

Teacher's Perception of Antisocial Behaviours and Academic Achievement of Secondary School Students in Obollo-Afor Education Zone

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Abstract

The growing rate of poor academic achievement of secondary school students has been partly deduced to antisocial behaviour. The study assessed teachers' perception of antisocial behaviours and academic achievement of secondary school students in Obollo-Afor Education Zone. Two research questions and two null hypotheses were formulated and posed to guide the study. The study adopted a descriptive cross-sectional survey research design. 1,574 teachers (males 477 and females 1,097) in all the 46 secondary schools in Obollo-Afor Education Zone formed the target population for the study. A sample of 315 (82 male and 232 female) teachers was used for the study. A questionnaire titled "Teachers' Perception of Antisocial Behaviour on Students' Academic Achievement Questionnaire (TPABSAAQ)" was used for data collection. Three experts face-validated the instrument. Cronbach's Alpha was used to determine the internal consistency of the questionnaire items and reliability coefficients of 0.81, 0.78 for clusters A and B respectively were obtained. Data collected were analyzed using mean, standard deviation, and t-test at 0.05 level of significance. The results revealed, among others, that truancy and drug abuse as perceived by teachers affect students' academic achievement. The results also revealed that there is no significant difference between the mean responses of male and female teachers' perception of these variables on academic achievement of secondary school students in Obollo-Afor Education Zone. However, there is a need for enlightenment campaigns by government and non-government organizations/ agencies for parents and children on the dangers inherent in truancy and drug abuse.

Keywords: Teachers' perception, Antisocial behaviours, Truancy, Drug abuse, Academic achievement

Introduction

Academic achievement is one of the most significant indicators of teaching and learning in the educational systems. Academic achievement is the scholastic standing of a student at any given moment which could be explained in terms of grades obtained in a subject or subjects (Mekonnen, 2014). It is the grade assigned or awarded to students after series of teaching and learning exercises usually measured by continuous assessments or examinations. As a dependent variable, academic achievement is highly influenced by many factors such as interest, motivation, home education environment, parental socio-economic status and antisocial behaviour.

The reality of good conduct among students is a result of decent behaviour. Behaviour is the way an individual acts towards people, society, or objects (Kayne, 2012). It can be good or bad, acceptable or not acceptable, normal or abnormal, learnt and unlearn (Pavlov, 1904). Students who exhibited good behaviours had acquired good morals, values, attitudes, and sensibility, which help in their intellectual, social, psychological, and spiritual development. For this study, behaviour is the way an individual overtly or covertly acts, and it is partly measured based on students' discipline.

Discipline in schools, according to Zubaidia (2009) is respect for school laws and regulations, and the maintenance of an established standard of behaviour, which implies self-control, restraint, respect for oneself and others. Ogbonna (2013) refers to discipline as when students are taught to respect the school authorities, to observe the school laws, and regulations and to maintain an established standard of behaviour. Discipline is the force that prompts students to observe the rules and regulations which are necessary for the attainment of educational goals. It is a factor that restrains students from engaging in disruptive behaviour or antisocial behaviours

Antisocial behaviour according to Kimberly and Jacob (2002) is any act that imposes physical or psychological harm on other people or their properties. Such acts for them may sometimes constitute a violation of legal codes. It is also a disruptive behaviour that is characterized by covert, and overt hostility, and intentional aggression towards other people (Clare, 2006). Antisocial behaviour is also aggressive actions against property, such as stealing, vandalism, and fire-setting among others. Walker et al. (2008) asserts that antisocial behaviour is any behaviour that disturbs or interferes with people's ability to go about their lawful business. It is a behaviour which persistently violates socially acceptable behaviour pattern exhibited by both male and female students. According to Clare (2006), antisocial behaviour includes high-risk activities involving self such as examination malpractice, sexual immorality, juvenile delinquency, smoking, cultism, lateness to assemblies and classes, fighting, aggressive actions against siblings, peers, parents, teachers, like verbal abuse, bullying and hitting, drug abuse and truancy. However, for this study, the researcher will investigate teachers' perception of the effect of truancy and drug abuse on the academic achievement of secondary school students.

Truancy according to Okwakpam and Okwakpam (2012), is any intentional unauthorized or illegal absence from compulsory schooling. It may also refer to students who attend school but do not go to classes. It is irregular school attendance. Truancy is a delinquent act of staying off from school (Animasahun, 2009). Petegem (2007) stated that truancy has been conceptualized as unjustified intentional absence from school. Fogelman and Hibbett (2006)

opined that any absence from school without an acceptable reason is truancy and antisocial behaviour. Gabb (2006) is of the view that truant students leave home but do not get to school or escape from school or class to engage in any other activities that catch up with their imaginations. Truancy is a type of deviant behaviour exhibited by some students in schools without formal permission from the school authority. Siziya et al. (2007) in their study found that truant adolescents had been reported to engage in risky sexual practice, illicit drug use, alcohol drinking, and cigarette smoking. Erinoshio (2004) observed that schools and colleges have lost their sacred roles as formation centers and have become breeding ground for truants, thugs, gangsters, cultists, and drug abusers.

Drugs are used for man's good health and welfare when used appropriately, when it becomes a habit and affect human functioning; it is then termed drug abuse (Anyanwu in Onwuasoanya, 2010). Drug abuse, according to Ajayi and Ayodele (2003), is the wrong use or inappropriate use of chemical substances that are capable of changing the functions of cells in the body. Ajayi and Ekundayo (2010) also saw drug abuse as over-dependence on and misuse of one particular drug with or without a prior medical diagnosis from qualified health practitioners. Ajayi and Ekundayo further identified dangerous drugs like cocaine, Indian hemp (marijuana), morphine, heroin, tobacco, ephedrine, valium five and Chinese capsules as few among the drugs commonly abused by students. In this study, drug abuse is excessive use of un-prescribed and prescribed drugs to the point that it becomes a habit. In an attempt to control sleep or get energized, most students start experimenting with tobacco, alcohol, ephedrine, and other caffeinated substances such as Nescafe and red bull. Ajayi and Ekundayo stated some of the implications of drug abuse as mental illness, low self-esteem and self-respect, injuries to one's health, increase in crime rate and cultism. Thus, engaging in these antisocial behaviours according to Kimberly and Arriola (2006) pose a great risk to students' mental and physical health in terms of loss of life, low self-esteem, cognitive depression, and disruptions in the teaching and learning process.

These antisocial behaviours no doubt could affect adversely the principals, the teachers, the school facilities, as well as the disciplinary tone of the school and invariably the students' academic achievements in school. Aminu et al. (2015) in their study found that involvement in anti-social behaviour by secondary school students has a significant relationship with their school achievement. Several activities have been initiated by the curriculum planners to eliminate these behaviours in schools. For instance, according to Adeyemo (2011), religious and moral instruction and guidance and counselling services have been re-introduced in schools as a means of inculcating moral values on students. Unfortunately, in Obollo-Afor education zone these strategies and measures appear not to have yielded many results because the incidence of

antisocial behaviour is still persisting in schools. For example, some students from a community secondary school in the area were expelled because Indian hemp was found in their school bags by the school authority. Students who exhibit these behaviours may lack concentration in their studies. The question then is "what is the perception of teachers on the influence of antisocial behaviours on academic achievement of secondary school students?"

As curriculum implementers, the teachers are always faced with the challenges of helping the students to acquire knowledge and form their character in a rightful direction. They play the role of inculcating the right attitude and manner on students, especially when viewed from the fact that students whom they teach are drawn from different home backgrounds, accommodate the influence of peer groups, and are bound to exhibit different patterns of behaviour that may not conform with the instructional standard of the school. It is important to find out their perception on the influence of truancy and drug abuse on secondary school students' academic achievement especially in Obollo-Afor Education Zone due to the growing rate of poor academic achievement among many of the secondary school students in SSCE examinations in that area.

Teachers' gender could influence their perception on the influence of antisocial behaviours on academic achievement. Gender is referred to as the social roles that are believed to belong to male and female within a particular social grouping (Amoo & Onasanya, 2010). In the words of Amadi (2015) gender is a set of qualities and behaviours expected from a female or a male by the society. It relates to cultural attributes of both male and female. For this study, gender is seen as masculine and feminine roles associated to male and female. Agbi (1997) emphasized that great difference exists between male and female teachers in their assessment of students' behaviours. These differences according to Agbi, emanate from the biological differences and the differences in socio cultural demands on males and females. It is the teachers' responsibility to create opportunity for all students to learn to the best of their ability irrespective of their gender. According to Dora (2005), male teachers' perception in teaching and learning is quite different from their female counterparts. Thus, it is important to investigate if teachers' gender influences their perception of antisocial behaviours on students' academic achievement.

Purpose of the Study

The purpose of the study was to determine teachers' perception of antisocial behaviour and academic achievement of secondary the school students. Specifically, the study assessed teachers' perception of:

1. truancy on academic achievement of secondary school students in Obollo-Afor Education; and

2. drug abuse on academic achievement of secondary school students in Obollo-Afor Education.

Research Questions

The following research questions guided the study:

1. What is teachers' perception of truancy on academic achievement of secondary school students?
2. What is teachers' perception of drug abuse on academic achievement of secondary school students?

Hypotheses

The following null hypotheses were formulated to guide the study and was tested at 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female teachers' perception of truancy on academic achievement of secondary school students.
2. There is no significant difference between the mean ratings of male and female teachers' perception of drug abuse on academic achievement of secondary school students.

Materials and Methods

Study design

The study adopted the descriptive survey research design. The study was carried out in Obollo-Afor Education Zone of Enugu State, Nigeria. The zone comprises three (3) local government areas namely: Udenu Local Government, Igbo-Eze South Local Government, and Igbo-Eze North Local Government areas. This Education Zone was chosen because antisocial behaviours seems to be prominent among some secondary school students within the area especially truancy and drug abuse.

Population for the Study

The population for this study consists of 1,574 teachers (males 477 and females 1,097) in all the 46 secondary schools in Obollo-Afor Education Zone. (Source: Post Primary School Management Board [PPSMB], 2015).

A sample of 315 respondents (83 male teachers and 232 female teachers) was used for this study. This sample size represented 20% of the entire population as recommended by Cohen, Manion, and Morrison (2011) for a large population. A multi-stage sampling procedure was adopted for this study. In the first stage, two local government areas (Udenu and Igbo-Eze South LGA) were selected from three local government areas using simple random sampling technique with replacement. At the second stage, simple random sampling technique with replacement was also used to select 10 secondary schools from 26 secondary schools in the two

local government areas (Udenu, and Igbo-Eze South LGA). At the third stage, six (6) secondary schools were selected from Udenu local government, and four (4) secondary schools were selected from Igbo-Eze South local government area using proportionate sampling technique. At the fourth stage, proportionate sampling technique was also used to sample 178 teachers (46 male teachers and 132 female teachers) from Udenu LGA and 137 teachers (37 male teachers and 100 female teachers) from Igbo-Eze South LGA respectively, making it a total of 315 teachers (83 male teachers and 232 female teachers). Proportionate sampling technique was used in the third and fourth stages, because the number of schools and teachers (male and female teachers) in the two local government areas are not equal.

Method of Data collection

A questionnaire titled "Teachers' Perception of Antisocial Behaviour on Students' Academic Achievement Questionnaire (TPABSAAQ)" developed by the researcher was used for data collection. The questionnaire has two sections; section 'A' and section 'B'. Section 'A' sought information on the respondents' demographic data, while section B contains two clusters. Cluster 'A' sought information on teachers' perception of truancy on students' academic achievement, while Cluster 'B' sought information on teachers' perception of drug abuse on students' academic achievement. The questionnaire has a total of 14 items (6 items for cluster A and 8 items for cluster B). The response options for the items are: Strongly Agree, Agree, Disagree, and Strongly Disagree with numerical values of 4, 3, 2, and 1 point assigned to each response in the five clusters respectively.

The questionnaire was given to three experts for face validation. One from measurement and evaluation in the Department of Science Education, two from psychology in the Department of Educational Foundations, all in the Faculty of Education, University of Nigeria, Nsukka. The experts were requested to assess the instrument concerning the clarity of items, simplicity of vocabulary, and relevance of items to the study. Based on the observations of these experts, the research instrument was modified appropriately. The reliability of the modified instrument was ascertained through trial-testing of the instrument by using 38 teachers outside the sampled schools. Cronbach's alpha was used to ascertain the internal consistency of the items and the reliability coefficient of 0.81, 0.78 for clusters A, B, and the grand reliability coefficient of 0.78 were obtained.

Method of Data Analysis

Mean and Standard deviation was used to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. Response with a mean score of 2.50 and above was accepted while below 2.50 was not accepted

Results

Table 1: Mean Rating and Standard Deviation Scores Showing Male and Female Teachers' Perception of Truancy on Academic Achievement of Secondary School Students

S/N	Item Statement	Male			Female		
		\bar{X}_1	sd ₁	dec ₁	\bar{X}_2	sd ₂	dec ₂
		N = 83			N = 232		
1	Staying away from class while lesson is going on in class affects students' academic achievement.	3.01	0.86	A	3.22	0.29	A
2	Students like discussing with their friends outside the school compound during school hours which affect their	3.76	1.03	A	3.09	0.30	A
3	Staying away from school affects students' academic achievement	3.78	1.19	A	3.15	0.29	A
4	Absenteeism in school affects students' academic achievement.	3.79	0.90	A	3.25	0.29	A
5	Students' prefer hanging around the school orchard with their friends during school hours which affects academic achievement	3.69	0.94	A	3.00	0.31	A
6	Students enjoy watching movies instead of going to school	3.80	1.07	A	3.11	0.30	A
	Grand mean	3.63	0.99	A	3.14	0.30	A

key: N = Number of respondents, \bar{X}_1 = mean for male teachers, sd₁ = Standard Deviation for male teachers, dec₁ = Decision for male teachers, \bar{X}_2 = mean for female teachers, sd₂ = Standard Deviation for female teachers, dec₂ = Decision for female teachers, A = Agree

Table 1 shows the mean and standard deviation scores of male and female teachers' perception of truancy on the academic achievement of secondary school students. The result of the study shows that the mean ratings of items 1-6 are above the criterion level of 2.50 for accepting an item. Since the mean ratings are above the criterion level of 2.50 for accepting an item, this means that the respondents agreed that truancy affects students' academic achievement that is, absenteeism from school, staying away from class while the lesson is ongoing, enjoy watching movies instead of going to school and hanging around the school orchard during school hours affect the achievement of students academically. The grand mean shows that truancy, as perceived by both male and female teachers, affects students' academic achievement in Obollo-Afor Education Zone.

Table 2: Mean Rating and Standard Deviation Scores Showing Male and Female Teachers' Perception of Drug Abuse on Academic Achievement of Secondary School Students

		Male			Female		
		N = 83			N = 232		
S/N	Item Statement	\bar{X}_1	sd ₁	dec ₁	\bar{X}_2	sd ₂	dec ₂
1	Drug addiction affects students' academic achievement in school	3.01	0.86	A	3.26	0.29	A
2	Students' develop hatred for reading each time they use drug	3.76	1.03	A	3.30	0.28	A
3	Students' use of drug distort their thinking pattern which becomes detrimental to academic engagement.	3.78	1.19	A	3.22	0.29	A
4	Students who always spend time with their friends smoking instead of reading their books perform very poor academically.	3.79	0.90	A	3.20	0.29	A
5	Drug addiction makes some students lack concentration in school.	3.67	0.94	A	3.09	0.30	A
6	Students who engage in drug intake fight often	3.80	1.07	A	3.14	0.30	A
7	Some students use drugs to feel high before writing exams.	3.87	0.98	A	3.24	0.29	A
8	Taking drugs makes some students not to study harder.	3.86	3.32	A	3.30	0.33	A
Grand mean		3.69	1.28	A	3.23	0.33	A

key: N = Number of respondents, \bar{X}_1 = mean for male teachers, sd₁ = Standard Deviation for male teachers, dec₁ = Decision for male teachers, \bar{X}_2 = mean for female teachers, sd₂ = Standard Deviation for female teachers, dec₂ = Decision for female teachers, A = Agree

The result of the study as presented in Table 2 shows the mean and standard deviation scores of male and female teachers' perception of drug abuse on the academic achievement of secondary school students. The result shows that the mean ratings of items 1-8 have mean ratings are above the criterion level of 2.50 for accepting an item. This means that the respondents agreed that drug addiction affects students' academic achievement in school; it makes students develop hatred for reading each time they use drug; drug distorts students thinking pattern which becomes detrimental to academic engagement; students who always spend time with their friends smoking instead of reading their books perform very poor academically; drug addiction makes some students lack concentration in school; Taking drugs makes some students not to study harder. The grand mean shows that that drug abuse as perceived by male and female teaches affects students' academic achievement in Obollo-Afor Education Zone.

Table 3: t-Test Analysis of Male and Female Teachers' Perception of Truancy on Academic Achievement of Secondary School Students

Gender	N	Mean	Std. Deviation	Df	t-value	Sig. (2-tailed)
Male	83	2.93	.44			
Female	232	2.86	.41	313	2.66	0.08

The result of the study as presented in Table 3 shows the t-test analysis of the significant difference between the mean ratings of male and female teachers' perception of truancy on academic achievement of secondary school students in Obollo-Afor Education Zone. The result shows that a t-value of 2.66 with a degree of freedom of 313 and a probability value of 0.08 was obtained. Since the probability value of 0.08 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of male and female teachers' perception of truancy on academic achievement of secondary school students in Obollo-Afor Education Zone is therefore not rejected. The inference drawn is that male and female teachers' perception of truancy on academic achievement of secondary school student in Obollo-Afor Education Zone did not differ significantly

Table 4: t-Test Analysis of Male and Female Teachers' Perception of Drug Abuse on Academic Achievement of Secondary School Students

Gender	N	Mean	Std. Deviation	Df	t-value	Sig. (2-tailed)
Male	83	2.96	.37			
Female	232	2.93	.41	313	0.83	0.40

The result of the study as presented in Table 4 shows the t-test analysis of the significant difference between the mean ratings of male and female teachers' perception of drug abuse on academic achievement of secondary school students in Obollo-Afor Education Zone. The result shows that a t-value of 0.83 with a degree of freedom of 313 and a probability value of 0.40 was obtained. Since the probability value of 0.40 is greater than 0.05 levels of significance, it means that the result is not significant. The null hypothesis which stated that there is no significant difference between the mean ratings of male and female teachers' perception of drug abuse on academic achievement of secondary school students in Obollo-Afor Education Zone is therefore not rejected. The inference drawn is that there was no significant difference between the mean ratings of male and female teachers' perception of drug abuse on academic achievement of secondary school students in Obollo-Afor Education Zone.

Discussion

Based on the finding of the study as presented in Table 1, the result shows that truancy, as perceived by teachers, affects students' academic achievement in Obollo-Afor Education Zone. This means that absenteeism from school, staying away from class while the lesson is going on; enjoy watching movies instead of going to school, and hanging around the school orchard during school hours affect the performance of students academically. This finding is in agreement with the earlier findings by Oluremi (2013) who found that truancy affects the academic performance of students. Also in support of these, Animasahun (2009) stated that truancy influences students' performance in secondary schools. However, the findings of the study are not in line with the earlier findings by Samson (2014) who found out that there is no difference between the academic performance of truant students and non-truant students. The result also revealed that there is no significant difference between male and female teachers' perception of truancy on academic achievement of secondary school students in Obollo-Afor Education Zone.

The result also shows that drug abuse as perceived by teachers affects the academic achievement of secondary school students in Obollo-Afor Education Zone. This finding is in agreement with the earlier finding by Abdu-Raheem (2013) who found out that that drug abuse significantly affects students' academic performance in Ekiti and Ondo States. Also, Aminu, Sharehu, Achor, and Onah (2015) opined that drug use and anti-social behaviour indulged in by students are strong indices of poor academic achievement. The finding of this study is in disagreement with Mgbah (2010) who found out that there is no significant relationship between drug abuse and academic achievement. The result of this study also showed that there is no significant difference between male and female teachers' perception of drug abuse on academic achievement of secondary school students in Obollo-Afor Education Zone.

Conclusion

From the result of the study on teachers' perception of antisocial behaviours on academic achievement, there is evidence that truancy and drug abuse affect students' academic achievement in secondary schools. There is a need for parents to put more effort to ensure that their children are adequately provided for and morally groomed.

Recommendations

Based on the findings of the study, there is a need for collaboration between teachers and parents to stem the tide of truancy and drug abuse to enhance the academic achievement of secondary school students. The result highlights the need for enlightenment campaigns by government agencies and non-government organizations for parents and children on the dangers inherent in truancy and drug abuse. There is also a need for an education task force or a

monitoring agency that will be visiting various schools at the Local, State, and Federal Government levels to checkmate issues of anti-social behaviours especially truancy and drug abuse in Nigerian secondary schools. Hence, more effort should be made to develop truancy and drug abuse prevention strategies in secondary schools.

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