

165

# IBADAN JOURNAL OF EDUCATIONAL STUDIES

Vol. 3 Nos.1 & 2 June - Dec., 2003

(IJES)

ISSN: 1596-5953



## CHRONIC SCHOOL ABSENTEES OPINION ABOUT CHILD-CENTRED FACTORS RESPONSIBLE FOR THEIR NON-SCHOOL ATTENDANCE BEHAVIOUR

Dr. Falaye, A. O.

Department of Guidance & Counselling,  
University of Ibadan, Ibadan

&

Dr. Gesinde, A. M.

Federal College of Education,  
Oyo

### Abstract

This study examined the opinion of school chronic absentees on child-centred factors influencing non-school attendance behaviour. The subjects of the study were 150 chronic absentees (males = 67, females = 83) purposively selected from thirty randomly selected secondary schools in Ibadan, Oyo State. A validated self-developed questionnaire was used to collect data from participants. Means and standard deviation were used to analyse the data collected. The results at  $X = 3.00$  decision point indicated that the participants disagreed that their irregular attendance in school was due to intimidation by mates (bullying) ( $x = 2.94$ ;  $SD = 1.32$ ); selling of goods in public places ( $x = 2.69$ ;  $SD = 1.22$ ); social celebrations and ( $x = 2.96$ ;  $SD = 1.34$ ); and value importance attached to school. They, however, agreed that their absences were due to lack of interest in school ( $x = 3.37$ ;  $SD = 1.40$ ); discouragement by mates ( $x = 3.16$ ;  $SD = 1.40$ ); inability to do homework ( $x = 3.07$ ;  $SD = 1.29$ ); fewer subjects on the time-table ( $x = 3.03$ ;  $SD = 1.32$ ); fear of failure ( $x = 3.07$ ;  $SD = 1.43$ ); pressure of school work ( $x = 3.19$ ;  $SD = 1.28$ ); absence of examination ( $x = 3.2$ ;  $SD = 1.45$ ); inability to understand lessons ( $x = 3.17$ ;  $SD = 1.27$ ); hatred for school subjects ( $x = 3.08$ ;  $SD = 1.28$ ); excessive teaching ( $x = 3.13$ ;  $SD = 1.42$ ); lateness ( $x = 3.06$ ;  $SD = 1.37$ ). There were no statistically

significant difference in the non-school attendance behaviour of male and female absentees ( $t = 0.086$ ,  $p < 0.05$ ) and among junior and senior secondary school absentees ( $t = 1.53$ ,  $p < 0.05$ ). Implications of findings were discussed and recommendations proffered.

### Introduction

The school as a place where people are educated is bedeviled with a number of maladaptive behaviours. Some of these include non-school attendance behaviour, examination malpractice, poor academic performance, academic failure, school desertion and attrition, cultism, stealing, riots and sexual harassment. The central focus of this study, however, would be on non-school attendance behaviour otherwise known as school truancy or absenteeism.

The rate at which students absent themselves from school is staggering. Garry (2001), for instance, reported that about 150,000 of 1 million students skipped school on a typical day in New York largest public school. In Nigeria, Nwana (1975); Alhassan (1990) and Ugbede (1999) have repeatedly identified truancy as an act of indiscipline commonly found in Nigerian schools. However there are no aggregate national figures to give accurate indicators of the status rate, cohort rate as well as the

secondary school completion rate of Nigerian students.

The consequences of non-school attendance behaviour extend beyond the four walls of the academic environment. According to Dekalb (1999), it affects the students, the family and the community. Chronic school absentees are at risk of non-completion of school. This has far reaching consequences for stakeholders in the educational sector. School dropouts are at a risk of having lower income, more health problem; and being involved in criminal activities and antisocial behaviour. They also depend on welfare and other related social programmes. (Rumberger, 1987& 2001).

Students who are continually absent from school and fall into truant status are more likely to eventually drop out of school (Rumberger, 2001) The grave danger inherent in school absenteeism may have led scholars to isolate some of the factors responsible for its occurrence even though a singular factor has not been identified as prime aetiology for non-school attendance behaviour among adolescents. Prominent identified causes of truancy are factors that are resident within the child. Galloway (1985) reported that psychiatrists and psychologists viewed poor attendance in school as a symptom of disturbance in the child. Lansdown (1990) also observed that to a proportion of children and their parents formal education is simply irrelevant. This implies that the value orientation of parents and their children concerning education has a strong influence on the school attendance behaviour of children. To these children, educational preoccupations are perceived as marginal. Lansdown, therefore, was of the opinion, that by definition, most school non-attenders perceived that school has little to offer them compared to what is available elsewhere. Similarly, Oerlemans and Jenkins (1998) attributed

absence from school to absentees' failure to value their education highly.

Woods (1995) perceived poor academic achievement as the strongest educational predictor of dropping out of school; while conversely, indices predict that early school success can play an important role in helping students stay in school (Hansen, 1994). Poor academic performance, absenteeism and disciplinary problems in elementary and middle school (which within the Nigerian school system is the primary school grade); are strong predictors of withdrawal from high school- i.e secondary school. (Rumberger, 2001; Woods 1995).

Gabb (1997) has pointed out that children play truant because they are ill equipped to tackle normal pressure of school. In this same vein, Aramide (1998) concurred that a substantial proportion of youngsters skipped school in his study of Nigerian truants because they cannot adjust to the demands of school life. When students have been made aware of their academic frailty, the only healthy response, according to child-centred theorists, is non-attendance in the school (Lansdown, 1990). Lotz and Lee (1999) have equally argued that forcing older students to remain in school against their wish would only increase their non-attendance in school. One can, therefore, infer that there is a tendency for school absenteeism among students whose chronological age is above the class they are in.

The complementary impact of peer group on non-school attendance behaviour has also received scholars' attention. Siegel and Senna (1994) affirmed that as youths move through adolescence they gravitate towards cliques that provide them with support, assurance, protection, and correction. Peer group provide social and emotional basis for anti-social activities. In the school setting, Hurlock (1974) concurred that part of the unfavourable attitude

many boys and girls develop towards school and colleges is peer instigated. Within the Nigerian context, this assertion is supported by Aramide (1998) and Ugbede (1999).

Osarenren (1996) also argued that the all-encompassing powerful influence of peer groups is indissolubly linked with many students' illegal absence in school. Cases of gang truancy, according to Denny (1974), are not in common. He asserted that children belonging to the same peer group may be absent from school because of fishing expedition or just because it is a nice day and a boring lesson is coming up.

Wells and Bechard (1989) cited in Asche (1993) identified three major categories of risk factors that contribute to the characteristics of students' risk of dropping out of school as being school-related; community-related and family related factors. Some of these have been highlighted by Project Stay-In (1991). They include: poor self-concept, low self-esteem, low academics (particularly being behind in reading and mathematics); social isolation; poor interpersonal skills; lack of positive peer relationships at school; feeling of not belonging at school. Others are feeling of lack of control over life (i.e. "no matter how hard I try I will not succeed"), little or no extra curricular involvement, mental and/or emotional instability, childhood, depression, unidentified learning disabilities, vision and/or auditory problems that have gone undiagnosed, language barriers, poor health, negative peer relationships; substance abuse, fear of school (school phobia), teachers and/or administrations; experiences of recent traumatic events (divorce, death of a loved one); fear of physical protection going to or at school; teenage pregnancy and/or parenting. These factors predict the psychological frame of reference within which the child operates. Other factors may not be inherent but are significant in the

prediction of school attendance behaviour among adolescents. These are perceived as child-related factors

From the foregoing, therefore, it is evident that multivariate factors affecting school absenteeism, truancy and school dropout rates are important and should be given adequate consideration in efforts aimed at analyzing causative factors of non-school attendance behaviour. It is, however, worthy of note that greater percentage of these factors resident in the child is invalidated. Literature review of studies earlier carried out in this area revealed that a significant percentage of the researchers obtained their information on aetiological factors of non-school attendance from views expressed by teachers, principals, and others and not directly from the absentees. The use of teachers' opinion and retrospective research strategies in this area of study, in the submission of Farrington (1980) is inappropriate and does not give insight into the fundamental causes of school absenteeism. This investigation is an attempt to empirically ascertain the correctness or otherwise of most of the factors precipitating school absenteeism, from the viewpoint of non-school attendees themselves.

### Research Question

In order to achieve the above objective, a single but multidimensional research question is posed to guide the study:

(1) What are the opinions of chronic absentees on the impact of the following child-related factors on their non-school attendance behaviour?

- Intimidation by mates (Bullying)
- absence of examination in school (inadequate measure of ability in the school)
- fear of failure
- other non-school related assignments (such as chores and the like).
- Ceremonies and other societal obligations

- failure to complete assignment
- values attached to schooling ("schooling is unimportant")
- feeling of loneliness in school ("friends are absent, they don't attend my school")
- inability to understand lessons
- lateness to school
- few subjects on the timetable ( many free or unutilized class periods)
- no free periods on the timetable (overloaded timetables and excessive teaching)
- fear of teachers
- selling goods in public places (hawking before or during school hours)
- hatred for particular subjects on the timetable.

### Research Hypotheses

Two null hypotheses were stated and tested at 0.05 level of significance.

- There is no statistically significant difference in the non-school attendance behaviour of male and female secondary school adolescents identified as chronic absentees.
- There is no statistically significant difference in the non school attendance behaviour of junior and senior secondary school students identified as chronic absentees.

### Methodology:

#### Research Design

The study adopted an ex-post facto design. This is because the factors under investigation in this causal-comparative study already existed and were not manipulated in the course of the study.

#### Population and Sample

Purposive sampling technique was used to select 150 chronic school absentees from 30 randomly selected secondary schools in Ibadan. The thirty schools were drawn

from 2 out the 3 senatorial districts of Oyo state in southwest Nigeria. Senatorial districts were selected using a simple ballot system. Participating schools were randomly selected using the table of random numbers. While 67 were males representing 44.67 percent the females were 83 representing 55.33 percent. Their ages range between 12-22 years with a mean age of 16.03 and standard deviation of 1.89.

#### Instrumentation

The two instruments used in this study to collect data from the participants were the school attendance register and a self-developed validated questionnaire- Non-school Attendance Behaviour (Child-related Factors) Questionnaire (a section of Non School Attendance Behaviour Scale)

The school attendance register is globally recognized as an important source to be consulted in any attempt to ascertain students' attendance rate in the school. It has been found to be reliable if not subjected to undue manipulation. For the purpose of identifying chronic absentees who participated in this study the 2001/2002 attendance register of JSS1 to SS2 classes in participating schools were consulted. Only students who had missed more than one-third of the expected attendance in the first and second terms participated in the study. The study was conducted in the third term of the school year.

The researchers designed the Non School Attendance Behaviour (Child-related Factors) Questionnaire. It comprised of 15 positively worded items utilizing a five-points Likert rating scale (See Table 1 for items on the Questionnaire). It also sought information on personal background of the participants. A pre-test of the Non-school Attendance Behaviour (Child-related Factors) Questionnaire was carried out on 50 identified school absentees in 10

schools in three local government areas of Oyo state. A split-half reliability coefficient alpha value of 0.75 was recorded for the reliability of the instrument.

### Procedure

The researchers first identified 150 students who had missed more than one third of expected attendance in school in the first and second terms of 2001/2002 session using the attendance register. Identified chronic absentees were then given the self-developed structured questionnaire in each school. Administration of questionnaires was done with the assistance of the class teachers of identified chronic absentees. Teacher's assistance was imperative because of the characteristic irregular school attendance behaviour of school absentees who are the target participants in the present study. The questionnaire, which took between 15-20 minutes to complete, was collected on the same day by the researchers and field assistants. Data collection spanned through the third term of the 2001/2002 school year.

### Data Analysis

Data collected were analysed using the descriptive statistics of means and standard deviation. The decision-point was put at 3.0. This, therefore, implies that a mean rating of less than 3.0 is "disagree", while a mean rating more than 3.0 is "agree". A one-sample t-test value was analysed to answer the multidimensional research question, while t-test analysis of independent means was used to test the two research hypotheses stated in the study. The one-sample t-test value provided insight into the consensus opinion of chronic absentees on child-related factors influencing their negative school attendance behaviour as shown in their reactions to the items on the Non School Attendance Behaviour (Child-related Factors) Questionnaire.

### Results

The results of the analyses are presented in accordance with the research questions which guided the study.

**Table 1: Means and standard Deviations and t values of one sample t-test of chronic Absentees opinion on child-related factors of Non-school Attendance Behaviour.**

S/N	STATEMENT	M	SD	T	Df	DECISION
1	Whenever I have no interest in school work I stay at home or in the hostel	3.37	1.40	2.06	148	*Agree
2.	My friends sometimes discourage me from coming to school	3.16	1.40	2.97	148	*Agree
3.	I am sometimes not in school because I have not done my homework	3.07	1.29	2.75	148	*Agree
4.	I am not in school when I have less than three subjects on the time-table	3.03	1.32	3.17	148	*Agree
5.	Since I am not confident that I can succeed in school, I sometimes stay away from coming to school	3.07	1.43	3.09	148	*Agree
6.	The pressure of some hardworking teachers discourages me from attending school.	3.19	1.28	3.73	148	*Agree

7.	It is only during examination periods that I attend school regularly	3.2	1.45	3.03	148	*Agree
8.	Inability to understand lessons taught in class prevents me from coming to the school regularly.	3.17	1.27	3.07	148	*Agree
9.	I am not in school when the only subjects to be taught are the ones I hate	3.08	1.28	2.71	148	*Agree
10.	I always avoid coming to school when my mates are making jest of me.	2.94	1.32	1.53	148	Disagree
11.	When I am not in school it is because I have to sell goods in public places	2.69	1.22	0.98	148	Disagree
12.	It is only when teachers are not teaching that I do not miss school	3.13	1.42	2.23	148	*Agree
13.	I sometimes stay away from school because of ceremonies	2.96	1.34	1.71	148	Disagree
14.	My poor attendance in school is due to the fact that schooling sometimes means little or nothing to me	2.97	1.32	1.42	148	Disagree
15.	I sometimes stay at home or in the hostel when I am late for school.	3.06	1.37	2.86	148	*Agree

⊙ Significant at 0.05

Going by the results displayed in the above table, chronic school absentees agreed with all the statements except items 10, 11, 13 and 14. The consensus of opinion in this study is that factors such as being made fun of at school, missing school because of trading or other socio-economically related chores; missing school for ceremonies or because school means little to them, do not bear much significance on their school attendance behaviour. Generally, the non-school attendance behaviour of absentees in this study, according to them, can be attributed to child related factors such as: lack of interest in schooling (item 1), peer influence (item 2), not doing class homework and assignments (item 3), low

self concept and self expectations (item 5), too few subjects on timetable- too many free periods (item 4), overwork, strict monitoring by some teachers (item 6), poor teaching and students' inability to understand subjects taught in school (item 8). Others include missing subjects hated by the students (item 9) and when teachers are missing classes (item 12).

To test the first research hypothesis that sought to know if there was a significant difference in non-school attendance behaviour of male and female school absentees sampled in this study, a t-test analysis was computed. Table 2 shows the result of findings on this hypothesis.

**Table 2**

**T-test, means and standard deviation comparing non school attendance behaviour of male and female absentees**

Variables	N	X	SD	t.cal	t.critical	P
-----------	---	---	----	-------	------------	---

Male	67	45.71	10.75	0.86	1.96	NS
Females	83	46.9	9.14			

*Not significant at 0.05*

Table 2 showed that there is no statistically significant difference in the school attendance behaviour of male and female absentees sampled in the study, though female subjects showed a slightly higher mean score on their non-school attendance behaviour ( $x = 46.09$ ,  $SD = 9.14$ ) than male absentees ( $x = 45.71$ ,  $SD = 10.75$ ) This indicated a slightly higher

non-school attendance behaviour among female students sampled in this study.

The second research hypothesis was tested using the t-test measure for value of difference among two independent mean scores. Table 3 shows the comparison between the non school attendance behaviour of junior and senior secondary school students.

**Table 3**  
**T-test, means and standard deviation comparing non-school attendance of junior and senior secondary school absentees**

Variables	N	X	SD	t.cal	t.critical	P
Junior students	53	46.75	8.32	1.53	1.96	N.S
Senior students	97	45.28	10.56			

*Not significant at 0.05 point of significance.*

The second null hypothesis tested in this study was also rejected as the calculated t-value was less than the critical t-value of 1.96, thus confirming is that there is no significant difference in the non school attendance behaviour of junior and senior secondary school chronic absentees. However, the mean scores on junior absentees' school attendance behaviour is slightly higher ( $x = 46.75$ ,  $SD = 8.32$ ) than that of senior secondary school absentees ( $x = 45.28$ ,  $SD = 10.56$ ), ( $t = 1.53$ ,  $p < 0.05$ ). The hypothesis is therefore confirmed.

### Discussion

The study has been able to demonstrate that chronic absentees' irregular attendance in school could be traced to multivariate factors; thus lending a strong support to the fact that no single reason can account for students dropping out of school. This is indicated by respondents' agreement with eleven out of fifteen likely reasons for their irregular school

attendance behaviour. Hierarchically in this investigation, the factors identified by chronic absentees themselves as influencing their school attendance behaviour are: lack of interest in school work; lack of examination (that is inadequate assessment of students' ability); overload of school work; inability to understand what they are taught in school (ineffective teaching); peer influence discouragement from friends; excessive teaching (overcrowded timetables); hatred for particular subjects; inability to complete school assignments; fear of failure (indicating low self concept and self expectations); constant lateness to school, and few subjects in the timetable (many free class periods in the school day).

Child-related factors indicated by chronic absentees in this study corroborate those identified in the Project Stay In (1991) which include factors such as: uninteresting and irrelevant curriculum; poor teacher-student relations;

high teacher- student ratio; lack of parent- school communication and involvement and too weak or too rigid administration. The conclusions of Adana (1987) investigation of the nature and causes of truancy in the secondary schools in Nigeria pointed to the fact that truancy can be attributed mostly to factors within the child. Such factors include fear of punishment, low interest in school subjects, laziness, idleness, inappropriate peer group influence, emotional problems, low perception of the relevance of education in relation to life, low academic performance and inadequate study habit. In the same vein, Kinder, Harland, Wilkin and Wakefield (1995) findings indicate that lack of self-esteem, poor peer relations, lack of concentration/self management skills are some of the causes of truancy resident in the child.

The outcome of the first hypothesis tested in the study confirms that there is no statistically significant difference in the non school attendance behaviour of male and of female chronic school absentees, a finding that lends credence to earlier reports by Geo-Opah (1992), Ananthakrishnan and Nalini (2002). This finding is not supported by Owodunni (1996) who reported a significant gender difference in the non-school attendance behaviour of some secondary school students in Ogun state of Nigeria. Furthermore, the tilt of more males exhibiting higher tendencies of truant habits in Owodunni's study is mildly refuted by the slightly higher mean score of female absentees' non-school attendance behaviour in this investigation.

Though there is no significant difference in the school attendance behaviour of junior and senior secondary school students identified as school absentees in this study, the slightly higher mean score on junior students seem to indicate that juniors are more

susceptible to truant behaviours than seniors. Earlier reports by Munn and Johnstone (1992) and Stoll (1993) confirm that non-school attendance behaviour cut across all age grades in the high (secondary school). The findings here not corroborate Galloway's (1976 and 1985) perception that more senior students are more susceptible to truancy than junior ones.

### **Implications of the findings for counseling practice**

A major focus in the present investigation is to elicit information from potential school dropouts, on factors mostly inherent in them which precipitate their non-school attendance behaviour. Their opinion on these factors are important and relevant for the development of appropriate intervention programmes for potential dropouts in the country. The fact that the chronic absentees agree with eleven out fifteen items suggests that the absentee child is the first and primary target in any attempt to prevent or design intervention programmes for non-school attendance behaviour. The indication is that these and other child-centred factors are the expressions of the internal locus of control of school attendance behaviour of absentees. These should be given adequate attention if successful remedial and preventive programmes are to be put into place for Nigerian school children at-risk of dropping out of school. It, therefore, seems reasonable to suggest that counseling psychologists, educational psychologists, and guidance counselors should give considerable attention to factors resident in the child whenever attempts are made to develop workable intervention strategies that would combat non-school attendance behaviour. Similarly, these professionals should stress the contributory role of the absentees to the incident of non-school attendance behaviour during group counseling sessions.

### Recommendations

Intervention programmes to make students stay in school are becoming imperative if the gains of the nation's educational investments are to be sustained. Scholars submit that the likelihood of students dropping out of school increases with the combination of multifaceted risk factors and that eventual disengagement from school is a long term process beginning with early school experiences (Asche 1993 and Hansen 1994). Within the Nigerian context there is the need for tracer studies that will provide national records of actual rates in terms of the number of secondary school students who do not complete secondary education; the age and class at which students chronic non-school attendance behaviour puts them at risk of school attrition and the percentage of secondary school intakes that complete this segment of schooling. These vital statistics are essential if the nation would curb wastage in manpower development in the early and formative stages of beneficiaries within the different stages of educational sectors of the country.

In conclusion, effective 'stay - in school' intervention programmes should address school organizational and administrative system; the school climate; instructional materials and delivery; staff culture; as well as parental proactive involvement in school dropout prevention programmes in Nigeria.

### References

- Adana, B. S. (1987). A comparison of teachers' and pupils' views on truancy in Nigerian Secondary Schools. *The Nigerian Journal of Guidance and Counselling* 3, 1&2 17-23.
- Alhassan, A. B. (1990). The Management of disaffection in School
- Educational Management and Administration* 18, 3, 46-52.
- Aramide, F. (1998). Counselling strategies for handling school Related problems: School phobia and truancy. *Journal of Women in colleges of Education*, 2, 108-113
- Asche, J. A. (1993). *Finish for the future: America's communities respond*. Alexandria V. A: National Partners in Education, Inc. 23 - 38
- Dekalb, J. (1999). Student Truancy. *ERIC Digest*, Number 125.
- Denny, A.H. (1974) *Truancy and school phobia*. London: Priority Press Ltd.
- Farrington, D. (1980). Truancy, delinquency, the home and the school. In L. Hersov and I. Berg (Eds.) *Out of school*. Colchester: John Wiley and Sons.
- Gabb, S. (1997). *Truancy: Its measurement and causation: A brief review of the literature*. London: Her Majesty's Stationery Office.
- Galloway, D. (1985). *Schools and persistent absentees*. Oxford: Pergamon Press.
- Garry, E. M. (2001). Truancy: First step to lifetime of problems. Official Bulletin of Juvenile Justice and Delinquency Prevention. OJJDP: US Department of Justice.
- Hansen, D. (1994). *Dropping out and staying in :Elementary school predictors of academic status in later years*. Retrieved May 2003 from [http://wwwlmri.ucsb.edu/resdiss/2/lmri\\_newsletters/volume4/news43/v4n3.htm](http://wwwlmri.ucsb.edu/resdiss/2/lmri_newsletters/volume4/news43/v4n3.htm)

Hurlock, E. B (1974). *Personality development*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

Kinder, K, Harland J, Wilkin, A. and Wakefield A. (1995). Three to remember: *Strategies for disaffected pupils*. Slough: NFER.

Lansdown, R. (1990). Non-attendance at school and school refusal in Britain. In C. Colette and J. G. Young (Eds.) *Why children reject school*. P. 109 - 122. London: Yale University Press.

Lotz, R and Lee, L (1999). Sociability, school experience and delinquency. *Youth and society* 31, 3, 199-224.

Munn, P. and Johnstone, M (1992). *Truancy and attendance in Scottish secondary schools* Edinburgh: The Scottish Council for Research in Education.

Nwana, O. C. (1975), Major school offences in Nigeria: A preliminary study. *West African Journal of Education* XV, 2.

Oerlemans, K. and Jenkins, H. (1998) Their voice: student perception of the sources of alienation in secondary school. *Proceedings: Western Australian Institute for Educational Research Forum*.

Osarenren, N.A. (1996) Absenteeism and truancy. In E.O. Obe (Ed) *School Discipline and Remedies*. 111 - 121. Lagos: Premier Press and Publishers.

Project Stay- In (1991). *Truants Alternative and Optional Education Program*. Illinois: Illinois State Board of Education publication.

Rumberger R.W. (1987). High school dropouts: A review of issues and evidence. *Review of Educational Research*, 57, 2, 101-121

Rumberger R.W. (2001). *Why students drop out of school and what can be done*. Santa Barbara . Retrieved May 2002 from [http://www.civilrightsproject.harvard.edu/research/dropouts\\_rumberger.pdf](http://www.civilrightsproject.harvard.edu/research/dropouts_rumberger.pdf)

Siegel, L.J. and Senna, J.J. (1994). *Juvenile delinquency: Theory, practice and law*, 5th Edition,. New York: West Publishing Company.

Stoll, P. (1993). Truancy in English Secondary Schools *Education today* 44 ,1, 35-37

Ugbede, E. O. (1999). The issue of indiscipline in schools in Nigeria. *Kontagora Journal of Education*. 4,192, 49 - 54.

Woods, E. G (1995), *Reducing the dropout rate*, SIRS Series IX. Retrieved April 2002 from: <http://www.nwrel.org/scpd/sirs/9/c017.html>