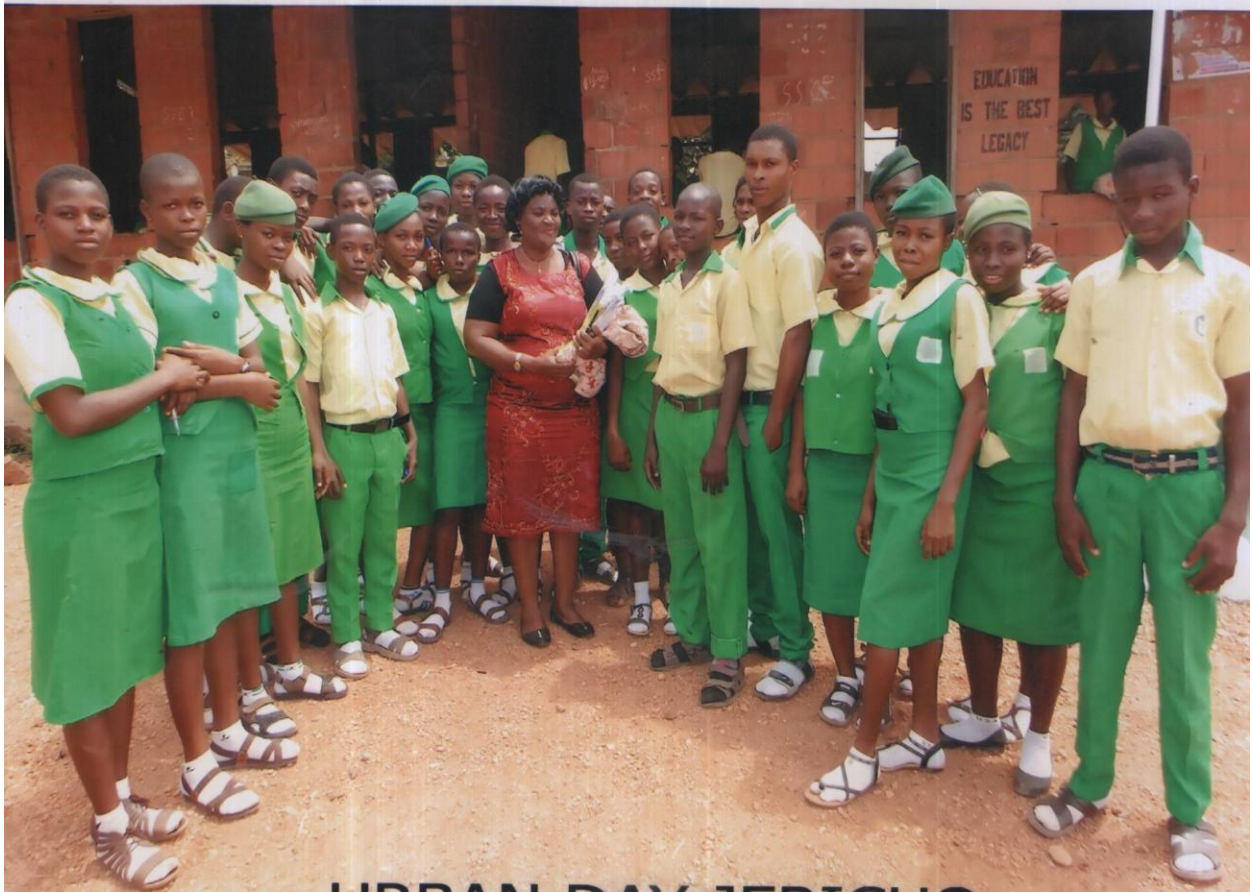
The resource person distributing questionnaires to students of Urban-Day Grammar School, Jericho, Ibadan

UNIVERSITY



The researcher watches over the students of Urban-Day Grammar School, Jericho, Ibadan as they fill the questionnaires

UNIVERSITY



The researcher poses with students of Urban-Day Grammar School, Jericho, Ibadan.

UNIVERSITY



The resource person explaining the method of filling the questionnaire to students of Eleyele Secondary School I, Eleyele, Ibadan, the researcher listens.

UNIVERSITY



The researcher watches the proper filling of questionnaires by students of Eleyele Secondary School I, Eleyele, Ibadan

UNIVERSITY



The researcher poses with the principal and secretary of Olubadan High School I, Orita-Aperin, Ibadan.



The researcher poses with the resource person at Olubadan High School I, Orita-Aperin, Ibadan.

UNIVERSITY OF



The researcher and the resource person watched the proper filling of questionnaires by students of Olubadan High School I, Orita-Aperin, Ibadan.

UNIVERSITY



The researcher watches over a portion of Olubadan High School students as they fill the questionnaires.

UNIVERSITY



The researcher and resource persons at Lagelu Grammar School (Hisbulahi Al-Galib) Agodi Gate, Ibadan.

UNIVERSITY



The researcher poses with the students of Lagelu Grammar School (Hisbulahi Al-Galib) at Agodi gate, Ibadan after filling the questionnaires.

UNIVERSITY