

Parents' and Teachers' Perceived Strategies for Reducing Truancy among Secondary School Students: Implication for Students' Behaviour Modification

¹Immaculata Nwakaego Akaneme, ¹Eucharia Nchedo Nwosu,
³Enyi Gabriel Sunday, ²Annah Chinyeaka Uloh-Bethels, ¹Patience Okwudili Nwosu,
¹Amuda Robinson and ¹Felicia N. Ekwealor
¹Department of Educational Foundations, University of Nigeria, Nsukka, P.M.B. 410001,
²Department of Arts Education, University of Nigeria, Nsukka,
³Department of Educational Psychology, Enugu College of Education (Technical),
Enugu State, Nigeria

Abstract: This study examined the parents and teachers' perceived strategies for reducing truancy among secondary school students. The population for the study is all the parents and teachers from Onitsha Education Zone in their first year in-service training, University of Nigeria Nsukka. The sample for the study comprised of 91 teachers and 207 parents randomly drawn from parents and teachers offering Educational Psychology 1 (Edu2 11). A 25-item instrument named Perceived Strategies for Curbing Truancy Questionnaire (PSCTQ) was used to collect data. The instrument was validated with the estimated reliability coefficient of 0.97. Three research questions and one hypothesis guided the study. Mean and standard deviation were used to analyze the research questions while t-test statistics was used to test the hypothesis. The result showed that parents and teachers have the same perception of the strategies for reducing truancy. However, the result statistically revealed significant difference in the scores of parents' and teachers' perception. It is recommended that parents should provide the needed materials for their children's schooling and also encourage them in their academic work. Teachers should vary the teaching methods they use in the classroom to motivate the students; and they should also report truancy cases of the students to their parents.

Key words: Parents, teachers, truancy, secondary school students, behaviour modification

INTRODUCTION

The school environment plays vital roles in the transformation and renewal of our socio-cultural, economic and political heritage (Gabb, 2007). Parents send their wards to school to receive formal education which will enable them to be useful to themselves, their family and the community at large. Stell (2003) maintained that while the home is regarded as the child's immediate world, the school becomes the child's second world. Hence children of school age, spent most of their working hours in school. For most children, their first separation from their parents is marked by an admission into an institution of learning, be it the kindergarten, primary, secondary school or even tertiary institutions. Kremer (1995) opined that children spend the greater part of the day in the school than in the home. The need for child's education cannot be overemphasized hence the saying, "no nation can develop beyond the education of her citizens". All

parents as well as governments of every nation, value education for their children. This could be the reason why government put a huge portion of her resources into the education sector.

In spite of the stated candid and genuine efforts of parents and government to put children in their proper footings through formal education, cases of delinquent behaviours among youths in secondary schools abound. Most often than not, students who are supposed to be in classes doing some serious academic work walk the streets in Onitsha urban or at their homes, leaving their future to fate. Suffice it to say that some students only attend classes at will showing truancy in schools most of the time. This situation has always been necessitated with the apportioning of blames on the school by parents as being responsible for this undesirable behaviour and vice versa. The Federal government in her bid to see to the good education for all promised to all the citizenry, instituted some law enforcement agency to arrest any

child found hawking or loitering the street at the time one supposed to be in school proved to no avail. Film shops and drug sellers added to more children indulging in truancy thereby absenting themselves from school and consequently achieving poorly in their academics.

Truancy according to Turner (2002) is the frequently absence from school by students. Truancy exists among secondary school students who prefer to stay outside the classroom which now leads to truants. Truancy according to Turner is phenomenon that appears to have come to stay in primary schools, secondary schools, colleges of education as well as other tertiary institutions. In his view, Gabb (2007) maintained that truants leave home but do not either get to school or escape from school or class to engage in any other activities that catch up his or her imaginations. Gullatt and Lemonina also opined that truancy is avoidance behaviours towards school as a result of the existence of other reinforcing activities outside the school, other than the home. Rothman (2001) opined that truancy is an act of staying away from school without leave. Guave and Cooper (2003) maintained that disruptive children, however, make it more difficult to teach others, so schools may overlook or even welcome the absence of the more difficult students.

There are four categories of truants according to Owodunni (2006) students being in school but absent in class; students neither in classroom nor in school but at home; students neither at school nor home and students absenting themselves from classes as result of the difficulty in the school subjects or dislike for the subject or teacher. Students may be in school but absent in the class because of the subject difficulty or teacher's use of derogative words, method of teaching or teacher's mannerism. It could also be that such student is not interested in school but was forced by parents. Students may neither be in classroom nor in school but at home because of family impoverishment and their parents want them to stay back to hawk or do some petty trading to make ends meet. This posed a big worry to both teachers and parents and it become imperative to find a way of reducing this canker worm that is eating deep into our children making them loose focus in their academic pursuit.

Bell *et al.* (2005) maintained that curbing truancy is a crucial task for any society because truancy is the breeding ground for the development of criminals, other antisocial activities and destruction of the future of children. By extension this lays the foundation for an increase of social problems. Onitsha urban in Anambra state of Nigeria is not an exception. Students in this area are seen during school hours walking aimlessly in the

streets while some go hawking. A lot of factors may be responsible for this. Stell (2003) listed such factors as community and parents' socio-economic status as factors responsible for children's truancy. Some parents due to poverty send their children to hawk or to do different type of menial jobs to earn them money. These children having handled cash at this tender age find it difficult to concentrate on their academic work. Kinder listed child/personality, family, school and society/community as factors influencing truancy. According to Osarenren, truancy among school children can be categorized under home, school environment, peer group culture and society. Some children due to un-conducive school environment, poor teacher student relationship, peer pressure, societal permissiveness and menace have absented themselves from school and academic work thereby contributing to increased crime in the society. Our values are watered down to the extent that no one cares to correct a child who is not doing what is expected of him or her at any given time.

Dryfoos (2010) stated that children or young people are frightened of walking to school and are thus unwilling to go to school. He puts it that situation occurs when students are bullied by their fellow students, teachers and others in researchcity. This means that students frown at going to school when the school environment is made un-conducive for them. Agreeing with him Adeymo (2009) stated that a child could run away from school if life in the class is dull and uninteresting. He further stated that the nature of the school environment could make a child to sneak away from school or not to attend school at all. Thus, if the child finds interest and purpose in activities outside the school, he stops to enjoy himself until he returns home. Such a child might have been led into playing truancy by bad friends who may choose to watch film shows and other interesting shows at home or along the street. Robinson (2005) noted that truancy could be due to the fact that some children find school's restrictions very burdensome so much that some create problem for them.

In another perspective, Blair saw the cause of truancy as having societal undertones. For this research, truancy is as a result of illiteracy in the society; a society that has little or no regards for education produces children who are truants. This could be associated to home background. Osarenren in a study on absenteeism and truancy discussed the cause of truancy among schoolchildren under the factors resident in the home, school environment, peer group, culture and society. Furthermore, Dryfoos (2010) stated that children or young people are frightened of walking to school and are thus

unwilling to go to school as a result of bullying attitude of the fellow students, teachers and other people in researchcity. A typical persistent truant according to Turner (2002) is unhappiness at home and unpopular at school. It becomes evident that an unsatisfactory home condition and discipline could degenerate into truancy for a child from such home background. Again, if life in the classroom seems dull and uninteresting, children find interest and purpose in activities outside of the school by stopping over to watch films and or visiting nearby cybercafé where they while away valuable time on pornographic sites. This affects not only their academic achievement but also exposes them to different type of crimes.

Effects of truancy include lower academic achievement, delinquent and criminal activities (Baker and Jansen, 2000; Turner, 2002). Bell *et al.* (2005) pointed out that the very fact that a truant child exhibits some kind of anti-social behaviour, the loneliness and isolation of the truant, idleness, hunger and boredom during the day sets the scene for petty theft or other deviant behaviours such as being quarrelsome, fighting and bullying. Also, truancy is a very strong predictor of delinquent behaviours among children, especially males. Children who are regular truants tend to involve themselves in undesirable and anti-social behaviours such as high-risk sexual behaviour, marijuana use, alcohol use, cigarette smoking, gangsterism, inhalant and hard drug use; vandalism, suicidal behaviours and theft or picking pocket (Becker *et al.*, 1967). Therefore, it becomes pertinent that truancy should be reduced through intervention programmes that involve school based programmes, community based programmes, community and school based programmes and other behaviour modification programmes.

Behaviour modification is the traditional term for the use of empirically demonstrated behaviour change techniques to increase or decrease the frequency of behaviours such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of behaviour through its extinction, punishment and/or satiation (Martin and Pear, 2007). Behavior modification is a therapeutic technique based on theory of operant conditioning which states that all behaviour is governed by reinforcing and punishing stimuli. This technique uses a scheduled approach that rewards desired behaviour and "punishes" undesirable behaviour.

Different types of behaviour modification techniques abound. This includes positive and negative reinforcement, aversion therapy, cognitive behaviour

therapy and token economy methods. Reinforcement provides a system of rewards and punishments to change negative behaviour into positive responses. Aversion therapy is based on conditioning a patient to change his or her actions to avoid unpleasant consequences. Cognitive behaviour modification techniques focus on thought patterns that affect behaviour and the token system provides immediate rewards while setting goals for future conduct (Nord and Peter, 1980).

The focus of this study is on reinforcement as a behaviour modification technique to reduce truancy among students. Morin identified four main components of reinforcement. This includes positive reinforcement, negative reinforcement, positive punishment and negative punishment (<http://discipline.about.com>). It could be said that most parents already use some of these components as part of their discipline strategy. One of the most common and ancient examples of positive punishment is spanking. Most of our modern parents frown at spanking as a punishment and this has led to different kinds of indiscipline in many homes as well as in schools. What many homes are suffering today is the old adage which says "spare the rod and spoil the child". Other examples of positive punishment include parents not allowing the child to play with other children until he or she finishes assigned chores, giving the child extra work because he tells lies. Negative punishment involves taking something away from a child that the child enjoys. Some parents withheld the child's snacks or the toy the child likes so much until the child learns greet the people he meets. Positive reinforcement refers to giving a child something that will reinforce the behaviour and motivate the child to repeat the behaviour. Discipline that relies mostly on positive reinforcement is usually very effective. Examples of positive reinforcement include praise, giving a token when an adolescent learn to come home early as against his keeping late nights with friends. Reinforcements, whether positive or negative is a good behaviour modification that when parents and teachers use them very effectively and efficiently, will help to reduce truancy and other indiscipline in the environment.

Behaviour modification assumes that observable and measurable behaviours are good targets for change (Mather and Goldstein, 2001). All behaviour follows a set of consistent rules. Evidence in literature revealed that behaviour modification techniques never fail. Rather, they are either applied inefficiently or inconsistently which leads to less than desired change. Halper opines that behaviour modification is an effective technique used to treat many disorders such as attention deficit disorder, autism or oppositional defiant disorder. The research

further maintained that the fundamentals of behaviour modification can be used to increase desired behaviours in any individual, regardless of functional level. For example, teachers or parents may use behavioural techniques to help the children to consistently achieve the goal of being punctual in school.

Although, reinforcement and punishment can be equally effective in reducing specific target behaviours in the classroom, reinforcement is by far more effective in helping children develop alternative, more functional behaviours. However, the effectiveness depends on how efficiently and consistently the technique is applied to obtain the desired behaviour. Students whose teacher instituted a procedure in which he would receive a bonus mark if he or she attends school regularly and participates actively will likely not be absent from class than the one whose teacher threatens each time she is absent from class. This would reinforce the desired behaviour. Halper maintains that it is important to always begin with a number of reinforcing strategies before resorting to punishment as a means of reducing unwanted or aversive classroom behaviours. In the view point of Mather and Goldstein (2001), all behaviour is maintained, changed or shaped by the consequences of that behaviour. Reinforcers are consequences that strengthen behaviour. Punishments are consequences that weaken behaviour. Students' behaviors are managed and changed by the consequences of classroom behaviour. For them, to manage behaviour through consequences one must define the problem by count or description, design a way to change the behaviour, identify an effective reinforcement and apply the reinforcement consistently to shape or change the behaviour (Mather and Goldstein, 2001).

The problem: Truancy is rampant in the schools today. Being a social problem, it needs to be solved. Students roam about in their individual homes, streets and schools when they are supposed to be engaged with useful tasks. This impedes them from benefiting from school programmes and makes them to become delinquent.

Teachers seem not punishing the truants because of the fear of being hurt directly or indirectly by them or even their parents. Parents on the other hands, appear to be tired of these children and therefore, leave them to the mercy of their fate. Sometimes, the children are brought to school by their parents to be punished. This, instead of controlling the situation, left it unabated. Therefore, the problem of this study is "what are the parents' and teachers' perceived strategies for reducing truancy among the secondary school students?"

Research questions: The following research questions guided the study:

- What are the causes of truancy among secondary school students?
- What are the strategies for reducing truancy among secondary school students as perceived by parents?
- What are the strategies for reducing truancy among secondary school students as perceived by teachers?

Hypotheses:

- H_{01} : there is no significant difference in the mean scores of parents' and teachers' perceived strategies for reducing truancy among secondary school students

MATERIALS AND METHODS

Design: The design of this study is descriptive survey.

Population and sample: The population for the study comprised all the 630 parents and teachers from Onitsha Education Zone in their first year in-service training, University of Nigeria Nsukka who offer Educational Psychology I. The sample for the study comprised 91 teachers and 207 parents randomly drawn from 630 parents and teachers who registered for Educational Psychology 1 (Edu 211).

Instrument: A 25-item instrument named Perceived Strategies for Reducing Truancy Questionnaire (PSRTQ) was used to collect data. The instrument was validated with the estimated overall reliability coefficient of 0.97 for three clusters using Cronbach alpha reliability tool. The response options for the instrument are strongly agreed, agreed, disagreed, strongly disagreed.

Data analysis: A mean score of 2.50 and above on the questionnaire was adjudged perceived strategy while below the mean score of 2.50 was adjudged not perceived strategy. Mean and standard deviation were used to analyze the research questions while t-test statistics was used to test the hypothesis.

RESULTS

The results were presented in accordance with the research questions and hypothesis.

Research question one: What are the causes of truancy among secondary school students in Onitsha urban? Table 1 show that all the respondents rated all the 10 items as causes of truancy among secondary school

Table 1: Causes of truancy as perceived by parents and teachers

Items	Parents		Teachers	
	Mean	SD	Mean	SD
Some students absent themselves from school to hawk	3.30	0.85	3.30	0.82
Watching films on the street makes some students to absent themselves from school	3.28	0.77	3.23	0.76
Indiscriminate punishment from teachers for late coming leads to truant behaviour	3.14	0.91	3.33	0.83
Poor academic achievement leads students into truancy	2.88	0.99	3.15	0.72
Fear of punishment from the teacher drives some students away from school	3.02	0.88	3.22	0.85
Some students stay away from school because they do not like their teachers	2.99	0.83	3.10	0.83
Some students play truant because they lack teachers in their classes	2.84	0.91	3.01	0.96
Students stay away from school because they are bullied by other students	2.78	0.93	2.96	0.93
Sometimes students stay away from school because their parents want them to go to farm, market, etc with them	2.88	0.92	0.85	0.91
Students stay away from school because they lack motivation from their parents	0.57	1.01	2.62	0.10
Overall means and standard deviations	2.97	0.42	3.07	0.40

Parents = 207 and Teachers = 91

Table 2: Parents' perceived strategies for reducing truancy among secondary school students

Items	Mean	SD
There should be a good rapport between teachers and students	3.47	0.87
Reinforcement should be given to students to encourage good behaviour	3.03	0.67
There should be good communication between teachers and parents	3.03	0.89
Teachers should isolate and punish any deviant behaviour noticed in students	2.85	0.99
Teachers should plan their lessons very well to interest the students	2.92	0.95
Students should be engaged in activities of interest such as dramatic society, debating club	3.06	0.79
Instructional materials should be used in teaching students	2.97	0.96
Regular open day should be introduced in the school for parents to check the performance of their children	3.07	0.92
Good parent-teacher rapport helps to reduce students' truancy behavior	2.93	0.92
Teachers should report cases of truancy to the students' parents	2.96	0.89
Teachers should make a regular roll call if they want to stop students' regular absenteeism	2.97	0.88
Programme of interest should be introduced in the school to keep students busy	2.88	0.96
Schools should have permanent counselors who will be counseling students on appropriate behaviours	2.87	0.90
Parents should show very high interest in their children's academics as this will motivate the child to attend school	2.96	0.92
Parents as well should report trace of truancy of their children to their teachers	2.98	0.91
Parents should provide their wards with necessary reading materials to enable them stay in school	2.82	0.94
Parents should stop sending their wards to hawk for them during school hour or face sanction	2.56	0.94
Law enforcement agency should be employed to check truants in the street	3.04	0.84
Parents should try as much as possible to pay their children's school fees on time	3.09	0.77
Parents should help to see that their wards do their assignment before the next school day	3.10	0.93
Necessary recreation should be provided for children at home (e.g. television, games) to minimize their going out to watch them	2.93	0.87
Children should not be over pampered by the parents	3.07	0.88
There should be warmth in the parent-child relationship	2.74	0.82
Parents should give accurate information about their children	2.78	0.98
Regular visit to school by parents is necessary as this will make the child to be staying in the class	2.91	0.92
Overall mean and standard deviation	2.95	0.38

N = 207

students. Data from the tables reveals that mean score of parents ranges from 2.37-3.30 for the 10 items. While mean scores of teachers range from 2.62-3.33, respectively. Data on Table 1 also shows the overall mean rating of 2.97 with the standard deviation of 0.42 for parents and 3.07 and standard deviation 0.40 for teachers, respectively.

Research question two: What are the strategies for reducing truancy among secondary school students as perceived by parents?

Table 2 indicates that the respondents agreed that all the items stated were parents' perceived strategies for reducing truancy among secondary school students. Data on Table 2 shows mean ratings of 2.95 and standard deviations of 0.38, respectively.

Research question three: What are the strategies for reducing truancy among secondary school students as perceived by teachers?

Table 3 reveals that all the respondents agreed that the items so stated were teachers' perceived strategies for reducing truancy among secondary school students. Results from table three shows overall mean ratings of 3.07 and standard deviation of 0.26, respectively.

Hypotheses:

- Ho₁: there is no significant difference in the mean scores of parents' and teachers' perceived strategies for reducing truancy among secondary school students

Table 3: Teachers' perceived strategies for curbing truancy among secondary school students

Items	Mean	SD
There should be a good rapport between teachers and students	3.15	0.84
Reinforcement should be given to students to encourage good behavior	3.15	0.73
There should be good communication between teachers and parents	3.30	0.74
Teachers should isolate and punish any deviant behavior noticed in students	3.15	0.74
Teachers should plan their lessons very well to interest the students.	3.13	0.82
Students should be engaged in activities of interest such as dramatic society, debating club	3.07	0.66
Instructional materials should be used in teaching students	2.96	0.83
Regular open day should be introduced in the school for parents to check the performance of their children.	2.95	0.86
Good parent-teacher rapport helps to reduce students' truancy behavior	2.95	0.85
Teachers should report cases of truancy to the students' parents	3.00	0.99
Teachers should make a regular roll call if they want to stop students' regular absenteeism	2.98	0.80
Programme of interest should be introduced in the school to keep students busy	3.07	0.85
Schools should have permanent counselors who will be counseling students on appropriate behaviours	3.08	0.91
Parents should show very high interest in their children's academics as this will motivate the child to attend	3.10	0.80
Parents as well should report trace of truancy of their children to their teachers	2.93	0.89
Parents should provide their wards with reading materials to enable them stay in school	2.92	0.90
Parents should stop sending their wards to hawk for them during school hour or face sanction	2.69	0.88
Law enforcement agency should be employed to check truants in the street	3.14	0.74
Parents should try as much as possible to pay their children's school fees on time	3.22	0.68
Parents should help to see that their wards do their assignment before the next school day	3.35	0.81
Necessary recreation should be provided for children at home (eg television, games) to minimize their going out to watch them	3.26	0.74
Children should not be over pampered by the parents	3.16	0.75
There should be warmth in the parent-child relationship	3.13	0.75
Parents should give accurate information about their children	2.96	0.77
Regular visit to school by parents is necessary as this will make the child to be staying in the class	2.89	0.82
Overall mean and standard deviation	3.07	0.26

N = 91

Table 4: t-test on the perceived strategies for curbing truancy among secondary school students by parents and teachers

Variables	N	Mean	SD	df	t-value	Sig.
Parent	207	2.96	0.38	296	-2.48	0.01
Teachers	91	3.07	0.26	-	-	-

The result in Table 4 shows a significant difference between the teacher's and parents' perception of the strategies for reducing truancy among secondary school students (0.01). The test of hypothesis at 0.05 significance level shows that 0.01 (t cal) is <0.05 which implies that there is significant difference between parents' and teachers' perception of the strategies for reducing truancy. Therefore, the null hypothesis is rejected. The analysis of the significant difference between the mean ratings of parents and teachers with regards to the strategies for reducing truancy among secondary school students showed a significant difference.

DISCUSSION

Result of data analysis in Table 1 showed that students hawking during school hours, watching films on the street, indiscriminate punishment by the teachers, bullying of students by their peers, lack or absence of teachers in the classroom, poor academic achievement, parents forcing their children to absent themselves from school, lack of motivation from parents among others are some of the causes of truancy among secondary school student. This finding is in consonance with earlier

researches by Dryfoos (2010) which stated that children or young people are frightened of walking to school and are thus unwilling to go to school as a result of bullying attitude of the fellow students, teachers and other people in researchcity. A typical persistent truant according to Turner (2002) is unhappiness at home and unpopular at school. It becomes evident that an unsatisfactory home condition and discipline could degenerate into truancy for a child from such home background.

Table 2 showed that good rapport between teachers and students, use of reinforcement to encourage good behaviour, isolating and punishing deviant students, good communication between teachers and parents, engaging students in interesting activities such as dramatic and debating societies, teachers planning and making their lesson interesting and use of instructional materials, parents motivation of students, provision of reading materials by parents, parents' avoidance of using children as hawkers and prompt payment of children's school fees by parents are some of the parents' perceived strategies for reducing truancy among secondary school students. This finding is in line with the findings of Martin and Pear (2007) who stated that behaviour modification is the traditional term for the use of empirically demonstrated behaviour change techniques to increase or decrease the frequency of behaviours such as altering an individual's behaviours and reactions to stimuli through positive and negative reinforcement of

adaptive behaviour and/or the reduction of behaviour through its extinction, punishment and/or satiation. Truancy is one such behaviour.

Result of Table 3 revealed that teachers should make regular roll call of students to stop students regular absenteeism, there should be permanent school counselors to counsel students on appropriate behaviour, teachers should report cases of truancy to students' parents. This collaborated with the view of Halper who maintained that the fundamentals of behaviour modification can be used to increase desired behaviours in any individual, regardless of functional level. For example, teachers or parents may use behavioural techniques to help the children to consistently achieve the goal of being punctual in school. These behavioural techniques may include the above listed. The researches went on to say that although reinforcement and punishment can be equally effective in reducing specific target behaviours in the classroom, reinforcement is by far more effective in helping children develop alternative, more functional behaviours. The effectiveness depends on how efficiently and consistently the technique is applied to obtain the desired behaviour. It is also revealed that students whose teachers instituted a procedure in which they would receive a bonus mark if they attend school regularly and participates actively were regular to classes than those whose teachers threatens each time they are absent from class.

CONCLUSION

Truancy among secondary school students is a serious problem that has eaten deep into the fabrics of the nation's education system and causes students to loose interest and performs poorly in school. If truancy is not reduced in secondary schools which is the level at which students acquire skills that prepares them for higher or tertiary education for manpower development, there will be many dropouts and this may mean doom for the nation's development. Hence, behaviour modification therapy such as positive and negative reinforcement as well as positive and negative punishment is imperative to encourage desirable behaviours of students and to reduce truancy and curbing of other deviant behaviours among secondary school students for individual and national development.

IMPLICATIONS

The findings of this study have identified causes of truancy among secondary school students as well as parents' and teachers' perceived strategies for reducing

truancy in secondary schools. This study has also provided useful information on positive and negative reinforcement as one of the types of behaviour modification techniques that helps to increase desirable behaviours in individuals and manage or change deviant behaviours or antisocial behaviours of students at home or in school. This implies that consistent and efficient use of reinforcement such as reward, gifts and motivating words by parents and teachers at home and in the classroom for good and or desirable behaviours of individuals will reinforce and encourage them to keep on. Also, parents and teachers consistent and efficient use of negative reinforcement such as punishment for antisocial or deviant behaviours of students at home or in school will help reduce deviant behaviour such as truancy and bring a desired change in the students' behaviour. This also implies that positive and negative reinforcement behaviour modification therapy must be applied by parents and teachers consistently and efficiently without which it will fail and the desired change or reduction of truancy may not be achieved.

Based on the findings of this study, it recommends that parents should consistently and efficiently apply positive and negative reinforcement such as rewards, gifts, motivating words, withholding of gifts till the desired behaviour is exhibited to encourage desirable behaviours of their children or wards. Positive and negative punishment such as giving the child extra chores to do or spanking should also be used to reduce or change undesirable behaviours. The study also recommends that teachers should consistently and efficiently apply both positive and negative reinforcement cum punishment to encourage students to continue with good behaviour and for discouraging and disapproval of deviant behaviour such as truancy among students in order to achieve a desired change in their behaviour towards schooling. Teachers should vary the teaching methods they use in the classroom to motivate the students. They should also take their job very serious and stop using school period for another source of income other than their salary. On the other hand, Federal government should fortify the security agents on the their duty to checkmate children loitering the street inform of hawking.

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