

## ***Risk Factors, Consequences, and Counselling Strategies in Curbing School Refusal Behaviour***

**<sup>1</sup>Ngozika L. Nwobi**  
[nl.nwobi@unizik.edu.ng](mailto:nl.nwobi@unizik.edu.ng)

**<sup>1</sup>Blessing U. Mokwelu**  
[bu.mokwelu@unizik.edu.ng](mailto:bu.mokwelu@unizik.edu.ng)

**<sup>1</sup>Lucky O. Ogben**  
[luckyogben2017@gmail.com](mailto:luckyogben2017@gmail.com)

**<sup>1</sup>Kizito A. Agha**  
[ka.gha@unizik.edu.ng](mailto:ka.gha@unizik.edu.ng)

**<sup>1</sup>Uche C. Chinwuko**  
[uc.chinwuko@unizik.edu.ng](mailto:uc.chinwuko@unizik.edu.ng)

<sup>1</sup>Department of Guidance and Counselling  
Nnamdi Azikiwe University, Awka

---

### **Abstract**

*The study was conducted to determine the risk factors, consequences and counselling strategies in curbing school refusal behaviour among secondary schools in Anambra state. The study adopted a survey research design. The whole population of 120 counsellors served as sample size. Questionnaire titled “Risk Factors, Consequences and Counselling Strategies in Curbing School Refusal Behaviour Questionnaire” was used in collecting data. The questionnaire is made up of 31 items and a reliability index of 0.73 was found. On the spot administration was used in administration of the instrument. Three research questions guided the study. The data collected were analyzed using weighted mean. The findings indicated that anxiety and depression, dysfunctional family, among others are the risk factors of school refusal behaviour. Consequences include reduction of learning motivation, reduction of academic achievement, among others; while counselling strategies include cognitive behaviour therapy, contingency management, counselling, among others. Based on the findings, it was recommended that Guidance counsellors should be posted to schools to take care of school refusal behaviour at early stage before it escalates. School and home should ensure safety to enable students to trust their environment, become calm, adjust and attend school.*

**Keywords:** school, refusal, behaviour, anxiety, counselling

## **Introduction**

Some children and adolescents are indifferent to schooling. These children and adolescents prefer staying out of school with the consent of their parents. This may later create a picture of chronic refusal to attend school, hence the term school refusal behaviour. Researchers have defined school refusal from different perspectives. Wimmer (2013) defined school refusal as absenteeism based on emotion while truancy can be seen as absenteeism without emotional basis. Also, Quam (2018) describe school refusal as refusal to go to school or remain in school while Yan (2023) described school refusal as children and adolescents having issues going to school and/or being withdrawn from school with their parental consent to stay out of school. Researchers like Nuttal and Woods (2013) opined that school refusal is different from truancy. They indicated that truancy is a kind of misconduct behaviour as it is done without the consent of parents while school refusal is associated with fear and anxiety about going to school in which parents permit their children to be out of school during school period. The school refusal children are ashamed of their non-attendance to school while the truants are bold about their absenteeism from school without the consent of their parents. Some researchers suggested that emotional distress may likely be the root cause of school refusal ranging from excessive fear (anxiety), depressive moods, tantrums and unexplained physical symptoms (Thompson et al., 2013; Reilly, 2015; Nguyen, 2017; Nayak et al., 2018; Kawsar et al., 2020). Such emotional distress or vulnerability may result to apprehension, lateness or occasionally the student may miss school for a day or more days.

School refusal description is based on the following premises: hesitant to go to school often may lead to prolonged absence; staying at home during school hours with parent's approval rather than concealing it from parents; experience of emotional upset at the prospect of attending school; may not engage in anti-social behaviours like stealing and lying; and parents' failure to secure their child's attendance to school (Maynard et al., 2018). Therefore, school refusal behaviour is the fear of going to school and/or remain in school throughout the day as a result of emotional distress.

School refusal behaviour is likely to occur when the children are either starting school or transiting between schools, hence it occurs between the ages of 5 and 8 and/or 10 and 15, though, it can still occur at any age. It affects 2-5% of students (Nguyen, 2017). These children experience emotional distress, which increases from mild separation to profound anxiety or depression and these could cause children and adolescents to engage in non school attendance (Nguyen 2017).

The signs of school refusal behaviour can manifests behaviourally, physiologically and cognitively such as high levels of anxiety and depression, plea not to go to school, having trouble sleeping, complaining of aches, pains and illness before going to school which generally get better if let to stay at home, threatening to hurt self, frequent lateness without tangible reason and high level of absenteeism. Absenteeism or lateness

may be on a particular time or day with notable activities like sports, tests among others. These students may fake sickness only to be away from school.

Having noted the signs and symptoms of school refusal behaviour, researchers have suggested risk factors likely to push adolescents or children into school refusal behaviour. For instance, Ingles et al. (2015) came up with emotional distress and depression as the risk factors. Wimmer (2013) suggested variables that may be linked to school refusal behaviour to include

....Variables within the child or adolescent (eg lack of confidence, temperament, age) Parent and family variables (eg family interaction, patterns, parent incarceration) Poverty and homelessness (eg parental financial stressors, frequent school transfer) Peer variables (eg spending time with peers not interested in school) School climate variables (eg cyber bullying, culturally responsive practice, harsh discipline practice) (Wimmer, 2013; pp18-19).

Other risk factors suggested include bullying, safety concerns, poor coping skills, issues with peers and teachers' interactions, low academic self-concept and examination pressure, dysfunctional family, among others. In other words, causes or risk factors of school refusal behaviour are heterogeneous as well as its consequential outcomes. These factors may solely operate on an individual or simultaneously interact with each other to cause school refusal behaviours (Nuttal & Woods, 2013; Quam, 2018). According to Kearney and Spear (2014), they indicated four main reasons that justifies school refusal behaviour. They are:

Avoid the negative affect provoked by the stimuli of situation.  
Escaping from social aversion  
Seeking significant others attention  
Seeking tangible reinforcements outside of the school setting (Kearney & Spear, 2014; pp 83-85).

The first and second reasons are negative reinforcement as these behaviours are reinforced by avoidance of unpleasant situation, while the last two are positive reinforcement outside the school setting reinforced by attention or reward.

Children and adolescents who are involved with school refusal behaviour are in emotional turmoil. They are susceptible to vulnerability as a result of risk factors earlier listed. This could lead to long and short term consequences, as suggested by some researchers. Continuous absence from schooling may likely reduce learners' motivation and academic achievement which may eventually lead to drop out from school, cause social maladjustment, poor peer relationship, legal and financial problems, conflicts, increased crime rates, need for psychiatric assistance, need for health and wellbeing (Kearney & Bensaheb, 2006; Berg et al., 1976).

Having explored the risk factors and consequences of school refusal behaviour, it could be deduced that emotional distress is the underlying root cause of school refusal behaviour, in addition to other risk factors. Hence, proffering solution to this problem should be rooted in psychological counselling to address school refusal behaviour by restoring a feeling of calmness, safety, hope and confidence.

School refusal behaviour is as a result of heterogeneous factors. Therefore, different counselling strategies should be incorporated to ameliorate this ugly situation and avert its outcomes on the individual and the society. Counsellors during their training are equipped with different counselling strategies to change undesirable behaviours to desirable behaviours using counselling strategies such as cognitive behaviour therapy, relaxation training, contingency management procedure, psycho education, systematic desensitization, exposure therapy, operant behavioural technique, social learning, interpersonal therapy, family therapy, individual and group counselling, among others.

The counselling strategies suggested by Maynard et al. (2013) to intervene in school refusal behaviour involve four categories. They are behavioural approaches, cognitive behavioural therapy (CBT), family therapy and non behavioural, non CBT individual therapy. Psychological interventions therapy for decreasing school refusal may differ in format, duration, setting, treatment components and intervention targets. These researchers maintained that the format includes individual, group and or family interventions. The treatment period can be brief intervention which may last up to weeks, terms or session. The treatment could be in the school or clinic. CBT intervention employs a lot of strategies that can vary from programme to programme. The intervention may be on either the child or parent. Cognitive behavioural therapy involves challenging inappropriate or problematic beliefs that may be responsible for the student's anxiety and unwillingness or refusal to go to school. Counsellors can assist the students to identify, monitor and replace faulty belief with more adaptive self statements to decrease anxiety related to their refusal to attend school. The CBT may be carried out individually and collectively in group settings. CBT is also designed to help parents understand their roles, reduce anxiety and faulty cognitions that may contribute to their child's anxiety and refusal behaviour. In addition, CBT for parents and families may involve training parents to use behaviour management strategies to reinforce their children's return to school.

Children and adolescents who refuse to go to school could be addressed with cognitive behaviour therapy, depending on the group. The children could be addressed with play therapy, as early intervention is necessary to provide safe environment and enhance confidence on the school children, to enable them attend school. Play therapy is for younger ones to elicit anxiety provoking situation and master them. When the children master this situation, they may be relieved of the anxiety of school phobia and attend school without fear and anxiety. The adolescent counselling involves teaching the students on the characteristics of their anxiousness in relation to their school refusal

(psycho education). The goal of this therapy is to help the students restructure their thoughts and actions into a more assertive and adaptive framework, to enable them return to school.

Behavioural interventions include relaxation training, exposure based strategies, contingency management and social training techniques. These could help reduce children's fear, anxiety and predispose them to go back to school. Relaxation training is about teaching children on how to calm themselves when they are in a stressful or anxiety provoking situations. When applied to school situation, this relaxation training will reduce physiological, psychological arousal and somatic symptoms associated with school or separation from parent. Exposure based intervention involves exposing children to the stressful events such as going to school to help them overcome their avoidance to school slowly or in a gradual manner in form of systematic desensitization or forced rapid return to school utilized with the flooding technique.

Contingency management involves giving rewards for attending school as well as duration the child stays in school. Social skill training is commonly used for children who exhibit poor peer relationship or social anxiety. Social skill training insists on teaching assertiveness and other social skills through the use of modelling and rehearsal as strategies. Such skills help children to prepare for and cope with social interactions with peers and teachers and reduce social anxiety. Family therapy involves use of behavioural strategies in which parents may be trained in behavioural management and contingency contracting techniques in their homes to reduce school refusal behaviour (Nguyen, 2017). Here the parent reinforces the child for going to school.

Other strategies targeting reduction of anxiety as the root cause of school refusal include psychosocial intervention outside of behavioural and CBT models. These are education support strategies, non CBT individual and family therapy. The strategies employed by these approaches include providing information and supportive psychotherapy to assist students in understanding and overcoming their fears and anxieties about school. Family therapy focused on changing family functioning and dynamics are hypothesized to contribute to the children's anxiety and difficulty attending school such as family conflict, detached family relationships, fear and anxiety of the parents. Most research work concerning the risk factors, consequences and counselling strategies in curbing school refusal behaviour were done outside Nigeria's socio cultural environment. Therefore, there is need to explore risk factors, consequences and counselling strategies in curbing school refusal behaviour in Anambra state to reduce its short and long term consequences for the good of the individual and society.

### **Statement of problem**

Attendance to school is a precursor to academic success and adjustment in life while absence from school has been linked to poor academic performance and social maladjustment (Gottfried & Kirksey, 2017). Non school attendance is associated with

children's social, emotional and educational developmental problems such as cases of conflict, crimes, unemployment, and psychiatric problem among others. This has negatively affected lives and property. Majority of these offenders are school dropouts who refuse to attend school or graduate from school. Anambra state has been witnessing these problems for decades. Efforts such as imposition of free and compulsory education have been made by successive government to curb school refusal behaviour. Yet the situation continues to escalate. The need arose to provide early intervention strategies to the root cause of school refusal to prevent further consequences through counselling strategies.

Research evidence has indicated school refusal behaviour consequences on the individual and society as well as counselling strategies embarked upon that could enhance students' school attendance. Unfortunately, these studies were done outside Nigeria, whose socio-cultural environment differs from that of Nigeria. The need arose to explore the risk factors, consequences and counselling strategies that would curb school refusal behaviour in Anambra state and Nigeria as a nation. It is against this backdrop that the researchers embarked on this study.

### **Purpose of the study**

The main purpose of this research study is to determine the risk factors, consequences and counselling strategies in curbing school refusal behaviour. Specifically, the study seeks to:

- 1) determine the risk factors of school refusal behaviour.
- 2) determine the consequences of school refusal behaviour.
- 3) determine the counselling strategies in curbing school refusal behaviour.

### **Research questions**

1. What are the risk factors of school refusal behaviour?
2. What are the consequences of school refusal behaviour?
3. What are the counselling strategies in curbing school refusal behaviour?

### **Methodology**

The design for this study is survey, in which a group of people/items is studied by collecting and analyzing data from items considered to be representative of the entire group. The population of the study is one hundred and twenty counsellors from public schools in Anambra state (Post Primary School Services Commission, (PPSSC) Awka). Since the population is manageable, there is no need for sampling. The entire population of all the counsellors in the public schools was used in carrying out the research.

The instrument used for data collection is a structured questionnaire on "Risk Factors, Consequences and Counselling Strategies in Curbing School Refusal Behaviour Questionnaire" (RFCCSCSRBQ). The questionnaire was used to extract and elicit information from the respondents (counsellors). A four point scale was used namely:

Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was validated by two experts from Guidance and Counselling and an expert from Measurement and Evaluation. The reliability of the instrument is the extent to which the result obtained from the test can be consistent if the same test is administered to the same group of persons. To ensure the reliability of the instrument, the test retest method was adopted. The researchers administered the same instrument to 20 respondents at an interval of 2 weeks. The two groups' scores were correlated using Pearson Product Moment Correlation Coefficient and a reliability index of 0.73 was found. Therefore, the questionnaire is believed to be statistically reliable for this study. The questionnaire contains 31 items. It has three sections A, B and C. The section A measures risk factors, B measures consequences while C measures counselling strategies in curbing school refusal behaviour.

On the spot administration was embarked upon whereby the researchers visited the counsellors during their monthly meeting and administered the questionnaire which was collected for data analysis. The data collected in this study were analyzed using mean. The critical point which determined the decision rule was calculated as 2.50. Any item for which the mean score is 2.50 and above was taken to mean that the respondent agreed, while any item for which the mean score is below was taken as disagreed.

## **Presentation of results**

**Research question 1:** What are the risk factors of school refusal behaviour?

**Table 1:** Counsellors responses on risk factors of school refusal behaviour

<b>S/N</b>	<b>Items</b>	<b>Mean</b>	<b>Decision</b>
1	Anxiety and depression	3.0	Agreed
2	Dysfunctional family interactions	2.5	Agreed
3	School factors(bullying, teacher-student interaction)	2.8	Agreed
4	Poor coping skills	2.7	Agreed
5	Low academic self concept	2.5	Agreed
6	Examination pressure	2.6	Agreed
7	Poverty	2.6	Agreed
8	Traumatic experience	2.5	Agreed
9	Homelessness	2.7	Agreed
10	Poor peer relationship	2.8	Agreed
11	Academic motivation	2.1	Disagreed

A glance at the table 1 shows that the counsellors on the average responded affirmatively to items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 except item 11 regarding the risk factors of school refusal behaviour. This was deduced from the fact that the mean scores of all the items on the table were higher than the decision mean except item 11.

**Research question 2:** What are the consequences of school refusal behaviour?

**Table 2:** Counsellors responses on the consequences of school refusal behaviour

S/N	Items	Mean	Decision
1	Reduction of learners' motivation to learn/study	2.8	Agreed
2	Reduction of academic achievement	2.8	Agreed
3	Drop out from school	2.8	Agreed
4	Social maladjustment	2.5	Agreed
5	Poor peer relationship	2.8	Agreed
6	Financial problem	2.5	Agreed
7	Unemployment/employment difficulties	2.5	Agreed
8	Need for psychiatric assistance	2.5	Agreed
9	Increased crime	2.5	Agreed
10	Enjoyment during adult period	2.1	Disagreed

From the table 2, apart from item 10 with a mean score of 2.1, all the other items have their mean scores higher than the decision mean of 2.50. This implies that items 1, 2, 3, 4, 5, 6, 7, 8 and 9 were accepted as consequences of school refusal behaviour in Anambra state. However, item 10 has a mean score of 2.1 which is lower than the decision mean of 2.50. Therefore, item 10 is rejected as a consequence of school refusal behaviour.

**Research question 3:** What are the counselling strategies in curbing school refusal behaviour?



**Table3:** Counsellors responses on counselling strategies in curbing school refusal behaviour

S/N	Items	Mean	Decision
1	Cognitive behaviour therapy	3.1	Agreed
2	Relaxation training	3.0	Agreed
3	Contingency management	3.1	Agreed
4	Social skill training	2.8	Agreed
5	Family therapy	2.5	Agreed
6	Exposure based intervention	3.1	Agreed
7	Psycho-education	3.0	Agreed
8	Individual counselling	3.0	Agreed
9	Group counselling	3.0	Agreed
10	Mandatory school attendance	1.8	Disagreed

From table 3, apart from item 10 which has a mean score of 1.8, all the other items have their mean scores higher than the decision mean of 2.50. This implies that items 1, 2, 3, 4, 5, 6, 7, 8, and 9 were accepted as counselling strategies in curbing school refusal behaviour based on counsellors' perception. On the other hand, item 10 has a mean score of 1.8 which is lower than the decision mean (2.50). The item 10 (mandatory school attendance) was therefore rejected as a counselling strategies in curbing school refusal behaviours.

### **Discussion of the findings**

The findings revealed that school refusal behaviour is as a result of the following risk factors: anxiety and depression, school factors, poor peer relationship, homelessness, poor coping skills, poverty, examination pressure, and dysfunctional family interaction, low academic self-concept, and traumatic experience. These risk factors concur with the findings of other researchers who maintained that school refusal behaviour is rooted in emotional distress which functions with other risk factors earlier listed in this work to heighten students' susceptibility to school refusal behaviour (Reilly, 2015; Nguyen, 2017; Kawsar et al., 2022). According to these researchers, children and adolescent's anxiety disorders are at their peak due to biological, neurological, temperamental and psychological factors associated with adolescent period. All these factors impinge on these children and adolescents as well as heighten their anxiety and depression; hence, they tend to refuse school. This agreed with the findings of Thompson et al. (2013) who indicated that students without anxiety perform better in school both in academics and social relations than those with anxiety. This is because the anxiety prone students experience impairment in academics functioning and social relations. Such children and adolescents are not connected to the school and its activities due to their anxiety that induce their absenteeism. As a result of their absenteeism, their academic motivation

and achievement may likely decrease and lead to low academic self concept. Hence they refuse to attend school.

In addition to this, students with school refusal behaviour do not have enough friends and social skills as they are not connected with school. The school climate may cause students to refuse school especially where students are being bullied. Where students lack sense of belonging, such students may be reluctant to attend school. This concurs with the findings of Ada et al. (2017) who stated that when students engage, connect and bond with the school, they will be motivated to be calm, interested and get to the school. They may become habitual in going to school and partake in school activities. The reverse becomes the case with non-school attendees. Other risk factors include dysfunctional family like overprotective parenting styles, separation, divorce and parent mental health problem which may act as push factors for school refusal behaviour (Maynard et al., 2018).

The findings in research question two revealed the consequences of school refusal behaviour. It includes reduction of learning motivation, reduction of academic achievement, dropping out from school, social maladjustment, poor peer relationship, financial problem, unemployment, need for psychiatric assistance/care in adulthood and increased crime; while enjoyment in adulthood is not a consequence of school refusal behaviour. This aligns with the findings of previous research work of Carroll (2010) who indicated that non-attendance to school negatively affect learning motivation and academic achievement in which the students may finally drop out from school. In addition to educational problem, children and adolescents at risks are likely to have problems of social adjustment. This is in agreement with the findings of other researchers (Tekin et al., 2018) who indicated that adolescents who refuse school may likely have poor relationship with friends and therefore lack appropriate social connections for social adjustment in life. As these adolescents absent themselves from school, their level of relationship with their peers decreases and creates poor social interaction, poor acquisition of the necessary skills and knowledge to be gainfully employed in later life. More over these students may have conflicts with members of their family and school officials. They may experience employment problems, possible legal and financial problems as well as psychiatric problems as they have poor interpersonal skills. Hence they become vulnerable and need psychiatric treatment in adulthood. Consequent upon this, while students with school refusal behaviour are ill prepared, they may be vulnerable and this could lead to development of negative self-perception and unhealthy social relationship causing withdrawal from school. However, the findings indicated that school refusal offenders who handled their anxiety and went back to school can raise their resilience and cope with future stress, obstacle and challenges.

Finally, the findings revealed counselling strategies in curbing school refusal behaviour. The counselling strategies include cognitive behaviour therapy, relaxation

training, contingency management, social skill training, family therapy, exposure based intervention, psycho-education, individual counselling, and group counselling. Mandatory school attendance was rejected as one of the strategies. This supports the findings of Nguyen (2017) who maintained that parents should be taught to employ contingency plans and behaviour management strategies. It also concurs with the findings of Yan (2023) who came up with school behaviour refusal intervention to include educating students on characteristics of anxiousness, somatic control exercise, cognitive restructuring, exposure based techniques, parent based strategies, family based strategies and peer refusal skills, education support therapy, among others. All these counselling strategies are likely to increase school attendance if properly applied.

### **Conclusion**

This work explored the risks factors of school refusal behaviour, consequences and counselling strategies in curbing school refusal behaviour in Anambra state. It is concluded that anxiety and depression, school factors, poor coping skills, lack of interest, poor peer relationship among others are risk factors of school refusal behaviour. More so, the consequences of school refusal behaviour are the followings: reduction of learners' motivation and academic achievement, dropping out from school, social maladjustment, poor peer relationship, need for psychiatric assistance, among others. Additionally, counsellors should use effective counselling strategies such as psycho-education, contingency management, exposure based intervention, social skills training, among others in curbing school refusal behaviour. School refusal behaviour is heterogenic in nature and therefore should be jointly reduced by all stakeholders.

### **Recommendations**

- 1) Guidance counsellors should be posted to schools both in public and private sectors to take care of children and adolescents with school refusal behaviour.
- 2) The counsellors should synergize with parents, teachers and community in reducing school refusal behaviour.
- 3) Both school and home should ensure feelings of safety to these children and adolescents for them to trust their environment, become calm, adjust easily and attend school.
- 4) Early intervention is necessary to take care of these undesirable behaviour before it escalates.

## References

- Ada, A., Nwokolo, C. & Akunne, L. (2017). School connectedness of Academic Achievement among in-school adolescents in Onitsha Education Zone. *Journal of Guidance and Counselling Studies*, 2(1), 28-35.
- Berg, I., Butler, A. & Hall, G. (1976). The outcome of adolescent school phobia. *The British Journal of Psychiatry*, 128, 80-85.
- Carroll, H. T. (2010). The effect of pupils absenteeism on literary and numeracy in the primary school. *School Psychology International*, 31, 115-130.
- Gottfried, M. A. & Kirksey, J. J. (2017). When students miss school: The role of timing of absenteeism on students test performance. *Educational Researcher*, 46(3), 119-130.
- Ingles, C. J., Gonzalves-Macia, C., Garcia-Fernandez, J. M., Vincent, M. & Martinez-Monteaigudo, M. C. (2015). Current status of research on school refusal. *European Journal of Education and Psychology*, 8(1), 37-52. doi:10.1016/j.ejeps.2015.10.005
- Kearney, C. A. & Spear, M. (2014). School refusal behaviour. In L. Grossman & S. Walfish (Eds.), *Translating Psychological Research into Practice* (pp 83-85). Washington DC: American Psychological Association.
- Kearney, C. A. & Bensaheb, A. (2006). School Absenteeism and School Refusal Behaviour: A Review and Suggestions for School- Based Health Professional. *Journal of School Health*, 26, 3-7. <http://dx.doi.org/10.1111/j.17461561.2006.00060x>
- Kawsar, M., Yilani, M. & Marwaha, R. (2022). School Refusal.
- Maynard, B. R., Heyne, D., Esposito, K., Brendel, J., Bulanda, T. A. M. & Pigott, T. D. (2015). Treatment for school refusal among children and adolescents: A systematic review and meta analysis. *Research on Social Work Practice*, 28(1), 56-67.
- Nayak, A., Sangoi, B. & Nachane, H. (2018). School refusal behaviours in Indian children. Analysis of clinical profile, Psychopathology and Development of a Best Risk Assessment Model. *Indian Journal of Paediatric*, 85(12), 1073-1078. Doi:10.1007/s12098-018-2631-2.Epub2018.
- Nuttal, C. & Woods, K. (2013). Effective intervention for School refusal behaviour. *Educational Psychology in Practice*, 29(4), 347-366. doi:101080/0266763.2013.846848.
- Nguyen, S. (2017). School refusal: Identification and management of a pediatric challenge. *Australian Medical Students Journal*, 8(2), 1-10.
- Post Primary School Services Commission, (PPSSC) Awka (2023). Staff Strength of Counsellors in Anambra state
- Quam, S. (2018). School Refusal among Adolescents: An Exploration of Cause and Interventions. Counsellor Education Capstone 85. Retrieved from <https://openriver.winona.edu/counseloreducation.capstone|85>
- Reilly, N. (2015). *Anxiety and Depression in the Classroom*. WW Norton and Company.

- Tekin, I., Erden, S., Sirin-Ayva, A. B. & Buyukoksuz, E. (2018). Depression anxiety, cognitive distortion and attachment. *Journal of Human Sciences*, 15(3), 1519-1529. <http://doi.org/doi.org/10.14687/iihs.v15i135084>.
- Thompson, H., Robertson, P., Curtis, R. & Frick, M. (2013). Students with anxiety: Implications for professional school counsellors. *Professional School Counselling*, 16, 222-234. doi:10.1177/215759x1501604s02.
- Wimmer, M. B. (2013). *Evidence based practices for school refusal and truancy*. National Association of School Psychologists, Bethesda.
- Yan, M. (2023). School Refusal: Conceptualization, Leading factors and Intervention. *Journal of Education Humanities and Social Sciences*, 8, 627-633.