

**THE INFLUENCE OF TRUANCY ON THE ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN  
OREDO LOCAL GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

**FEBUARY, 2022**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
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## CERTIFICATION

We, hereby certify that this project work was carried out by ADETAYO Oluwatosin Mercy with the Mat. No. **EDU1702769** of the Department of Educational foundations, Faculty of Education, University of Benin, Benin City, Nigeria and that, it is adequate in scope and quality in partial fulfillment for the award of the Degree of Bachelor of Arts Education (B.A.(ED.) in English and Literature.

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## **DEDICATION**

This work is dedicated to God Almighty, my Esteemed lecturers, My beloved parents and my sisters for their highly appreciated contribution in achievement of my first Bachelor Degree.

## **ACKNOWLEDGEMENTS**

This Research wish to appreciate my supervisor Dr. (Mrs) P. I Ioryde for the painstaking effort in going through this work. Also to the former H. O. D. Dr. O. E Osagiobare, the present H.O.D. Mr A.E Osawaru and other staff of the department.

Also, to my father Mr. Stephen Oluwarotimi Adetayo. My Sisters; Mrs Oballa Anabel, Miss Tracy Adetayo, Mrs Ogie Osarentin. Also to my Brothers. And I won't fail to mention my Spiritual Parents Apostle Dr Alfred and Pastor Mrs Gift Princewill, To Pastor Francis and Minister Eki and to all my Spiritual brethren for their encouragement, I really appreciate you all.

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## **ABSTRACT**

This research work was carried out to examine the effects of Truancy on the academic performance of secondary schools students in Oredo local government area of Edo state. The research employed the methodology that utilizes descriptive statistics with simple numbers and percentages in analysis and also utilizes data collected via questionnaire. This study reviews that Truancy reduces the quality of education and hinders effective learning leading to poor academic performance of Truant. It is therefore recommended that there should be a form of awareness and enlightenment by government agencies and non-government agencies for parents' guidance and students on the danger's prevalence in Truancy and that parents and school administrator should employ disciplinary measures to curb truancy behaviour as well as creating a conducive teaching and learning environment.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Recently, education has been highly recognized globally as one of the universal ways of survival and improvement of the wellbeing of individuals and society. The onset of formal education is considered as the foundation for national development as well as the surest way of making all long life achievements. As a result of this, families and citizens especially the youth and children now pay more attention to education, as it's highly dependable on survival.

However, it is of no doubt that several factors have posed relentless restriction to the trend to the rapid development in education for which truancy in schools has been a cankerworm to education. This has raised several questions to the quality of education and educational administration in Nigerian secondary schools.

Truancy is any intentional, unjustified, unauthorized, or illegal absence from compulsory education. It is a deliberate absence by a student's own free will (though sometimes adults/parents will allow and/or ignore it)

Truancy usually does not refer to legitimate excused absences, such as ones related to medical conditions. (Wikipedia).

Truancy breeds Truant and a truant can be described as the person that stays away from school without good reasons. He or she is irregular at school attendance for he finds other places more attractive than that school and all it stand for.

Giedugba (2005), observed that quite a number of students in institutions of learning are truants. They become truant in order to engage in activities which are neither under the control of the home nor of the school.

Truancy is one of the offences which students in institutions of learning commit. From research work carried out by Bozumah (2002) it was discovered that truancy is of varying degree in institutions of learning and it is comparatively greater in the secondary schools than the high institutions of learning, especially Public owned or government owned secondary schools.

Peck (2003), opined that the various behavioral disorders like stealing, violence, drug abuse, examinational malpractice, sexual abuse and truancy have so undermined active teaching learning processes that some teachers have become helpless and disorganized in their task of impacting knowledge to the learners.

Furthermore, the impact of truancy is very obvious and usually a negative one on truants present and future life in education. Truancy results in loss of intellectual development and lack of improvement of individual. Also, it leads to poor academic performance at the end of the school periods, school terms and school year.

Truancy as a threat to academic performances of the student is believed to reduce the quality of education the child receives. It reduces the standard of academic achievement of a child. It leads to the fall of educational standard in schools. It increases the rate of examination malpractices and poor examination results of both internal and external examinations. Truancy is also a factor that contributes to idealness, joblessness, unemployment and underemployment of most adults today, just because they engaged in the act of Truancy during their school days.

However, the aim of this work is to investigate the actual acts, causes, and the influence of Truancy on the Academic performance of secondary school students.

### **Statement of the problem**

The school has been established as the agent of the society to mould the habits, interest, attitudes and feelings of children and transmit the societal norms, culture, values and traditions from one generation to another. Despite this, some students still do not attend school classes. Many of our young adults in Secondary schools now run away from schools while in many of the cases, the parents believe they are attending school classes and the school on the other hand do not seem to be able to cope with the problems, because no meaningful attempt has been made to reach its root. While these students are away from school, they exercise freedom in engaging in a lot of juvenile delinquencies and involved in social vices, such as stealing, smoking, bullying, drug abuses, rioting, vagrant's behaviors, and the infamous HK (Headquarters for learning Yahoo) among others.

This is because most home no longer play their traditional function to rear and bring up the child in an upright manner because a lot of parents are so preoccupied with duties (working and travelling) outside the homes that they have little or no time to keep watch over the action and behaviour of their children.

In most of the schools, there is no conducive atmosphere for learning. This is due to the fact that schools are highly populated, poorly equipped and understaffed. Since students cannot cope with their unfavorable conditions, which these school are placed, this eventually leads to truancy and other social vices found in our society today.

Also, Broken homes can also be attributed to a cause of truancy because children from a single parent will leave the mothers house and pretend to go to the father's house whilst visiting other places and vis a visa. Also some children without father figure or mother figure as the case maybe usually undergo some traumatic experiences that makes them exhibit some TRAUNT BEHAVIOR.

### **Research Question**

1. What is the Influence of Truancy on the academic performance of secondary school students?
2. What are the factors responsible for Truancy in secondary schools?

3. What role does the parent's and school play to prevent Truancy in secondary schools?

4. Does peer group and Gender Influence contribute to the act of truancy in our secondary school?

### **Purpose of the study**

1. To Examine the influence of truancy on the academic performance of secondary school students.

2. Examine the causes/factors responsible for Truancy in Secondary Schools.

3. To determine the role parents and the schools play in preventing truancy among secondary school students

4. Determine if peer group and Gender Influence contributes to the act of truancy in secondary schools.

### **Significance of the study**

It is hoped that the result of this study will be useful to school administrators, as the study will examine the various causes and consequences

of truancy and state the ways of curbing it which will serve as a vital instrument for effective school administration.

The study will also help the secondary school administration in Oredo Local Government Area in Edo State to reap the various school students and curb their excess and enhance the image of the public/ government schools and it is expected to help the local government authorities to recognize truancy among secondary school students.

The study will also give parents insight on how or why their wards engage in truancy. The study will also serve as reference point for students or researchers wising to embark on similar research of this magnitude.

### **Scope and Delimitation of the Study**

This study is expected to cover only secondary schools, the investigation is limited to the phenomenon of the Influence of truancy among secondary schools academic performance of students in some selected secondary schools in Oredo Local Government Area of Edo State.

### **Definitions of Terms**

Truancy: The practice of staying away from school without permission. In other words, it is the act of staying away from school without a reasonable excuse.

Vagrant: A person who has no home or job and one who beg.

Truant: A child who stays away from schools without permission.

Disobedient: failing or refusing to obey.

HK: means Headquarters (where young boys are trained in the act of scamming whites)

Abet: To encourage somebody to do something wrong.

Frustration: Unable to be successful in a particular career.

Indulged: To be too generous in allowing somebody to do whatever they like.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Based on the research questions, this study reviewed relevant related literature under these headings;

- ❖ Concept of Truancy
- ❖ Causes and Effects of Truancy
- ❖ Adolescence and Peer influence on Truancy
- ❖ Gender and Truancy
- ❖ Parental Involvement and Truancy
- ❖ School Environment and Truancy
- ❖ Curbing or Combating of Truancy

## **Concept of Truancy**

Truancy means staying away from school without permission from parents and school by students. According to the International Dictionary of Education (2002), truancy is defined as a “deliberate absence from school without parental knowledge”. In the same vein, the New Western Comprehensive Dictionary Special Price Edition (2004) said that truancy is “when a student stays away without permission. A student who absents himself/herself from school without permission from school and home is a truant. Fowowe (2011) observed that irregular school attendance is interchangeably used with truancy which occurs when students fail to attend school without permission from school. Similarly, Nwankwo (2006) stated that truancy among students is abnormal and results to absenteeism. Herbert (2005) stressed that truants lack skills to maintain friendships hence they are isolated by peers.

Truancy may refer to students who attend school but do not go to classes. Heilbbrun (2003) observed that truancy is practiced by

some students who fail to attend school, rather prefer to be with their friends. In California, a student is a truant if he is absent for 3 days during the school year and in Colorado for 4 unexplained absences during a month (Hunt, 2008). Globally, truancy is regarded as cankerworm that has caused set back and deficiency for attainment of viable educational pursuit by secondary school students.

Mac Gillivery and Erickson (2006), identify three categories of truancy:

**Habitual truancy** – is defined as a specific number of consecutive unexcused absences from school without the knowledge or consent of parents or school.

**Occasional truancy** – when a student is absent from school with the consent of parents either to help the family and not regular.

**Casual truancy** – this type of truancy occurs when student's absence from school is by chance and not regular. Students tend to attend the lessons that they are interested in Mac Gillivery and Erickson (2006).

### **Truancy as a Disciplinary Problem**

In every human society, there are norms and values which are socially and mentally accepted way of doing things. A situation where a person's behaviour contradicts the accepted societal norms, the individual becomes a deviant. The school as an institution is a place for learning morality and inculcates discipline in the students. Despite this, some students still do not attend classes regularly. Students' absence from school for unexcused reasons is referred to as truancy. However, the situation in our secondary schools regarding the issue of truancy is pathetic. The National Policy on Education (2014) conceived the aims of education at this level as education meant to:

1. Inspire students with a desire for self-improvement and achievement of excellence
2. Foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity.
3. Rise morally upright and well adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

4. Develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
5. Offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles.
6. Provide trained manpower in the applied science, technology and commerce at sub-professional grades.
7. Provide entrepreneurial, technical and vocational job specific skills for self-reliance, and for agricultural industrial, commercial and economic development
8. Provide holders for the B.E certificate and Junior Arabic and Islamic studies certificate with opportunity for education of a higher level, irrespective of gender and social status, religious or ethnic background.

Truants would neither achieve the aforementioned educational aims and objectives, acquiring the prerequisite skills, nor getting certificate of active participation in schooling if the rate of truancy among students is not reduced.

## **Causes and Effects of Truancy**

Researchers have identified the causes of truancy to be multifaceted Owodunni 2008; Siziya, 2007 and Animashaun, 2007, identify the following as the causes of truancy.

They include:

1. Lateness
2. Absenteeism
3. Lack of interest in academic work,
4. Peer pressure
5. Lack of parental supervision,
6. Lack of interest in a subject,
7. Financial difficulties in the family,
8. irregular attendance to classes,
9. Single parenthood,
10. Poverty,
11. Drug problems
12. Not liking school

13. Having lower grades in the school subjects
14. Disciplinary problems
15. Lower rate of homework completion
16. Youth violence (crime) among others.

According to the literature reviewed by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) found correlates between truancy and four categories of risk factors.

1. Family factors (lack of supervision, poverty, alcohol or drug abuse, attitude towards education).
2. School factors (school size, attitude of students, staff, teachers' inflexibility towards meeting different learning styles, inconsistent procedure for dealing with absenteeism).
3. Economic factors (employed students, single parent home, high mobility, parents with multiple jobs, lack of transportation).
4. Students factors (drug and alcohol abuse, lack of understanding of attendance laws, lack of social competence, mental and physical health problems (Baker, Sigmon and Nugent, 2001).

## **Effects of Trauncy**

According to Heibrunns (2007) literature review on truancy has a number of harmful consequences not only for students but also for schools and communities. He further stated that truancy affects academic achievement throughout school compared to non-truant students. Students who are truants: have lower grades, need to repeat grades more often, have high rate of expulsion, have lower rates of secondary school graduation. The review reported that some schools and districts still expel or 'push out' students who are both truants and low achieving, while the remaining students can raise the school's overall level of academic achievement (as measured by grades, grade promotion and graduation rates), it can also lower enrolment, which drives school funding based on attendance.

The literature review also concluded that truancy is a risk factor for other problems, including: substance abuse, delinquency, gang activity, serious criminal behaviour (such as car theft and burglary), early sexual activity, dropping out of school. Animashaun's (2009)

study on causes of truancy found that lack of readiness to learn, lack of motivation, the fear of unknown, poor parenting, misplaced priority, bad role models, over indulgence, excessive domestic work and spiritual factors cause truancy among secondary school students. The reasons adduced above have a negative effect on the students' schooling as such problems are difficult to contend with. According to Henry's (2007) study on effects of drug use found that about 11% of 8th grade (SS1) students and about 16% of 10th grade (SS3) students reported having been truant at least once in the previous four weeks.. Owen (2001) opined that truancy and absenteeism can lead a child into drug addiction and in most cases student's absence from school affects his/her intelligent quotient (IQ) which gets retarded. He further stated that such student would score below average in his class work because he missed all the normal school lessons, academic training which he would have acquired. In addition, that he would associate with bad peers who would lure him into criminal activities such as stealing, smoking, cultism, among others. In fact, these will increase his confidence in his bad behaviour which eventually have

impacted negatively on his academics. Also, his thought process will consist of negative and debilitating self-talk. Truancy is a problem because students who are absent from school cannot benefit from the various programmes that the school offers leading to lower academic achievements (Baker and Jenson, 2000). In the same vein, Corey (2008) observed that truancy has a financial impact on communities that are involved in funding education. He further stressed that truant students are frustrated hence perpetrate acts of deviance such as fighting, bullying and absenteeism. Students attempt to model their behaviour to what represent the standard of their peer group. Consequently, the effect of truancy has serious consequences for the individual, society, nation and the international world. According to American Psychological Association (2010), the researchers observed that truancy contributed to unemployment and poverty in every country in that no nation can rise above the development of her human resources. A study on 169 street youths in Ibadan, Nigeria, revealed that 47% of them had a history of truancy (Olley, 2006). The study suggested that truancy and being on the streets contribute to nonschool

attendance (Olley, 2006). Studies have revealed that adults who were truants as adolescent were more likely to experience marital problem, job instability and social maladjustment when compared to their counterparts who were not truants (Henry & Huzinga, 2007). Heubrunn (2007) found that students who are truants have low grades and have lower rates of high school graduation. Truancy affects not only youth but also the adult they will become. If the above effects are not properly handled by using adequate counselling strategies by counsellors and intervention programmes, truants would involve in high crime rate such as robbery, prostitution and increased rate of unemployment.

### **Adolescent and Peer Group Influence on Truancy**

Studies have shown that truancy is at its peak at adolescence (Osarenren, 2005, APA 2010, Monrad, 2007, Alliance for Excellent Education Factsheet, 2010). Adolescence is regarded as the age of “storm and stress” and is characterized by a lot of problems

emanating from the peculiarity attached to this period between children, childhood and adulthood (Omoegun, 2011). This stage is generally referred to as the most turbulent stage of human development and characterized by physical and physiological changes.

According to Osarenren (2005), in terms of age grade adolescence refers to a period between puberty and adulthood, generally heralded by a final surge of all round physical growth. The changes are usually accompanied by needs and, often times, confusing emotional responses, a broadening of social functioning, that occur so unevenly that it is difficult to define the exact beginning and the ending of this period. This could explain the reason that there is no consensus among authors as to the exact age of on-set of adolescence. Osarenren (1996) actually pin-pointed that students suffer from a considerable degree of personal maladjustment, traceable to problems associated with adolescents. These problems as explained in Omoegun (2011) include sex problems, developmental problem, problem of somatic variations, social economic problem, problems of egocentricism, problem of nervousness, intellectual problem, problem of argumentation and

debating, problem of aggression, day dreaming problem, social problem and delinquency. Some basic and fundamental problems that confront adolescents include; identity formation, physical and sexual growth, development of morals and values, quest for independence, peer culture, adolescent delinquency, school problems like truancy and absenteeism, poor social skills, vocational choice among others (Osarenren, 2005). She observed that while adolescents have grappled with the numerous subjects from different subject teachers, some may be confronted by emotional disturbances emanating from their homes, schools peers and the community. These problems may culminatively lead to educational deficiencies such as poor study habits, academic under-achievement, poor self concept, low self-esteem and lack of motivation to learn. Eventually, all these complexities may lead the adolescent to gravitate towards indiscipline and delinquency. It is pertinent to note that at adolescence, youth start to organize their emotional feelings. Their limited life experiences and dependence on significant others do not make it a smooth process for them. The result is that instead of becoming stable and emotionally well adjusted

individuals, some adolescents struggle with their problems alone, hence become lonely. Some of the adolescents also who are truants interact among themselves and have emotional adjustment problems that affect school adjustment and school performance.

Researchers found that violent behavior and delinquency have similar social predictors that tend to drive from hanging out with deviant peer groups which has a strong influence on adolescent lives universally. They further stated that socializing without stable adult authority figures in structured activities at school is shown to lead to delinquent life style among adolescents. Studies have shown that truancy is at its peak during adolescence (Osarenren 2005, Forcier and Garafalo 2012 & Oliha 2014). The stage is often referred to as the most turbulent stage of human development that is characterized by physical and physiological changes.

A study on truancy reduction among adolescents revealed that students engage in truancy due to boredom, bullying and poor relationship with teachers (Eastman, Small, Cooney & Connor (2007). Adolescence is associated with some common problem which if not

well managed could combine with other issue, to lead to truancy. Educational attainment is a crucial predictors of several health related life styles and premature mortality. However, truant adolescents have been reported to engage in risky social practices, illicit drug we alcoholic drinking and cigarette smoking (Henry 2007). He address that the unsupervised time that adolescents have when they are truants allow them to initiate unhealthy behaviour.

Peer pressure is a strong social influence among adolescent students. According to social learning theory norms, habitual behaviour and life style are instilled through the primary social groups of family and peers (Cherlin, 2008). Viewed in the context of social learning theory if the social controls based on school setting break down, students tend to become vulnerable to risk factors and engage in delinquent activities. Students share common interest among their peers who assist one another during their interaction. Nakpedia, (2012) observed that children irrespective of their age should be thought sex education during the early stages of development to prevent negative peer pressure. Generally, students need guidance to prevent negative

peer pressure while they engage in peer relationship. Animashaun (2005) declared that it is easier for students to yield to the pressure from their peers than to obey their teachers and school authority. In the same vein, Baker & Jenson (2000) lamented that the weak school rules and peer group culture contributed to high rate of truancy among students. Research has shown that some students lack assertiveness skill to engage their truant peer hence could not motivate other students (Reid, 2002). He further stated that the poor relationship between teachers and students erode student's self-esteem. To further aggravate a bad situation. Mayer (2003) stressed that some adults act as wrong role models to the adolescent students hence influence them negatively. A well behaved student associates freely among peers but an anti-social students would be rejected among his friends and classmates.

## **Gender and Truancy**

The role of gender in educational outcome is a common discourse in research. The impact is being examined in most academic

issues ranging from regular school attendance, academic achievement, performance, school enrolment, retention, truancy among others. In Nigeria today, the male students are considered 8% less likely to graduate than female students and the gap is as large as 14% between male and female among African-American students (Monrad, 2007). According to Need Assessment on Millennium Development Goals (MDGs) (2010) in Nigeria, the gross enrolment by gender shows that male enrolment has been consistently higher than the females by 6% on the average since the year 2000. Furthermore, students who are truants are likely to stay away from school as a result of poverty.

Alika and Egbochukwu (2009) conducted a descriptive survey on why girls drop out of school in Edo State and its implication for counselling. The population of the study comprised all girls who dropped out of school and reenrolled in schools in Edo State. The sample comprised four primary schools, four secondary schools and skill acquisition centres in Benin City. A check list on reasons that they are truants hence drop out of school was used for data collection while the analysis was done using percentage. The result revealed that

poverty had the highest percentage of 53% while death of parents, pregnancy, ill health and inadequate teaching had the least percentage of 11% among others. They recommended that counsellors should identify indigent students who are truants and are prone to drop out of school as a result of poverty and help negative some form of scholarship or financial assistance for them.

A study of gender differences in social support investigated the effect of family structure on behavioural outcomes. The findings revealed that gender plays a key role in the prediction of behavioural problems in the home (Neff & Karney, 2005). Gesinde (2004) observed that boys at any level of education exhibit truancy more than the girls. Nwankwo and Onyali (2011) in a survey on truancy and dropping out of school revealed that in Nigeria, both gender exhibited similarity in truancy rate and dropping out of educational opportunities. It is obvious that both male and female adolescent students engage in truancy because they feel the sense of belonging.

## **School Engagement and Truancy**

School engagement is a multi-dimensional construct with little consensus on its definition because there are multiple layers and aspects of engagement. Finn (1989) defines school engagement as a multi-dimensional construct having a behavioural component termed participation and an emotional or psychological component termed identification. Frederick, Blumenfield and Paris (2004) classified engagement into three – behavioural, emotional and cognitive. Anderson, Christenson, Sinclair and Lehr (2004) and Appleton, Christenson, Kim & Reschly (2006) divide engagement into four – behavioural, academic, cognitive and psychological with multiple indicators for each sub type. As a result of this overlap in the classification of different aspects of engagement, this study views engagement as all covert and overt indicators that reflect a student's feelings and behaviour towards his academic (personal commitment to learning) as well as his relationship in the school environment (with peers, teachers and other adults). This study viewed engagement as a student's behaviour towards his academic (personal commitment to

learning) school environment (with peers, teachers and other adults). In their view, Patrick, Ryan and Kaplan (2007) stressed that when students feel a sense of emotional support from teachers and peers, they are encouraged to discuss their work. In addition, the students are more likely to use self-regulatory strategies to engage in task related interaction. Their study also revealed that emotional engagement is about “appeal” based on positive and negative reaction of teachers and students that influence willingness to work. Based on this premise, the school must build a sense of community among the staff and students, to enable at-risk students feel that educators have a genuine interest in them.

Finally, the students need to be cared for and respected for improved performance in the school work. There is general agreement that school engagement produces positive school outcome. Patrick, Ryan and Kaplan (2007) found that when students feel a sense of emotional support from their teacher, academic support from their peers, and are encouraged to discuss their work, they are more likely to use self-regulatory strategies and engage in task related interaction.

Similarly, Hunters (2005) noted that students that have a positive connection to the school have improved self-esteem and are less likely to engage in inappropriate behaviour. As such, the school must build a sense of community among the faculty, staff, students and make teachers feel that educators have a vested and genuine interest in them. They need to feel cared for and respected. Open communication and a shared vision help to build a sense of trust among the students and educators. Several scholars suggest that students' emotional engagement is related to the decision to drop out and that alienation, a feeling of estrangement or social isolation contributes to the truancy problem. Findings from Teujillo, (2006) revealed that nearly all the interventions showed evidence of effectiveness in their review had a strong focus on engaging students in school and learning. Student engagement has emerged as a key ingredient of effective truancy prevention programmes and strategies. Glanville and Wildhagen (2006) observed that despite the growing body of theory and research on the consequences of school engagement, there was still a good deal in that area to learn. According to them, one limitation of current state of

knowledge was that of not having a firm grasp of which aspects of engagement are most crucial in promoting academic success. A second limitation was that most studies of the relationship between engagement and achievement do not allow for the plausible influence of achievement on engagement. A third limitation was that for all of the emphasis on the importance of engagement for disadvantaged minority youth, scarcely any studies compared the influence of engagement across racial and ethnic groups. They however used national representative data to estimate longitudinal models evaluating the effects of prior engagement on educational outcome and of prior achievement on future engagement. They found that behavioural engagement reduces the likelihood of truancy, while psychological engagement and time spent on homework positively influence academic achievement. Their result also suggested that prior academic achievement positively affects behavioural engagement and time spent on home work. They however observed no differences in the effects of engagement on educational outcome between racial and ethnic groups. Hunter's (2005) in his submission, noted that although most

theories draw upon the construct of school engagement in their conceptualization of the dropout process, research addressing its hypothesized prospective relation with truancy remains scarce and does not account for the academic and social heterogeneity of students who leave school prematurely.

### **Parental Involvement and Truancy**

Parental involvement refers to parents' behaviour related to the child's schooling that can be observed as the manifestation of their commitment to their child's educational affairs (Lopez, 2001). According to this definition, the effect of parents' involvement will be noticed as they play their roles to the school and students for being diligent. In addition, these supports given to the children will enable them work harder in their studies, score good grades and high academic performance. They further highlighted the behaviour as being a member of parents/teachers association, volunteering in school, helping with home work, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding good grades, modelling reading behaviour, contacting the school in case of

problems, monitoring the child's out-of-school activities and talking regularly with the child. There is an absence of a clear definition of parental involvement construct because of the complexity and multidimensionality of its concept. (Fantuzzo, Davis and Ginsberg, 2005). They outlined illustrative examples of these parents' behaviours, presented in the empirical literature to include: attending parent-teacher conferences; being a member of a PTA, volunteering in school, helping in the classroom, helping with homework, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding good grades, reading to/with the child, modelling reading behaviour, taking the child to the library, contacting the school in case of problems, monitoring the child's out-of-school activities, and talking regularly with the child. following a specific set of rules to discipline the child (Mcwayne, Hampton, Fantuzzo, Cohen and Sekino, 2004), being home when the child returns from school, limiting the amount of time for going out with friend and watching the child in sports and taking the child to cultural events Baker and Denessen, (2007). Associated more general parenting behaviour (i.e.

authoritative parenting) with the highly involved parent. According to them, apart from observable behaviour, parent involvement has also been conceived as a set of parental beliefs, attitudes and values, varying from simply knowing where the child is and knowing the child's friends, to parents' enthusiasm, parents' beliefs that they should take an active role in their children's education, educate their children to become good citizens, have high aspirations for their children and have a positive sense of efficacy for helping the child learn, besides their perception of invitations to involvement from the school, teacher and the children (Hoover-Dempey, Worker, Sandlert, Wetsel, Green, Wilkins and Closson 2005). They concluded that the scope of parent involvement can vary from a narrow perspective, defining parent involvement as parent involvement activities at school, to a broad perspective, also including parenting behaviour at home and parents' attitudes towards their child's schooling. Bakker and Denessen (2007) also pointed out that there are varieties of measures, methods and operationalization of parental involvement in literature. According to the researchers, a recent review of the impact of parental involvement

on pupil achievement. In a study, Ekpo and Ajake (2013) investigated the influence of family socio economic status and educational level of parents on delinquency among senior secondary school students in Benin city, Edo state Nigeria. This study illustrated the impact of the family on the behaviour of students. It was a survey research with a random sample of 600 students drawn from a target population of 2,640 senior secondary school students in the study area. The study used independent t-test to analyze data generated on family socioeconomic status and Analysis of Variance (ANOVA) to analyze data generated on the educational level of parents. The result of the analysis showed that family socio economic status and the educational level of parents significantly influences students' delinquency such as truancy.

Apebende, Akpo, Idaka and Ifere (2010) underscoring the importance of parental involvement in school success carried out a survey to determine parental involvement in their children's education as an on pass on the effective nation's implementation of the UBE. The instrument used was a 14 item Parents/Guardians Involvement

Questionnaire while the data for the study was derived from 500 parents/guardians in Benin city, municipality of Benin city, Edo State. Using the one sample mean (population t-test) and the independent t-test, the hypotheses tested revealed that parental involvement in their children's education was significantly low and that female parents were more involved in the education of their children and wards. They observed that parental involvement in their children's education was necessary for effective nation's implementation of UBE, and recommended that the school counsellors should organize an awareness workshop for the Parents/Teachers Association to improve their understanding of the diverse ways parents could be involved in the education of their children. The counsellors were advised to counsel the parents on the need to:

1. Visit schools to find out about the progress of their children.
2. Help the children with their take home assignments so that these could be properly done.
3. Provide funds for the renovation of dilapidated buildings or provide any help in the school.

4. Ensure that their children go to school on time, regularly and provide them with required school materials.
5. Visit school and present talks on topics of interest to the children.
6. Work in co-operation with teachers for the good of their children.

Ho Sui-Chu & Willms (2010) in their study examined whether variations in levels of school achievement are related to four types of parent involvement:

1. Home discussion,
2. Home supervision,
3. School communication and
4. School participation.

The study showed that parent involvement made a significant and unique contribution to explaining the variation in children's academic achievement regardless of parental background. The results revealed that the assumption that parents from ethnic-minority groups participate less than white parents was not so and that differences in the involvement of parents of male and female students were pronounced.

Based on the findings of the study, the authors suggested that schools may be able to make gains in student achievement by giving parents concrete information about parenting styles, teaching methods, and school curricular. It suggested that further research is needed to examine the effects of a particular policy and programmes that support parent involvement and home learning. Parental participation can be influenced by parents, teachers and students. Similarly, Macfarlane (2008) found parental participation in a child's education to be essential for effective teaching and learning. The success of a child can be assessed through the mother's psychological functioning and the quality of the home environment. According to Cherlin (2008), the low socio-economic background of students is a predictor of poor academic performance. Thus, students who come from poor homes find it difficult to cope with the challenges at school.

### **Combating Truant Behavior**

There are a considerable number of strategies and interventions that have been employed to combat truancy. Zhang (2007) recommends instructional, behavioral, and community based

interventions, and has advocated for a program titled Check and Connect, while Henry (2007) supports the family and instructional intervention approaches. DeSocio(2007) initiated a mentor intervention program whereas Reid (2006) investigated a five-tiered intervention approach titled School Based Scheme (SBS) piloted in the United Kingdom (UK). Each of the afore mentioned strategies and interventions have exhibited at least minimal success within the schools they were initiated. What if the successful components of the previous strategies and interventions were selected and combined with one another to be used as a single force to combat chronic illegal absenteeism? Would this be possible? Could individual parts be dissected and then put back together like a puzzle to create the ultimate truancy combatant? “Direct instruction,” or an instructional approach that places an emphasis on the drill and practice technique throughout scripted, rehearsed, and fast-paced lessons, is a key phrase used in instructional intervention. This is especially useful in reading and math classes where students can receive immediate feedback. Furthermore, teacher praise and reinforcement has empirical support for

increasing on-task behavior and decreasing inappropriate behaviors (Zhang, 2007). Through instructional intervention, habitually absent students are encouraged to attend school through praise. However, I do not believe that the instructional intervention approach will be enough in and of itself to eliminate, or at the very least decrease chronic unexcused absenteeism. Nevertheless, the strategy elicits empirical support for increasing on task behavior; therefore, direct instruction could be one component used in the fight against truancy.

Positive Behavior Support (PBS) and Functional Behavior Assessment (FBA) are two examples of behavioral based interventions. Positive Behavior Support incorporates several empirically proven practices into a continuum of supports for students with challenging behaviors and these supports can either be universal and school wide or more intensely focused on the individual (Zhang, 2007).

Functional Behavior Assessment is an example of a more individual based intervention, and is a process in which information is gathered about the function of the student's behavior. This can be

used to maximize the effectiveness and efficiency of the student's behavioral support(s) and self-management. This process generally involves self-monitoring, self-evaluation, and positive reinforcement. Moreover, this process is intended to teach students to take responsibility for their social behavior and academic performance. The PBS and FBA also provide a paper trail needed to prove that steps have been taken in an attempt to improve student behavior, and more specifically in this case, student attendance.

Abolish Chronic Truancy Now (ACT Now) and Truancy Reduction Demonstration Program (TRDP) are two popular community-based interventions. These programs build on the strengths and resources in local communities to target truancy and offer incentives to students and their families for attending school. These community-based interventions include mentoring, intensive family interventions, case management or diversion programs, welfare restrictions as an economic sanction, and expanding police authority (Zhang, 2007). Zhang states that attendance improves when students

are given awards, communication with families is strong, parents are assigned a contact person at school, and after school programs are made available to students. However, it becomes obvious that if the entire community is not involved (e.g. parents, educators, law enforcement, juvenile and family court judges, social services, etc), the program will not be successful in preventing, decreasing, or eliminating truancy. Still, it is of value to provide the community with an opportunity to become invested in its youth and the school's fight against truancy.

**Check and Connect** is a dropout prevention and intervention model that was developed to encourage middle school students that were at risk for dropping out of school to remain engaged in school and on track to graduate (Zhang, 2007). In this model, an assigned individual monitors student levels of engagement on a daily basis using multiple risk factors such as tardiness, skipping classes, absenteeism, behavior referrals, detention, suspensions, grades, and accrued credits. This assigned individual is responsible for ensuring that a student is actually connecting with the school and is indeed

participating in the learning environment. This is the Check aspect of the program. In the Connect portion of the program, the assigned individual uses the indicators mentioned above to connect the at risk student to either basic or more intense interventions. The basic interventions include sharing general information about the monitoring system with the student, providing regular feedback to the student about his progress in school, regularly discussing staying in school and its associated benefits, and problem solving strategies that can be used to examine the potential risk factors that the student may be exhibiting. An example of a more intensive based intervention would be that of the FBA, which was discussed earlier. This program would be excellent for chronically absent students because it allows for the fostering of an adult-student relationship based on human interactions and connections. It allows for the student to make a commitment not only to himself, but also to a fellow human being.

## **Summary of Literature Review**

This chapter reviews the related literature that have direct bearing on this study. The review looks at the conceptual framework, the causes and effects, adolescence and peer influence, gender and truancy, parental involvement as well as school engagements and environmental influence. The study also looks at the ways of curbing or combating truancy.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter describes the procedures that will be used for this study and it is organized under the following sub-headings:

- ❖ Research Design of the Study
- ❖ Population of the Study
- ❖ Sample and Sampling Technique

- ❖ Research Instrument
- ❖ Validity of the Instrument
- ❖ Reliability of the Instrument
- ❖ Method of Data Collection
- ❖ Method of Data Analysis

### **Research Design**

The study adopted the correlation research design. Gay (1996), points out that correlation research design attempts to determine whether, and to what degree, a relationship exist between two or more quantifiable variables.

### **Population of the Study**

The population of the study comprise of Five (5) selected senior secondary school in Oredo Local Government Area of Edo State out of which a population of one hundred and fifty (150) students will be randomly selected for the study.

### **Sample and Sampling Technique**

The sample for the study consists of one hundred and fifty (150) students which is 4.18% of the total population students from five (5) secondary schools in Oredo Local Government Area of Edo State. The simple random sampling technique was used in selecting the schools from the thirteen public secondary schools in Oredo Local Government Area of Edo State. Thirty (30) students will be selected from each school with the use of purposive random sampling technique.

### **Research Instrument**

The instrument that will be used in generating data for this study is the questionnaire. The questionnaire which was designed by the researcher and consist of two sections (A & B). SECTION “A” was designed to cover the demographic information of the respondents, while SECTION “B” covers the research items that was raised for the study.

### **Validity of the Instrument**

Before the administration of questionnaire, it will be given to the project supervisor and one other lecturer in the Faculty of Education

for correction and suggestions. The corrections and suggestion made by them will be incorporated in the final draft of the instrument.

### **Reliability of the Instrument**

In order to ascertain the reliability of the instrument, it will be administered to twenty (20) students selected from the population but excluded from the main study. Data collected were analyzed.

### **Method of Data Collection**

The administration of the questionnaire will be personally carried out by the researcher by giving out the questionnaire forms to the students individually and collecting them back on the spot, in order to ensure that no item is missing.

### **Method of Data Analysis**

Likert-type questionnaires will be used to collect data. The questionnaire will be used since the study will be mainly concerned with variables that could not be directly observed or manipulated. The

responses to the questionnaire items will be analyzed using simple percentage.

**CHAPTER FOUR**

**PRESENTATION OF RESULTS AND DISCUSSION OF**

**FINDINGS**

This chapter presents computation and analysis of data gathered through the use of the questionnaire distributed to the respondents. It also has the discussion of findings

### **Presentation of Demographic Data**

**Table 1:** Gender Distribution

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
Male	48	32.0%
Female	102	68.0%
<b>TOTAL</b>	<b>150</b>	<b>100</b>

**Gender Distribution:** From the table above, it can be seen that 32% of the respondents are male students while 68% of the respondents are female. This shows that majority of the respondents are female students.

**Table 2: Age Distribution**

<b>Age Distribution</b>	<b>Frequency</b>	<b>Percentage</b>
12-14 years	7	4.7%
15- 17 years	11	7.3%
18 years and above	132	88%
<b>TOTAL</b>	<b>150</b>	<b>100</b>

**Age Distribution:** The age distribution indicated that majority of the sampled respondent's age 132 (88%) falls between the age group of 18 years and above. This was followed by respondents in the age group between 15-17 years 11 (7.3%) while 12 - 14 years were 7 (4.7%).

**Table 3: Religion Distribution**

<b>Items</b>	<b>Frequency</b>	<b>Percentage</b>
Christianity	132	88%
Islam	18	12%

<b>TOTAL</b>	<b>150</b>	<b>100</b>
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**Religion Distribution:** From the table above, it can be seen that 88% of the respondents are Christians while 12% of the respondents are Islam's. This shows that majority of the respondents are Christians.

**Table 4:** Class Distribution

<b>Age Distribution</b>	<b>Frequency</b>	<b>Percentage</b>
SS 1	86	57.7%
SS 2	49	25.6%
SS 3	25	16.7%
<b>TOTAL</b>	<b>150</b>	<b>100</b>

**Class Distribution:** The class distribution indicated that majority of the sampled respondent's are in SS 1, 86 (57.7%). This was followed by

respondents in the SS 2 class (25.6%) while SS 3 had the lowest respondents of about (16.7%).

## SECTION B

**Research Question 1:** What are the Influence of Truancy on Academic Performance of Secondary Schools?

**Table 5: Influence of Truancy on Academic Performance of Secondary School**

	<b>ITEMS</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>Total (%)</b>
1	Truancy in Secondary School reduces the quality of Secondary School Education	72 48%	36 24%	25 16.7%	17 11.3%	150 100%
2	Truancy result in poor Academic performances of the students	74 49.3%	51 34%	20 13.3%	5 3.4%	150 100%

3	Truancy affects the student's future status after their school days.	86 57.7%	46 30.9%	13 8.7%	5 2.7%	150 100%
4	Truancy in secondary school leads to the production of school drop-outs	80 53%	61 40.3%	6 4.4%	3 2.3%	150 100%
5	Truancy leads to engagement in juvenile delinquences	56 37.3%	56 37.3%	31 20.7%	7 4.7%	150 100%

Data in Table 5 shows that 72 respondent representing 48% of the respondent strongly agreed that truancy in secondary school reduces the quality of secondary school education, 24% equally agreed to the statement, while 25 and 17 respondents strongly disagreed and disagreed to the assertion.

74 respondents strongly agreed that truancy results in poor academic performances pupils of the students, 51 (34%) are in agreement with the assertion, 20 and 5 respondent strongly disagreed and disagreed respectively to the statement.

Table 5 also shows 86% of the respondents strongly agreed to the assertion that Truancy affects the students future status after their

school days, 46 of the respondents also agreed with this statement, while 13 and 5 strongly disagreed and disagreed with the assertion.

More so, on the effects of truancy on academic performances of students, 80% of the respondents strongly agreed that truancy in secondary schools leads to the production of school drop-outs, 61 also were in agreement with the statement, while 6 and 3 strongly disagreed and disagreed with the assertion.

56% of the respondents also state that truancy leads to engagement in juvenile delinquences, 56% also agreed with the statement, while the remaining 31 and 7 respondents totally disagreed and strongly disagreed with the statement.

The implication of this analysis is that truancy is a major problem to the academic performance of students in secondary schools, as the response obtained from majority of the respondents indicates that truancy is a major block to academic performance of secondary school students.

**Research Question 2:** What are the factors responsible for Truancy in Secondary Schools?

**Table 6: Factors Responsible for Truancy among Secondary School Students.**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b> <b>(%)</b>	<b>A</b> <b>(%)</b>	<b>SD</b> <b>(%)</b>	<b>D</b> <b>(%)</b>	<b>TOTAL</b> <b>(%)</b>
6.	Long distance from home to school	75 50%	58 38.7%	11 7.3%	6 4%	150 100%
7.	Decline of interest in education by the students	76 51%	61 40.3%	10 6.7%	3 2.0%	150 100%
8.	Single parenting breed Truant children	62	52	24	12	150

		41.3%	34.7%	16%	8%	100%
9.	Negligence of the students' needs and wants	75 50%	58 38.7%	14 10%	3 1.3%	150 100%
10.	Parental neglect encourages Truant behaviors of their children	83 55.7%	52 34.9%	12 8.1%	3 1.3%	150 100%
11.	Lack of discipline measures in school and at home	87 58%	56 37.3%	5 3.2%	2 1.5%	150 100%
12.	Lack of adequate teaching resources	71 47%	56 37.6%	19 12.8%	4 2.6%	150 100%

Data in Table 6 shows that 75 respondent representing 50% of the respondent strongly agreed that long distance from home to school is one of the factor responsible for truancy, 61% equally agreed to the statement, while 10 and 3 respondents strongly disagreed and disagreed to the assertion.

Table 6 also shows 76 respondents (51%) strongly agreed that decline of interest in education by students is another factor responsible for truancy, 51 (34%) are in agreement with the assertion,

20 and 5 respondent strongly disagreed and disagreed respectively to the statement.

Table 6 also shows 62% of the respondents strongly agreed to the assertion that single parenting breed truant children, 52 of the respondents also agreed with this statement, while 24 and 12 strongly disagreed and disagreed with the assertion.

More so, on the factor's responsible for truancy, 75 (50%) of the respondents strongly agreed that the negligence of student's needs and want breed truancy, 58 respondent also were in agreement with the statement, while 14 and 3 strongly disagreed and disagreed with the assertion.

83% of the respondents also state that parental neglect encourages truant behaviors of their children, 52% also agreed with the statement, while the remaining 12 and 3 respondents totally disagreed and strongly disagreed with the statement.

Also 87 respondent representing 58% of the respondents strongly agreed to the assertion that lack of discipline of students both at home

and in school is another factors responsible for truancy, 56 of the respondents also agreed with this statement, while 5 and 2 respondent strongly disagreed and disagreed with the assertion.

The Table, also revealed that 71 (47%) of the respondents strongly agreed that lack of adequate teaching resources breed truancy, 56 respondent also were in agreement with the statement, while 19 and 4 strongly disagreed and disagreed with the assertion.

The implication of this analysis is that the above listed reasons has proven to be a major factor responsible for truancy in secondary school, as the response obtained from majority of the respondents indicates that these factors acts as a major breed of truancy.

**Research Question 3:** What role does the parents and the school play in curbing truancy in secondary schools?

**Table 7: Roles of Parents and School in Curbing Truancy**

<b>S/N</b>	<b>ITEMS</b>	<b>SA (%)</b>	<b>A (%)</b>	<b>SD (%)</b>	<b>D (%)</b>	<b>TOTAL (%)</b>
13.	Good teaching method and teaching aids	76 50.7%	53 35.3%	14 10%	7 4%	150 100%
14.	Strong parental disciplinary background curb Truant behaviors	86 57%	53 35.6%	8 6.2%	3 1.2%	150 100%
15.	Conducive learning environment	70 46.7%	61 40.7%	14 9.3%	5 3.3%	150 100%
16.	Availability of materials, equipment and facilities in school	72 48%	52 34.7%	21 14%	5 3.3%	150 100%

Data in Table 7 shows that 76 respondent representing 50.7% of the respondent strongly agreed that good teaching method and teaching aids is part of the roles the school should play in curbing truancy, 53% equally agreed to the statement, while 14 and 7 respondents strongly disagreed and disagreed to the assertion.

Table 7 also shows 86 respondents (57%) strongly agreed that parental disciplinary background curb truants behavior, 53 (35.6%) are

in agreement with the assertion, 8 and 3 respondent strongly disagreed and disagreed respectively to the statement.

Table 7 also shows 70% of the respondents strongly agreed to the assertion that conducive learning environment curbs truant behavior's, 61 of the respondents also agreed with this statement, while 14 and 5 respondent strongly disagreed and disagreed with the assertion.

More so, on the roles of parents and school in curbing truancy, 72 (48%) of the respondents strongly agreed that availability of materials, equipment and facilities in school curb truancy, 52 respondent also were in agreement with the statement, while 21 and 5 strongly disagreed and disagreed with the assertion.

The implication of this analysis is that the above listed reasons are some of the roles parents and the school can play in curbing truancy among secondary school students.

**Research Question 4:** Does Peer group and Gender Influence contribute to the act of truancy in our Secondary School?

**Table 8: Peer Group and Gender Influence on Truancy**

S/N	ITEMS.	SA (%)	A (%)	SD (%)	D (%)	TOTAL (%)
17.	Bad peer group influence reduces academic performance	91 60.7%	47 32%	5 3.3%	7 4%	150 100%
18.	Truant behavior is common among male students	75 50%	57 38%	15 10.7%	3 1.3%	150 100%
19.	Truant behavior is common among Female students	62 41.3%	52 34.7%	33 22%	3 2%	150 100%
20.	Good peer group influence increases academic performance	105 70.5%	41 27.5%	3 1.3%	1 0.7%	150 100%

Data in Table 8 shows that 91 respondent representing 60.7% of the respondent strongly agreed that bad peer group influence reduces academic performances of secondary school student, 47% equally agreed to the statement, while 5 and 7 respondents strongly disagreed and disagreed to the assertion.

Table 8 also shows 75 respondents (50%) strongly agreed that Truants behavior is common among male students, 57 (38%) are in

agreement with the assertion, while 15 and 3 respondent strongly disagreed and disagreed respectively to the statement.

Table 8 also shows 62 respondent representing 41.3% of the respondents strongly agreed to the assertion that Truants behavior is common among female Students, 52 of the respondents also agreed with this statement, while 33 and 3 respondent strongly disagreed and disagreed with the assertion.

More so, on peer group and gender influence on truancy, 105 respondent, representing (70.5%) of the respondents strongly agreed that good peer group influence increases academic performances of students, 41 respondent representing 27.5% were also in agreement with the statement, while 3 and 1 strongly disagreed and disagreed with the assertion.

## **Discussion of Findings**

From the data collated and analyzed, the following are the findings:

In table 5, it is seen that 108 respondents agreed Truancy in Secondary School reduces the quality of Secondary School Education, while 42 respondent disagrees, also 125 respondent agrees that truancy results in poor academic performances of the students, while 25 respondents disagrees, 132 agrees that Truancy affects the student's future status after their school days, while 18 disagrees, 141 agrees that Truancy in secondary school leads to the production of school drop-outs while 9 respondent disagrees and 112 respondents agrees that Truancy leads to engagement in juvenile deliquesces while 38 disagrees.

In table 6, on the factors responsible for Truancy among secondary school students, majority of the respondent agrees that Long distance from home to school, Decline of interest in education by the students, Single parenting breed Truant children, Negligence of the students' needs and wants, Parental neglect encourages Truant behaviours of their children, Lack of discipline measures in school and

at home and Lack of adequate teaching resources as some of the factors responsible for truancy among secondary school students.

In table 7, on the roles of the parents and the school in curbing truancy, it is seen that majority of the respondents agreed to the research that Good teaching method and teaching aids, Strong parental disciplinary background, Conducive learning environment and Availability of materials, equipment and facilities in school can curb truant behaviours among secondary school students.

In table 8, it is seen that the respondents agreed to the research question which sought to find out if peer group and gender influence contributes to the act of truancy among secondary school students. Majority of the respondents agrees that Bad peer group influence reduces academic performance, Truant behaviour is common among male students more than among female students and Good peer group influence increases academic performance, while minority of the respondents disagrees to this respondents.

## **Summary of Findings**

The study revealed that there was a significant relationship between truancy and the academic performance of students. The Findings agrees with Nwadiani (2009), which states that truancy could result to poor academic performance. The study corroborated with Adeboyeje (2000) and obayan (2003) which revealed that classroom environment exert some dominant influence on learner's academic performance. Poor school physical equipment and facilities and unhealthy physical environment as well as lack of discipline and negligence of students needs and wants are also major factors responsible for truancy, also bad peer group influence is also a major causes of truancy.

Though disciplinary measures, conducive environment and strong parental breeding as well as good peer influence are also seen as factors for curbing truancy among secondary school students.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **Summary**

This study was aimed at finding out if there is any form of relationship between Truancy and the academic performances of students the in secondary school in Oredo Local Government Area of Edo State. This study reviewed works of several authors.

To guide the study, four research questions were raised which are outlined thus:

- What are the Influence of Truancy on Academic Performance of Secondary School?
- What are the factors responsible for Truancy in Secondary School?
- What role does the parents and school play to prevent truancy in secondary school?

- Does peer group and gender influence contribute to the acts of truancy in our secondary school?

The hypothesis was tested, and related literatures were reviewed. The instrument used in collecting data was questionnaire and the data collected was analyzed in the previous chapter.

### **Conclusion**

From the analysis carried out in the study, it can be concluded that;

The respondents in the sample agreed that truancy hinders effective learning and could lead to poor academic performance of truants.

It also shows that lack of disciplinary measures on the part of parents and Teachers alike result in the breeding of truants.

Consequently negative peer group influence also breeds truants resulting to juvenile delinquency.

Also constant absence from school has serious negative consequences both for truant students and for communities, which suffer both short and long term threats to public safety.

### **Recommendations**

The following under listed are recommendations based on the findings and conclusion of the study:

1. Parents should put more efforts to ensure that their children are adequately provided for and morally groomed.
2. There should be enlightenment campaigns by government agencies and non-government organizations for parents and children on the dangers inherent in Truancy.
3. Teachers and counselors should invite parents of truants for conference with a view to reducing the incidence of truancy in schools
4. The school authorities and Teachers should ensure conducive school physical environment for good working relationship between teachers and students.
5. The increasing student enrollment at all levels of education should be matched with corresponding professionally qualified teachers.
6. School administrators' should supervise adequately the keeping and utilization of attendance registers for effective control of students for higher academic performance. This is possible because

attendance records will help parent, ministry of education officials and researchers identify other factors affecting students' academic performance and discipline in schools.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL**  
**FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**

**THE INFLUENCE OF TRUANCY ON THE ACADEMIC**  
**PERFORMANCE OF SECONDARY SCHOOL**  
**STUDENTS IN OREDO LOCAL GOVERNMENT AREA**  
**OF EDO STATE**

**DEAR RESPONDENTS,**

I am an undergraduate student carrying out a research on the above topic, from the Department of Educational Foundations. The purpose of

this research is purely for academic purpose. I humbly appeal for your maximum honesty in responding to the questions. As all information given will be treated with utmost confidentiality.

Yours faithfully,

**Adetayo Oluwatosin Mercy**

**The Researcher**

**Instructions: please respond to the following questions by ticking the appropriate box, please ensure to provide answers to all the questions.**

**SECTION A**

Name of School: .....

Sex: Male ( ) Female ( )

Age: 12-14 years ( ) 15 -17 years ( ) 18 years and above.

Religion: Christianity ( ), Islam ( )

Class: SS 1 ( ), SS 2 ( ), SS 3 ( ).

## SECTION B

Please respond by putting a tick (✓) against the items that most describes your reaction.

SA - Strongly Agreed, A - Agreed, D- Disagreed, SD- Strongly Disagreed

### QUESTION 1:

S/N	Items	SA	A	D	SD
	<b>Influence of Truancy on Academic Performance of Secondary School</b>				
1	Truancy in Secondary School reduces the quality of Secondary School Education				
2	Truancy result in poor Academic performances of the students				
3	Truancy affects the student's future status after their school days.				
4	Truancy in secondary school leads to the production of school drop-outs				

5	Truancy leads to engagement n juvenile deliquesces				
	<b>Factors Responsible for Truancy</b>				
6	Long distance from home to school				
7	Decline of interest in education by the students.				
8	Single parenting breed Truant children				
9	Negligence of the students needs and wants				
10	Parental neglect encourages Truant behaviors of their children				
11	Lack of discipline measures in school and at home				
12	Lack of adequate teaching resources.				
	<b>Role of Parents and School in curbing Truancy</b>				
13	Good teaching method and teaching aids				
14	Strong parental disciplinary background curb Truant behaviors				
15	Conducive learning environment				
16	Availability of materials, equipment and facilities n school				
	<b>Peer Group and Gender influence and Truancy.</b>				
17	Bad peer group influence reduces academic performance				
18	Truant behaviour is common among male students				

19	Truant behaviour is common among female students				
20	Good peer group influence increases academic performance				