**TITLE PAGE**

**INFLUENCE OF TRUANCY ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENUGU EAST LOCAL GOVERNMENT AREA OF ENUGU STSTE.**

**BY**

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**TO**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION, OF THE PROGRAMME ECONONMICS EDUCATION, IN THE FACULTY OF EDUCATION OF GODREY OKOYE UNIVERSITY EUNGU STATE.**

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**JULY, 2018**

**APPROVAL PAGE**

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**DEDICATION**

This work is dedicated to Almighty God for His grace and mercy that see me throughout my academic years. Also, to my lovely family and friends, for their prayers, word of encouragement and their financial support.

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My gratitude goes to the Almighty God, for his love, protection and guidance throughout my stay in the University. May His name be glorified both now and forever, Amen.

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**Table of contents**

TITLE PAGE I

APPROVAL PAGE II

DEDICATION III

ACKNOWLEDGEMENT IV

TABLE OF CONTENT V

LIST OF TABLES VIII

ABSTRAC IX

**CHAPTER ONE: INTRODUCTION**

Background of the Study 1

Statement of the Problem 8

Purpose of the Study 9

Significant of the Study 10

Scope of the Study 11

Research Questions 11

**CHAPTER TWO: REVIEW OF RELATED LITERATURE**

Conceptual Framework

Concept of Truancy 12

Concept of Academic Performance 14

Types of Truancy 14

Causes of Truancy 16

Effects of Truancy 21

Solution to the Problem of Truancy 23

THEORETICAL FRAMEWORKS 27

Differential Association Theory 31

EMPIRICAL STUDIES 32

Summary of Reviewed Related Literature 33

**CHAPTER THREE: RESEARCH METHODS**

Design of the Study 35

Area of the Study 35

Population of the Study 35

Sample and Sampling Techniques 36

Instrument of the Collection 36

Validation of Instrument 36

Reliability of the instrument 37

Method of Data Collection 37

Method of Data Analysis 37

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

Summary of Findings 39

**CHAPTER FIVE: DISCUSSION OF FINDINGS**

Discussion of Findings 44

Educational Implication of the Study 46

Recommendation of the Study 47

Limitations for the Study 48

Suggestion for Further Reading 48

Summary of the Study 49

References 50

Appendix I 52

Appendix II 55

**LIST OF TABLE**

Table 1:Mean Response of the Truant Behaviours among secondary school students in Enugu East Local Government Area.

Table 2: Mean Response on the causes of Truant Behaviours among secondary school student in Enugu East Local Government Area.

Table 3: Mean Response on the negative Effect/Influence of Truancy on the Academic Performance of secondary school students in Enugu East Local Government Area.

**ABSTRACT**

This study focused on the influence of truancy on the academic performance of secondary school students in Enugu East Local Government Area of Enugu State. The objective of the study was to find out the causes of truancy and its effects on the academic performance to be able to make an efficient solution to the problem of truancy in Enugu East Local Government Area of Enugu State. Three (3) research questions were formulated to guide the study. The literature review which borders on the work done by different scholars on the topic the effect of truancy on the academic performance of students in furtherance of the successful completion of this project. The population of the study was (4276) forty two thousand seven hundred and six students in some selected secondary schools in Enugu East Local Government. The instrument used for data collection was a questionnaire, containing (15) items from the research questions to elicit students opinion. The data collected was presented in tables. Mean, standard deviations were used to analyze the data collected. At the end, the researcher found out that Truancy is caused by the following factors: home upbringing, school factor. Based on the findings, the researchers pointed out the effects of truancy such as: student dropout, constant repetition of class.

Finally, based on the finding, the researcher recommended the following as the possible solution to the problems: Government, teachers, parents and students should take over the responsibility of the effective implementation on how to eradicate truancy in order to develop and appreciate learning.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

Truancy is the absence of student from school without any justifiable reason. T he school is a social unit established by the members of the society, as a formal agency of education which the young (students) attends to learn about themselves, other people, as well as language, custom attitude and the way of life. Truancy is the serious problem in our country today especially in the cities.

Education can be defined as the transmission of the value and accumulation of knowledge of a culture, molding behavior in the way of adulthood, and directing them towards eventual role in society. Education is there to help people become useful member of the society, should also help them to develop an appreciation of their cultural heritage and live more satisfying lives.

However, staying in school is the first step towards achieving good education, In order to achieve academic excellence, student are required by school law to attend classes daily but some factors have caused most students to absent themselves from school activities hence engaging in “Truancy “. It has become a known fact that Nigerian educational standard are on serious decline due to the problem of truancy and other anti –social maladice like cultism, indiscipline etc. The production of individual who will help accelerate Nigerian development is partly dependent on the individual willingness to learn. This means that attendance to school and more importantly classes is very important if the objectives of education must be achieved. Some school does not tolerate truancy, so whenever a student exceed the highest allowed absence set by the school, they will face the consequences of being expelled from the school and it has a negative impact on the student academic performance.

Historically, the origin of truancy can be traced back to the Massachusetts Compulsory Education Act of 1647 and its subsequent School Attendance Act of 1852 which mandated parents to send their children to school for at least twelve (12) weeks in a term (Micheal, 2005). To this Act, every school is required by law to notify any student who acquires five unexcused absence within a school year. It is through this unexcused absence from school without legitimate or legal knowledge of the parents, guardian or the school authority that truancy among students came into existence.

Truancy: This could be defined as the practice by which the student leave home for school but do not reach their destination rather they stay mid way between home and school when school close. They return carrying their boxes or bag and go home in accompany of their mates in the pretence that they have close or returned from school. Also, it the practice of staying away from school without permission. In other words, it is the act of staging away from school without a reasonable excuse.

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

In the same vain, Nwachukwu (2004) said that a truant is one who absents him/herself from classes and school functions, comes late to classes and returns days or even weeks after the beginning of each term without any good permission. Meanwhile Nwachukwu (1999) opined that if a student’s character does not conform with the already mapped out rules and regulations with regards to class attendance and other school activities, that such student is regarded as a truant.

According to Baker, sigmon and Nugent (2001), voluminous research indicates that school problems including: academic failure, juvenile delinquency, gang activity and drug abuse. Nonetheless, the present researchers believe that some of the causes of truancy are non- student factors like, inadequate parental care, cruel teachers, and poor school management.

In the light of the above, Nwangwu (1991) reported that most parents usually over look their responsibilities in training their children rather they try to transfer their roles to the school, neglecting their vital roles of nurturing the character of the child at home. It does not mean that a teacher has not got their own shortcomings. Araonyer (1991) said that some teachers are chief truant who come to school at will while some make lessons very difficult for the student by jumping into the class without proper preparation for the lesson. The present researchers observed that in any school where management has a laissez – faire approach to disciplinary issues like, punctuality, neatness, moral conduct etc the students show lackadaisical attitude to school functions and thus revert to truancy. Fitzgerald (2005) explained that school attendance is an important factor in the development of child’s future. Success in school often leads to a bright and promising future for a student.

He further opined that many students stray away from school and become involved in negative activities such as drug abuse, delinquent behavior and gang activity. Sigmon and Nugent (2001) warned that not only does truancy have an immediate effect on the secondary school student; it also extends far into student’s adult years with increased likelihood of incarceration. The National policy on Education (2004) defined secondary Education, as the education children receive after primary Education and before the tertiary stage. Post primary school board (PPSMB) statistical record PRS (2009) shows that there are ten governments owned secondary schools in Enugu East local Government Area of Enugu State. Today, among the students of the schools there was many truants and deviant behaviour has greatly hindered the progress of the schools generally. I have taken it up as a responsibility to find out the causes of the truancy and the way to stop the evil. This long essay on the causes of truancy is intended to take a critical look into one or the major rules that influence students to the truancy in secondary schools. Some of the truant’s students will go with their fellow students to indulge in watch video in their own resident.

Justice R. A. L. Ogbobin, said that broken homes are assess to truancy. Truancy is a great danger in a discipline schools possibly the whole students in the school to delinquent. This is true because students initiative and don’t at the moment realized the consequences of their delinquency. The measuring of the truancy in the secondary school students, I shall be taking a random sample of the truants find out from that the cause of truancy from their homes, schools and the society they live. It is against this research in the solution of the above measure of truancy and not far fetch. The teacher should advice the parents of the students to provide the students with adequate or requisite school materials and also let parents know the problem if causes failing to do so, teacher should not bully on the students, because hinder the students backwardness. A student should be corrected by the teacher. The government should go further to make law to punish those couples whose home are broken leaving the children to play truancy.

It is against this background that this research work is structured to examine the factors and consequences (effects) of truancy on students of origin and destination which will be vividly focused on Enugu East. I shall finally suggest suitable measures that should help to reduce the evil.

Truancy among students has become a growing problem. It is the act of deliberately missing one or more classes. Globally, truancy has been regarded as a cankerworm that has eaten deep into the fabrics of the educational programmes and has caused a lot of setbacks for secondary school students in their educational pursuits (Stoll, 1993; Gesinde, 2004; Adeyemi, 2006; Animasahun, 2007b). It leads to potential delinquent activity, social isolation, or educational failure via suspension, expulsion, or dropping out (Huizinga, Loeber, Thornberry & Cothern, 2000; Huizinga, Loeber & Thornberry, 1994; Morris, Ehren & Lenz, 1991).

Truancy is any intentional unauthorized or illegal absence from compulsory schooling. It may also refer to students who attend school but do not go to classes.

Truancy is non-school attendance behaviour. It is an irregular attendance of school. Truancy is a delinquent and antisocial behaviour (Animasahun, 2009). Animasahun (2007a) suggested truancy to be an act of staying off school, which is one of the several kinds of antisocial behaviours.

Gabb (1997) is of the view that a truant student leaves home but does not get to school or escapes from school or class to engage in any other activities that catch up his imaginations. Indeed, it is a type of deviant behavior exhibited by some students in schools without formal permission from the school administration or authority governing the institution.

Causes and levels of the contributing factors of truancy are numerous and diverse. Truancy results from several factors. Truancy is a four-fold problem which stems from the student, student’s family background, the school and the community. In the same vein, Osarenren (1996) see the home, school environment, peer group culture and society as causes of truancy among students. Reports from various parts of the world upheld that truancy may be associated with adverse social and health outcome later in life. A number of studies have reported that adults who were truant as adolescents were more likely to experience marital or job instability and psychosocial maladjustment when compared to their counterparts who were not truant as adolescents (Hibbett, Fogelman & Manor, 1990; Tyrer & Tyrer, 1974; Hibbett & Fogelman, 1990). Students, who commit truancy, commit deviant acts at a higher rate than students who stay in school. Deviant acts include, but are not limited to theft, burglary, robbery, drug use and sale, assault, various sex-related crimes, and even murder. Truancy breeds educational wastage and poor human power development (Rumberger, 1987; Nwagwu, 1999); production of hoodlums, social misfit, antisocial individual and eventual criminals (Animasahun, 2005) and gateway to crime (Adeyemi, 2011; Animasahun (2007a). Rohrman (1993) stated that peers have an invaluable and influential role to play in providing both the support and context necessary for the learning of new skills and that they act as reinforcing agents of socialization. In own findings, Baker and Jansen (2000) believe that truancy leads to lower academic achievements. While Garry (2001) stated that truancy leads to delinquent and criminal activities. Also, Osarenren (1996) stated that children attempt to model their behaviours according to what represents the standard of their peer group. The study in this regard wishes to determine the causes and effects of truancy among secondary school students using Enugu East Local Government Area of Enugu State as the case study.

In a study carried out by soll ( 2002), he defines truancy as “absence from school for legitimate reason”. He went further to explain that many students do skip either a single class in a full school day at least during their academic career. According to the dictionary for education (2002), truancy is a deliberate absence from school for no medical or justifiable reason, with or without parental knowledge”. Blair and Jares (1994), sees truant as “an individual who just not want to go to school but likes to do something else. Adeyeme (1999), defines truancy as a delinquent act which occurs when a child often stay away for school without good reasons.

Nwanga (1996) believes that family background could contribute to truant behaviour of student. He sees the family as the first window with which a child views the world. Okoko (2002) supports this by saying that some parents have shifted their responsibilities to their maids, nannies and even to the school. This means that many students have turned into truants because their parents fail to monitor their behaviours. Eluu (2005) maintains that teachers are not helping matters concerning high rate of truancy in Nigerian education system. The effect of truancy on secondary school student did not end on how academic performance, they also include other forms of anti-social behaviour like examination malpractice, drugs abuse, criminal activities, early pregnancy and school dropout. This is because a student who is not always in class will surely look for a way of passing an examination which could be by engaging in examination malpractices. A student could be influence by peers who are already in the habit of absenting themselves from school to engage in smoking of mariguana and cigarettes, students leave school to indulge in pre-marital sex which could result to teenage pregnancy for the girl who eventually dropout from school, boys sometimes engage in armed robbery which could also end them in juvenile jail.

The research is aim of finding out the influence of truancy on the academic performance of students. The teachers complained on the student’s poor performance in academic. Parents also may be carrying out their responsibilities on their children by inadequate studies materials; late payment of school charges can impede students’ becoming a truant.

Truancy is any intentional, unjustified, unauthorized, or illegal absence from compulsory education. It is absence caused by students of their own free will, and usually does not refer to legitimate excused absences, such as ones related to medical conditions. Truancy is usually explicitly defined in the school's handbook of policies and procedures. Some children whose parents claim to home school have also been found truant in the United States. Another term for truancy is playing hooky (US English) or skiving off (British English); Attending school but not going to class is called skipping class.

In some schools, truancy may result in not being able to graduate or to receive credit for classes attended, until the time lost to truancy is made up through a combination of detention, fines, or summer school.

**Statement of problem**

School has been established as an agent of the society to mould the habits, interest, attitudes and feelings of student and transmit the societal norms, culture, values and traditions from one generation to another. One thing that is clear in this issue is that there is a growing tendency for students to be involved in social vices, such as truancy, stealing, smoking, rioting among others. This is because most home no longer play their traditional function to rear and bring up their child in an upright manner. This occurs because many parents are so preoccupied with duties (working and travelling) outside the home that they have little or no time to keep watch over the actions and behaviour of their children. Many student run away from schools while in many of the case, the parents believe that they are attending classes, while they are away from school; they exercise freedom in engaging in a lot of juvenile delinquencies like fighting and drug abuse.

In recent times, truancy has becomes a regular habit among students. There so many causes of student poor academic performance in schools, some students put up non-chalant attitude to academic work and no longer regard teachers as people representing the authority. They prefer to roam the streets, selling pure water, doing some manual jobs, playing outside school rather than face their work in school. During school hours, they go out to watch inter-house sports competition in other schools even when their schools are not invited, while their co-students are learning in the school.

In most of the schools, there is no conducive atmosphere for learning. This is due to fact that schools are highly populated, poorly equipped and understaffed. Since student cannot cope with their unfavourable conditions, which these schools are placed, this eventually leads to truancy and other social vices found in our society today. Due to this disorder in the school system, this study is set critically investigate the influence of truancy on the academic performance of secondary school students in Enugu East Local Government Area in Enugu State.

**Purpose of the study**

The main purpose of this study is to investigate the influence of truancy on the academic performance of secondary school student in Enugu East local government area.

1. To find out truant behaviours among secondary school students in Enugu East Local Government Area.
2. To determine the causes of truant behaviour among secondary school students in Enugu East Local Government Area.
3. Identify the negative effects of truancy in academic performance of students in Enugu East Local Government Area.

**Significance of the study**

The researcher hope that the result of this research work shall be beneficial to the following: school administration, parents, graduates and undergraduates, the government and secondary school students.

**The school administrators:** Educational administrators like, guidance and counselors, principals, vice principal and teacher will gain immensely from this research or study because it will examine the various cause and consequences of truancy and state ways to curbing it, which will serve as an essential instrument for effective school administration.

**The parents:** Equally, this research or study will bring to the knowledge of parents why and how their children engage in truant behaviours and also suggest to them ways of stopping the havoc.

**Graduate and undergraduates:** This research will be also be of beneficial to graduates and undergraduate students who are studying administration in the field of education as it will give them insight on how to handle truant students.

**The students:** This study will most significant to secondary school students because it will expose how truancy retards their academic achievement/performance.

**The government:** It is significant to the government because it will help device and apply ways of stopping truancy in school. In order to achieve a qualitative education which will at the same time enhance national development?

**Scope of the study**

The scope of this research will be limited to the secondary school student in Enugu East local government area. The content will also limited to investigate the influence of truancy on academic performance of secondary school students. However, the scope of this work shall cover five (5) selected secondary schools.

**Research questions**

The following questions are formulated to guide the study:

1. What are the truant behaviours among secondary school students in Enugu East Local Government Area
2. What are the causes of truant behaviours among secondary school students in Enugu east Local Government Area
3. What are negative effects of truancy in academics performance of student in Enugu East Local Government Area

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

The review of related literature is presented under the following sub-headings: Conceptual Framework, Theoretical Framework, Empirical Studies and Summary of Literature Review.

**Conceptual Framework:**

* Concept of truancy
* Concept of academic performance
* Types of Truancy.
* Causes of Truancy.
* Influence / Effects of Truancy
* Solution/ suggestions for reducing truancy

**Theoretical Framework:**

* Social control theory
* Anomie theory

**Empirical Studies.**

**Summary of Review of Related Literature.**

**The concept of truancy**

The issues of truancy has course a lot of worries to parents, school administration and society at large. Scholars from the field of education, sociology and psychology have conceptualized truancy in different ways. According to international dictionary of education (2000) truancy is defined as the deliberate absence from school without the knowledge of the school authorities or parents. In the same manner, the New Western Comprehensive Dictionary (2004) sees truancy as “when a study stays away from school without permission, anyone who absents himself from work or duty without good reason or the knowledge of the authority? The above definitions are in agreement that truancy occurs when a student’s absent himself from parent and supposed authority.

According to Huzinga and Thomberry (2000), truancy is defined as having an unexcused absence from school for one or more part of the day for at least three school days during days school weeks. Moreover, Salford city council report (2008) defined truancy as the act when a child, who is believed to have been at school, fails to attend school class without the permission or awareness of the parents or the school authority condemned. Truancy is an international unauthorized absence from school activities (wikianswer. Com,(2013). Echebiwe (2009) defined truancy as a situation when a child under sixteen years of age who is registered at school fails to attend classes without any prior formal permission from the parent or school authority. Therefore, Truancy is the practice of staying away from school without permission. A child who engages in this act is therefore referred to as a truant. This implies that every child is expected to be in school and must be present in school and class attendance. Stoll (2002) conceptualizes truancy as a situation whereby a student is absent from school for no legitimate reason. He went further to say that many students do skip from lessons or even a full day of school, in most cases, truant students do leave home but will not reach school: they escape from school or class to engage in any other activities that catch up their imagination.

**The concept of academic performance**

Academic performance has been conceptualized by a Plethora of scholars and researchers. According to Dimbosso (2009) sees academic performance as the manner in which students’ deals with their studies and cope with or accomplish different assignments given to them by their instructor or teacher within a period of time. This carries the implication that academic performance has to do with the ways student’s carryout their studies.

According to Cambridge University Reporter (2003) defined truancy in term of examination performance. Academic performance/achievement refers to what the student have learned or what skills the student has learned and is usually measured through assessment like standardized tests (santrock, 2006). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. This study will make use of cumulated Grade Point Average (CGPA), since it provides information of the student’s academic performance across time.

**Types of truancy**

There are three types of truancy which are as follows:

– Habitual Truancy

– Occasional Truancy

– Casual Truancy

**Habitual Truancy:**

This is the type of truancy that occurs when a student (truant) constantly and continually absent from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequencies of absenteeism have become a regular behaviour or habit. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

**Occasional Truancy:**

This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student’s level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instance a child whom the mother refuse going to school and was kept at home to help care for siblings and the child taken out of school for an out-of-season family holiday e.t.c are all instance of occasional truant (Ezeani, 2006).

**Casual Truancy:**

This is the type of truancy which occurs when the students absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Ezeani, 2006).

**Causes of truancy**

The problem of secondary school truancy in recent times is so alarming and if the issue is not properly handled would greatly affect the effort of government in achieving the objectives of secondary education which so much resources has been spent on. On the causes of truancy, authors differ in their opinion as regards the factors that are responsible for truancy. Evidence from reviewed related literature has indicated that the following factors such as; poor home upbringing, school circumstances, psychological and personality factors, socio-economic situation of the students and societal demands, influence of peer group, social and government influence/factors are the major causes of truancy.

**Home Upbringing**

Tracing the causes of truancy back to home upbringing, Cronbach (1998) writes”… the truants came from unsatisfactory home situation, families on relief, broken home and the like”. In the same vein, Ezekwugo (2005) comments that training of children starts from home, and where this is properly done, the foundation laid at home, the school will not find it difficult to continue the education properly.

Furthermore, authors stress that in most cases, the seeds of truancy are laid at home. Odueze (2001), asserts that for education to be real and effective, “there should be sound co-operation between the home and the school.

What children need most are parents who can control them. Many are over privileged by been permitted to do as they please. Children who demand too much of their parents, demand too much of the society. The adult should exert control over children and also to mean the orderly and obedient behaviour that this control is designed to secure.

Still relating home upbringing to students’ school behaviour, Shaw as reported by Odueze (2001) states:

Whilst few of us would doubt that the main influence on a child’s life is his home, that of school is a good second, the closer the co-operation between these two, the happier must be the child and the more successful his development in every aspect.

Although, he brings in the idea of punishment, Odueze emphasizes parents’ role in the treatment of a truant. He, in one breath asserts that “corporal punishment leads to truancy in school and therefore results in acts of indiscipline”. And in another breath he holds that punishment should be given to a child but by the parents. This last assertion suggests that the teacher and the parent operate together in the school and that the duty of the parent is to punish the truant while that of the teacher is to teach.

Carter (2000) Crobach (1998), Odueze, (2001) and Ezekwugo (2005) indicated that the seed of truancy is laid at home. Poor home upbringing may manifest itself at school in the form of truancy. They emphasise the need for sound co-cooperation between the home and the school for any serious and fruitful tackling of the problem of truancy.

**School Factors**

In a study carried out by Ogunwe (2003), he pointed out how school factors could contribute to the problem of truancy. To him, some teachers have been found to be very hostile to the children put under their care. Some have been found not to have interest in teaching as a career, some were found not to be attending classes regularly thereby giving room for children to skip classes and develop the habit of truancy while some teachers have been found to be fond of punishing students for all offences they commit thereby scaring some of them from attending school regularly.

In another study carried out by Ehinmolo (2006) on “perception of classroom Teachers on causes of truancy and control among secondary school student”, the following findings on school factors as the causes of truancy were made:

a) Educational problem is a cause of truancy among secondary school students – the educational problem may range from the child not being able to read, write and spell properly to his not being able to assimilate and understand what is read.

b) Disinterest in certain school subjects as a cause of truancy – Students’ hatred for certain teachers can be a cause of truancy as the hatred will be brought about through the interaction of students and teachers in the classroom. Also un-stimulating or un-interesting lesson can cause truancy.

c) Distance from school and transportation problems is also causes of truancy among school children.

Still on school circumstance as a cause of truancy, Blair, Green and Jones (1999) observed in their book “Educational psychology that:

In the face of thwarting and distressing school situation, some pupils find that the easiest way out is to keep away from school and some of the children develop hysterical reactions, e.g. some children become ill on examination days.

In a similar manner Ezekugo (2005) points out that truancy may be due to the type of teacher posted to a school or the attitude of the teachers towards the students, poor teaching, poor organization, poor attendance of teachers contribute highly to the truancy of students. She made reference to Simpson’s idea that a truant is one who is not happy with schoolwork either because of something is wrong with the school or with pupil himself and instead plans to do something else.

Izuogu (2002) in her own contribution to the causes of truancy holds that “poor preparation of lessons by teachers, use of abusive words on pupils, frequent use of punishment and too much demand of this or that from the pupils, can contribute to pupils staying away from school.

However, facts collected from related literature reviewed indicated that the general school condition has a hand in the cause of truancy.

**Psychological and Personality Factors:**

Hurlocks (2003) relates the cause of truancy to psychological factors writing about an adolescent who is making poor adjustment she writes:

The adolescent who is making poor adjustment at home, in school or with his peers usually engage in more misdemeanor than does the adolescent who is better adjusted. This is seen in the case of truancy, truants suffer from personality disorders due to poor home conditions, they gave poor work habits in the school and are retarded with the result that when they are in class with younger children with whom they have very little in common, they stay away from school in order to escape this frustration environment.

Her way of relating psychological and personality traits agrees well with the direction followed by the dictionary definition of the term. Frustration and even lack of self confidence mentioned by Hurlock could lead to truancy. Also self assertion could be related to truancy. Besides, improper and inappropriate adjustment both home and school circumstance can give rise to act of truancy.

**Peer Group Influence:**

The peer group and classmates have effects on the students’ truant behaviour. As the child frees himself from dependence and control of parents and other adults, he falls back on peer group, for direction and control.

To Nigerian Teachers (2004), members of peer group do put inside their personal feeling and follow the dictates of peer in order to remain in group. Due to this strong feelings and attachment, peer group has generally been viewed as the vehicle through which students learn truant act.

In his speech, Ubaezuonu (1998) said that a boy or a girl can easily mess up a dozen of others of his friends in the school. To him, when a child who is very good boy or girl enters secondary school at the formative age of between ten and fourteen years, when such a child must have been in the school for two to three terms, you start wondering whether it is still your ward. This to him is because he will turn out to be a completely changed child.

Dewey and Humber (2006) state that the need for a student to conform and be like by his peers may bring the student into conflict with his own family. This sensitive young person’s is anxious to please his beloved ones and to maintain prestige in the eyes of his own generation this often lead the students into the act of abandoning everything he is supposed to be doing like attending classes and begin to work from place to place in search of where he will get money to be like his peer groups. When this happens, the student will never understand what is going on in the class because he is always absent from school.

**The effects/influence of truancy**

Dittimiya (2001) in his view on the effects of truancy maintains that truancy among students have greatly affected the development of human resources needed for social and economic transformation of the society. To him, truancy is a destructive and undeserving element of progress, training or mode of life. It is an impediment to national development. Truancy allows students to pervert the whole aim of education, examination and public morality it does not encourage development rather it retards progress of the school and the entire society.

According to Durkhein (2000), Truancy is a gateway to serious violent and non-violent crime. To him, students truant act lead to stealing, fighting, drug addictions, destruction of property, sex scandal and armed robbery. Hence when a student is always absent from classes or school environment, what comes to his mind is evil. He plans how to destroy, how to get rich quick and becomes a millionaire.

In recent times, high percentages of the crime committed are by students of secondary schools. According to the related literature reviewed by the researchers, it was discovered that most crimes are committed during school period than holidays; this is because students who engage in truant behaviour are more busy with their parents and guardians during the holidays. The researcher also discovered that truants due to absence from school academic usually repeat classes and even when they are repeating, they do not feel better because they feel that they are too big for such a class. Though few of them (truants) manage to struggle through school and majority of them usually drop out of school if some form of interventions are not taken.

Their level of achievement is generally poor because their emphasis is not on academics. They even see school as a form of punishment and something they are doing it not for their sake but to please their parents and guardians.

Henry (2007), write that truancy consequences are extensive resulting in negative implications for multiple level of the society. He writers that truancy can predict maladjustment, poor academic performance, school dropout, drug abuse, delinquency and teenage pregnancy. In the long-run, truancy predicts poor adult outcome, including violence, marital instability, adult criminality and incarceration.

**1. Low Academic Performance:** truancy has a huge effect on students academic performance. Any child who stays away from school would miss many lessons and would as a result lag behind other children in class. The effect of truancy on students concerned and their academic performance should be viewed as a serious matter of concern by parents. Oluremi (2013) in his study found a negative relationship between truancy and academic performance of secondary school students in South- West Nigeria. His study showed that indeed truancy has significant effect on the academic achievement of secondary school students in that area. Boga (2013) asserts that truancy negatively affect educational achievement of secondary school students.

**2. Increased Number of School Dropouts:** student dropout is usually one of the obvious results of chronic truancy. The rate of secondary school dropouts has been on the increase due to the increase in truancy and other anti-social problem that exist in the school system. This is because when a student starts staying away from school on a regular basis, he/she becomes less interested in school activities and this always results to student’s eventual dropout off school. Girls who are truants always divert to prostitution in place of school while others dropout due to unwanted pregnancy. Boys in most cases end up joining drug dealers which follows by the inevitable incarceration.

**Suggestions on how to reduce truancy**

Having known what truancy means, whom truants are, causes and effects of truancy, the next area of interest is the type of treatment that can be given to truants to make them change their negative attitude at school.

Research studies on ways of reducing truancy or on the treatment of truants in Nigeria school show that the most popular treatment given to truants in the school system is “Corporal Punishment” , which in most cases involves cutting of grass, scrubbing of floors, uprooting figs, sweeping of school compound, planting of flowers e.t.c. This approach however has been referred to as the traditional approach and non-functional (Obe, 1998).

For the problem of truancy to be reduced if not eliminate in our schools, all hands must be on deck and there must be total revolution in our ways of life and sense of values.

The homes, school and the society must relate closely and as well adopt a communicative approach, which should mostly involve both the parents and the truants along with their teachers.

More so, teachers should be good role models. Some teachers have been found to be habitual latecomers and truants. Such teachers are bad models for the students kept under their care. On the other hand, adult members of the society must endeavour to lead by example. Truants in the school must be assisted in all possible ways to develop the habits of self-control based on reasons rather than on force (Ezeani 2006).

Counselling can also be used in assisting truants to give up truancy. To this effect, when truants are identified, school counsellors should ensure that they counsel the students so far identified as truants. Parents should also try to provide some of the basic requirements their children need at school within their meagre resources, (Onyejiaku, 2004).

Due to the fact that truancy is a problem that not only affects the students, but also the students’ family, school and the entire society, Michael (2005) in his article titled “Manual to Combat Truancy”, suggested five primary elements of educational strategy to combat truancy, they include:

**1. Involve Parents in all Truancy Prevention Activities:**

According to this element, parents play the fundamental role in the education of their children. Nobody else commands greater influence in getting young person’s to go to school every day and recognizing how a good education can define his future than the parents. For families and school to work together to solve problems like truancy there must be mutual trust and communication. Schools can also help by being “family-friendly” and encouraging teachers and parents to make regular contact before problems arise. Schools should help in training of teachers to work with parents, hiring or appointing a parent liaison and to arrange for parent meetings through which parents will have a voice in school decisions; by so doing the problem of school truancy will be reduced.

**2. Establish on-going Truancy Prevention Programmes’ in School:**

Research findings has reviewed that truancy is a symptom of a much larger problem. In order to curb this ugly incidence, schools should address underlying needs of each child to ensure that truancy is not a re-occurring behaviour. Also students’ basic educational needs such as conducive teaching and learning environment, adequate instructional materials and other academic facilities like library, laboratory and technical workshops e.t.c – should be provided for students so as to help attract their regular school attendance (Michael, 2005).

**3. Ensure that Students Face Firm Sanctions for Truancy:**

For effective reduction of truancy, schools must communicate to students and families that truancy will not be tolerated from any student and that any student found in this act must face severe and firm punishment from related school authorities.

**4. Create Meaningful Incentives for Parental Responsibility:** This is also another suggested element on how truancy can be curtailed among students. Following this principle, the school should create incentive programme both for the parents and children. Positive incentives such as participation in publicly funded activities and cash awards to be given to any parent who plays positive role in truancy reduction among students. On the other hand negative sanctions like fines and imprisonment should be administered to parents who are naïve about their wards irregular attendance to schools, all this will help to promote parental responsibility towards the reduction of truancy (Michael, 2005).

**5. Involvement of Law Enforcement Agency in Truancy Reduction:** In order to enforce regular school attendance policies, school officials should establish close linkage with law enforcement agents like police, probation officer, Juvenile and family court officials e.t.c to help prosecute any student caught playing truancy (Michael, 2005).

To crown it all, government should help the police department and court system to establish and run temporary detention centre’s where they can drop-off school truants. Also the government should as well embark on some other anti- truancy initiatives like Operation Sweep Students Truants in neighborhoods. With these suggestions, truancy among secondary school students and even those in primary and tertiary institution will be reduced if not eradicated.

**6. Counseling: Truancy could also be reduced or eliminated through counseling:** Counseling involves helping an individual or groups to resolve social and personal problems through the process of developing a relationship which explores the problem in depth and offers alternative solution. Some students engage in truancy not knowing exactly the implication and consequence of truancy. Guidance and counselor can help combat the issue of truancy bedeviling the school system and the society as a whole by organizing seminars and workshops where the evils of truancy will exposed to the student.

**7. Conducive Learning environment:** To curb the problem of truancy, the institutions of learning must be in a conducive atmosphere. Most of the environment is nothing to write home about. Some Nigeria schools lack learning facilities to the extent that there are no enough seats for students to sit down for instruction. Some teaching and learning building are in deplorable conditions that students find it difficult to stay in such condition to learn, therefore, they prefer staying away from school environment without permission. Teaching and learning should be carried out in ventilated building.

**Theoretical framework**

* Social control theory
* Anomie theory

**Social control theory**

Social control theory does not attempt to explain why individual are engaged in criminal acts but rather why individual choose to obey conventional norms. (Hirschi 1969). The attachment an individual holds to person, group or institutions which support conventional valves 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.

1. The emotional attachment to meaningful persons such as family members, teachers and peers.
2. The commitment in conventional goals.
3. The involvement in conventional activities and
4. The extent of belief in social rules.

The emotional attachment to meaningful personal directs individual behavior to the wishes and expectations of significant others. Thus, close relationship to conventionally acting person 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(2000). In contrast to Hirschi, when analyzing the family 4, 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 discipline 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 parent’s control. Consequently, three types of parental control are final identifiable (Sampson and Laub 1993:68) the degree of emotional attachment to the parents, the way of bringing up and discipline children, and the form of supervising the children.

**Anomie theory**

One of the oldest and most influential theories explaining deviant behavior is the theory of anomie (strain theory), originally formulated by Durkheim in 2000 (2001). In 1934, Merton adopted essential assumption of Durkheims theory and extended them in his ‘Social Structure and Social Theory’ which appeared in 1957. Merton distinguishes between a cultural and a social structure of society. ‘Social structure’ is a pattern of social relationship. ‘Cultural structure’ determines the goals of action (eg social recognition, economic wealth)-which are basically shaped by the middle class-and allocates the institutionalized legitimate means ( eg occupational career), such as norms, rules and valves that determine how to achieve the cultural goals. Merton generally hypothesizes the status of anomie within a society to emerge from discrepancy between cultural and social structure (Merton 2000). The social position of individual within the social structure particularly influences the chances to have access to have legitimate means. In contrast to members of the middle and upper classes, members of the lower classes dispose of less resources to achieve culturally defined goals. Therefore, they undergo a stronger social pressure to find non- institutionalized, as the case may be, deviant ways to achieve those goals. There are five possible individual reactions to compensate for the strain between cultural goals and institutionalizes means to achieve them, include: conformity, innovation, ritualism, retreatism, and rebellion.

Conformity is the normal case within a stable society which means the aspiration of legitimate goals through legitimate means. However, Merton is interested in the other types of adaptation. He wants to know the extent conditions of the social structure influence the prevalence of a particular type of deviant behavior. Merton calls the second type of adaptation innovation. This type appears if cultural goals are aspired although the access to legitimate means is limited, members of lower social classes are disadvantaged, notably concerning the goal ‘economic wealth’. Often, they do not have the legitimate means to achieve economic wealth which in turn makes it more likely to apply illegitimate means (Merton 1968; Albrecht 1997). Ritualism can be understood as deviant behavior only in a restricted sense because the goals are adapted to the means. Also, is the acceptance of legitimate means but lack of distinct ambition to achieve the culturally defined goals. Retreatism is the rejection of both social goals and legitimate means of achieving them. Rebellion is the combination of rejection of both cultural goals and means of achieving them and replacing them with suitable goals and means.

Using Mertons anomie theory to explain deviant behaviours (truancy), he talked about cultural goals and the legitimate means of achieving them. Educational success is the legitimate goal set for every student and the legitimate means of achieving such is through hard work basically student’ attendance to school and classes, which is measured by good grades. In explaining student’s attitude/behaviour towards schooling, Merton uses his five adaption.

1. **Conformity:** it has to do with students who abide by the school’s rules and regulations. Students in this category achieve their educational goals through legitimate means by attending classes. Merton called them the proper students; they are not truants
2. **Innovation:** students in this category are those who have accepted to go to school but do not always attend classes to acquire knowledge in order to achieve the educational goals, they constitute the occasional types of truancy.
3. **Dualism:** it has to do with students who have accepted the educational goals but do not have the zeal to achieve them. The ritualist lured into truant behaviour by their friends (peer influence).
4. **Retratism:** students here reject educational goals and means of achieving them. Schooling does not interest student in this category. They constitute the habitual types of truancy.
5. **Rebellion:** it has to do with students who stay away from school because they want to protest against poor condition of school environment or those who skip class because they do not like a particular subject or because they are not in good relationship with their teachers. They constitute the casual type of truancy.

This study adopts anomie theory because of its recognition of the assumption that socially accepted goals such as education and hard work bring success. Therefore, those who study hard have the possibility of high academic achievement which is a reflection of success. The theory suggests that students who do not study hard may not be academically successful, hence low academic achievement which reflects failure.

**Differential association theory**

Differential association is a theory developed by Edwin Sutherland in (2000), proposing that through interaction with others, individuals learn the valves, attitudes, techniques and motives for criminal behaviour. The differential association theory is the most talked bout of the learning theories of advance. Differential association predicts that an individual will choose the criminal path when the balance of definition of law-breaking exceeds those for law-abiding.

Sutherland’s theory of differential association has it that criminal behaviour is learned in interaction with other persons in a process of communication which occurs within intimate personal groups. The theory stresses that when criminal behaviour is learned, it includes techniques of committing the crime and the specific direction of motives, drives rationalization and attitudes of which are learned from, definition of legal codes as favourable or unfavourable. A person becomes delinquent because of an excess of definition favourable to violation of law over definition unfavourable to violation of the law.

An important quality of differential association theory is the frequency and intensity of interaction. The amount of time that a person is exposed to a particular definition and at what point the interaction began are both crucial foe explaining criminal activity. The process of learning criminal behaviour is really not any different from, the process involved in learning any other type of behaviour. Sutherland maintains that there is no unique learning process associated with acquiring non-normative ways of behaving.

Sutherland is differential association theory applies in the explanation of truancy which is a delinquent behavior. Surtherland explained that criminal behavior is learned from constant interaction among person. Truancy as a delinquent behavior is always learned through peer group influence. His theory has it that a student can be lured into truant behavior if such student associates with friends who indulge in truancy on regular basis. This has the implication that truancy is a learned behaviour which is caused by peer group influence in the secondary schools.

**Review of related empirical studies**

This section is centered on the review of empirical studies associated with truancy and academic performance of secondary school students. Udo (2002) in his studies on the factors related to truancy among senior secondary school students in Enugu East 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 senor secondary school students in that area. In a study carried out by Repower (2010) on truancy as a problem factor for school dropouts 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 cause of poor academic performance of secondary school students in Enugu East local government area with a sample population of 40 teacher discovered that parent related factors and students related factors have negative influence on student’s performance which leads to students dropout.

Geo-opah (2003) carried out a research on the influence of delinquency on academic achievement of secondary school student in Enugu East local government area showed that out of 168 sample students, 108 were identified as truants while only 60 were identified as non truants. Also a research conducted by Aliobu(2005) on the survey of academic performance problems facing secondary school students in Enugu state used a total number of 200 questionnaires distributed to students to discover that inadequate infrastructural facilities contributes greatly to poor performance of students in the state.

**Summary of reviewed related literature**

This chapter reviews related literature and empirical studies that have direct bearing on this study. The review began by an attempt the conceptual framework which includes the meaning of truancy, types of truancy on which three (3) types were identified to include; habitual truancy, occasional truancy and casual truancy. The review also looked at the causes of truancy which include home upbringing, school factors, psychological and personality factors and peer group influence. In this work, the effects/influence of truancy on students academic performance were identified to include low academic performance, increase in school drop outs, increase in criminal activities and hindrance to national development. The ways of reducing truancy includes involvement of parents in all truancy prevention programmes, counseling, provision of conductive learning environment, serious sanction for truant students and involvement of law enforcement agencies. The second part of the review dwelt on the theoretical framework of which the social control theory and Anomie theory were applied to explain the study.

However, despite the serious research or studies carried out by scholars, the issue of truancy has not being fully exhausted. These scholars have not said anything on the influence of truancy on academic performance of secondary school students in Enugu East Local Government Area thereby creating a gap in literature. This study is set therefore to fill that particular gap in literature.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

This chapter described the procedures that were adopted in the product of the study under these sub-headings: research design, area of the study, population of the study, sample and sampling techniques, method of data collection and method of data analysis. Also, the study adopted a descriptive survey research design geared at finding out the opinion of the truancy and influence/ effects on academic performance of students in Enugu East local government area of Enugu State.

**Research Design**

This study adopted a descriptive survey research design geared at finding out the opinion of the truancy and influence/effect on academic performance of students in Enugu East local government area of Enugu state.

**Area of Study**

The area of the study was Government secondary school in Enugu East local government area, which is located in Enugu State. It has an area 383km² of and a population 279,089 of according to 2006 census. Enugu East Local Government has a total number of ten (10) governments’ secondary school out of which five (5) was randomly selected for this study. Enugu East has a total of 24,046 students.

**Population of the Study**

The population for this study comprises 4276 from the five (5) selected secondary school and 341 from five (5) selected secondary school teachers in Enugu East local government area of Enugu state. This study collected both the opinion of teachers and students due to the fact that teachers are the ones who first notice the change in behavior and performance of students in the classroom. Also, students are the perpetrators of this truant act and therefore should be familiar with the experience.

**Sample and sample techniques**

The sample for the study is 100 students and 50 teachers drawn from the population using random sampling technique. The number of schools used was five (5) selected secondary schools. Twenty (20) students and ten (10) teachers were randomly selected. The sample was made up of both male and female students and teachers.

**Instrument for data collection**

The researcher made use of a structured four scale likely types questionnaire in gathering the necessary data suitable for the study. The questionnaire was made up of two sections; ‘A’ was on the Bio data of the respondents while section ‘B’ was made up of fifteen (15) items. The response made was: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

**Validation of Instrument**

The instrument for the study was subjected to face validity by two experts in measurement and evaluation and also by my supervisor for proper scrutiny. The instrument was critically looked at and corrected. Based on the corrections made by the experts and my supervisor, 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. Fifty (50) copies to the teachers and hundred (100) copies to the students in Enugu East local government area of Enugu state.

The two sets of responses were collected and correlated using Person’s Product Moment correlation co-efficiency that yielded 0.90.

**Method of Data Collection**

Personal visits were made to the five (5) selected schools for the distribution of the questionnaire and it was collected the same day to avoid lost of the questionnaire.

**Method of Data Analysis**

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

Strongly Agree (SA)…………………………………… 4

Agreed (A) ……………………………………………… 3

Disagreed (D) ………………………………………… 2

Strongly Disagreed (SD) ……………………………… 1

Total 10

Average Mean = 10/4 = 2.5

Formular for mean = ∑ fx

N

Where ∑ = sum of

F = frequency

X = nominal value

N = total number of respondent

**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 cut-off means score for decision taken.

**CHAPTER FOUR**

**REPRESENTATION 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.

**Research Question 1.**

**How does truant behaviours among secondary school students in Enugu East Local Government Area**

Table 1: Mean Response on the truant behaviours among secondary school student in Enugu East local government area.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | | **FX**  **Total** | | **X** | **DECISION** |
| 1 | Staying outside the school | 70  280 | 60  180 | 10  20 | 10  10 | | 150  490 | | 3.2 | Accepted |
| 2 | Leaving school to do manual job | 60  240 | 20  60 | 30  60 | 40  40 | | 150  400 | | 2.6 | Accepted |
| 3 | Leaving class to play outside school | 60  240 | 50  150 | 30  60 | 10  10 | | 150  460 | | 3.0 | Accepted |
| 4 | Hulking on the street | 65  260 | 50  150 | 20  40 | 15  15 | | 150  465 | | 3.1 | Accepted |
| 5 | Not getting home on time | 45  180 | 45  150 | 30  60 | 30  30 | | 150  405 | | 2.7 | Accepted |
|  | Grand mean |  |  |  | |  | |  | 2.92 |  | |

In table 1, item 1 with mean score of 3.2 accepted that truant students always stay outside the school. Item 2 with mean response of 2.6 also accepted that truant student’s leaves school to do manual job. Item 3 with mean score of 3.0 accepted that truant students leave class to play outside the school. Item 4 with mean score 3.1 also accepted that truant students hawk on the street. Item 5 with mean score of 2.7 was accepted which shows that truant students don’t reach home on time .item 1,2,3,4 and 5have mean score above 2.5. This indicate that response in all the items were all accepted, in other all the above are truant behaviours among secondary school students in Enugu East Local Government.

**Research question 2:**

**What are the causes of truant behaviours among secondary school students in Enugu East Local Government?**

Table 2: Mean Response on the causes of truant behaviours among secondary school studentin Enugu East Local Government Area.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **FX**  **Total** | **X** | **DECISION** |
| 1 | Does teacher’s method of teaching causes truancy | 60  240 | 60  180 | 15  30 | 15  15 | 150  465 | 3.1 | Accepted |
| 2 | Unattractive school and classroom management encourage truancy. | 70  280 | 60  180 | 15  30 | 5  5 | 150  495 | 3.3 | Accepted |
| 3 | Long distances | 75  300 | 65  195 | 5  10 | 5  5 | 150  510 | 3.4 | Accepted |
| 4 | Lack of facilities and equipment causes truancy | 76  304 | 68  204 | 5  10 | 1  1 | 150  519 | 3.46 | Accepted |
| 5 | School free drive | 68  272 | 70  210 | 9  18 | 3  3 | 150  503 | 3.3 | Accepted |
|  | Grand mean |  |  |  |  |  | 3.312 |  | |

In table 2,item 6 with mean score of 3.1 accepted that teachers method of teaching causes truancy. Item 7 with mean score 3.3 accepted that unattractive school and classroom management encourages truancy. Item 8 with mean score 3.4 was accepted that long distance causes truancy. Item 9 with mean score 3.46 accepted that lack of facilities and equipment causes truancy. Item 10 with mean score 3.3 accepted that school fees drive causes truancy. Item 6,7,8,9 and 10 all have mean score above 2.5. This indicate that response accepted all the item as the cause of truant behaviours among secondary school student in Enugu East Local Government Area

**Research question 3:**

**To what extent does negative effects of truancy in academics performance of secondary school students in Enugu East Local Government Area.**

Table 3: mean response on the negative effects of truancy on the academic performance of secondary school students in Enugu East Local Government Area.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | | **ITEM STATEMENT** | **SA**  **4** | | | **A**  **3** | | **D**  **2** | **SD**  **1** | | **FX**  **Total** | | **×** | | **DECISION** |
| 11 | | Truancy will reduce the quality of education a truant can get | 77  308 | | | 60  180 | | 8  16 | 5  5 | | 150  509 | | 3.3 | | Accepted |
| 12 | | Truancy results to the production of half-bakes graduates | 80  320 | | | 50  150 | | 11  22 | 9  9 | | 150  501 | | 3.34 | | Accepted |
| 13 | | Truant perform below average in class activities | 85  340 | | | 52  156 | | 8  16 | 5  5 | | 150  517 | | 3.4 | | Accepted |
| 14 | | Truancy leads to constant repetition of classes | 60  240 | | | 60  180 | | 10  20 | 20  20 | | 150  460 | | 3.0 | | Accepted |
| 15 | | Truancy reduces students academic performance | 84  336 | | | 50  150 | | 8  16 | 8  8 | | 150  510 | | 3.4 | | Accepted |
|  | Grand mean | | |  |  | |  | |  |  | | 3.288 | |  | |

In table 3, item11 with mean score of 3.3 accepted that truancy reduce the quality of education a truant will get. Item 12 with mean score 3.34 also accepted that truancy result to the production of half- baked graduates. Item 13 with mean score of 3.4 accepted that truant student perform below average in class activities. Item 14 with mean score of 3.0was accepted that truancy leads to constant repetition of classes. Item 15 with mean score 3.4 was accepted that truancy reduce students academic performance. Item 11,12,13,14 and 15 all have mean score above 2.5. This indicate that respondents accepted the item 11 to 15 which means that, they

are the negative effects of truancy in academic performance of students in Enugu East Local Government Area.

**Summary of the findings**

Based on the answers from the respondents, the study revealed that truant students always stays outside the school, truant leaves school to do manual jobs, leaving class to play outside the school, hawking on the street, not getting home on time as the truant behaviour among secondary school students. Also in the study, response from respondents showed that teacher’s method of teaching cause truancy, unattractive and equipment causes truancy and school fees drive are the causes of truant behaviour among secondary school students in Enugu East Local Government Area.

Lastly, the study also revealed that truancy reduces the quality of education a truant will get, truancy result to the production of half- baked graduates, truant perform below average in class activities, truancy leads to the constant repetition of classes and truancy reduces student academic performance, these are the negative effect of truancy in academies performance of students.

**CHAPTER FIVE**

**DISCUSSION, CONCLUSION,**

**RECOMMENDATION 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 effects of truancy on the academic performance of secondary school students in Enugu East Local Government Area of Enugu State are done under the following guiding research question.

1. What are the truant behaviours among secondary school students in Enugu East Local Government Area?
2. What are the causes of truant behaviours among secondary school students in Enugu East Local Government Area?
3. What are the negative effects of truancy in academics performance of secondary school student in Enugu East Local Government Area?

**Research question 1:**

What are the truant behaviours among secondary school students in Enugu East Local Government Area?

Table 1 with item 1,2,3,4 and 5 dealt with research question 1. It was the opinion of the respondents that truant students also stays outside the school, leaving school to do manual jobs, leaving class to play outside school, hawking in the street and not reaching home on time, these are the truant behaviour among secondary school students in Enugu East Local Government Area. According to Durkhein (2000), who writes on truant behaviour, to him, students act lead to stealing, fighting, drug addictions, destruction of property, sex scandal and armed robbery. Hence when a student is always absent from classes or school environment, what comes to his mind is evil. He plans how to destroy, how to get rich quick and become a millionaire. Therefore, the findings of this study discovered that truant students do leave school to do manual jobs. The respondents strongly agreed that truant students hawks on the street and its possible that these truant students don’t reach home on time due to bad behaviours.

**Research question 2:**

What are the causes of truant behaviours among secondary school students in Enugu East Local Government Area?

The result of the finding revealed that teacher’s method of teaching causes truancy, it was also the opinion of respondents that unattractive school and classroom management and long distance encourages truancy. Lack of facilities and equipment causes truancy and school fees drives. The response from item 6 to 10 was strongly agreed that all of this are the causes of truant behaviours among secondary school students in Enugu East. This finding is in agreement with Izuogu(2002) in her own finding to the causes of truant behaviour, “poor preparation of lessons by the teachers, use of abusive words on student. Ezekugo (2005) points out that truant behaviour may be due to the type of teacher posted to a school or the attitude of the teachers towards the students, poor teaching, poor organization, poor attendance of teachers contribute highly to the truant behaviour.

**Research question 3:**

What are the negative effects of truancy on the academic performance of secondary school students in Enugu East Local Government Area?

The finding also revealed that it was the opinion of the respondents that truancy reduces the quality of education a truant will get. The respondents also accepted that truancy result to the production of half-baked graduates. The finding also revealed that truant students perform below average in class activities. The respondents also accepted that truancy leads to constant repetition of classes and reduce student’s academic performance. The opinion of the respondents from item 11 to 15 accepted that all this mention items are the negative effect of truancy on the academic performance of students. This finding is in the agreement with Geo-opal (2003) who write on the effects of truancy, stressed that students 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 a truant will get. It was strongly agreed that truant perform below average in class activities and these truant students have every tendency of repetiting class due to low performance in class 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.

**Educational implications of the study**

The findings of this study show that truancy affects the academic performance of secondary school students negatively with a very strongly agreed. It 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 teachers. School administrator 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 when they indulge in truancy.

Findings of the study also show that truancy increase low performance of students in school activities and leads to constants repetition of classes. This has the implication that if the menace of truancy is not combated, the society will be in turmoil because the school will produce half-baked graduates and those who struggled to pass out from school. Also the society will be filled with criminals, prostitutes and drug addicts. The parents should watch out their children and know when there are changes in their behavior. The government on its part should also appreciate the importance of education by producing 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 student 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 behavior.
* Students who perform poorly in tests and examination should face firm punishment dully supervised by the class teacher so that in subsequent tests and examinations they will work harder.
* Government should take full responsibility of financing education. This is necessary because of the inability of some parents to finance their children education thereby engaging them in hawking which results to truancy.
* Government should establish an agency to help catch students who roam about the street during the school hours.
* The learning environment should be made more active, lively and interesting for the students in order to make them feel comfortable while in school.

**Limitations of the study**

The researcher encounters some challenges on the process of carrying this study. They include the following:

* Some of the respondents were reluctant in filling the questionnaire.
* The researcher also encountered financial problem as regards the production of questionnaires.

**Suggestion for further study**

In review of the limitations of this study, the researcher suggests the following for further studies.

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

**Summary of the study**

The main purpose of this study was to establish the effect of truancy on academic performance of secondary school students in Enugu East Local Government Area of Enugu State. In an attempt to focus the study, three research questions were posted to guide the study.

To obtain answer to the questions a fifteen (15) items questionnaire was formulated based on the research questions and was administered to one hundred and fifty (150) respondents upon whose response 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 in Enugu East Local Government Area to a higher extent.

Truancy reduces the quality of education a truant will get.

Truancy leads to constant repetition of classes to a higher extent.

Therefore, it was concluded that truancy severely affects the academic performances of secondary school students in Enugu East Local Government Area.

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**APPENDIX 1**

Department of Arts and Social Science Education,

Godfrey Okoye University,

Thinker’s Corner

Enugu State

July, 2018

Dear Respondent,

I am a final year Student of the above university. I am researching on Influence of Truancy on the Academic Performance of Secondary School Student in Enugu East Local Government Area of Enugu State.

Your sincere response to the questionnaire items will be highly appreciative for this study, all information given will be confidential and for academic purpose. Thanks for your co- operations

Yours Faithfully,

Onyele Chiamaka Vivian

**QUESTIONNAIRE ON THE INFLUENCES OF TRUANCY ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENUGU EAST 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 with the column that is agrees with your opinion by using the following keys

Strongly Agreed: SA = 4

Agreed: A = 3

Disagreed: D = 2

Strongly Agreed: SD = 1

**RESEARCH QUESTION: 1**

What are the truant behaviours among secondary school students in Enugu East Local Government Area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/n** | **Item Statement** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** |
| 1 | Truant student always staying outside school. |  |  |  |  |
| 2 | Leaving school to do manual job |  |  |  |  |
| 3 | Leaving class to play outside school |  |  |  |  |
| 4 | Hawking on the street |  |  |  |  |
| 5 | Not getting home on time |  |  |  |  |

**Research Question 2:**

What are the causes of truant behaviours among secondary school students in Enugu East Local Government Area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/n** | **Item Statement** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** |
| 1 | Does teacher’s method of teaching causes truancy. |  |  |  |  |
| 2 | Unattractive school and classroom management encourage truancy. |  |  |  |  |
| 3 | Long distances |  |  |  |  |
| 4 | Lack of facilities and equipment causes truancy |  |  |  |  |
| 5 | School free drive |  |  |  |  |

**Research Question 3:**

What are the negative effects of truancy in academics performance of students in Enugu East Local Government Area?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/n** | **Item Statement** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** |
| 1 | Truancy reduces the quality of education a truant will get |  |  |  |  |
| 2 | Truancy result to the production of half-baked graduates |  |  |  |  |
| 3 | Truant perform below average in class activities |  |  |  |  |
| 4 | Truancy leads to constant repetition of classes |  |  |  |  |
| 5 | Truancy reduces students academic performance |  |  |  |  |

**APPENDIX II**

**SELECTED SECONDARY SCHOOLS**

|  |  |  |  |
| --- | --- | --- | --- |
| **S/NO** | **NAME OF SCHOOLS** | **STUDENT** | **TEACHERS** |
| 1 | G.S.S Emene | 408 | 24 |
| 2 | St. Pat.S.S. Emene | 1019 | 55 |
| 3 | C.S.S. Uguogo | 453 | 38 |
| 4 | National GR.S. Nike | 1325 | 129 |
| 5 | G.S.S. Abakpa Nike | 1071 | 95 |
|  | **Total** | **4276** | **341** |