

Psychological Variables as Determinants to Reduce Student Educational Non-Compliance among In-School Adolescent in Oyo State, Nigerian

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Abstract: *This research investigates the phenomenon of student educational non-compliance among in-school adolescents in Nigeria, aiming to provide a nuanced understanding of the factors influencing this behaviour and its potential implications for academic performance and overall well-being. Educational non-compliance, characterized by a persistent and intentional resistance to engaging in academic activities, poses a significant challenge to the educational system, affecting both individual students and the broader learning environment. As a result, this study explores the psychological factors as strategies to reduce student educational non-compliance among in-school adolescent in Oyo state, Nigerian. A descriptive survey research design was used for this study. Using a stratified sampling technique, 300 participants were chosen from three secondary schools in Oyo state. The participants' ages ranged from 11 to 24, with a mean age of 12.88 (SD: 8.46). Pearson Product Moment Correlation and multiple regression analysis were both used to test three research questions. The results showed that emotional intelligence ($r = .373, p.05$), self-esteem ($r = .263, p.05$), and parenting style ($r = .364, p.05$) all had statistically significant positive relationships. The three factors together explained 25.6% of the variation in the participants' predictions of educational non-compliance. The variables made positive relative contribution to the reduction of educational non-compliance in the following order: emotional intelligence contributed most to the prediction of educational non-compliance reduction among secondary school adolescents in Oyo state ($\beta = .239, t = 4.338; p < .05$), followed by parenting style ($\beta = .136, t = 2.319; p < .05$) and self-esteem ($\beta = .129, t = 2.052; p < .05$). It is advised that a supportive school environment be set up to reduce educational non-compliance in light of this finding. Young people should be encouraged to use their self-esteem positively. Additionally, adolescent parent should focus more on addressing adolescents' feelings of persistent reluctance or resistance exhibited in order to reduce educational non-compliance tendencies.*

Keywords: *Parenting styles, Self-Esteem, Emotional Intelligence, Educational non-compliance, Adolescents*

INTRODUCTION

Student educational non-compliance is a common issue in educational settings, affecting adolescents' academic performance and overall well-being. Educators in Nigeria, as in many other countries, face the difficult task of addressing this issue in order to ensure that students actively participate in their learning process (Sukariyah & Assaad, 2022). Educational non-compliance can manifest in a variety of ways, including avoidance, defiance, or noncompliance, making effective strategies for educators and administrators essential. This paper investigates a variety of strategies tailored to the Nigerian context for reducing in-school adolescent educational non-compliance. Before delving into variable causes of educational non-compliance, it is critical to understand the root causes of educational non-compliance among Nigerian in-school adolescents (Havik, Bru, & Ertesvg, 2021). Various factors contribute to this behaviour, including emotional problem, parenting styles, socio-economic challenges, cultural differences, learning disabilities, and inadequate teaching methods. Addressing these underlying issues is crucial for implementing effective strategies to decrease educational non-compliance (Sukariyah & Assaad, 2022).

In the context of Nigeria's education system, a growing concern revolves around the increasing prevalence of educational non-compliance among in-school adolescents. Educational non-compliance among in-school adolescents in Nigeria is a complex and multifaceted issue that significantly impacts the educational landscape. Educational non-compliance refers to the persistent reluctance or resistance exhibited by students when faced with academic assignments or responsibilities. This behaviour not only hinders individual academic progress but also poses a significant challenge to the overall effectiveness of the educational system. Understanding and addressing the root causes of student educational non-compliance are crucial for creating a conducive learning environment and ensuring the success of educational initiatives (Park, Yim, Park, Lee, Hong, Jeong, Seo, Jeong & Jo, 2017).

This phenomenon refers to the reluctance or unwillingness of students to engage in assigned tasks, activities, or academic responsibilities. Understanding the meaning, causes, effects, and impacts of educational non-compliance is crucial for educators, parents, policymakers, and researchers to develop effective interventions and support systems. This article explores the various dimensions of educational non-compliance in the context of Nigerian schools. Educational non-compliance is a behavioral manifestation of disengagement or resistance to academic tasks among students. It encompasses a range of behaviors, including procrastination, avoidance, defiance, and outright refusal to participate in classroom activities or complete assignments (Dube & Orpinas, 2019). In the context of in-school adolescents in Nigeria, educational non-compliance may manifest as a response to various factors, including personal, social, and environmental challenges (Kearney, Cook & Chapman, 2017).

Student educational non-compliance is a concept that refers to a student's negative attitude to attend school or the persistent difficulty in remaining there. This concept is part of the school attendance problems, with the main concept referring to the set of different types of school absences or difficulties in attending or remaining in school. Some examples of this behaviour include delays in arrival to school, occasional or ongoing absences, and unexcused absences or absences without parental consent. Multiple factors may contribute simultaneously to negative attitudes towards education. But their relative strength varies depending on the circumstance. Educational non-compliance may arise from a variety of factors due to the uniqueness of each case (Delgado, Martinez-Monteaugudo, Esteban & Rubio, 2019). The four main goals are to: (1) Stay away from school-related stimuli that cause negative affectivity; (2) Get out of school-related social and/or evaluation situations; (3) Seek attention from important people; and (4) Seek concrete reinforcers outside of school. The last two functional conditions involve students refusing school for positive reinforcement (staying at home playing video games or getting attention from parents), while the first two dimensions involve children refusing school for negative reinforcement (overcoming stage fright during public speaking, difficulty with a new school or teacher, etc (Park et'al, 2017).

There are several causes of educational non-compliance among in school adolescents; some students may lack intrinsic motivation, finding it challenging to see the relevance or importance of assigned tasks. Adolescents grappling with low self-esteem may doubt their abilities, leading to a fear of failure and subsequent task avoidance. Students with learning disabilities may experience frustration and anxiety when confronted with tasks that align with their challenges, leading to avoidance. Adolescents often seek social approval, and negative peer influences may contribute to a culture of disengagement and rebellion against academic tasks. Dysfunctional family environments, including inadequate support or high levels of stress, can contribute to educational non-compliance. Schools with insufficient resources, such as outdated textbooks or inadequate teaching materials, may fail to engage students effectively. Unsupportive or hostile classroom environments can create a disincentive for students to actively participate in tasks (Havik, Bru & Ertesvåg, 2021).

Educational non-compliance is directly linked to academic underachievement, as students who consistently avoid tasks are likely to perform poorly in exams and assessments, prolonged educational non-compliance can hinder the overall educational attainment of students, limiting their future opportunities. Educational non-compliance contributes to heightened stress and anxiety levels among students, exacerbating mental health challenges. Persistent educational non-compliance may lead to a sense of helplessness and hopelessness, further hindering academic and personal development (Delgado et'al, 2019). Adolescents who consistently refuse tasks may lack the skills and qualifications necessary for employment, contributing to higher rates of unemployment in the long run. A less educated and skilled workforce may result in economic challenges for the nation as a whole. Educational non-compliance places strain on educational resources as teachers and schools must allocate additional time and support to address the needs of disengaged students. Educators may experience burnout and frustration when dealing with persistent educational non-compliance, affecting the overall quality of education (Sukariyah, & Assaad, 2022).

Educational non-compliance among in-school adolescents in Nigeria is a critical issue with far-reaching consequences for individuals and society. Addressing this phenomenon requires a holistic approach that considers personal, social, and environmental factors. By understanding the meaning, causes, effects, and impacts of educational non-compliance, stakeholders can work collaboratively to implement targeted interventions, support systems, and educational reforms that foster a more engaging and inclusive learning environment for all students (Park, et'al, 2017).

Parenting undoubtedly plays a crucial role in an adolescent's transition from one stage of life to the next, from childhood to adolescence, and from adolescence to adulthood (Okorodudu, 2014). Parenting is a crucial component of an adolescent's socialization. Therefore, it appears that parenting style is a crucial element that can have a significant impact on an adolescent's educational non-compliance by providing moral justification for having a good or bad attitude towards school and academic performance (Yasmin, 2015). Adolescents who receive poor parenting are more likely to refuse tasks, but teens who are enrolled in school are less likely to refuse tasks when their parents monitor them (Yasmin, 2015).

According to research, self-esteem is a frequent factor linked to educational non-compliance (Overholser, Adams, Lehnert, & Brinkman, 1995). Self-esteem refers to an individual's assessment of their worth as an important individual (Brinkman, 2015). Self-esteem has many different definitions. High self-esteem individuals are considered to have positive attitudes toward themselves and feel satisfied with their lives (Overholser, 2009). On the other hand, people who have low self-esteem frequently have a negative opinion of themselves and believe they are unworthy and incompetent. Educational non-compliance tendencies typically rise when a person has a poor opinion of themselves (Overholser et al., 1995). There are many ways to define self-esteem. Evaluation and affect are the two psychological processes that are most frequently used to define self-esteem (Mruk, 2006). While affect emphasizes the importance of feelings as they relate to self-esteem, evaluation emphasizes the importance of cognition. Low self-esteem is linked to educational non-compliance, but boosting one's self-esteem is essential to decreasing educational non-compliance (Mruk, 2006). Emotional intelligence is defined as having a better understanding of emotions, managing emotions skillfully, understanding others, and enhancing one's own self-image. Our ability to navigate the social world is aided by our understanding of our emotions. Using emotions, understanding emotions, managing emotions, and perceiving emotions are all categories of emotional intelligence (Bar-On, 2011). According to the definition given above, adolescents who exhibit high levels of emotional intelligence should also exhibit low levels of educational non-compliance. These characteristics include low levels of parental approval, autonomy, environmental mastery, a sense of purpose in life, and personal development. The major concepts of interpersonal and intrapersonal intelligence,

which make up emotional intelligence, continue to be of great interest. Because nonverbal emotional communication differs from culture to culture, emotional intelligence is crucial in the educational non-compliance that occurs in school settings (Morris & Maisto, 2011). As an illustration, hand gestures in one culture may have very different meanings from those in another. Adolescents who are experiencing intense emotions, such as anxiety, learned helplessness or depression, are rarely able to process or absorb academic information effectively (Morris & Maisto, 2011). Educational non-compliance is linked to low emotional intelligence, whereas reduction is improved by high emotional intelligence (Morris & Maisto, 2011).

Statement of the Problem

Several factors contribute to the alarming rates of educational non-compliance among in-school adolescents in Nigeria. Firstly, socio-economic disparities and limited access to resources create disparities in the quality of education, leading to disengagement among students. Additionally, the lack of tailored teaching methodologies and insufficient teacher training exacerbates the problem. Cultural factors, such as the stigma associated with seeking help, further discourage students from expressing their difficulties or seeking assistance. Furthermore, the current examination-focused education system in Nigeria may contribute to heightened stress levels among students, leading to task avoidance as a coping mechanism. The inadequate provision of mental health support and counseling services exacerbates the issue, leaving students without the necessary tools to manage their academic challenges effectively. Given this gap, this study intends to examine psychological factors as strategies to reduce educational non-compliance among In-school adolescent in Oyo state, Nigerian

Purpose of the Study

This study's goal is to look into the psychological factors as strategies to reduce educational non-compliance among in-school adolescent in Oyo state, Nigerian. In particular, the study's goal is to:

1. Analyze the relationship between the psychological factors (emotional intelligence, self-esteem and parenting styles) and educational non-compliance among in-school adolescent in Oyo state, Nigerian.
2. Examine the interaction between the emotional intelligence, self-esteem and parenting styles and educational non-compliance among in-school adolescent in Oyo state, Nigerian.
3. Investigate the relative contributions of each independent variable (emotional intelligence, self-esteem and parenting styles) and educational non-compliance among in-school adolescent in Oyo state, Nigerian.

Research Questions

- 1) What pattern of relationship does educational non-compliance have with the independent variables (emotional intelligence, self-esteem and parenting styles) among in-school adolescent in Oyo state, Nigerian?
- 2) What is the joint contribution of the emotional intelligence, self-esteem and parenting styles on educational non-compliance among in-school adolescent in Oyo state, Nigerian?
- 3) What is the relative contribution of the emotional intelligence, self-esteem and parenting styles on educational non-compliance among in-school adolescent in Oyo state, Nigerian?

METHODOLOGY

Design

To accomplish its goals, this study used an ex-post facto descriptive survey research design. Due to the researcher's lack of interest in changing the variables, this is employed.

Population

Adolescents who are currently enrolled in school in the Oyo state capital of Ibadan make up the study's target population. Secondary school students in Ibadan North Local Government in Oyo State, Nigeria, make up the study's target population.

Sample and sampling technique

The sample for this study included 300 participants in total. It is assumed that the chosen samples share traits or components with the study's population. Based on this, a conclusion was reached and generalizations about the study's population were made. The study population was drawn from, and participants were chosen using stratified random sampling. This was accomplished by stratifying the study's participant population in accordance with their socio-demographic traits. Additionally, stratification was carried out based on participant classification into different classes. The participants were divided into strata based on how homogeneous their group was. However, it was divided into two schools, out of which two were used.

Instruments

Educational non-compliance Scale

This instrument assessed students educational non-compliance was developed by Mynard in 2000. The STRS is a 10-item test that assesses various aspects of student's educational non-compliance by way of neglecting or poor attitude toward task. Each item is rated from 0 to 2 on a Likert scale with the options "Not at all," "Once," and "More than once." Higher scores indicate greater educational non-compliance. The overall total score ranges from 0-32, and the scores for each domain range from 0-8. All subscales have been reported to have acceptable internal reliability coefficients (Cronbach's $\alpha = .73$ to $.85$). This measure's convergent validity and factor structure have also been reported.

Emotional Intelligence scale

This was taken directly from the 1998 paper by Schutte, et al. It has a likert-formatted 33-item scale with the following response options: (SA) = 1, Agree (D) and Strongly Disagree (SD) = 5. Its goal is to gauge how a student's career choice is impacted by emotional intelligence. According to Cronbach's alpha, is said to be.77.

Parenting style Scale

Parenting style was created by Robinson, Mandlco, Olsen, and Hart (2001). The scale was created to evaluate the parenting styles construct for this study. Currently, the mother (24 items) and father (24 items) scales are used to measure the dimensions of parenting styles. Using a four-point scale from strongly agree to strongly disagree, participants evaluated each response. The reliabilities are reported by Robinson et al. (2001) as follows: authoritative (=86), authoritarian (=82), and permissive (=64). The researcher will revalidate the scale and report on its coefficient reliability.

Self-Esteem Scale

Self-esteem scale was developed by Rosenberg (1995). It consists of 10 items with a response format ranging from Strongly Disagree to Strongly Agree. According to the author, part 1 and part 2 respectively showed split-half reliability of.86 and.67 with a Cronbach alpha of.95.

Procedure of Data Collection

Each participant in the study gives their consent, according to the researcher. The purpose of the research and the administration process were explained. The researcher further reassured participants that the information they provided would be kept private. After participants had responded, questionnaires were given out and immediately collected.

Method of Data Analysis

The relationship between the independent variables and the dependent variable was tested using Pearson product moment correlation, while the joint contribution and relative effect of the independent variables on the dependent variable were examined using multiple regression analysis.

Results

Research Question 1: Is there a connection between the independent variables (emotional intelligence, self-esteem and parenting styles) and educational non-compliance among in-school adolescent in Oyo state, Nigerian?

Table 1: The Matrix table zero order correlation demonstrates the connections between the independent and dependent variables.

	Mean	S.D	1	2	3	4
Educational non-compliance	129.64	18.16	1.000			
Emotional intelligence	125.27	16.69	.373**	1.000		
Self-esteem	75.61	17.37	.263**	.238**	1.000	
Parenting style	94.81	14.77	.364**	.267**	.077	1.000

** Sig. at .05 level

According to Table 1 above, educational non-compliance had positive significant relationships with emotional intelligence (r =.373**, p.05), self-esteem (r =.263**, p.05), and parenting styles (r =.364**, p.05).

Research Question 2: What effect do the independent variables (emotional intelligence, self-esteem and parenting styles) have when combined on the dependent variable (educational non-compliance) in Oyo state?

Table 2: ANOVA demonstrating how the independent variables together affected the dependent variable (educational non-compliance) in Oyo state

R	R Square	Adjusted R Square	Std. Error of the Estimate			
.407	.256	.152	16.7304			
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	16354.490	3	5451.496	19.608	.000	Sig.
Residual	82292.906	296	278.016			
Total	98647.397	299				

According to Table 2 above, the independent variables (emotional intelligence, self-esteem and parenting styles) together had a significant influence on the dependent variable (educational non-compliance) in Oyo state. The table also displayed a multiple R2 of.256 and a multiple R2 of.407 for correlation. This indicates that when the predictor variables were combined, they explained 25.6% of the variance. At p<05, the composite contribution's significance was evaluated. The table additionally demonstrated that the regression's analysis of variance (ANOVA) produced an F-ratio of 19.608 (significant at the 0.05 level). This suggests that the

independent variables' combined effect on the dependent variable was noteworthy and that additional variables not considered in this model might have contributed to the remaining variance.

Research Question 3: What is the relationship between emotional intelligence, self-esteem and parenting styles on the dependent variable (educational non-compliance) in Oyo state, Nigeria?

Table 3: *Relative effect of the independent variables to the prediction of task refusal*

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig.	Remarks
	B	Std. Error	Beta Contribution			
(Constant)	.581	4.749		.122	.903	
Emotional intelligence	.155	.036	.239	4.338	.000	Sig.
Parenting style	.251	.108	.136	2.319	.021	Sig.
Self-esteem	7.341E-02	.036	.129	2.052	.041	sig.

According to Table 3, Emotional intelligence ($\beta=.239$, $p<.05$) had significant relative contribution, parenting style ($\beta=.136$, $p<.05$) had significant relative contribution and self-esteem ($\beta=.129$, $p<.05$) had significant relative contribution on educational non-compliance.

Discussion of findings

The answer to research question one indicates that in the Oyo state, there is a pattern of relationship between strategies to reduce educational non-compliance and the Independent Variables (self-esteem, emotional Intelligence and parenting styles). The results show a significant relationship between emotional intelligence and educational non-compliance. This result is consistent with those of Weishaar (2001), who found that emotional intelligence in secondary school students reduced the educational non-compliance tendencies among in-school adolescents. In many ways, emotional intelligence can reduce educational non-compliance among in-school adolescents. Children with strong emotional intelligence perform better at schools than children with weak emotional IQ, help the children with educational non-compliance toward their parents, and give them positive emotion using parental resources (Bar-On, 1999). Furthermore, Callahan, Rademacher, and Hildreth (1998) discovered that adolescents who received ten weeks of emotional intelligence training found it simple to deal with educational non-compliance.

This study's findings also indicate a significant positive relationship between self-esteem and educational non-compliance. This result is consistent with Digman's (2019) findings, which indicated that self-esteem is one of the elements thought to frequently lead to reduction in educational non-compliance among school going adolescents. According to Banjoko (2019), a child's with high self-esteem can influence how the child feels about school educational non-compliance. The relevance of high self-esteem plays germane roles on educational non-compliance reduction among adolescents. Hamidi (2016) came to the conclusion that the adolescent self-esteem was significantly influenced and reduce educational non-compliance to the bearest minimum.

The results show that there was a statistically significant negative relationship between parenting styles and educational non-compliance. According to Hirsch and Ellis' (2016) findings, college students who experienced good parenting styles exhibited lower levels of educational non-compliance. College students' parenting styles and educational non-compliance were found to be not significantly correlated by Joshi (2018), indicating that people with good parenting styles are more likely to experience least or low educational non-compliance.

Regarding the second research question, which asks whether the independent variables have a combined effect on the educational non-compliance among in-school adolescent in Oyo state, Nigerian. The findings indicate that the factors of self-esteem, emotional intelligence and parenting styles had an effect on educational non-compliance among in-school adolescents. The variables play significant roles on educational non-compliance reduction among in-school adolescents in Oyo state was predicted by the independent variables, which explained 25.6% of the variance. Because the ANOVA results from the regression analysis attest to the causal relationship between the independent variables and the dependent variables, the null hypothesis is rejected. Carroll (2017) found that emotional intelligence and self-esteem are one of the main strategies for educational non-compliance reduction.

To the third research question regarding the relative impact of each variable was also significant. The research of Ryan (2016) and Simon (2017), which discovered that emotional intelligence and self-esteem have impact on educational non-compliance reduction among students, is corroborated by this finding. Additionally, Holley (2011), who discovered that parenting styles and parental monitoring could all serve as detrimental factors that could lessen educational non-compliance among college students.

Recommendation

To mitigate the issue of student educational non-compliance, comprehensive strategies are needed.

1. These may include the implementation of student-centered teaching approaches, teacher training programs to enhance classroom management and engagement, and the incorporation of mental health education into the curriculum.

Additionally, creating a supportive and non-judgmental environment that encourages open communication about academic difficulties is essential.

2. Establishing a positive and inclusive learning environment is fundamental to reducing educational non-compliance. Teachers should foster a sense of belonging, respect, and acceptance in the classroom. This can be achieved by incorporating diverse teaching methods that cater to different learning styles and cultural backgrounds.
3. Building strong, positive relationships between teachers and students is a key strategy. Adolescents are more likely to engage in tasks when they feel a personal connection with their teachers. Educators in Nigeria should invest time in getting to know their students, showing empathy, and expressing genuine interest in their well-being.
4. Recognizing and accommodating diverse learning styles is essential. In a Nigerian classroom with students of varied backgrounds and abilities, educators should employ a mix of visual, auditory, and kinesthetic teaching methods. This approach ensures that all students can comprehend and engage with the material.
5. Integrating culturally relevant content into the curriculum enhances student interest and engagement. This strategy acknowledges the diverse cultural landscape in Nigeria and helps students see the relevance of their studies to their lives.
6. Unclear or overly demanding expectations can contribute to educational non-compliance. Teachers should communicate clear and achievable goals, breaking down tasks into manageable steps. This approach helps students build confidence in their abilities and reduces the likelihood of refusal.
7. Establishing a structured behavior management system is crucial for addressing educational non-compliance. Consistent and fair consequences for non-compliance, coupled with positive reinforcement for task completion, can motivate students to engage in their work.
8. Adolescents often appreciate having a sense of control over their learning. Providing students with choices within assignments or allowing them to select topics of interest can increase their motivation and reduce educational non-compliance.
9. Identify and support students with learning disabilities promptly. In Nigeria, where resources may be limited, educators should collaborate with special education professionals and leverage available support systems to address the specific needs of students with learning challenges.
10. Collaboration between educators and parents is crucial and continuous professional development for teachers is essential in ensuring they are equipped with the latest pedagogical techniques and strategies. Workshops and training sessions can empower educators to address educational non-compliance effectively.

Conclusion

Decreasing student educational non-compliance among in-school adolescents in Nigeria requires a multifaceted approach that considers the unique socio-cultural context of the country. By fostering positive relationships, adapting teaching methods, and addressing underlying issues, educators can create an environment where students feel motivated and empowered to actively engage in their learning. It is imperative for educational stakeholders in Nigeria to collaborate, share best practices, and invest in professional development to enhance the overall effectiveness of strategies aimed at reducing educational non-compliance. Ultimately, a student-centered approach that recognizes and celebrates diversity will contribute to a more inclusive and successful educational experience for adolescents in Nigeria.

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