

**ASSESSMENT AND MANAGEMENT OF TRUANCY AMONG
PUBLIC SENIOR SECONDARY SCHOOL STUDENTS
IN LAGOS STATE, NIGERIA**

BY

**IBILI, JOSEPHINE OBIAJULU
MATRIC NO: 109034054**

JUNE, 2017

**ASSESSMENT AND MANAGEMENT OF TRUANCY AMONG
PUBLIC SENIOR SECONDARY SCHOOL STUDENTS
IN LAGOS STATE, NIGERIA**

BY

IBILI, JOSEPHINE OBIAJULU

MATRIC NO: 109034054

**B.Sc. (ED) HOME ECONOMIC DELTA STATE UNIVERSITY ABRAKA, 1996;
M.Ed. ADULT EDUCATION, 1998 UNILAG; M.Ed. GUIDANCE AND COUNSELLING,
UNILAG 2000; B.A. (HON) ENGLISH 2005**

**A THESIS IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS
SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
UNIVERSITY OF LAGOS**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
THE DEGREE OF DOCTOR OF PHILOSOPHY (Ph.D) IN GUIDANCE
AND COUNSELLNG OF THE UNIVERSITY OF LAGOS,
AKOKA, YABA, LAGOS**

JUNE, 2017

APPROVAL

This research report has been approved by the Department of Educational Foundations,
Faculty of Education and School of Postgraduate Studies, University of Lagos.

BY

PROF. N. A. OSARENREN
SUPERVISOR

DATE

DR. (MRS.) B. O. MAKINDE
SUPERVISOR

DATE

PROF. N. A. OSARENREN
HEAD OF DEPARTMENT

DATE

**SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITY OF LAGOS**

CERTIFICATION

This is to certify that the Thesis

**ASSESSMENT AND MANAGEMENT OF TRUANCY AMONG
AND PUBLIC SENIOR SECONDARY SCHOOL STUDENTS
IN LAGOS STATE, NIGERIA**

**Submitted to the
School of Postgraduate Studies
University of Lagos**

**For the award of the degree of
DOCTOR OF PHILOSOPHY (Ph.D)
Is a record of original research carried out**

By

**IBILI, JOSEPHINE OBIAJULU
In the Department of Educational Foundations**

..... Author's name	..... Signature	..... Date
..... 1 st Supervisor's Name	..... Signature	..... Date
..... 2 nd Supervisor's Name	..... Signature	..... Date
..... 1 st Internal Examiner	..... Signature	..... Date
..... 2 nd Internal Examiner	..... Signature	..... Date
..... External Examiner	..... Signature	..... Date
..... External Examiner	..... Signature	..... Date
..... SPGS Representative	..... Signature	..... Date

DEDICATION

This research is dedicated to the ALMIGHTY JESUS CHRIST who ensured my involvement in this Ph.D programme.

My late parents, Zephrinus Olisajindu Nwabueze and Mrs. Veronica Awele Nwabueze; my late husband Anthony Chukwu Ibili whose love for education inspired me to this height.

ACKNOWLEDGEMENTS

First and foremost, I appreciate the Supreme God Almighty for seeing me to the end of my academic pursuit. May Your name be praised for ever.

My gratitude to my two supervisors Prof. N. A. Osarenren and also Head of Department Educational Foundations, University of Lagos and Dr. (Mrs.) B. O. Makinde for their guidance which helped to shape the form of this study. I am grateful to all the members of staff of Educational Foundations, University of Lagos for the knowledge they imparted came in various ways.

To Prof. G. O. Ilogu and I. P. Nwadinigwe for their support and useful suggestion, to Prof. (Mrs.) O. M. Omoegun and Dr. (Mrs.) I. I. Abe for significant contributions, to Prof. (Mrs.) A. M. Olusakin for encouragement and useful contributions, to Prof. M. B. Ubangha and Dr. (Mrs.) O. M. Alade for their constructive criticisms and useful suggestions, to Dr. C. E. Okoli for useful suggestions, to Dr. M. S. Aletan and Dr. (Mrs.) B. Ahime for their encouragement, to Dr. A.A. Oni for useful contributions, to Dr. (Mrs.) O.O. Akanni, Dr. (Mrs.) S .C. Anyama, Dr. (Mrs.) P.N. Emeri, Dr. S. O. Adeniyi and Dr. P.O. Akinsanyaa for their immense contributions and support.

To my friends Dr. (Mrs.) Dumzo Ajufo, Dr. (Mrs.) Anthonia Maduekwe, Dr. (Mrs.) Adesuwa Anwuri, Dr. (Mrs.) Ngozi Okezie, Dr. (Mrs.) Veronica Okechukwu, Dr. (Mrs.) Mary Iyaw, Dr. (Mrs.) Azuka-Obieke, Dr. (Mrs.) Azuka Eluemuno, Dr. (Mrs.) Uju Nwankwo, Mr. Ngozi Ajero and Mrs. Ifeoma Nwachukwu.

To my 2011 Ph.D Classmates, Dr. (Mrs.) Basirat Dikko, Dr. Philomena Bivese-Djebah, Dr. Oladele Kuku, Dr. Isaac Olaosebikan, Angela Ogbo, Unah Efretuei, Pricellian Okekeke, Philomena Okoye, Grace Abolarin, Love Umoekuk and others. Thank you for your companionship and encouragement. To Mrs. Folasade Babalola for producing the master piece using the computer. To Amaefule Christian and Mr. Onoka for their support.

My sincere thanks to the Principals of Senior Secondary schools where the data for this study were collected and also to the students who were the participants for the study for their cooperation in making the collection of data possible.

I wish to thank all the research assistants that worked with me for their unrelenting effort and competence in gathering and collating the data. I gratefully acknowledge and express my deep appreciation to my big Daddy Peter Nwabueze who showed much confidence in me and to my sisters and brothers for their show of love, support, and interest in my academic pursuit.

To my children, Nkechi Emeka, Awele, Ngozi and Nneka who showed enthusiasm, my son-in-law Sam Okonmah. Many thanks for all their encouragement and support.

IBILI, JOSEPHINE OBIAJLU

TABLE OF CONTENTS

	Pages
Title Pages	ii
Approval	iii
Certification	iv
Dedication	v
Acknowledgments	vi
Table of Contents	viii
List of Tables	xi
List of Figures	xiii
List of Appendices	iv
Abstract	xv

CHAPTER ONE: INTRODUCTION

1.1	Background to the Study	1
1.2	Statement of the Problem	8
1.3	Theoretical Framework	11
1.4	Purpose of the Study	16
1.5	Research Questions	17
1.6	Research Hypotheses	18
1.7	Scope and Delimitation of the Study	18
1.8	Significance of the Study	19
1.9	Operational Definition of Terms	20

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1	Concept of Truancy	22
2.2	Causes and Effects of Truancy	25
2.3	Prevalence of Truancy	30
2.4	Approaches to Truancy	33
2.5	Adolescents and Truancy	38
2.6	Assessment and Management of Truancy	43
2.7	Disruptive Behaviour and Truancy	50
2.8	Emotional Disposition and Truancy	70
2.9	Gender and Truancy	74
2.10	School Engagement and Truancy	77
2.11	Parental Involvement and Truancy	82
2.12	Counselling Strategies and Truancy	88
2.13	Appraisal of Related Literature	108

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Research Design	110
3.2	Variables of Study	111
3.3	Area of Study	111
3.4	Population	112
3.5	Sample and Sampling Techniques	112
3.6	Instrumentation	114
3.7	Validation of the Instruments	119
3.8	Reliability of the Instruments	120
3.9	Procedure for Data Collection	121
3.10	Training of Research Assistants	121
3.11	Intervention Procedure	121
3.12	Method of Data Analysis	130

CHAPTER FOUR: RESULTS OF DATA ANALYSES

4.1	Test of Hypotheses	131
-----	--------------------	-----

CHAPTER FIVE: SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1	Summary of Findings	148
5.2	Discussion of Findings	149
5.3	Conclusion	157
5.4	Contributions to Knowledge	158
5.5	Recommendations	158
5.6	Implication for Counselling	159
5.7	Suggestion for Further Studies	160
	References	161
	Appendix I	183
	Appendix II	184
	Appendix III	185
	Appendix IV	186
	Appendix V	187
	Appendix VI	188
	Appendix VII	189
	Appendix VIII	190
	Appendix IX	191
	Appendix X	192
	Appendix XI	193
	Appendix XII	194
	Appendix XIII	195

LIST OF TABLES

	Pages
Table 1: Distribution of sample in pre-assessment section for base line data on truancy scale	113
Table 2: Number of students who participated in the study and their training group	114
Table 3: Test-retest reliability coefficient estimate of index of truancy	120
Table 4: Descriptive data on influence of experimental conditions on descriptive behaviour among participants	131
Table 5: Analysis of covariance of difference in the post-test mean scores of descriptive behaviour in the three experimental conditions	132
Table 6: Fisher's protected t-test on difference in participants' descriptive behaviour	133
Table 7: Descriptive data on influence of experimental conditions on emotional disposition of participants	134
Table 8: Analysis of covariance on difference in the post-test mean scores of emotional disposition of participants in the three experimental conditions	135
Table 9: Fisher's protected t-test on difference in participants' emotional disposition on learning	136
Table 10: Descriptive data on influence of experimental conditions on truancy rate among participants	137
Table 11: Analysis of covariance on difference in the post-test mean scores of truancy rate among participants in the three in the three experimental conditions	138

Table 12: Fisher’s protected t-test on difference in participants’ truancy rate	139
Table 13: Descriptive data on difference in participants’ parental level of support and involvement in schooling due to experimental conditions	140
Table 14: Analysis of covariance on difference in the post-test mean score of parental support and involvement for schooling among participants in the three experimental conditions	141
Table 15: Fisher’s protected t-test on difference in parental support and involvement in schooling among the participants	142
Table 16: Descriptive data on the influence of gender on descriptive Behaviour among participants due to experimental conditions	143
Table 17: Analysis of covariance (ANCOVA) of difference in the post-test mean scores of descriptive behaviour among participants in the three experimental conditions due to gender	144
Table 18: Differences in truancy level of participants in the three experimental groups due to gender	145
Table19: Analysis of covariance on difference in the post-test mean score of truancy rate among participants in the three experimental groups due to male and female	146

LIST OF FIGURE

	Pages
Figure 1: Researcher's Conceptual Framework	15

LIST OF APPENDICES

	Pages
Appendix I: Assessment and Management of Truancy Questionnaire	183
Appendix II: School Engagement Questionnaire (Appleton, Christenson, Ikim & Reschly, 2008)	184
Appendix III: Truancy Questionnaire (Reid, 2002)	185
Appendix IV: Descriptive Behaviour Questionnaire (Viaga, 2008)	186
Appendix V: Psychological Distress Scale (Kessler and Mrozeck, 2003)	187
Appendix VI: Parental Involvement Questionnaire (Chiu & Willins, 1996)	188
Appendix VII: Absenteeism Questionnaire (AQ)	189
Appendix VIII: School Engagement Questionnaire (SEQ)	190
Appendix IX: Truancy Questionnaire (TQ)	191
Appendix X: Disruptive Behaviour Questionnaire (DBQ)	192
Appendix XI: Psychological Distress Scale	193
Appendix XII: Parental Involvement Questionnaire	194
Appendix XII: Pre-Intervention Assessment	195

ABSTRACT

The school environment is organised to shape a student's learning behaviour. However, one of the problems associated with the school is truancy which is a source of concern. Truancy, a major vice prevalent among senior secondary school students is the bane of academic progress in the school system. Hence, this study on assessment and management of truancy among public secondary school students in Lagos State, Nigeria. The choice of Lagos State was due to the presence of different ethnic groups and urbanization. Quasi-experimental pre-test, post-test control group design was adopted for the study. The participants comprised one hundred and thirty (130) senior secondary II students (SSII) whose ages range from 13 to 19 years drawn from three Education Districts in Lagos State. They were randomly assigned to three groups. Social learning, cognitive behaviour and control group. Six research questions were raised and six hypotheses were formulated and tested at 0.05 level of significance. Six (6) research instruments were used to collect data for the study. The statistical tools used were Mean, Standard Deviation, t-test and the Analysis of Covariance (ANCOVA). The findings revealed that the participants exposed to social learning and cognitive behaviour experienced reduction in truancy rate than those in the control group. Also the participants exposed to social learning and cognitive behaviour therapy experienced stability in their emotional disposition than those in the control group. Thirdly, the participants exposed to the two intervention experienced an increase in school engagement than the participants in control group. Again, the participants exposed to social learning and cognitive behaviour therapy stated that their parents' comments and participation given in their homework experienced less disruptive behaviour in their school work than those in the control group. Furthermore, social learning and cognitive behaviour were efficacious in increasing social skills and problem solving skills among participants. Finally, the participants exposed to social learning and cognitive behaviour were more punctual at school than those in the control group. On the basis of the findings, recommendations are proffered in the study among which is the use of social learning and cognitive behaviour therapies by counsellors and school administrators in reducing truancy.

Key Words: Truancy, Social Learning, Cognitive Behaviour Intervention and Therapy.