**INFLUENCE OF TRUANCY ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN NSUKKA LOCAL GOVERNMENT AREA, ENUGU STATE**

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**UNIVERSITY, UGWUOMU NIKE,**

**ENUGU**

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**TITLE PAGE**

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**A PROJECT PRESENTED**

**BY**

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**U16/EDU/POL/027**

**A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF**

**ARTS AND SOCIAL SCIENCES EDUCATION (POLITICAL SCIENCE EDUCATION), FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY, UGWUOMU NIKE ENUGU STATE.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF SCIENCE EDUCATION (BSc.Ed) IN POLITICAL SCIENCE EDUCATION PROGRAMME**

**SUPERVISOR: MRS. ANUKAENYI BLESSING**

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**APPROVAL PAGE**

This project has been read, examined, collected and approved as meeting the requirement for the award of Bachelor of Science Education(BSc.Ed)in Political Science Education Programme, Department of Arts and Social Sciences Education of Godfrey Okoye University Enugu.

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Project Supervisor Signature Date

**CERTIFICATION**

We the entire members of the academic staff of the Department of Arts and Social Sciences Education, on behalf of the above Department have examined and accessed the result of the project, read, and understood the content of the report, hereby declare our signature individually and collectively for the approval of the project.

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External supervisor Signature Date

**DEDICATION**

This research work is dedicated to the Almighty God for his infinite guidance, protection, blessings and many more grace showered on me; and to the memory of my Grandfather, Chief George Asadu.

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I am highly indebted to my parents, Mr & Mrs. Omeje Ikechukwu; you have always been there for me financially and otherwise throughout my stay in this noble institution.

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**TABLE OF CONTENT**

TITLE PAGE i

APPROVAL PAGE ii

DEDICATION iii

ACKNOWLEDGEMENTS iv

TABLE OF CONTENT v

ABSTRACT viii

**CHAPTER ONE: INTRODUCTION**

Background of the Study 1

Statement of the Problem 6

Purpose of the Study 7

Significance of the Study 7

Scope of the Study 8

Research Questions 8

**CHAPTER TWO: REVIEW OF RELATED LITERATURE**

ConceptualFramework 9

Theoretical Framework 21

Empirical Studies 23

Summary of Literature Review 24

**CHAPTER THREE: RESEARCH METHODS 25**

Research Design 25

Area of the Study 25

Population of the Study 26

Sample Techniques and Size 26

Instrument for data Collection 26

Validity of Instrument 26

Reliability of Instrument 27

Method of Data Collection 27

Method of Data Analysis 27

**CHAPTER FOUR: RESULTS 29**

Presentation of Data 29

**CHAPTER FIVE: DISCUSSION, SUMMARY AND RECOMMENDATION**

Discussion of Findings 33

Conclusion 35

Implication of the Study 37

Recommendations 39

Limitations of the study 40

Suggestion for further Studies 40

Summary of the Study 40

References 42

Appendices 45

**ABSTRACT**

The purpose of this study was to find out the influence of truancy on the academic performance of secondary school students in Nsukka local government area, Enugu state. The design of the study was descriptive survey. The target population for the study consisted of thirty one (31) public secondary schools with 18,011 students in Nsukka Local Government Area of Enugu state. The schools selected for the study were sampled using random sampling techniques. Five public secondary schools out of the thirty one (31) public secondary schools in Nsukka Local Government Area were sampled to give a fair representation of the schools in the local government area. 110 male and 90 female students were selected from the secondary schools in the sample consequently, the students were selected from each of the five (5) sampled public secondary schools hence the sample size of male and female students’ selected is 200. The research made use of a questionnaire for data collection. The instrument was face validated and was subjected to reliability test using t-test to obtain a coefficient of 0.89. Mean score were used to analyze the data collected. One of the findings of this study showed that truancy affected the academic performance of secondary school students negatively to a very high extent. This therefore implies that for students to achieve their educational goals there is need for them to abstain from truancy and absenteeism. This therefore calls for more devotion to teaching profession on the part of the teachers. Finally the study recommended among others that the school authorities should be strict on their rules and regulations, especially as it pertains to school attendance of students and truancy.

**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

 Education is a combination of deliberate and purposeful acts and activities with formative and intervention effect on the behavior and character of an individual. In its technical sense, education is the process by which a society consciously transmits its accumulated stock of knowledge; skills and intentional effort usually focus in part on character development, behavior modification and value’s orientation especially among the youths of the nation. However, in recent times, there are unintentional, visible and not so visible distortions and aberrations in the character and behavior of the youths which are reflected in the pattern of student’ classroom behavior. If unchecked, such behavior may constitute impediments to meaningful classroom learning, school growth and development. Prominent among such despicable behavior is truancy among secondary school students. Truancy is not a new problem but historically, present problem that has over the last decades received new found attention as the lack of school attendance and its link with student delinquency has become more clearly identified.

 Truancy is a product of combinations of social, economic and attitudinal factors which invariably reflect in students’ academic performances and challenges the competence and resources of school counselors (Anima Sahun, 2003). It is noted that student who stay away from school without permission will not only be left out in the learning process but they may also probably end up engaging in antisocial behavior such as drug abuse, gangsterism, bullying, alcohol consumption, free and unregulated sex, gambling and loitering with their negative consequences and experience. Further, playing truant is a discipline problem with strong challenge to the resources, facilities and expertise on the school counseling services and its curricular structure (Nawaz, 2005).

 It is a system which attaches little importance to individuality. The ways in which children exhibit their truancy are many. An example can be cited in Okutu, Nsukka Local Government Area of Enugu state where students’ usually go to the bush to search for snails, killing rabbits and collecting fruits, going to hidden places without any purpose. Some find their way to the river to swim while others engage in petty jobs to get money for buying snacks, minerals, ice cream etc. some even engage in secret love that always make them to leave the school premises. There are some students’ who cannot bear or remain in corrective atmosphere at home or in the school, such student will have to explore other places to relax and satisfy their curiosity. Obviously, such students’ will be truants in the school.

 A truant can also 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. It stands that truancy is one of the offences which students in institutions of learning commit. From research work carried out it was discovered that truancy is of varying degree institutions of learning and it is comparatively greater in the secondary schools than the high institutions of learning.

 In the secondary schools, truants can be labeled as poverty prone and at risk students who are faced with a number of educational challenges which require the building of counselor’s professional capacity to prevent its negative consequences to students and learning. Usually some students’ have high rate of absenteeism, poor academic performance, adjustment problems, lack of interest in schools and poor attitude to school work and learning. Such students’ need the assistance of professional counselors so as to cope with the academic and social problems and challenges associated with schooling. The persistence and grooving phenomenon of truancy among secondary school students suggest the need to build the professional capacity of school counselors so as to mitigate the negative effects of truancy among secondary school students. The magnitude or prevalence of truancy remains a factor yet to be thoroughly examined among secondary school students. Related to the prevalence of truancy are factors suspected to predispose students to truancy. Previous studies (Gesinde, 2005; Okwakpam, 2012; Igwe, 2013) have investigated the causes of truancy visàvis student academic performance. Such studies left unanswered the vital questions about the prevalence of truancy and factors which predispose student to truancy. Answers to these questions are pertinent to understanding truancy and improving school facilities and guidance and counseling services to eliminate truancy among school students.

Truancy predisposes students to dropping out of school as students often demonstrate a pattern of increased absence from school over a period of time. Nwana (2004) explained that truancy is an act of intentionally absenting of oneself from school without permission, leaving without authorization and dodging of specific classes. It has been reported that many factors are suspected to facilitate truancy among students. Among such factor is lack of qualified teachers, lack of teaching and learning materials, and lack of dedication on the part of teachers, home factor (marital adjustment and broken homes, lack of affection, disability of parents). It was established that, to understand the problem of truancy, it is essential to understand the causes; these causes were grouped into four categories such as students’ personal and psychological factors and school climate.

 Williams (2000) observed that truancy has interfered adversely with students’ academic performance as well as their moral standard. Inadequate guidance and counseling services in schools has been identified as one major factors responsible for an increasing rate of truancy among students in secondary schools and because of the many potentials of truancy to derail set educational objective of the students and the school and in view of the short and long term impact of truancy on students’ learning and personal development.

 On the academic performance of secondary school students’ in Nsukka Local Government of Enugu state, a good number of factors have influenced student academic performance which are identified as including classroom management, quality of teaching staff, family, socioeconomic status, lack of teaching facilities, inadequate student discipline, lack of student commitment, emotional problems, curriculum contents, learning situation, inadequate teacher instruction and not enough parental involvement.

 The researcher focuses his investigation on the perceptions of students and teachers on the causes of poor academic performance among secondary school students’ in Nsukka local government of Enugu state, Nigeria.

**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 youths now run away from schools while in many of the cases, the parents believe they are attending school classes. While they are away from school, they exercise freedom in engaging in a lot of juvenile delinquencies like fighting and drug abuse. This situation in our schools is highly worrisome. Truancy is a problem because the absent students cannot benefit from the various programmes that the school offers. Effects of truancy have been reported to include lower academic achievements, delinquent and criminal activities. It has been established that truancy is cog in the wheel of teaching learning.

For sometimes now, the school system has been bedeviled by a number of problems. These problems affect instruction, administration and overall performance of students. It also affects academic performance in both internal and external examination. Among these problems are truancy, bullying, fighting, rape, sagging, cultism and so on that have affected teaching and learning adversely and make the learning environment no longer interesting to both the teacher and the student.

 Truancy poses a serious threat to learning in most schools; the school on the other hand does not seem to be able to cope with the problem because no sufficient attempt has been made to reach its root. One clear fact about this issue is the fact that there is a growing tendency for schools children to be involved in social vices such as stealing, smoking etc.

 It is the concern of this work therefore to look into how truancy influences academic performance of secondary school students in Nsukka Local Government Area.

**Purpose of the Study**

The purpose of this study is to investigate the influence of truancy on academic performance of secondary school students in Nsukka Local Government. Specifically, the study is to: examines:

1. determine to whether the acts of truancy exist among secondary school students
2. examine the causes of truancy in secondary schools
3. examine the effects of truancy on the academic performance of students
4. determine the roles the teacher, parents, school authorities and government play towards the reduction of truancy

**Significance of the Study**

The usefulness of this research work in the educational system cannot be overemphasized. If the result of this study is properly utilized, it is going to be beneficial to the students, teachers, parents and government.

 The research work will help to educate the upcoming students on the consequences of truancy if they are involved in it. The student carrying out this research study needed the result of the research to fulfill the graduation requirements. It will help the parents to understand the need for adequate parental care on school children. It will intimate the teachers and other school on the strategies to employ in order to reduce the incidence of truancy in schools. It will also help the government to design relevant policies and legislations to curb the menace of truancy.

**Scope of the Study**

The study was based on some randomly selected secondary schools in Nsukka Local government Area of Enugu state. The scope of the study is delimited to determine the “influence of truancy on the academic performance of secondary school students in the area”. The influence of truancy would be studied as my independent variable with the following sub variables; causes, effect, factors, solutions.

 Finally, the study would be delimited to 200 students from 5 selected secondary schools in Nsukka Local Government Area.

**Research Questions**

The following research questions were posited to guide the study;

1. What acts constitute truancy in secondary schools in Nsukka local government area of Enugu state?
2. What factors are responsible for the act of truancy in secondary schools in Nsukka local government area?
3. What are the effects of truancy on the academic performance of students in Nsuka local government area?
4. What roles have the teachers, parents and other bodies to play to reduce truancy and proper solutions in schools?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

 This chapter gives an insight into various studies conducted by outstanding researchers as well explained terminologies with regards to the “influence of truancy on academic performance of secondary school students”.

 The researcher intends to do this based on the following headings:

**Conceptual Framework**

Causes of truancy

Effects of truancy

Strategies to combat truancy

Factors that contribute to truancy

Categories of absence

**Theoretical Framework**

Abraham Maslow, Human hierarchy

Social Control Theory

**Review of Empirical Studies**

**Summary of Review of Related Literature**

**Conceptual Framework**

 Truancy commonly defined as a student’s unlawful absence from school without parental knowledge or consent has been identified as a serious social issue in need of increased attention for many years (Bazemove et al, 2000; Bell et al, 2000; Henry & Hulzinga, 2007; Milliken, 2007; Zhang et al; 2007). With many educational school districts reporting rather staggering truancy rates, truancy has been broadly characterized as a nationwide problem with serious individual and family level consequences as well as societal adverse impacts (Cimmarosti et al, 1984; Ensminger and Slusamek, 1997).

 Short and long term impacts of truancy for the truant student, for the schools and school districts being students, and for the community within which truancy occurs have been identified. Considerable research has been done on the topic, examining such things as the characteristics of the typical truant, schoolbased predictors of truancy and community based correlate of truancy. Such research has informed our understanding of the link between truancy and delinquency and has helped shape most traditional responses to the problem. However, many limitations and various innovative policies and practices have been proposed and implemented in the effort to reduce truancy and school dropout rates across the country.

 In addition to the proposal and implementation of some innovative policies and practices, culturally competent programmatic strategies have been developed to respond to the problem of truancy taking place among the rapidly growing racial and ethnic minority student population across the country (Bailey & Oziko, 2008; Conteras & Striktikes, 2008; Hone et al, 2008; The People, 2008; Teleuchi & Hone 2008). It has been widely noted that a substantial proportion of this growing racial and ethnic minority student population in our nation’s school faces complex challenges attributable to disproportionate exposure to adverse childhood experience that requires a sophiscated response in order for this subpopulation of school aged youth to experience educational outcomes and achieve academic success. Educational researchers examining this growing student population have utilized the developing research on primary and secondary education in general and truancy behavior specifically to recommend and implement culturally competent programmatic strategies in the effort to promote greater educational success among racial and ethnic minority.

 Truancy, or the habitual act of being absent from school without permission is a major issue affecting the overall success of the school. Truancy may be identified however, as a consecutive unexcused absences from school which is the most common and acceptable definition. Baker, Sigmon and Nugent (2001) reported that hundreds of thousands Nigerian students are absent from school without permissible excuses each day and this issue is ranked among the ten problems facing secondary schools across the country therefore truancy extends nationally and contributes significantly towards the undermining of the Nigerian educational system. Reid (2006) explicitly identified attendance as the single most critical variable in measuring students’ achievement levels therefore, it is imperative immediately.

 To eliminate or at least decrease truant behavior, possible causes for the behavior must be identified. The possible short term and long term effects of unexcused school nonattendance are also of value in ascertaining the immediacy and importance of the issue. The next possible solution towards decreasing, preventing and/or eliminating the behavior altogether should be acknowledged. After considering several solutions, conclusion will be presented in regard to which solution or combination of solutions would be most beneficial to initiate in secondary schools.

**Causes of Truancy**

According to Zhang Katsiyannis, Barrelt & Wilson (2007), the causes for truancy can be positioned with four major categories. These categories include family factors, school factors, economic influences and student variables

Family factors that may cause truant behavior include, but are not limited to parents’ education, parental supervision, and household income. In a recent study on eighth and tenth grade student absenteeism, Henry (2007) correlates family factors with truant behavior. Henry’s study illustrates that the lower the father’s education, the more likely the child is to commit truancy. The chance the child would commit truancy was even higher if the mother was a high school dropout. Additionally, Henry’s work proves that the longer a child is unsupervised after school, the more likely that child is to become a truant; 29.9% of truants were unsupervised for five hours or more after school whereas only 11.3% of truants were never unsupervised after school. In a recent study on truant offenders in the juvenile justice system, Zhang, et al. (2007) linked truancy to household income. They established that minors that are first referred to the juvenile justice system tend to be more financially impoverished, with a relatively higher percentage of families making less than 15,000 per year, than their regularly attending peers. That is, students are more likely to exhibit truancy if they live in families that gross less than 15,000 annually.

School factors that may cause truant behavior include, but are not limited to school climate, class size, attitudes, ability to meet each student’s diverse needs, and the school’s discipline policy regarding truancy. According to Wilkins (2008), students that attend large schools may feel isolated or alienated in their school setting, so to escape these feelings they choose not to attend. These students do not feel comfortable, wanted, valued, accepted, or secured; they are lacking a connection to a trustworthy somebody within the school. In oversized classrooms, students’ diverse needs, whether they are instructional, social, or a various other, cannot consistently be met and studentteacher relationships cannot be developed. This leads to a school climate and attitude in which each individual must fend for himself. Kolsac (2007) solicits that 23% of truants choose to skip school because they do not feel safe in their school environment. Moreover, if a student does not feel comfortable, secure, or safe, and logically decides to skip school because location x is safer than the school, he is punished. Tobin (2009) suggests that imposing more serious punishments has worsened truant behavior; thus proving punishment to be counterproductive in the fight against chronic absenteeism.

Economic influences that may cause truant behavior include, but are not limited to living situation and student employment. Kolsac (2007) discerned in his study that 33.5% of high school truants did not live with their mother or father, 27.6% lived with their father only, 19.8% lived with their mother only, and 14.4% lived with both parents. Therefore, the likelihood that a student would commit truancy increases when the student lives with only one parent, and increases anywhere between 5.9% to 13.7% if the child lives with neither his mother nor father. Moreover, Henry explains that students, who work more than 20 hours per week, greatly increase their chances of committing truancy. Of the truants he examined, 23.9% worked 20 hours or more per week, whereas only 13.4% worked five or less hours per week. Student variables that may cause truant behavior include, but are not limited to physical and mental health problems, substance abuse, drug use, perception of self, and detachment from school. DeSocio, et al. (2007) identifies physical and mental health issues as contributing towards school absenteeism. They suggest that truancy coexists with student and family mental health disorders and may be an indicator for an existing or emerging mental health disorder, including post traumatic stress disorder, anxiety, depression, and/or substance abuse. Supporting evidence from Kolsac’s study (2007) implicates students that use alcohol one or more times a month as 26.5% more likely to skip school than peers who do not use alcohol, and if the student drinks to a level of intoxication his likelihood of skipping school increases to 31.2%. Moreover, 33.9% of the students who have been truant smoke cigarettes and 37.2% smoke marijuana at least once a month. Of equal importance, students that held lower perceptions about themselves were more likely to skip school than students who held higher perceptions of themselves. For example, students that answered “probably won’t” graduate from high school and “definitely won’t” attend college committed higher truant behavior at 44.5% and 30% respectively than their peers who answered “definitely will” graduate from high school and “definitively will” go to college at 15% and 12.1% respectively. Even more defining, DeSocio et al. (2007) indicate, that as many as 30% of youth who are absent on a given school day are representative of school disengagement, or detachment. According to Kolsac (2007), students that exhibit school disengagement, lack commitment to the school, are poor achievers, and hold low aspirations for their futures.

**Effects of Truancy**

Kolsac (2007) indicates that truancy’s consequences are extensive, resulting in negative implications for multiple levels of society. In the shortterm, truancy can predict maladjustment, poor academic performance, school dropout, substance abuse, delinquency, and teenage pregnancy. In the longterm, evidence reveals truancy as a predictor of poor adult outcomes, including violence, marital instability, job instability, adult criminality, and incarceration. Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes.

Student dropout from school is the most obvious result of chronic absenteeism. According to Rodriguez and Conchas (2009), truancy and dropout rates are concentrated and worsening in racially segregated central cities in primarily large high schools attended by mostly lowincome youth of color. Dropout rates in these areas are at twice the national average, nearly 20%, and exceed 5060% in some areas of the United States. In these areas, more students are dropping out than graduating. What does this say about our society? What is in store for these students? How do these individuals survive in a country where average income is directly correlated with level of education?

The most consistent finding regarding truancy and dropout rates is the correlation the behavior has to high rates of delinquency (Mueller and Giacomazzi, 2006). These forms of delinquency include substance abuse, gang activity, and later involvement in adult criminal activity such as burglary, auto theft, and vandalism, thus leading to incarceration.

**Strategies to Combat 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 fivetiered intervention approach titled School Based Scheme (SBS) piloted in the United Kingdom (UK). Each of the aforementioned 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 fastpaced 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 ontask 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 selfmanagement. This process generally involves selfmonitoring, selfevaluation, 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 communitybased 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.

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 adultstudent 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.

**Factors Contributing to Truancy**

Lack of parental supervision, poverty, misuse of drug and alcohol, lack of family support, household problems, broken homes, and households care duties are the contributory factors that make a child get involved in truant behavior. Likewise, students’ homework or assessment tasks, ailments, social incompetence, abnormal physical and mental health, lack of selfesteem, poor peer relationships, poor academic performance are some of the factors that contribute to truancy. Wall (2005) stated that lack of parental supervision or guidance, parental joblessness, drugs and alcohol abuse by parents, parental unawareness of attendance rules and contradictory views about the significance of education are the most serious underlying and contributing factors leading to truancy among adolescent students, Gosling (2013) found that school and family environments are the most influential factors in generating truancy among the students. While Raju & Rao (2007) state that socioeconomic background, television, cinema, defective child rearing practices is the influential factors that lead to truancy. Further, they added that harsh teachers’ attitudes, undesirable school practices such as mistreatment, harassment, tedious, unexciting classes, unfavorable school environment, poor discipline, and lack of cocurricular activities are some causes that develop truancy among the students. Siziya (2007) found several factors that contribute to truancy and these were; lower school grade, bullying, lack of food at home and lack of parental supervision.

**Categories of Absences**

Absenteeism is the continual interruption of attendance (Gove: 6). It can be simply defined as a failure to appear, especially for work or any other duty. Therefore, based on the research the term student absenteeism refers as a situation where a learner is not at school for an entire day. But this definition is certainly too unclear to give a complete view of the problem. In order to avoid confusion regarding definitional issues the present study has categorized it into specific terms.

Excused absences are justified absences from school for any reason recognized as legitimate, for example, attendance at religious ceremonies, illness of the pupil or a member of the pupil's family, or death in the home (Good:3). On the other hand, unexcused absences refer to absences from school for reasons that are not recognized as legitimate, for example, absence because of play, truancy, illegal work, etc. (Good:3).

However, one of the most common forms of unexcused absences is truancy (Brandibas, 2005; Broadwin, 1932; Johnson et al., 1941) argues that a child is said to play truant who is absent from school without leave.

Truancy refers to the persistent, habitual and unexplained absence from school of a child of compulsory school age that occurs without parental knowledge or consent. Also, unauthorized absences may include truancy, occasional absenteeism, school refusal, school withdrawal and dropping out. Suspensions and expulsions may also be accounted as unauthorized absences. On the other hand, the term fractional truancy has been used to refer to unauthorized absences from school due to lateness, leave early or skip of specific lesson or groups of lessons which seems to be uncontrollable. Researchers like Stickney and Miltenberger (1998) and Malcolm et al (2003) have also used the term school refusal synonymously with absenteeism. School refusal refers to absence by children who refuse to attend school in the face of persuasion and punishment by parents, and possible school discipline. This form of absenteeism is widely recognized as a disorder involving persistent non attendance at school, excessive anxiety and physical complaints.

**Theoretical Framework**

**Abraham Maslow Theory of Hierarchy of Needs**

The study adopted Maslow (1968), Human Hierarchy of needs. In this theory, Maslow emphasizes on each person’s innate need for self actualization needs which can be expressed or satisfied only lower needs such as safety, love, food and shelter have been met. For example a student who is hungry most of the day will not be attend to reading or sitting in the classroom to attend classes unless he is properly fed. When reasonable safety and survival needs are assured, the next most pressing need is to belong. Similarly, a student whose primary need is to become a musician or a footballer would never take interest in school activities most especially when he or she is not academically measured up; he/she would always want to meet that major priority which is the first in his or her scale of preference before any other thing.

 The theory provides a holistic theory of personality and has close ties to existential philosophy. It seeks to maximize human potential, to resolve the will from drives and instincts as well as from environmental programming. It maintains that people can make choices about their own lives. They can, if they wish, be spontaneous self determining and creative. Humans are assumed to set apart from other animals by their supervisor ability to use symbols and thick abstract terms.

However, student should be allowed to make personal decisions so as to satisfy their needs. Forceful act of learning compulsion etc are not necessary in educating a student.

**Social Control Theory**

 Social control theory does not attempt to explain why individuals are engaged in criminal acts but rather why individuals choose to obey conventional norms. The attachment an individual holds to persons, groups or institutions which support conventional values and norms is of central interest. If this attachment is fragile, the risk of deviant behavior is greater. According to Hirschi’s social bond theory (1969), the strength of this attachment depends on four factors:

A) The emotional attachment to meaningful persons such as family members, teachers and peers,

B) The commitment to conventional goals,

C) The involvement in conventional activities and

D) The extent of belief in social rules.

A) The emotional attachment to meaningful persons directs individual behavior to the wishes and expectations of significant others. Thus, close relationships to conventionally acting persons should decrease the risk of truancy.

 Social control theory emphasizes the family as the main reference group for adolescents. Therefore, with respect to the family as an institution of socialization we will not only concentrate on the ‘emotional attachment’, but also consider an extension by Sampson and Laub (1993) that has been formulated within the scope of a reanalysis of the longitudinal study of Glueck and Glueck (1950). In contrast to Hirschi, when analyzing the family, Sampson and Laub do not only acquire the degree of emotional attachment, but also add two more elements that are extracted from the coercion theory and the reintegrative shaming theory. From this perspective, the emotional bond only represents one part of the control function of families, which needs to be completed by two further elements: one is the way of bringing up and disciplining the children, the other is parents’ supervision of their children. While the degree of emotional attachment represents a form of indirect parental control, the two other elements focus on a direct form of parental control. Consequently, three types of parental control are finally identifiable (Sampson and Laub 1993: 68): the degree of emotional attachment to the parents, the way of bringing up and disciplining children, and the form of supervising the children.

**Empirical Studies**

This section is centered on the review of empirical studies associated with truancy and academic performance of secondary school students.

Agege (2002) in his studies on the factors related to truancy among senior secondary school students in Ikot Ekpene local government area with the sample size of 1.262 revealed that unstable homes and teacher’s attitude/school are the major causes of truancy among senior secondary school students in that area.

In a study carried out by Repower (2010) on truancy as a problem factor for school drop outs issues showed that the problem of truancy has near immediate negative impact upon the truants, the parents, the community, the school district and the students who made the decision to stay in school.

Also in a study conducted by Ani (2001) on the causes of poor academic performance of secondary school students in Nsukka local government area of Enugu state with a sample population of 40 teachers discovered that parent related factors and students related factors have negative influence on students’ performance which in students drop out.

GeoOpah (2003) carried out a research on the effects of delinquency on academic achievement of secondary school students in Nkanu West local government area of Enugu state showed that out of 168 sample students, 108 were identified as truants while only 60 were identified as nontruants.

Research conducted by Aliobu (2005) on the survey of academic performance problems facing secondary school students in Enugu state used a total number if 200 questionnaires distributed to students to discover that inadequate infrastructural facilities contributes greatly to poor performance of students in the state.

**Summary of Literature Review**

From the above review of literature has tried to establish useful inquiries about how researchers have, with nearunanimity, defined truancy as one of the most severe problem influencing secondary school students’ performance, the demand of designing and implementing corrective strategies for the reduction and elimination of truancy and indisputable and widely accepted. Prior to that, however, it is important to acquire a complete understanding of the causes of truancy, effect of truancy and the factors which affect it. Thus, the above mentioned literature reviews have not only analyzed the theoretical and definitional issues but have also provided a sound theoretical support. With this for the present research, it will be possible to build further knowledge and understanding about the phenomenon.

**CHAPTER THREE**

**METHODOLOGY**

The methodology involves the systematic collection and analysis of data in research. It also involves the research design, population of the study, area of the study, sample size and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

**Research Design**

 The descriptive survey design was adopted for the study. Brown (1985) explained that the descriptive survey research tries to identify variables that exists in a given situation and tries to describe the relationship among the variables, as well as identify the factors that exist among them. It was adopted because the researcher was geared towards finding the opinion of students concerning the influence of truancy in the academic performance of secondary schools students in Nsukka Local Government Area, Enugu state, Nigeria.

**Area of the Study**

 The study was conducted in public randomly selected secondary schools in Nsukka Local government Area of Enugu state. This study was conducted in Nsukka Local Government Area of Enugu State. Nsukka has an area of 1,810km2. The Local Government Headquarters is located in the hilly and green sites in Nsukka town. The postal code of the area is 410001 and 410002 respectively referring to university of Nigeria campus and Nsukka urban. Nsukka has seventeen communities which are; Edem, Obukpa, Okpuje, Obimo, Opi, Ehaaloumona, orba, Edeoballa, Nru, Iheowere, AlorUno, Ovoko, Ibagwa, lejja, Ngwuru, Nsukka town, Okwutu.

 The predominant occupations of people living in Nsukka area are; farming, craft, civil services and treading.

**Population of the Study**

The target population for the study consists of thirty one(31) public secondary schools with 18,011 students in Nsukka local government area of Enugu state. The sample process ensured that there are proportionate male and female students in the sample population.

**Sample Size and Sampling Techniques**

The schools selected for the study were sampled using random sampling techniques. Five public secondary schools out of the thirty one (31) public secondary schools in Nsukka Local Government Area were sampled to give a fair representation of the schools in the local government area. 110 male and 90 female students were selected from the secondary schools in the sample consequently, the students were selected from each of the five (5) sampled public secondary schools hence the sample size of male and female students’ selected is 200.

**Instrument for Data Collection**

The instrument for data collection is a well structured questionnaire. The questionnaire comprises of standardized questions structured to appropriately elicit useful information from the respondents. The questionnaire was divided into two sections; A and B.

**Validation of Instrument**

The instrument for the study was subjected to face validity by two experts in Measurement and Evaluation. The instrument was critically looked at and corrected. Based on the corrections made by the experts, additions and subtractions were affected before the final draft of the instrument.

**Reliability of Instrument**

To ascertain the internal consistency of the instrument, the researcher adopted a test retest reliability technique. Two hundred (200) copies of the questionnaire were administered to secondary school students in Nsukka Local Government Area of Enugu State in two occasions within two weeks.

The two sets of responses were collated and correlated using Pearson’s Product Moment Correlation coefficiency that yielded 0.90.

**Method of Data Collection**

For the purpose of the study, primary and secondary data formed the basis of data collection for analysis. The primary source of data was based on the administration of questionnaire and the conduct of interview while the secondary source include periodicals, textbooks, journals, newspapers, magazines, internet amongst others.

**3.9 Method of Data Analysis**

In analyzing data collected, mean score was used to achieve this. The four points rating scale will be given values as follows:

SA = Strongly Agree 4

A = Agree 3

D = Disagree 2

SD = Strongly Disagree 1

**Decision Rule:**

Any score that was 2.5 and above was accepted, while any score that was below 2.5 was rejected. Therefore, 2.5 were the cutoff mean score for decision taken.

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

This chapter deals with the presentation and analysis of data obtained from the administration of the instrument (questionnaire) of the study. The data are arranged following the order of the research questions that guided the study

**Analysis of Research Questions**

**Research question 1**

**What acts constitute truancy in secondary schools in Nsukka local government area of Enugu state?**

Table 1:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** **4** | **A 3** | **D 2** | **SD****1** | **X** | **DECISION** |
| 1 | Leaving school without permission  | 150 | 25 | 15 | 10 | 4 | Accepted |
| 2 | Being present in school but absent in class | 100 | 70 | 25 | 5 | 3.4 | Accepted |
| 3 | Engaging in secret affair during class periods | 170 | 25 | 5 |  | 3.9 | Accepted |
| 4 | Gambling during school hours | 110 | 60 | 20 | 10 | 3.4 | Accepted |
| 5 | Lackadaisical attitude and lateness to school | 90 | 65 | 25 | 20 | 3.2 | Accepted |

In table 1, item 1 with mean response of 4 accepted that leaving school without permission constitutes truancy in secondary schools. Item 2 with mean score of 3.4 also accepted that being present in school but absent in class constitutes truancy in secondary schools. Item 3 with mean score of 3.9 accepted that engaging in secret affair during class periods constitutes truancy among students. Item 4 with the mean score of 3.4 also accepted that gambling during school hours constitutes truancy among students in secondary school. Item 5 with the mean score of 3.2 accepted that lackadaisical attitude and lateness to school is one of the items that constitute truancy among secondary school students. Item 1,2,3,4 and 5 have mean scores above 2.50. This indicates that respondents accepted in all the items that all the items enlisted constitute truancy in secondary schools in Nsukka Local Government Area.

**Research Question 2: What factors are responsible for the act of truancy in secondary schools in Nsukka local government area?**

Table 2:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****1** | **A****2** | **D****3** | **SD****4** | **X** | **DECISION** |
| 6 | Poor parental care | 130 | 50 | 15 | 5 | 3.7 | Accepted |
| 7 | Lack of school facilities | 200 |  |  |  | 4 | Accepted |
| 8 | Poor teaching method by the teacher  | 180 | 15 | 5 |  | 3.8 | Accepted |
| 9 | Inability to meet students diverse need | 100 | 60 | 20 | 20 | 3.2 | Accepted |
| 10 | Long distance from home to school | 150 | 30 | 10 | 10 | 3.8 | Accepted |

In table 2, item 6 with mean response of 3.7 accepted that poor parental care as being responsible for truancy. Item 7 with mean response of 4 accepted that lack of school facilities can lead to truancy. Item 8 with mean response of 3.8 also accepted that poor teaching methods by the teachers lead truancy. Item 9 with mean response of 3.2 accepted that inability to meet students diverse need leads to truancy. Item 10 with mean response of 3.8 accepted that long distance from home to school is a contributory factor to truancy. Item 6, 7, 8, 9 and 10 all have mean scores above 2.50. This indicates that respondents agreed on item 6 to 10 that the items listed leads to truancy among secondary school students in Nsukka Local Government Area.

**Research Question 3**

**What are the effects of truancy on the academic performance of students in Nsukka local government area**

Table 3:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** | **X** | **REMARK** |
| 11 | Poor grades in examination | 100 | 80 | 20 |  | 3.4 | Accepted |
| 12 | Truancy increases the rate of daytime burglary in the society | 40 | 130 | 20 | 10 | 3.1 | Accepted |
| 13 | Truancy increases the rate of drug addicts in the society | 130 | 50 | 13 | 7 | 3.8 | Accepted |
| 14 | Truancy increases the rate of cultism in the society | 100 | 60 | 15 | 25 | 3.3 | Accepted |
| 15 | Truancy increases the rate of school dropout in the society | 120 | 80 |  |  | 3.6 | Accepted |

In table 3, item 11 with mean score of 3.4 accepted the statement that truancy increases poor grades in examination. Item 12 with mean score of 3.1 also accepted that truancy increases the rate of daytime burglary in the society. Item 13 with mean response of 3.8 accepted that truancy increases the rate of drug addicts in the society. Item 14 with mean response of 3.3 accepted that truancy increases the rate of cultism in the society. Item 15 with mean score of 3.6 accepted that truancy increases the rate of school dropout in the society. Item 11, 12, 13, 14, and 15 all have mean scores above 2.50. This indicates that respondents accepted in item 11 to 15 that truancy affects the academic performance of students’ negatively in the society.

**Research Question 4: What roles have the teachers, parents and other bodies to play to reduce truancy and proper solutions in schools?**

Table 4:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****1** | **A****2** | **D****3** | **SD****4** | **X** | **DECISION** |
| 16 | Imposing punishments on truants  | 130 | 50 | 15 | 5 | 3.7 | Accepted |
| 17 | Improving teacherstudent relationship | 200 |  |  |  | 4 | Accepted |
| 18 | Improvement of school facilities  | 180 | 15 | 5 |  | 3.8 | Accepted |
| 19 | Total cooperation from the PTA | 100 | 60 | 20 | 20 | 3.2 | Accepted |
| 20 | Organization of Enlightenment campaigns that rallies against truancy and other related vices  | 150 | 30 | 10 | 10 | 3.8 | Accepted |

In table 4, item 16 with mean response of 3.7 accepted that imposing punishments on truants can help reduce truancy. Item 17 with mean response of 4 accepted that improving teacherstudent relationship can help curb truancy. Item 18 with mean response of 3.8 also accepted that improvement of school facilities can help curtail truancy. Item 19 with mean response of 3.2 accepted that total cooperation from the PTA can help rein in truancy. Item 20 with mean response of 3.8 accepted that organization of enlightenment campaigns that rallies against truancy and other related vices to truancy can help fight truancy in secondary schools. Item 16, 17, 18, 19 and 20 all have mean scores above 2.50. This indicates that respondents agreed on item 16 to 20 that the items listed helps reduce truancy in Nsukka Local Government Area.

**CHAPTER FIVE**

**DISCUSSIONS, CONCLUSION, RECOMMENDATIONS AND SUMMARY**

The chapter is concisely built on the discussion of the results obtained, the implication of the study to education, recommendations, limitations of the study, suggestion for further studies, and conclusion.

**Discussion of findings**

It is important to note that discussion of findings on the influence of truancy on the academic performance of secondary school students in Nsukka Local Government Area of Enugu state are done under the following guiding research questions

1. What acts constitute truancy in secondary schools in Nsukka local government area of Enugu state?
2. What factors are responsible for the act of truancy in secondary schools in Nsukka local government area?
3. What are the effects of truancy on the academic performance of students in Nsuka local government area?
4. What roles have the teachers, parents and other bodies to play to reduce truancy and proper solutions in schools?

**Research question 1:**

**What acts constitute truancy in secondary schools in Nsukka local government area of Enugu state?**

Table 1 with item 1, 2, 3, 4, and 5 dealt with research question 1. It was the opinion of the respondents that leaving school without permission, being present in school but absent in class, engaging in secret affair during class periods, gambling during school hours, lackadaisical attitude and lateness to school constitute truancy in secondary school students in Nsukka Local Government Area. This finding is in agreement with the findings of GeoOpal (2003) who writing on the causes of truancy stressed that student’s level of achievement is usually low because of lack of interest in learning. Therefore, the findings of this study discovered that truancy reduces the quality of education truant students will get. This proves to a very high extent, that truancy reduces academic performance of secondary school students and that these truant students have the tendency of repeating classes constantly due to low performance in classroom activities. Dittimiya (2002) stressed that if the above effects of truancy is not solved, it will greatly affect the development of human resources needed for national development.

**Research question 2:**

**What factors are responsible for the act of truancy in secondary schools in Nsukka local government area?**

The result of the findings revealed factors that are responsible for truancy; poor parental care, lack of school facilities, poor teaching method by the teacher, inability to meet students diverse need, long distance from home to school. The responses from item 6 to 10 revealed to a very high extent that the above mentioned factors leads to truancy among secondary school students in Nsukka Local Government Area. This finding is in agreement with Boga (2013) who stressed that truancy contributes to higher rate of drop out among secondary school students. And also GeoOpah (2003) maintained that though few of the truant students manage to struggle through school, majority of them usually dropout from school if some form of intervention is not taken. It is logical that such students (truants) are likely to dropout from school in order to be free of school activities.

**Research question 3: What are the effects of truancy on the academic performance of students in Nssuka local government area?**

The finding also revealed that it was the opinion of the respondents that truancy increases the rate of prostitution in the society. The respondents also accepted that truancy increases the rate of daytime burglary in the society. The finding also revealed to a very high extent that truancy increases the rate of drug addicts in the society. The respondents also accepted that truancy increases the rate of cultism in the society and the rate of indiscipline in the society. The opinions of the respondents from item 11 to 15 accepted that truancy increases the rates of criminal activities in the society to a very high extent.

This finding is in agreement with Abayomi (2002) who asserts that truancy could lead a child to become a harden criminal in future if not curbed. Also Owen (2001) stressed that truancy and absenteeism could lead a child into drug addiction.

**Research 4: What roles have the teachers, parents and other bodies to play to reduce truancy and proper solutions in schools?**

In table 4, the finding revealed that imposing punishments on truants can help reduce truancy, improving teacherstudent relationship can help curb truancy, improvement of school facilities can help curtail truancy, total cooperation from the PTA can help rein in truancy, organization of enlightenment campaigns that rallies against truancy and other related vices to truancy can help fight truancy in secondary schools.

**Conclusion**

The study concluded that truancy hinders effective learning and could lead to poor academic performance of truants. Constant absence from school has serious negative consequences both for truant students themselves and for communities, which suffer both short and long‐term threats to public safety.

**Educational Implications of the Study**

The findings of this study are of immense benefit to the school administrators, parents, graduates and undergraduates, students and the government.

One of the findings of this study shows that truancy affects the academic performance of secondary school students negatively in a very high extent. This therefore implies that for students to achieve their educational goals there is need for them to abstain from truancy and absenteeism. This therefore calls for more devotion to duty on the part of teacher. School administrators should pay more attention to school attendance of record in order to know when a student forms the habit of skipping classes without permission. Also this study reveals to the parents danger facing the academic performance of their children and wards when they indulge in truancy.

Findings of the study also show that truancy increases the rates of secondary school dropouts and high rates of criminal activities in the society. This has the implication that if the menace of truancy is not combated, the society will be in turmoil because the school will produce halfbaked graduates and those who struggled to pass out from school. Also the society will be filled with criminals, prostitutes and drug addicts. This therefore calls to the parents to watch out for their children and wards to know when there is a change in their behaviour. The government on it’s part should also appreciate the importance of education by providing the necessary facilities that will attract the attention of students and make them stay in school. Also the government should institutionalize agencies for prosecuting students who engage in truancy.

The findings of this study also revealed to the students that truancy has a very high negative effect to their progress as students and also in their future and therefore should abstain from truancy.

**Recommendations**

Based on the findings of the study, the researcher hereby makes the following recommendations:

* The school authorities should be strict on their rules and regulations especially as it pertains to school attendance of students and truancy.
* Parents should equip their children and wards with the necessary educational materials to avoid unnecessary excuses from students on why they engage in truant behaviours.
* Students who perform poorly in tests and examinations should face firm punishment dully supervised by the class teacher so that in subsequent tests and examinations they will work harder.
* The Government should take full responsibility of financing education. This is necessary because of the inability of some parents to finance their children’s education thereby engaging them in hawking which results to truancy.
* The learning environment should be made more active, lively and interesting for the students in order to make them feel comfortable while in school.
* Government should establish an agency to help catch students who roam about the street during the school hours.
* Teachers should see themselves as role models as well as see teaching as their professional career and by so doing their negative attitudes towards students will be eliminated, this will go a long way in reducing the rate of school dropouts in the society.
* Guidance and counseling should be made top priority in secondary schools. Counselors should invite students who engage in truancy for discussions and advice.

**Limitations of the Study**

A good number of limitation pose hindrance in the cause of the work, they include;

* **Financial Constraints:** Insufficient funds impeded the efforts of the researcher in sourcing for relevant materials, literature or information in the process of data collection (internet, questionnaire and interview) for this exercise.
* **Time Constraints:** Time was a major hindrance in the cause of this work. As a result of other academic exercise, the researcher could not carry out an indepth study in the matter he should have.
* **Unreliable Information:** In the cause of this research work, respondents are noticed to give unreliable answer to the questionnaires given to them. This is as a result of either tiredness or the fact that they see questionnaires as an act of disturbance, most times they fill whatever they feel they want not minding the questions asked.

**Suggestion for further study**

In view of the limitations to this study, the researcher suggests the following for further studies:

* A comparative analysis of the rate of truancy between students in public secondary schools and those in private secondary schools.
* This study covered only Nsukka Local Government Area. It will be desirable if similar studies are conducted to cover other Local Government Areas that made up Nsukka Educational Zone.

**Summary of the study**

The main purpose of this study was to establish the effects of truancy on academic performance of secondary school students in Nsukka Local Government Area of Enugu State. In an attempt to focus the study, three research questions were posited to guide the study. Some published and unpublished works of earlier researchers were consulted.

To obtain answers to the questions a twenty (20) item questionnaire was formulated based on the research questions and was administered to two hundred (200) respondents upon whose responses data was collected and analyzed. The outcome of the analysis based on the responses of the respondents to the questionnaire items revealed that: Truancy affects the academic performance of secondary school students to a very high extent. Truancy results to AntiSocial behaviours among secondary school students in Nsukka Local Government Area. Truancy increases the rates of criminal activities in the society to a very high extent. Therefore, it was concluded that truancy severely affects the academic performance of secondary school students in Nsukka Local Government Area.

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**APPENDIX I**

Department of Arts and Social Sciences,

Education,

Godfrey Okoye University,

UgwuomuNike Enugu,

Enugu State.

April, 2018.

Dear Respondent,

 I am a final year student in the above mentioned university. I am currently carrying out a research on the “Influence of Truancy on Academic Performance of Secondary School Students in Nsukka Local Government Area of Enugu state.

You are please requested to respond appropriately in the column or space provided below.

The information you may give is strictly for academic purpose only and will not be used against you in any form. Please, be honest in your responses since name(s) are not needed.

Thanks.

Yours faithfully,

Omeje Ikechukwu Collins

**QUESTIONNAIRE ON THE INFLUENCE OF TRUANCY ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN NSUKKA LOCAL GOVERNMENT AREA OF ENUGU STATE.**

**SECTION A: PERSONAL DATA OF RESPONDENTS**

SEX: Male [ ] Female [ ]

EDUCATIONAL QUALIFICATION: NCE [ ] OND/HND [ ] Bsc.Ed [ ] WAEC [ ] Students [ ]

NAME OF SCHOOL……..………………………………………………..

SECTION B: Respond by ticking [√] against the column that agrees with your opinion by using the following keys

Strongly Agree: SA = 4

Agree: A =3

Disagree: D =2

Strongly Disagree: SD = 1

**Research question 1**

**What acts constitute truancy in secondary schools in Nsukka local government area of Enugu state?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** **4** | **A 3** | **D 2** | **SD****1** |
| 1 | Leaving school without permission  |  |  |  |  |
| 2 | Being present in school but absent in class |  |  |  |  |
| 3 | Engaging in secret affair during class periods |  |  |  |  |
| 4 | Gambling during school hours |  |  |  |  |
| 5 | Lackadaisical attitude and lateness to school |  |  |  |  |

**Research Question 2: What factors are responsible for the act of truancy in secondary schools in Nsukka local government area?**

Table 2:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****1** | **A****2** | **D****3** | **SD****4** |
| 6 | Poor parental care |  |  |  |  |
| 7 | Lack of school facilities |  |  |  |  |
| 8 | Poor teaching method by the teacher  |  |  |  |  |
| 9 | Inability to meet students diverse need |  |  |  |  |
| 10 | Long distance from home to school |  |  |  |  |

**Research Question 3**

**What are the effects of truancy on the academic performance of students in Nsukka local government area**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** |
| 11 | Poor grades in examination |  |  |  |  |
| 12 | Truancy increases the rate of daytime burglary in the society |  |  |  |  |
| 13 | Truancy increases the rate of drug addicts in the society |  |  |  |  |
| 14 | Truancy increases the rate of cultism in the society |  |  |  |  |
| 15 | Truancy increases the rate of school dropout in the society |  |  |  |  |

**Research Question 4: What roles have the teachers, parents and other bodies to play to reduce truancy and proper solutions in schools?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****1** | **A****2** | **D****3** | **SD****4** |
| 16 | Imposing punishments on truants  |  |  |  |  |
| 17 | Improving teacherstudent relationship |  |  |  |  |
| 18 | Improvement of school facilities  |  |  |  |  |
| 19 | Total cooperation from the PTA |  |  |  |  |
| 20 | Organization of Enlightenment campaigns that rallies against truancy and other related vices  |  |  |  |  |