

**IMPACT OF TRUANCY ON ACADEMIC
PERFORMANCE AMONG SENIOR SECONDARY
SCHOOL STUDENTS IN MALUMFASHI EDUCATION
ZONE, KATSINA STATE, NIGERIA**

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By

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CERTIFICATION

I certify that this research work was conducted, written, typed and compiled by me. I also certify that to the best of my knowledge this research work has never been presented wholly or partially for the award of any degree or for publication elsewhere.

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DEDICATION

I have heartily dedicated this research work to my beloved parents: Malam Isa Bello Tela, and Malama Ramatu Isma'ila. I have also dedicated this research work to my beloved wives Malama Wasila Zakari and Malama Suwaiba Abdullahi, and to my children Abdulrahman, Muhammad, Aisha, Abdulsalam, and Abdulhakim. I have also dedicated this research work to all Muslim Brothers and Sisters Worldwide.

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ABSTRACT

This study aims to find out the impact of truancy on academic performance among senior secondary school students in Malumfashi education zone. In particular, the study aims to find out factors that predispose students to truancy, to examine whether the factors differ due to gender, whether the factors differ due to parental occupation and to determine the gender difference in the prevalence of truancy among senior secondary school students in Malumfashi education zone. Ex-post facto design was employed. Four research questions and three research hypotheses that focused on the four objectives of the study were formulated to guide the study. The population comprised 18,980 senior secondary school students spread across 26 senior secondary schools in all the 3 LGAs of Malumfashi Education Zone. The subjects for the study were a sample of 378 senior secondary school students drawn from 11 senior secondary schools out of 26 schools in the zone, using cluster and simple random sampling techniques and the Research Advisor (2006) guideline. School based truancy survey questionnaire (SBTSQ) was the instrument for data collection. The instrument was validated by four experts in psychology and tests and measurement from the department of education, Bayero University Kano, and was recorded to have a reliability estimate of 0.67. The data collected were analysed using t-test independent samples, Analysis of Variance (ANOVA), and Pearson Product Moment Correlation coefficient, so as to test the stated hypotheses. The findings revealed no significant gender difference in the family factors, school factors and students' factors that predispose students to truancy. However, there was a significant gender difference in the peer group factors, students' parental occupation and truancy behaviour as and there was significant gender difference in terms of prevalence of truancy. Also, it was discovered that there is significant negative relationship between factors that predispose students to truancy and their academic achievement among senior secondary school students. It was recommended that parents should pay attention to the peer group of their children associated with; parent should be discouraging child from hawking and domestic services. School Authority should adequately supervise keeping and utilisation of attendance register. In addition, parents at home should be paying unscheduled visits to the schools in order to ensure that their children are attending their lessons.

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OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms have been operationally defined:

Truancy is broadly defined as unauthorised absence from school. The definition is adopted with the assumption that absence from school with the knowledge and permission of the school and parents or guardians does not constitute truancy.

Truant is a learner who, after being registered at a school, absents himself or herself from school or lessons without a legitimate reason or permission from parents or the school officials.

Blanket truancy is absence from the whole school day which is usually reflected on the school register.

Habitual truancy is a specific number of consecutive unexcused absences from school or a total number of unexcused absences over a semester or school year.

Post-registration truancy is the absence from a particular lesson or lessons and occurs when the learner is marked present but fails to turn up at lesson or lessons.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

School attendance is of necessity and very important for academic success and moral development of learners. School attendance behaviour is a serious issue and essential pre-requisite for achievement and overall development of learners (Animasahun, 2008). Chronic absenteeism is a behaviour that is highly associated with dropping out of school. In fact, non-school attendance (also referred to as truancy) by learners most especially among adolescents, has become common occurrence in educational settings.

Truancy among students has been defined as the act of absenting oneself from school without a legitimate reason and without the permission of the parents or the school authorities (Herbert, 2005). It has attracted interest in public discussion as well as in educational research. Since school attendance is of necessity and very important for academic success and moral development of learners. Truancy hinders the potential educational attainment of learners as well as other benefits of educational setting. There is no doubt that the issue of student's truancy in Nigeria school system has attained an alarming proportion. It has been a great concern to the parents, school authorities, teachers, educational practitioners and the government. Nwana (2004) explained that truancy is an intentionally absenting oneself from school without permission, leaving without authorization and dodging specific lessons period.

It is further stressed that truancy and absenteeism in school are deleterious of adolescent rebellion, self-assertion and reaction over certain developmental and psychological problems. Truancy is usually not a single issue with youth but a

symptom of more serious problems such as all forms of family disorganisation, urbanisation, poverty, peer relationships or engaging in delinquent behaviour (Farrington, 2002). Thus, youth are to be informed of the evils that can befall them when they allow themselves to be influenced by these environmental factors. Ubogu (2004) identified causes of truancy as illness, financial hardship, age, social class, geographical area and institutional influence. School related factors such as teachers' attitude, poor administration and high cost of education. Others are distance to school; family background, school discipline, and school location are among causes of truancy among students (Emore, 2005).

Siziya, Muula and Rudatsikira (2007) in their study found that truancy among adolescents had been reported to engage in risky sexual practice, illicit drug use, alcohol drinking and cigarette smoking. Carrol (1996) found that truancy and poor attendance at school are most likely to be found among large families where the father is a manual worker. Maynard (2014) posits that parents of poor school attendees were perceived by their children as being at a loss when it came to demonstrating interest in their children's education.

Parents inability to model and promote discipline and dedication at the micro level of bio-ecological theoretical framework, place their children at an academic disadvantage compared to those children who enjoyed the support and interest of their parents. This would invariably have an adverse effect on their children's attitude towards school attendance and on how they value the significance of education. Animashun (2008) reported higher truancy rates for males than females, but females are twice as likely as males to be absent with parental consent. Female truants are said to demonstrate lower anti-social behaviour than truant males, while truant males tend to perceive the school experience more negatively than truant females, a factor thought to contribute to the higher rates of male truancy.

1.2. Statement of the Problem

This study considers truancy as one of the prevalent problems found in senior secondary school. This was the reason why impact of truancy on academic performance among senior secondary school students in Malumfashi education zone was hereby examined with a view to offer lasting solutions. Gesinde (2004) argues that among the objectives of National Policy on Education (1988) was a regular attendance of students in schools, regular attendance is highly required in order to succeed. Fogelman and Manor (1990) said that truancy is a result of low academic achievement. Rohman (2000) viewed truancy in three types namely; school, child and family.

Similarly, Lansdown (1990) identified family centred, child centred and school based factors as those that have implications for truancy behaviour of students. In addition, Osarenre (1996) discussed truancy under factor resident in the home, school environment, peer group, cultural and society. According to Damarest (1993), the socio-economic status of a family has been found to effect educational achievement of children, he added that a family's socio-economic status is based on family income, parental educational level, parental occupation and social status in the community. Families with high socio-economic status often have more access in preparing their young children for school because, they typically have more access to a wide range of resources to promote and support young children's development.

He added that, they are able to provide high quality child care, books and toys to encourage children in various learning activities at home. They also have information about their children's health as well as social, emotional and cognitive development. In addition, families with high socio-economic status often seek out information to help them better prepare young children for school. Etim (2013) conducted a study titled 'Family socio-economic status and delinquency among senior secondary school students in Calabar, Cross River state, Nigeria. The result revealed that, family socio-

economic status and the educational level of the parents significantly influences students' truancy.

Again, Okwakpam (2012), conducted a research study titled 'causes and levels of truancy among senior secondary school students in Rivers State, Nigeria. The results of the study revealed that, the student's family background contributes greatly to the student's level of truancy. This means that, parental occupation and socio-economic status such as financial difficulties, the death of a father, lack of parental control, one-parent household, parental discord, divorce in the family and a student whose parents lack appreciation for value of education are factors in the student's family background that can cause a student to exhibit truancy.

Financial difficulties in the family according to the finding of this study are a contributing factor to secondary school students becoming truancy. Gesinde, (2004), stated that, in Nigeria, non-school attendance behaviour is yet to be accorded the right of attention it deserves. Most especially from researchers and governments despite the increasing rates in the number of students who missed school on daily basis.

In summary, since the foregoing literature have studied and identified the impact of socio-economic on academic achievement in southern Nigerian context much more in a different cultural set up like Malumfashi, in Katsina state so as to determine the impact of truancy and socio-economic status, gender on academic achievement among senior secondary school students in Malumfashi Education Zone to see whether similar result will be obtained or not.

1.3. Objectives of the Study

Based on the above statement of the problem, the following are the objectives of the study:

1. To identify the factors that predisposes senior secondary school students to truancy in Malumfashi Education Zone.
2. To examine whether or not the truancy predisposing factors differ between senior secondary school male and female students in Malumfashi Education Zone.
3. To examine whether or not factors that predispose senior secondary school students to truancy differ due to parental occupation in Malumfashi Education Zone.
4. To determine difference in the prevalence of truancy between senior secondary school male and female students in Malumfashi Education Zone.
5. To determine whether or not there exists relationship between factors that predispose senior secondary school students to truancy and their academic in Malumfashi Education Zone.

1.4. Research Questions

Based on the above stated objectives, the study was guided by the following research questions:

1. What are the factors that predispose senior secondary school students to truancy in Malumfashi Education Zone?
2. Is there any significant difference in the factors that predispose senior secondary school students to truancy between male and female students in Malumfashi Education Zone?
3. Is there any significant difference in the factors that predispose senior secondary school students to truancy based on parental occupation in Malumfashi Education Zone?
4. Is there any significant difference in the prevalence of truancy between senior secondary school male and female students in Malumfashi Education Zone?

5. Is there any significant relationship between factors that predispose senior secondary school students to truancy and their academic achievement in Malumfashi Education Zone?

1.5. Research Hypotheses

Based on the research questions stated above, the following research hypotheses were tested:

- Ho1.** There is no significant difference in the factors that predispose senior secondary school students to truancy between male and female students in Malumfashi Education Zone.
- Ho2.** There is no significant difference between the factors that predispose senior secondary school students to truancy based on parental occupation in Malumfashi Education Zone.
- Ho3.** There is no significant difference in the prevalence of truancy between senior secondary school male and female students in Malumfashi Education Zone.
- Ho4.** There is no any significant relationship between factors that predispose senior secondary school students to truancy and their academic achievement in Malumfashi Education Zone.

1.6. Significance of the Study

Truancy, has been discovered as a problem which needs to be curtailed, the significance of each finding will be of immense benefit to parents who may be or may be unaware of their children's absence from school and also the consequences associated with truancy thereby ensuring that their children attend school on regular basis which would yield high school turn out to school. Truants themselves will develop desirable habits towards school due to awareness of the consequences of

truancy. School Authorities will be able to device different strategies in dealing with the truants so as to be regular in going to school and also improve academically.

Furthermore, researchers will also benefit from the findings of the study in order to build upon, educational stake holders would benefit from the immense contributions of the study in order to execute and implement policies that will curtail truancy thereby ensuring high school turn out. Also guidance and counselling officers would benefit from the study through identifying the problem and devising strategies of tackling the problem truancy such as giving advices to the truants, their parents, school authorities and the like.

Members of the community will also benefit from the study through obtaining high school turn out, thereby reducing illegal activities and high rates of unemployed youths. Finally these findings would make a strong contribution through making students develop desirable attitudes toward school, thereby reducing truancy rates at all levels of education, gender, ages and geographical locations.

1.7. Scope and Delimitation of the Study

The scope of this study focused on the impact of truancy on Academic achievement among senior secondary school students in Malumfashi Education Zone. The study therefore was delimited to senior secondary II (SS 2) students only, male and female Day senior secondary schools, male and female Boarding senior secondary schools, co-educational (mixed gender) senior secondary schools, Community senior secondary schools Day or Boarding. However, Government Junior secondary schools, Private senior and junior schools, primary and Nursery schools as well as tertiary levels of education are also excluded from this study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

In this chapter, a review of the extent of truancy phenomenon behaviour among the senior secondary school students is presented. Among the items discussed in the chapter includes the conceptual framework, the review of empirical studies, the summary of review and uniqueness of the study. Finally, a conclusion based on the summary of the related literature reviewed is drawn.

2.2. Conceptual Framework

2.2.1. Concept of Truancy

Among the key issues when focussing on school absenteeism and truancy, is to understand precisely the meaning and definition of these concepts. Reid (2010) sheds light on this issue by referring to various types of truancy. These include deliberately missing school without good cause. A range of various forms of school absenteeism can also be classified as truancy. These include specific lesson absence or specific lesson truancy, post-registration absence or post-registration truancy, psychological absence or psychological truancy and most controversially parentally condoned absence and parentally condoned truancy.

Reid (2010) asserted truancy as specific lesson absence; post-registration absence and parentally condoned absence are regarded as not being truancy. Maynard et al (2012) opined truancy as being absent without good reason's is termed as truancy, irrespective of its cause. It seems this is one of the reasons why operational definitions of truancy usually varied from study to study. Other researchers held different views

on what exactly constitute school truancy. For Stolls (1990), truancy can be regarded as being absent from school for no legitimate reason.

Atkinson, Haysey, Wilkin and Kinder (2000) introduced the concept of time into their definitions as they referred to differences in the extent of absences, from avoidance of a single lesson to truanting for several days, weeks or in rare cases, even months. O'Keef (1994) emphasized the challenges in classifying post-registration truancy and specific-lesson truancy, as these forms of absence are normally omitted from official school returns. Similarly, Kinder, Wakefield and Wilkin (1996) acknowledged that post-registration truants are not necessarily absent from school, as they may be hiding somewhere in the school premises in order to skip particular classes.

The American National Centre for School Engagement proposed a brief and concise definition of truancy as any form of unexcused absence from school (Seeley, 2013). However, not any absenteeism can be termed as truancy, but rather school absenteeism can also be categorised as excused, unexcused as well as disciplinary absence as follows:

i. Excused Absences

Student's absences from school are considered excused when the student's parent/guardian approves such absence and submits appropriate documentation. A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school and meets the following criteria:

1. Student illness (All student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);
2. Student's observance of a religious holiday;

3. Death in the student's family or other emergency beyond the control of the student's family such as: family member who is very ill and close to dying, student's home is lost to fire or eviction, family's home being quarantined, natural disaster, a student whose parent needs to go to the hospital, or a family member's military deployment or return from deployment. Some unexpected absences will not qualify as an emergency include: staying home to meet the plumber or other tradesman.
4. Mandated court appearances (additional documentation required such as a police summons, a notice to appear, a subpoena, a signed note from a court official);
5. The lack of transportation that is normally provided by a school other than the one the student attends (no parental documentation is required for this reason); or
6. Extraordinary educational opportunities pre-approved by district or school administrators and in accordance with Connecticut State Department of Education guidance must meet the following criteria: The opportunity must be educational in nature; it must have a learning objective related to the student's course work or plan of study; it must be an opportunity not ordinarily available to the student; it must be grade and developmentally appropriate; and the content of the experience must be highly relevant to the student.

ii. Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria: The absence meets the definition for an excused absence (including documentation requirements); and the absence meets the definition of a disciplinary absence.

iii. Disciplinary Absences

Absences that occur as a result of school or district disciplinary action are excluded from these definitions. However, student absenteeism can be classified based on the prevalence and magnitude as follows:

2.2.2. Prevalence and Magnitude of Truancy

Truancy can be classified based on prevalence and magnitude. These can be classified in to three different groups as follows:

- i. Habitual truancy
- ii. Occasional truancy
- iii. Casual truancy

i. Habitual Truancy

This is the type of truancy that occurs when a student (truant) constantly and continually absent himself 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 frequency of absenteeism has 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 academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

ii. 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 the school for an out of season family holiday etc. are all instances of occasional truancy (Ezeani, 2006).

iii. 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, a student who remained lurking within sound of the school bell, so that they could attend those lessons which interested them (Ezeani, 2006).

2.2.3. Hawking

When the students refuse to attend the school they do engage themselves in hawking. Hawking has been defined as “the offer for sale, by going from house to house or street to street”. It is a system of trading where by trader carries his wares about (oxford Advance learner dictionary of current English). Aiyeluro (1979) inferred that street hawking is a process whereby the hawker hawks his goods by carrying the goods on his or her head by means of a tray or minor forms of transportation like wheel barrows, trolleys, etc. in search of customers. In the process in which he could employ the use of bells or shout the name(s) of the item(s) he/she is hawking in order to attract the attention of any customer.

Anyanwu (1992) defined hawking as a trading activity that involves movement across streets or houses with certain articles usually foods or household commodity advertise by the seller through shouting the name of the item, ringing bell or the like. Factors promoting child hawking includes poverty, exploitation by adults and children's own choices as a result of ignorance among other things. The problem of child hawking is pervasive in nature. The western societies see child labourer as people suffering from

psychological and pathological problems, while in African society it is regarded as natural procedure in child rearing processes.

2.2.4. Farming Activities

The area where the research study was conducted is an agrarian society, meaning the occupation of the inhabitants is mainly agriculture. Agriculture is a growing crops or keeping animals by people for foods and raw materials, many people live by doing farming on a small land. Analysing the factors that promote truancy from the variables of agricultural employment (Farming), Non- agricultural employment, house work, non-house hold employment and work in house hold enterprise. In Nigeria and in most developing countries, the vast majority of working children are engaged in agricultural work and this is predominantly on farms owned or operated by their families (International Labour Organisation (ILO), 1996).

Since land is the most important store of wealth in agrarian societies and a substantial fraction of households do not own land, this casts doubt on the commonly held presumption that child labour emerges from the Poorest households (US Department of Labour (2000), Basu and Van (1998). Poverty and child labour are inexorably linked; however, poverty can exist even when child labour does not. Different groups can frame poverty in different terms, focusing on, for example: income or consumption poverty, human development and underdevelopment, social exclusion, overall well-being, vulnerability or an inability to meet certain basic needs.

2.2.5. Distribution of Child Labour that Promote Truancy

Child labour is found predominately in the informal sector in Nigeria. In rural areas, children are found working in agriculture, herding and on family farms. They are

seldom employed by state-owned commercial agriculture plantations, which are responsible for much of the agricultural production for export (U.S. Embassy- Lagos).

In cottage industries and mechanical workshops, children work as apprentices in various crafts or trades such as: carpentering, barbing, metal work, weaving, tailoring, catering, hairdressing, and auto repair. In urban areas and towns children work on the streets as vendors, shoe-shine boys, car washers, scavengers, beggars, head-load carriers, feet-washers and bus conductors (U.S. Embassy- Lagos, 2000), In 1996, the Child Welfare League reported that in Lagos alone there were 100,000 boys and girls living and working on the streets (Country wise Data, 2000).

2.2.6. Gender Issues Related to Truancy

Gender is defined as sexual identity, especially in relation to society or culture. It is the condition of being male or female. Gender is a concept that is used to distinguish between male kind and female (Esparnol, 2002).

In Okafor, (2012) observed that male students tend to receive more encouragement in sciences while female students are nurtured more in arts and that parents are often gender biased in orientation of their children. Therefore, there might be differences in male and female behaviours partly as an outcome of gender role orientation and social construction of particular environment in which they found themselves.

2.2.7. Factors Contributing to 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 opinions as regards to the factors that are responsible for truancy. Evidence from reviewed related literature has

indicated that the following factors such as; family factors, school factors, students' psychological and personality factors, peer group factors are the major causes of truancy.

2.2.8.1. Family Factors

The home and for that matter the family plays a very important role in truancy. The home is the source of love and security for its members especially the young ones. As new entrants to this life, children need security, self-confidence and love from their parents. Hurlock (1964) states

The influence of parents is unquestionably one of the strongest and most persistent factors determining what the child's interest in school will be. Not only do parents influence his attitude towards school in general but they have a profound influence on his attitude towards the importance of education, towards studying, toward different school subjects and towards his teachers. When parents show interest in the child's schooling and the pride in his achievements, he usually lives up to his capabilities; when they are indifferent, he is likely to be indifferent also.

According to Harvisghust and Newgarten (1966), the family relationships are of primary factor in the lives of individuals. Often than not a child's behaviour can be traced to how he was brought up in the home.

The child very often reflects the values his parents hold, their economic status, size of the family and the general atmosphere which prevails at home. Harvisghust and Newgarten (1966) stated that the limited size of the family affords parents a relatively greater opportunity to devote to each child than would be possible in a large family. In a situation, the frequency and emotional intensity of the interaction between parents and child is likely to be great. They further state that: mothers of small families are inclined to become intensively involved with children focusing upon them the care, affection and expectations than in a large might become dispersed.

In some homes, where parents do not care about their children with regards to basic needs like good food, proper clothing and other minor personal needs. Emotionally, these children harbour a feeling of unhappiness within them and school going apparently becomes of little interest to them. Unfortunately parents with neglect attitude towards their children nurse them into hardened truants and drop outs. Some parents do not take interest in their children's attendance and progress at school. They neither call for their wards report cards nor pay visits to the school to find out from their teachers how the children are faring in their learning. Some are only willing to visit the school when their children are involved in cases that are in their favour. Children therefore take advantage of their parents' lack of interest in their school to indulge in playing truancy (Okwakpam, 2012).

1. Parents Socio- Economic Status

Socio-economic circumstances are considered to be among dominant factors that contribute to truancy for many students in various schools. The secondary school students who are at the adolescent stage are mostly dependent on parents or other significant adults. These adolescent are living with biological parents, grandparents and other relations such as uncles, aunts or older siblings, or living with unrelated members of the household as house help or apprentices, to residing in their own households in a marital union. All things being equal, adolescents living with both parents will have access to more resources than those living with non-relatives as house help or apprentices, or those who reside as household heads themselves (Awusabo-Asare, Biddlecom, Kumi-Kyereme, & Patterson, 2006).

It is true that irregular attendees to school belong to parents of lower income group. This is because they are financially handicapped and are not able to pay their ward's school fees and other related fees regularly and their wards sometimes go to school in tattered clothes. Parents in this group cannot afford the provision of educational

materials. In fact their homes are devoid of learning facilities. In the Upper class homes which are characterised by small families, students get all the basic needs in life and they are encouraged to learn by their parents' favourable attitudes towards education. Such parents supply their wards with materials, and they also serve as good role models.

Sani (2015) states that, many parents of low socio-economic class produce drop out children. Parents sometimes discourage their children from attending school. The older daughters are urged to stay at home to look after the younger siblings or to do house duties. The sons are also expected to go out and look for work to do in order to earn income to help the family. Webster (1987) argues that in the third world countries, children's educational performance is unlikely to be dramatically improved since they are subjected to a number of factors which are beyond their control. He enumerates three major factors that children encounter as follows: In the first place, poor children who experience chronic malnutrition from birth are educationally disadvantaged because malnutrition affects the development of their brain tissues. Secondly, the children are very important sources of labour for the rural families. The daughters are also expected to leave school early at not more than nine years of age.

Finally, although junior secondary schooling has been state funded, where the school fees per term may be up to four times the average monthly wage of male manual workers, the parents find it difficult to keep just a child in school. He concludes that poor health, child labour and poverty work against the ambitions of many third world children and their parents. This can lead to either low academic performance or early dropping out of school. Moreover, parents will decide to bear the cost of educating their children if they perceive that the returns from education (such as a high income in the future, a more productive household over all or greater prestige) justify the expense.

2. Parental Occupation and Education

In a study conducted by Sani M, (2015), revealed that children whose parents are highly educated were found to be more truant followed by those whose parents have lower level of education, then the children of lower educated parents, this shows that, truancy is related to parental level of education. Consequently, children of parents in the higher professional occupations according to her are more truant followed by children of parents in lower professional occupation. Since highly educated parents are in high professional jobs they have more money for their children to use and this motivates the children to stay out of school buying all that they need to keep them happy.

Students of the low socio-economic parents do not have much money to give their children for spending and so they may not find it easy to stay away from school since they will not have money to spend during this period. Such children help their parents hawking to bring in money to help the family; their parents who are mostly self-employed also have time to watch what goes on during the day. According to the finding the middle-class parents have time to look at their children's work books and when they find out that their ward's level in class participation is poor, they try to do something to remedy the situation. With all these, the child cannot afford to be truant.

Sani (2015) further states that the family size is another influencing factor on truancy. According to findings from her research study, students from medium size families get more involved in truancy: followed by those from large families while those in small families come last. This may be because they are so many that whoever wants to play truant may be reported back at home by other siblings.

Those from small families of two or three cannot also successfully play truancy since they are few enough to check themselves. Middle-born children were found to be more truant than the early born children and the later- born came last. The explanation

to this is that at home early-born children are more used by parents and they hardly have time to loiter about and do what they like. Also the later born children are closer to parents and most of them are pets to parents. Consequently, middle born children are most of the time left on their own to play about. This freedom to play about is carried down to school, the urge to keep playing will force the middle- born children to stay on the way and play without realizing the school.

Early born children come next in the behaviour but later-born children hardly play truant because they have elders who will check on them and may report them back at home. A parent that shows interest in the child's education is likely to monitor the child's attendance in school either directly or indirectly" From the above discussions, it can be clearly seen that the formation of any undesirable behaviours manifested by children in most cases have their causal factors from the home.

3. Parental Attitude

It is generally accepted in most societies that students should receive good education so as to help build the nation. Parents have the duty to allow their children go to school regularly. In most homes parents care less about their children's attendance to school and for that matter fail to provide their needs (such as payment of school fees, school materials and other expenses). When these important needs are not provided, students are emotionally and psychologically affected at school. They feel unhappy within themselves. Here, school going becomes of a little interest to them hence they do not care much about what their parents tell them about education.

Some parents have unfavourable attitudes toward education of their children. Such parents do not co-operate with the teachers to train their wards properly. They do not even care about their performance at school and they often refused to attend school activities like Parent Teachers Association meetings, Speech and Prize Giving Days and school exhibitions. When parents fail to honour such invitations, their wards get

to know of their lack of interest in their school affairs and hence the students feel reluctant to attend school regularly.

The type of occupation of parents also contributes to the causes of students' irregularity in school. Most parents in community where this research study was conducted are Farmers, Labourers and few of them civil servants, businessmen and women (students responses through questionnaire) and most of the time they need help from their wards to go to farm, shop keepers or take care of the younger siblings when they are away on business trips especially daily and weekly Market days. Students in these situations often find themselves late for school, so for fear of being punished for lateness they often decide to stay somewhere and hide from school.

Hurlock (1964) writes that children who are truant with their parents' knowledge and consent have adopted their parents' attitude towards school and learned to place a low value on education. This is especially true of children whose parents often want them to help at home or get jobs as soon as they look old enough to obtain working papers. Some truants are encouraged to be interested in the kind of work their parents do, like trading, selling at the market or hawking. They choose to engage in that instead of going to school because their parents will be happy with them and also they could lay hands on a few amount of money for their needs.

Reid (1985) opined on how families or parents contribute to irregular school attendance of their wards. Family situations which contribute to poor school attendance include:

1. Families where unemployment or irregular employment is the norm;
2. Families where the father and the mother are away from home for long periods either for reasons of work or other reasons;
3. Families on low incomes;
4. Families with an above average number of children;

5. Families overcoming or experiencing marital disharmony such as parental divorce or separation;
6. One parent families;
7. Families in which the parents are uncooperative and/or hostile to authority in general, especially to school authorities;
8. Families where the parents are not interested in their children's progress at school; and
9. Families where the parents do not insist that their children attend school, or take no notice of their absence or do not insist on prompt at school as manifested by their children oversleeping, being late and disliking school journeys.

Generally, it is the immediate responsibility of parents to send their children to school and make sure that the children are retained in school. However, due to a combination of the above mentioned factors parents are not able to assume such responsibility to the fullest, leading to low attendance and eventually drop out.

4. Child Labour

For economic reasons, some parents saddle their wards with heavy domestic duties, like selling goods, taking their wares to and from their selling places and even arranging and displaying them for sale each morning and evening. Similarly, first-born children are also over strained or pushed too hard to accomplish or care for younger children even before they are ready for such responsibility. Their affiliate tendencies, anxiety withdrawal, and over sensitiveness make them become truant.

Okumbe (1998) reveals that about four per cent of the world's population who are aged fifteen or less participate in the labour force. Most of these working children live in the developing countries and normally work as unpaid family workers who help their families on the farms or in the small workshops and commercial establishments.

Thus, children who work for third parties outside the family do not receive their wages but their parents get them.

The economic environment of a place makes the parents compel the children to work instead of attending school, which results in low school attendance. This makes attendance to be low. Children engages in activities that include packing, labelling, cleaning shoes, guarding parked cars, loading and off-loading of goods, carrying messages and selling goods on either the street or road sides.

Agyemang (1988) states that most African parents of today and parents of pre-industrial societies such as the fisher folk, farmers and even the market women do not derive any pleasure in having their children in school. These parents think that it is an economic burden to send their children to school, feeling that if children stop attending school and rather help to perform some other job that could bring income to the home the better.

Sarantakos (1997) stated that in poor families, especially in the rural areas, child labour is very necessary to the survival of the families. Children who work have little or no time to attend school. She stresses further that in the Philippines fifteen per cent of the boys and nine per cent of the girls in the rural areas work in the paid labour force and therefore cannot attend school. Sixty-three per cent also work in unpaid agricultural labour, which affects their school attendance. MacLennan and Fitz (1985) observe that the problems which rural working children encounter are exacerbated in urban settings.

Whereas rural child labour is traditionally carried out within the context of the household, urban child labour takes place within an employer-employee structure. When children are incorporated in this structure the parental protection that exists in domestic and aggression activities are generally absent. They stress further that the urban child labourers work long hours at strenuous and often dangerous tasks. Hence,

the effect on their schooling is not considerable. Those who do manage to attend school are less industrious, less able and irregular in their attendance. This makes them to be at a disadvantage throughout their school years and beyond. They conclude that in both the rural and urban areas children do not attend school regularly because of child labour. The children also lose their income if they do attend school and their parents perceive that the cost of earning income far outweighs the benefit of education.

Singleton (1997) reveals that child labour exists in both rural and urban areas in Ghana. Children who are between the ages of six and fourteen are engaged in fetching water and carrying farm produce for household use. The children normally assist their parents in domestic tasks such as farming and fishing instead of attending school. These activities are part of the processes, which prepare the children to occupy adult roles and responsibilities.

2.2.8.2. Personality and Psychological Factors

According to this perspective, truancy relates to variously identified personality aspects of the learner (Carlen et al., 1992:85). Personality is defined as the individual's psychological, physical and spiritual characteristics that determine his behaviour in contexts in which he finds himself (Meyer and Viljoen, 2003:11). Therefore, the contributing factors of truancy are intrinsic and located within the learner. Some of the personal attributes of truanting learners that have been identified in the literature are the following:

1. Anxiety and Fear

Moseki, (2014), found that truants tend to be more anxious, and experience more stress related to frustration than non- truants. It appears that this study is consistent with research finding Okwakpam, (2012) where the study revealed that truants are

more sensitive and emotionally less stable than non-truants. The concept of anxiety is often associated with psychoanalytical theory.

According to the psychoanalytical theory of Freud, reality anxiety is fear about the actual dangers in the environment (Meyer and Viljoen, 2003:61). In terms of this theory, truancy can be regarded as a response that a learner adopts in an effort to avoid a potentially anxiety provoking situation or event. A learner's fear of a threatening situation at school makes him play truant. Truancy is therefore a flight response or defence mechanism. According to Gillis (1992:13), young people tend to use defence mechanisms when dealing with awkward situations. In Nigeria for example, truant students avoid threatening situations in schools by their teachers harshness and therefore exchange their school hours with hawking, snookers, T.V games and others.

2. Poor Social Skills

Poor social skills and a lack of confidence are also factors that contribute to truancy (Edward and Malcolm 2001:2). Lewis (1995: 37) asserts that boredom, isolation and lack of friends may be pull factors that pull a learner off school. Pull factors are personal aspects within the learner, which may include shyness, a tendency to become easily distracted or bored and perhaps an inability to make friends. It appears that an inability to cope with the demands of making friends triggers a strong impulse to escape from the anxiety-provoking situation, thus leading to truancy. This means that some learners respond to a socially challenging or emotionally threatening situation at school by playing truant.

3. Anti-Social Behaviour

Truancy is mentioned as one of the behaviours that are associated with conduct disorder (Sue, Sue and Sue, 1997:482). Conduct disorder is a diagnostic label used to

describe children and adolescents who display a persistent and repetitive pattern of antisocial behaviours that violate the right of others. Antisocial behaviours that an individual with conduct disorder displays include defying authorities, lying, fighting, cruelty to animals and people, as well as truancy behaviour.

Reid (1999:77) asserts that research shows that feelings of alienation from school and higher levels of anti-social behaviour are some of the characteristics displayed by many truants. This suggests that anti-social behaviours make some learners more vulnerable to social alienation, in that an individual is likely to be rejected if his behaviour is socially inappropriate, and disruptive. Therefore, a well-behaved learner can easily make friends and suffer little isolation, and is more likely to cope with the stresses of schooling. The inability to cope with stresses of schooling, personality problems and social isolation are some of the factors that are identified as driving learners to play truant (Bimler and Kirkland, 2001:91).

4. Learning Problems

Reid (2002:12) reports that regular non-attendees are found among learners whose numeracy and literacy scores are two or more years behind their peers in primary school. Therefore lack of academic success creates a sense of frustration and a constant fear of failure. It appears that learners who experience difficulty with school work often play truant in an attempt to evade frustration. In some cases, learners may have begun to experience difficulty with school work while still at primary school. An inability to cope with academic expectations and demands can contribute to truancy in secondary schools. Truancy appears to be a response to frustration and anxiety associated with difficult lessons. In many instances, lesson difficulty contributes more to post-registration truancy than blanket truancy (Hallam and Roaf, 1995:18).

Truancy is linked to a lower level of academic self-concept, since these learners tend to perceive themselves as having less ability than their peers (Reid, 1999:77). On the

other hand, disaffected learners who were also truants attributed their success and failure to relative effort instead of ability (Solomon and Rogers, 2001:339). These learners further attributed their failure or success at school to the effectiveness of their learning strategies.

Monkie (2014) support the view that low achievement score, scholastic failure and class repeating are factors that lead to school dropout. It appears that some learners become disillusioned with school when they cannot cope with the work or succeed. These learners either become disruptive in class or play truant. A sense of frustration resulting from inability and poor achievement could even trigger sympathy from those learners who are relatively able.

5. Cognitive Style

Cognitive style is defined as a consistent and typical manner in which an individual organises and processes information. It is not enough to assume that learners that have difficulty with school work and play truant as a result, without investigating how they learn and process information. Moseki, (2014) opined that there are two basic dimensions of cognitive style, namely the Holistic-Analytical style, which indicates an individual's preference for processing information either as a whole or in parts, and the Verbal-Imagery style, which shows a tendency to represent information during thinking either verbally or in mental images.

Angold, (2003), conducted research study on learners who have a condition that is known as school refusal. Learners who have such a condition refuse to attend school but stay at home complaint on difficulty with school work. Hurlocks (2003) relates the causes of truancy to psychological factors writing about an adolescent who is making a poor adjustment she writes:

The adolescent who is making poor adjustment at home, in school or with his peers usually engage in more misdemeanour 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 have poor work habits in the school and are retarded with the result that when they are in class with younger students with whom they have very little in common, they stay away from school in order to escape this frustration environment.

2.2.8.3. School Factors

There is a theory that proposes that truancy is caused by various aspects of the school (Carlen et al., 1992:86). This theory explains truancy as a response to an inadequate education system. It appears that this theory is based on the perception that the schools and the education system in general are lacking, and thus force some learners to reject the very education that is thought to give them a better future. Proponents and supporters of this perspective would therefore argue that what is happening in the schools and the education system in general is what actually makes learners become truants. Inadequacies could be those located in the physical environment, the school climate – in terms of the learning and teaching atmosphere – and the curriculum, if it is seen as being irrelevant and not accommodating diversity. The perceived inadequacies in the school might alienate some learners and thus make them feel excluded and become truants.

It is also possible that some learners may have certain attitudes towards aspects of the school such as the buildings, particular subjects and teacher. Learners may also perceive their value system as contradictory to the values exposed by the national curriculum and thus find that curriculum irrelevant. These contradicting values and attitudes towards the school can create a sense of disaffection that manifests in the form of truancy in some learners.

The various factors within the school that most researchers have identified as contributing to truancy are discussed below.

1. Classroom management

Another aspect that affects regular attendance during lessons is classroom management and the way in which attendance is monitored. Administrative inefficiency in terms of registration and poor classroom management can contribute to lesson skipping (Haddon, 1996:110; Lewis, 1995:38). Classroom management requires a great deal of dedication and commitment from both the learners and the educator.

Ayers and Grey (1998:7) state that class and group dynamics and the interaction between learners and educators have an effect on classroom management. Classes may be composed of learners with different personalities and characteristics, including those who are difficult to control and therefore likely to corrupt or disrupt others. Disruptive learners are often those manifesting behavioural problems, such as frequent fighting, lying, carrying or using a weapon and truancy. Teachers may find it difficult to manage classrooms with learners who display disruptive behaviour and other behavioural difficulties.

Schools need to ensure that classrooms are organised and managed well in order to prevent learners from losing interest and resorting to truancy. Chaotic movements during the lesson and inconsistent enforcement of the code of conduct are some characteristics of badly managed classrooms. These are therefore tendencies that need to be avoided, since they encourage truancy and can also impact negatively on the efficiency of registration.

2. Bullying

Bullying is defined as the behaviour that occurs when one or more individuals repeatedly inflict physical, emotional or verbal abuse on another (Fried and Fried, 2003:23). Physical abuse involves actions such as fighting, throwing an object at

someone or taking someone's money or lunch; verbal abuse may include name-calling, emotional bullying may involve pointing, laughing at or socially isolating another child. Insight into the phenomenon of bullying is important, not only due to its effect on the lives of victims, but also its effect on bullies. Research found that bullies engage in academic misconducts that include cheating and skipping school, while victims have higher rates of absenteeism (Dake, Price and Telljohann, 2003:174). It is also important to mention that learners who are both victims and bullies are most likely to play truant.

3. Teacher-learner Relationship

As it was stated earlier, learners tend to play truant due to lesson difficulties or a dislike of certain lessons. Negative attitudes displayed by some teachers may drive certain learners out of the school. Researchers found that insults and humiliating remarks by teachers lead to school non-attendance (Malcolm, 2002). What these authors reveal is that both blanket and post-registration truancy occur because some learners avoid certain teachers. In a study of 14 secondary schools in seven local education authorities (LEAs) in various parts of England, 16 learners attributed their truancy to problems with teachers (Malcom et al., 2003:33). It is therefore possible that in instances where learners feel humiliated, the school environment might be perceived to be hostile. A hostile school environment, therefore, produces flight responses in the form of truancy in some learners.

When learners show a tendency of disliking a lesson, it might be that that particular teacher responds negatively to those learners. This leads to poor relationships between the two parties. This poor teacher-learner relationship can also occur as a result of what is regarded as intentionally disinviting practice. According to Mashiane as cited by Moseki, (2014), a teacher functions at the level of intentionally disinviting when he or she goes out of his or her way to send messages that destroy a learner. Learners

may find such teacher, and subsequently the school, repulsive and may become truants. Another practice that contributes to truancy is shouting at learners in class and in some instances the negative remarks may even appear in the learners' books (Porteus et al., 2000:11).

Black as cited by Moseki, (2014) also indicates that derogatory remarks may lead to truancy and eventually encourage school dropout, particularly if the initial causes of occasional absenteeism are not investigated.

4. Teaching or Instructional Approach

The contribution a teacher makes in perpetuating or causing truancy is not only related to how he or she treats or relates to learners. The teacher's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to play truant. An enthusiastic teacher instils enthusiasm and motivation in learners. On the other hand, a demoralised teacher who shows little interest in his or her work discourages learners.

Furthermore, the teacher's attitude towards his or her work could either be negative or positive, or even contagious and often affects the learners (Moseki, 2014). Enthusiastic teachers may be perceived to have positive attitude towards their work and are more likely to be keen to vary their instructional approaches. With regard to cognitive style, described by Moseki, (2014) and cited earlier in this chapter, a teaching style which is restricted to one approach tends to exclude some learners.

It is possibly difficult for some learners, particularly the low-ability groups, to compensate, which results in a likelihood of resorting to truancy. Cullingford (1999:65) asserts that truanting learners find school work "boring" due to the teaching and learning styles that are practised in large classes. The chances of using a variety

of instructional approaches and attending to special educational needs are minimal when classes are large. It is in large classes that truants tend to feel neglected.

It is also apparent that when teachers lack empathy and are intolerant or unable to accommodate differences in the levels of academic attainments, lower achievers is likely to play truant and eventually drop out of school. Inflexible approaches to teaching and inconsistent management of behaviour provide opportunities for learners to play truant. In a classroom environment where educators react negatively to low achieving learners or have the same expectations of all learners, those learners who cannot meet the expectations may feel rejected or less valued and consequently play truant.

5. School location

Walking long distance by students particularly in the rural areas had a negative impact to school attendance. Student who spent some hours walking with an empty stomach reaching the school is less respective to learning as he/she is tired (Bunto, 2002). When they become sick or when it is raining, they are irregularly attending schools. Furthermore Bunto (2002) mentioned that the length of the journey to and from the school affects the attendance of both sex, and is particularly devastating for girls.

However, for proper school attendance, the maximum distances that children were supposed to cover before reaching the school should not exceed three kilometres (Emore, 2005).

2.2.8.4. Peer Group Factors

A peer is a group of people within an identified age group that have similar characteristics such as interest and goal achievement. The peer serves as a major source of information to the children on issues that could have been expertly handled

by parents and teachers. According to Havighust and Newgarten (1966) the child grows up in two social worlds. One is the adult world thus his parents, teachers and other relatives. The second is the world of his peers or age-mates; thus his friends, play groups, clubs, gangs and school groups. Havinghurst and Newgarten (1966) cited an example that there are groups in which it is mandatory that anybody who is on the 'in' must be scornful of the school and rebellious towards teachers.

Rice (1981) states that in the United States of America, peer group influence is a major factor that determines whether students will go to school or not. He said that most adolescents like to do what their friends have been doing. Thus, if friends have been dropping out of school to get work to do which earns them good income, they will be persuaded to do likewise. He continued that a strong peer group influence can affect students' school attendance; hence students who have become acculturated into a pattern of life that rejects education or have joined a delinquents group that rebels against the established system of education are strongly influenced by the peer group to be out of school.

Havighurst (1966) also wrote to confirm the effects of peer group influence on other peers. He confirms that peer groups that are powerful influence a child's school life especially in England. He pointed out that peer group influence can let one act against the school as an enemy. Wigg (1994) is of the view that, children who have drop out of school in one way or the other try to entice some of their classmate into the street. This makes the un-enticed children get divided attention and eventually drop out of school and indulge in all sort of social vices.

2.2.8. Effects of Truancy

There are short term consequences to student's absence from school such as falling behind in school work, low educational success, poor social skills and isolation from friends and longer term consequences related to joblessness and lowered income. Not

only are there educational consequences but legal consequences such as juvenile delinquency, alcohol and drug use, and sexual promiscuity at illegal ages (Teasley, 2004).

When students are absent from school there are a wide range of short term educational consequences that they face. First and foremost, students miss out on assignments. By missing out on assignments, they are more likely to underachieve or perform poorly in different school subjects. Students fail to do their homework even when they do attend school because their absences prohibited them from learning the lessons (Reid, 2005).

Truancy affects a student's ability to pass to the next grade and the risk for students dropping out is extremely high (DeSocio et al., 2007). Ford and Komakech (2014) suggest there are long-term consequences to student truancy such as joblessness and lowered income which have profound impacts on a student later in their life. Because of their behaviours, they are not prepared to enter the workforce and therefore will contribute to the unemployment population. In relation with the lack of preparation for adulthood, if one is jobless, one will suffer from having no income.

If one was able to find a job, their lack of skills and truant behaviour as a child would create hardships for them to find a good job, and therefore would have issues involving lowered income which in turn would create even more problems in supporting oneself or others. In addition to long-term consequences, there are legal consequences to student truancy. "Truancy is associated with sexual promiscuity, alcohol and drug use, delinquency, and dropping out of school" (Teasley, 2004). Truant individuals become involved with alcohol and drugs which lead to health issues later in life and addiction. Along with the alcohol and drug use, these factors can contribute to sexual promiscuity at illegal ages and unprotected sexual activity for these truant individuals (DeSocio et al., 2007).

2.2.9. Suggestion on how to Reduce Truancy

Having known what truancy means, which are the truants, 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 Nigerian School show that the most popular treatment given to truants in the school system is “corporal punishment”, which in most cases involves cutting of grasses, scrubbing of floors, sweeping of school compound, planting of flowers etc. this approach however, has been referred to as the traditional approach and non-functional (Twigs, 2002).

For the problem of truancy to be reduced if not eliminated 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 late comers 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 way to develop the habits of self-control based on reasons rather than on force (Ezeani 2013).

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 (Bashir, 2001).

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, Micheal (2005) in his article titled “Manual to combat truancy” suggested five primary elements of educational strategy to combat truancy, they includes:

1. Involvement of 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 be 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. School can also help by being “family friend” and encouraging teachers and parents to make regular contact before problems arise. School should 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. Establishing on-going Truancy Prevention Programme in School

Research findings have reviewed that truancy is a symptom of a much larger problem. In order to curb this ugly incidence, school should address underlying needs of each child to ensure that truancy is not 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 etc. 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, school 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 for both parents and children, such as participation in public 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 school. All this will help to promote parental responsibility towards the reduction of truancy (Michael, 2005).

2.3. Review of Empirical Studies

Under this heading, the researcher reviews some empirical studies conducted by various researchers under the following subheadings: gender differences between factors that predispose students to truancy, relationship between students' parental occupation and their truancy behaviour and gender difference in terms of prevalence of truancy.

On the study concerning the factors that predispose students to truancy, Musa (2014) conducted a study titled Absenteeism and Truancy on Academic Performance of secondary school students in Ogun state, Nigeria. Survey design was employed; two hypotheses were generated and tested. The sample of the study was 200 SS 2 students randomly selected from 5 secondary schools. Questionnaire was the instrument for

data collection. The data collected was analysed using simple percentages and means. The hypotheses were tested at 0.05 level of significance. The findings reveal that, peer groups and socio-economic status of the parents are the contributory factors to the student truancy behaviour.

Also, Adeloye (2008) conducted a research study Truancy among secondary school students in Kano metropolis: incidence and causes. Expost-facto design was employed in carrying out the study. Three objectives that focus on three research questions and hypotheses were formulated to guide the study. The sample of the study was 378 curved out from 24,171 secondary school students. The questionnaire was the instrument for data collection. The data was analysed using mean and t-test of independent samples. The result of the study revealed that the causes of truancy can be categorised into student related, family related and school related factors. Both teachers and students agreed that peer pressure is one of the major causes of truancy. The study also showed that truancy brings about school drop-outs and affects students' academic output.

Another study was conducted by Bashir (2001) titled Factors associated with Poor Attendance among secondary school students in Yola North Local Government Area of Adamawa state, Nigeria. The design of the study was survey design. The population of the study was 25,211 while the sample for the study was 378. Questionnaire was the instrument for data collection. The collected information was then organised in tables and analysed using the statistical Package for social sciences software, version 17, after which inferences were made. Among the findings of the study was that the home environment, poverty related factors were rated highest followed by family responsibilities which kept the students at home when they should be in school. Other factors are peer pressure influences students truancy behaviour.

On issues concerning the Gender difference in terms of prevalence of truancy behaviour among secondary school students, Oluremi (2013) conducted a study titled

Truancy and Academic Performance of Secondary school students. The study identified the relationship between truancy and academic performance of secondary school students in south western Nigeria. It also examined the relationship between physical environment and truancy behaviour among students. It also investigated the difference between male and female manifestation of truancy behaviour. A stratified sampling technique was used to select 360 sample sizes from four secondary schools in four out of six states in south western Nigeria. Three research instruments were used for the study namely; School Environment Questionnaire (SEQ), Academic records of the students, Attendance Register. Four hypotheses were raised and tested using Chi-square and t-test analysis. The study revealed that, there was a significant difference between male and female manifestation of truancy behaviour. There was a significant relationship between truancy and academic performances of students; there was not a significant relationship between the school physical environment and truancy behaviour among the students; there was not a significant difference between the academic performance of male and female truants. This therefore means the truants achieve negatively in school work, because they are not in school while lesson is going on. The males students are more influenced by their peer group than females since the study reveals that, males play truancy behaviour than female students.

Again, Adefunke (2015) in her study titled Truancy among Public Secondary School Students in Osun state, Nigeria. The study adopted survey design. The population for the study comprised secondary school students in Osun State. The sample of the study consisted of One hundred and seventy five (175) students from the three (3) senatorial Districts in the State; one Senatorial District was randomly selected. Five local Government Areas (LGAs) were randomly selected from the senatorial District. Ten Secondary Schools were selected from the five LGAs, two secondary schools from each LGA. The research instrument titled Questionnaire on Truancy was used to collect data for the study. Data collected were analysed using percentages and Chi-

square. It was found from the study that more male students 77(44%) have been absent from school without permission from the school authority than female students 40 (22.9%). Therefore, truancy is prevalent but more among male students than female students. It was also found that, student related factor 48.6%, Peer related factor 31.4 % and School/teacher related factors are predisposing students to truancy.

On issues concerning the parental occupation and manifestation of truancy behaviour by students, Etim and Egodi (2013) conducted a study titled Family Socio-Economic Status and Delinquency among Senior Secondary School Students in Calabar South, Cross River State, Nigeria. The study was aimed at investigating the influence of family socio economic status and educational level of parents on delinquency among senior secondary school students in Calabar south, Cross River State, Nigeria. It was a survey research; as such the population used was 2640 senior secondary school students, using simple random sampling technique, 600 students were drawn for the study. For data analysis, independent samples t-test was used for testing the study hypotheses at 0.05 level of significance, for family socio-economic status and analysis of variance (ANOVA) for the educational level of parents. The results of the data analysis showed that family socio-economic status and the educational level of parents significantly influences student's delinquency.

Also, Okwakpam and Okwakpam (2012), conducted another study. The study was a case study design aimed at determining the causes and levels of truancy among secondary school students, using Rivers State, Nigeria. The research sample consisted of 105 teachers and was purposefully sampled. Four research questions and one hypothesis were posed, formulated and tested accordingly. A structured questionnaire was developed, validated and administered to the respondents selected for the study. The study used t-test, standard deviation and mean differences to analyse the data collected. The results of the study revealed that, the student's family background contributes greatly to the student's level of truancy. This means that, parental

occupation and socio-economic status such as financial difficulties, the death of a father, lack of parental control, one-parent household, parental discord, divorce in the family and a student whose parents lack appreciation for value of education are factors in the student's family background that can cause a student to exhibit truancy. Financial difficulties in the family according to the finding of this study are a contributing factor to secondary school students becoming truancy.

On issues concerning the relationship between truancy and academic achievement of students, Sani (2015) conducted a study titled Effect of truancy and socio-economic status on academic achievement among female Day senior secondary school students SS 2 of Kano metropolis. Descriptive research was employed to answer three research questions and hypothesis were formulated and tested at 0.05 level of significance. The population of the study used was 8,028 with the sample size of 368 selected using stratified random sampling techniques. The questionnaire was the instrument for data collection which was validated and found to be reliable. The statistical tools employed were Analysis of variance (ANOVA), t-test of independent sample. The result showed that, there is significant difference between the academic achievement of truants and non-truants, there is no significant difference between academic achievements of blanket and post registration truants and finally, there is no significant difference between the academic achievements of truants from high and low socio-economic status of female Day students.

2.4. Summary of Review and Uniqueness of the Study

In this chapter so far, a review of related literature was presented. Initially under the conceptual frame work, concept of truancy was discussed. Contributory factors to truancy; Family; parental involvement and supervision as well as parental socio-economic was presented. Student personality and psychological factors; fear and anxiety, poor social skills, Anti-social behaviour, learning problems and cognitive

styles was presented. School factors; Classroom management, Bullying, Teacher-learner relationship, Teaching or instructional approach, Geographical location of the School was presented. Peer Group factors, Effects of truancy and suggestion on how to reduce truancy were discussed.

The review of literature indicates that quite a good number of studies have been conducted in foreign countries and southern Nigeria. These studies have concentrated on investigating the factors associated with truancy and designing and implementing remedial programmes for absentees. However, this study is unique because not much work seems to have been done in northern Nigeria especially in Malumfashi education Zone of Katsina state no significant work has been done with regard to the problem of truancy in the schools. Keeping in view the increasing trend of truancy in the schools and the research gap in this area, the present investigation was undertaken by the investigator.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter outlines the methodology that was used in the study in order to realize the set objectives of this study. It focuses on the research design, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

3.2. Research Design

The study was carried out using ex-post facto method in examining the phenomenon of truancy among Senior Secondary School students in Malumfashi Education Zone Office, Katsina State. Ex-post facto design is considered suitable for this study because it is practical and versatile. The design enables the researcher to collect original data from the respondents themselves and describes the present conditions as they exist in their natural family settings. (Emmanuel, 2013)

3.3. Population and Sample of the Study

3.3.1. Population of the Study

The population of the study consists of all the senior secondary class two (SS 2) students in Twenty Six (26) Government Senior Secondary schools in Malumfashi Education Zone. These Twenty Six (26) Government Senior Secondary schools have a total population of Eighteen Thousand Nine Hundred and Eighty (18,980). These

Schools are distributed across three Local Governments (Malumfashi, Kafur and Kankara), according to the statistical records available in Malumfashi Education Zone. Some of the schools are located in urban areas while some are located in rural areas, and some Schools are Day and others are Boarding.

The number of schools under each L.G.A as well as the respective number of Senior Secondary School Students is shown in the table below.

Table 1: Distribution of the population by gender and LGA.

S/N	L.G.A	Number of Schools	Number of Students		Total
			Male	Female	
1	Malumfashi	12	7705	3635	11340
2	Kafur	09	3211	874	4085
3	Kankara	05	2882	673	3555
	TOTAL	26	13,798	5,182	18,980

Source: Zonal Education Quality Assurance Malumfashi

Table 2: Distribution of the population by gender, schools and LGA.

L.G.A	Name of Schools	Number of Students		Total
		Male	Female	
MALUMFASHI	G.U.S.S M/fashi	905	-----	905
	G.S.F.D M/fashi	135	50	185
	G.D.S.S.S M/fashi	1353	675	2028
	G.D.S.S.S Dan Rimi	1756	562	2318
	G.D.P.S.S Dayi	790	278	1068
	G.D.S.S Dan Sarai	227	41	268
	G.D.S.S. Ketare	491	166	657
	G.D.S.S. Karfi	911	306	1217
	G.D.S.S R/Sanyi	438	143	581
	Mod. Qur'anic sch.	175	170	345
	G.G.S.S.S M/fashi	----	1012	1012
	C.M.A.C M/fashi	524	232	756
	TOTAL	7705	3635	11340
KANKARA	G.D.S.S.S Kankara	1429	487	1916
	G.D.S.S Tudu	254	54	299
	G.D.S.S Gurbi	249	33	282
	G.D.S.S Z/Pauwa	500	53	553
	G.D.S.S Burdugau	450	46	496

L.G.A	Name of Schools	Number of Students		Total
		Male	Female	
TOTAL		2882	673	3555
	G.D.P.S.S Kafur	627	62	689
	G.D.S.S Y/Bori	663	247	910
	G.D.S.S S/Kasa	401	163	564
KAFUR	G.D.S.S Gozaki	272	117	389
	G.D.S.S D/Kura	239	91	330
	G.D.S.S Rugoji	245	66	311
	G.D.S.S Gamzago	164	27	192
	G.D.S.S Mahuta	246	-----	302
	G.D.S.S D/Jiba	354	60	414
TOTAL		3211	874	4085

Source: Zonal Education Quality Assurance Malumfashi

3.3.2. Sample Size

The sample size for the study was three hundred and seventy eight (378) students selected from the public senior secondary schools in the study area. The schools for the study were classified along Local Government Areas. To obtain the samples, the schools were arranged and numbered 1-26. Numbers were written on pieces of paper and mix up from each Local Government and finally eleven schools were randomly chosen from these schools as shown in the table 3.3. Only truant students in sampled schools are targeted to participate in the research.

The researcher purposely use SS II students as the respondents, considering the facts that students at this level have been academically exposed and may be able to handle the questionnaire. Students in SS I are still new in senior secondary level, while those in SS III are preparing for their final examinations (WAEC & NECO).

3.3.3. Sampling Technique

Also because the Schools as well as the students are many, the researcher systematically choose the sample using Research Advisors (2006), where the sample selected from each School is proportional to the number of students in that School.

In all, the researcher selected a total of three Hundred and seventy eight (378) subjects. Since the total population is (18980). The table below shows the distribution of the sample across the schools.

Table 3: Distribution of the sample size by gender, schools and LGA.

S/N	School	LGA	No. of SS II Students		Sample Selected		Total
			Male	Female	Male	Female	
1	G.S.F.D M/fashi	MLF	45	10	4	1	05
2	G.D.S.S M/fashi	MLF	400	200	40	20	60
3	G.D.S.S.S D/Rimi	MLF	540	180	54	18	72
4	G.D.P.S.S.S Dayi	MLF	260	85	26	08	34
5	G.D.S.S.S Karfi	MLF	380	95	38	9	47
6	G.D.S.S.S Ketare	MLF	160	50	16	5	21
7	G.D.P.S.S.S Kafur	KFR	209	18	21	3	24
8	G.D.S.S.S Y/Bori	KFR	200	75	20	7	27
9	C.D.S.S.S Gozaki	KFR	85	35	08	3	11
10	G.D.S.S.S Kankara	KKR	460	150	46	15	61
11	G.D.S.S.S Burdugau	KKR	140	15	14	02	16
	TOTAL	11	2879	913	287	91	378

Source: Zonal Education Quality Assurance Malumfashi

In this research, the researcher systematically selects the sample using mixed or multistage random sampling procedure. Two sampling techniques were used. These are:

1. Cluster Sampling technique and
2. Simple Random Sampling technique.

Cluster sampling techniques is defined as the type of Sampling method were the researcher divides the population into separate groups called clusters, and a Simple Random of the cluster is then selected (Statistics and Probability Dictionary, 2014 and Pennsylvania State University (Penn State, 2014)

This method can be used when natural but relatively homogeneous groupings are evident in a statistical population. The information can be collected from a simple random sample of the elements within each selected groups. This may be done for every element in this groups or a sample of the elements may be selected within each

of these groups. It reduces costs and produces more accurate results when most of the variation in the population is within the groups, not between them (Wikipedia, 2014)

Initially, cluster sampling techniques is used in selecting the Senior Secondary Schools to participate in the research, and then Simple Random Sampling techniques was used in selecting the required number of Students that are likely to form the sample of the study.

The student class attendance registers were collected from the selected schools and their attendance scores were carefully analysed. Based on this, the researcher targeted the most truant students among them whose attendance fall below 40% for the term.

Because of their nature of truanting behaviour, some were in the schools while some were absent but the researcher was able to collect data from 378 truant students as recommended by the Research Advisor (2006).

3.4. Data Collection Instrument

The Instruments for data collection was questionnaire. The questionnaire was developed by the researcher and is titled: School Based Truancy Survey Questionnaire (SBTSQ).The data was collected using on–spot administered procedure, as the only way to elicit self-report on people’s opinions, attitudes, beliefs and values (Jaccard & Becker, 2010). This questionnaire is constructed on the basis of research questions on a four point Likert scale. The instrument (questionnaire) is made up of items on the factors that predispose students to truancy.

The questionnaire contained two parts. Part one provides demographic data of the respondents, while part two contained five (5) sections. Section ‘A’ provides information on factors that predisposes student to truancy which contained four (4) items. While section ‘B’ provides items on student factors that predispose student to truancy which contained ten (10) items. Section ‘C’ provides items on Peer group

factors that predispose student to truancy which contained ten (10) items. Section 'D' provides items on Family factors that predispose student to truancy which contained ten (10) items and Section 'E' provides items on School factors that predispose student to truancy which contained ten (10) items.

The questionnaire was structured in form of four –point Likert scale coded as follows: Strongly agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

For data related to students' academic achievement and predisposing factors to truancy, the researcher collected the end of term examination scores for general subjects (Mathematics and English) and students Attendance Register for the term. The average scores of the two subjects was computed and these scores were transformed to Z-scores and T-scores in order to make them standard.

3.4.1. Scoring Procedure

The responses to the instrument will indicate one response option on a 4-point Likert-type summated rating scale of agreement with assigned values of Strongly Disagree (SD) to Strongly Agree (SA). Each of these items are in positive direction and the respondents are to tick from the available options that is SD – SA

These responses were assigned numerical values ranging from 1 to 4 respectively. The sum of all the scores in each section of the questionnaire determines the students' score in that aspect. The highest possible score in each section is 40 points and the lowest is 10, since there are ten items in each section. These scores were then analysed and the result are presented in chapter four.

3.5. Validation of Data Collection Instrument

3.5.1. Validity of the Instrument

Validity refers to the extent to which the instrument measures what it supposed to measure. In order to establish its validity, the initial draft of the instrument were subjected to rigorous scrutiny in order to ascertain the clarity, relevance, adequacy and other attributes which a good instrument should possess by team of experts. To augment face validity, the researcher critically ascertained whether the variables under study were reflected in the items that were in the instruments or not. Feedback given by the experts was incorporated to review the study instruments. Therefore, the questionnaires were considered valid since measured what they were supposed to measure.

3.5.2. Reliability of the Instrument

The reliability of the instrument was ascertained using test- retest method in order to establish coefficient of stability. A sample of 50 students was used for pilot testing of the instrument in Musawa L.G.A which is not part of the area of study. The researcher administered copies of the instrument to this sample with request that the sample should respond to all the items of the instrument as diligently and honestly as possible. After an interval of two weeks, the same instrument was re-administered to the same sample to respond as usual. Their responses were analysed using Pearson Product Moment Correlation Coefficient. The internal consistency reliability estimate yielded 0.69 for Student psychological factors, 0.66 for Peer Group factors, 0.61 for Family factors and 0.70 for School factors. These results showed that the instrument was fairly reliable, which means it is good for the study.

3.6. Procedure for Data Collection

The researcher began the study after seeking and obtained permission from Malumfashi Education Zone Office by showing introductory letter obtained from the Education Department of Bayero University, Kano. The researcher then visited the sampled schools and introduces himself to the Principals and informed them about the study. The Principals usually linked the researcher to Guidance and Counselling Masters or Vice Principals of the schools as the case may be. The researcher is linked finally to the Form Masters of SS II classes.

The researcher identified the required number of the research samples of every school using the class Attendance Register. This is to target only the truant students. The objectives of the study were briefly explained to the respondents. Confidentiality was assured and questionnaires were self-administered. However, due to the behaviour of truant students of on and off to school attendance, some of the respondents took several days or weeks without attending school, in this case, the research had to leave the questionnaires with the class form masters and continuously keep in contact with the form masters and research assistance. As a result of this behaviour of the respondents, the data collection extends the study to long term than expected.

In view of the large population of the respondents for the study and the behaviour of the respondents of on and off pertaining to school attendance, the researcher made the use of two research assistants for each of the three local governments in the zone namely: Malumfashi, Kafur and Kankara. The research assistants were recruited from among sampled senior secondary school teachers in the study area especially the Form Masters. The researcher briefed the researcher assistants on the objective of the study. This enabled them explain certain items on the questionnaire to the respondents so that the questionnaire would be properly filled. The questionnaire was administered by the researcher and the research assistants face to face to the respondents and collected the filled questionnaires on the spot. When they have finished, the scripts

will then be collected and arranged orderly and in systematic way for easy identification and proper documentation. This method ensured correct completion and high percentage return of completed questionnaire.

3.7. Procedure for Data Analysis

The data collected was analysed with the help of Statistical Package for Social Sciences using various statistics, including the descriptive statistics (mean, variance, and standard deviation). This is to summarise the demographic characteristics of the various sections of the instruments and to answer research questions one that has no corresponding research hypothesis.

Initially, the researcher use independent samples t–test statistic in order to determine whether or not there exists any significant gender difference in factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. The same statistic was used in testing whether or not there is any significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone.

Similarly, the researcher used Analysis of Variance (ANOVA) in testing whether or not there is any significant difference between the factors that predispose students to truancy and their parental occupation among senior secondary school students in Malumfashi Education Zone.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter, the data collected as a result of administering the research instrument were presented and analysed. The presentation was based on the research questions and the research hypothesis already stated in chapter one. Altogether, 378 subjects from the participating senior secondary schools in the study and each subject responded to one instrument.

The summary of the responses were presented below. It should be noted that six different analysis were presented each corresponding to one research question and or hypothesis in order as they were presented in chapter one.

4.2. Data Analysis

The analysis was done in two sections; answering research question and hypotheses testing. This is due to the fact that Research Question One doesn't require hypothesis, so it was answered first, while other research questions have corresponding hypotheses, so testing these hypotheses has taken care of the research questions.

4.2.1. Answering Research Question

RQ1. What are the factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone?

To answer this research question, the researcher used simple percentages on the responses of the students regarding the factors and the result is as shown below:

Table 4: Factors that Predispose Students to Truancy

S/N	Factors	Frequency	Percentage	Cum. Percentage
1	Family Factors	123	32.54	32.54
2	Peer Group Factors	46	12.17	44.71
3	Students' Factors	67	17.72	62.43
4	School Factors	142	37.57	100.00
	Total	378	100	

Source: SPSS Result for HO₁

From this table, it is clear that 142 respondents (representing 37.57%) believed that school factor is the main factor that predisposes students to truancy, this was followed by family factors with 123 respondents (32.54%) and the least among the factors is peer group factors with only 46 respondents (12.17%).

4.2.2. Hypotheses testing

Ho1. There is no significant difference in factors that predispose students to truancy between male and female senior secondary school students in Malumfashi Education Zone.

To test this research hypothesis, the researcher uses Independent Samples t-test on the responses of the students regarding the factors and the result is as shown below:

Table 5: Differences in Factors that Predispose Students to Truancy

Variable	Gender	N	Mean	Std. Dev.	df	t	p	Decision
Family Factors	Males	287	28.6237	9.79106	376	.831	.407	Not Significant
	Females	91	27.6484	9.66825				
Peer Groups	Males	287	32.7596	7.63787	376	14.532	.000	Significant
	Females	91	19.5934	7.18019				
School Factors	Males	287	29.7979	8.45107	376	.298	.766	Not Significant
	Females	91	29.4835	9.69463				
Students Factors	Males	287	31.1394	8.09308	376	-.091	.928	Not Significant
	Females	91	31.2308	9.09954				

Source: SPSS Result for Research HO₁

From this table, it is clear that for family factors the result shows ($t = .831$, $p = .407$). Since the p-value is greater than alpha value (.05), then it means there is no significant gender difference in family factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. Similarly, for peer group factors, we have ($t = 14.532$, $p = .000$). Since the p-value is less than alpha value (.05), then it means there is significant gender difference in peer group factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.

Again, for school factors the result shows ($t = .298$, $p = .766$). Since the p-value is greater than alpha value (.05), then it means there is no significant gender difference in school factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. Lastly, for students factors we have ($t = -.091$, $p = .928$). Since the p-value is greater than alpha value (.05), then it means there is no significant gender difference in students' factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.

Ho2. There is no significant difference between the factors that predispose students to truancy and their parental occupation among senior secondary school students in Malumfashi Education Zone.

To test this research hypothesis, the researcher uses Analysis of Variance (ANOVA) on the responses of the students regarding the factors as well as the parental occupation and the result is as shown below:

Table 6: Factors that Predispose Students to Truancy and Parental Occupation

Source	Sum of Squares	df	Mean Square	F	p	Decision
Between Groups	10232.615	3	3410.872	9.741	.000	Significant
Within Groups	130958.232	374	350.156			
Total	141190.847	377				

Source: SPSS Result for Research HO₂

From this table, the result shows ($F = 9.741$, $P = .000$). Since the p-value is less than alpha value (.05), then the null hypothesis was rejected and alternative hypothesis was adopted. This means there is significant difference between the factors that predispose students to truancy and their parental occupation among senior secondary school students in Malumfashi Education Zone, therefore the null hypothesis was rejected.

Ho3. There is no significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone

To test this research hypothesis, the researcher uses Independent Samples t-test on the responses of the students regarding the difference in the prevalence of truancy and the result is as shown below:

Table 7: Gender Difference in the Prevalence of Truancy among Students

Gender	N	Mean	Std. Dev.	df	t	p	Decision
Males	287	122.32	17.86904	376	6.498	.000	Significant
Females	91	107.96	19.89244				

Source: SPSS Result for Research HO₃

From this table, the result shows ($t = 6.498$, $P = .000$). Since the p-value is less than alpha value (.05), then it means there is significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone, therefore the null hypothesis was rejected.

Ho4. There is no any significant relationship between factors that predispose students to truancy and their academic achievement among senior secondary school students in Malumfashi Education Zone.

To test this research hypothesis, the researcher uses Pearson Product Moment Correlation statistic. Students' academic achievements were correlated with the predisposing factors to truancy and the result is as shown below:

Table 8: Relationship between factors that predispose students to truancy and their academic achievement

		Academic Achievement	All Factors of Truancy
Academic Achievement	Pearson Correlation	1	-.981**
	Sig. (2-tailed)		.000
	N	378	378
All Factors of Truancy	Pearson Correlation	-.981**	1
	Sig. (2-tailed)	.000	
	N	378	378

** . Correlation is significant at the 0.01 level (2-tailed).

From this table, the result shows ($r = -.981$, $P = .000$). Since the p-value is less than alpha value (.05), then it means there is significant negative relationship between factors that predispose students to truancy and their academic achievement among senior secondary school in Malumfashi Education Zone, therefore the null hypothesis was rejected.

4.3. Summary of Findings

From the analyses in section 4.4 above, the following are the major findings of this research:

1. That there is no significant gender difference in the family factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.
2. That there is significant gender difference in the peer group factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.
3. That there is no significant gender difference in the school factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.

4. That there is no significant gender difference in the students' factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.
5. That there is significant difference between the factors that predispose students to truancy and their parental occupation among senior secondary school students in Malumfashi Education Zone.
6. That there is no significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone
7. There is significant negative relationship between factors that predispose students to truancy and their academic achievement among senior secondary school in Malumfashi Education Zone.

4.4. Discussions on Findings

The main aim of this research was to find out the factors that predispose students to truancy and whether or not there is any significant difference between boys and girls in their manifestation of truancy.

The first four findings from this research indicated that there is no significant gender difference in the family factors, school factors, and students' personality factors that predispose students to truancy, and that there is significant gender difference in peer group factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone.

The finding of this study agrees with the findings of Musa (2014) whose study reveals among others peer influence in favour of males, lack of scholastic requirements, household work, lack of interest in education, hunger at school, long distance to school, loss of parent or close relative, and harsh punishment at school as the top ten (10) causes of students' truancy in secondary schools.

The next finding from this research indicated that there is significant difference between the factors that predispose students to truancy and their parental occupation among senior secondary school students in Malumfashi Education Zone.

This finding agrees the earlier findings of Etim, Ajake, and Uchenna (2013) whose study discovered that socio-economic factors (parental occupation) were among the dominant factors that contribute to students' truancy in various schools. Most of truancy behaviour is from economically disadvantaged homes. In their research findings it was discovered that the financial position of students' parents influences their level of delinquency. The study also revealed that students from low socio-economic parents are more delinquent than those from high socio-economic status.

The implication of this finding is that students' delinquency is determined mostly by financial position of student's parents. In other words, students exhibit delinquent acts when parents cannot meet their financial needs. When students cannot meet their school needs, there is no hope for such needs being met by parents, there is the tendency for students to look "elsewhere" to have their needs met. This may lead to stealing, engaging in other economic activities or other criminal behaviour in exchange of their school attendance. Children from poor homes whose parents engage in occupational activities such as farming, petty trading and labourer are noted to be deprived of essential needs including foods.

Another study that is similar with this finding is that of Adeloye (2008), in their study they carried out revealed that, the percentage of parents of the students engaged in farming is 42.9%, public servants 25.7%, and self-employed 15.7%. This suggests that majority of the parents of the students are farmers. Since most parents are engaged in subsistence farming, their income levels are low hence they are unable to pay the fees of their wards in time. This might be the reason why majority of students report late when school re-opens and also, some sacked for non-payment of school fees. The researchers observed that the type of family a student belongs to can

contribute to whether the student will be truant or not. Students from single parent families are likely to be truant than those who stay with both parents.

In addition, another study by Okwakpam and Okwakpam (2012) reveals that, financial difficulties in the family is a contributing factor to secondary school students becoming truancy. This finding agreed with the views of Siziya, Muula & Rudatsikira (2007) who observed that many students go hungry sometimes because of lack of food at home because they are from poor households. They in turn miss class because they need an opportunity to fend for themselves. This could be done through begging or scrounging for food. Truant and hungry students may also be involved in piece work to earn some money to purchase food. Also, this finding agrees with Garry (2001) who reported that inadequacies in the home capacity make students to indulge in petty cash to augment family income and unfavourable home circumstances cause truancy.

The last finding from this research indicated that there is significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone. This finding agree with the earlier finding of a research study conducted by Oluremi (2013) who discovered that there was a significant difference between male and female manifestation of truancy behaviour. The result showed that the Boys (Male) students were involved in truancy more than Girls students. This also supports the earlier findings of Ma'aruf, (2005), who opined that, the aggressive nature of Boys tends to push them to manifest various acts of misbehaviour.

Also, among the findings are that, there was a significant relationship between truancy and academic performances of students; there was no significant relationship between the school physical environment and truancy behaviour among the students, and there was no significant difference between the academic performance of male and female truants. By implication, this study discovered that both male and female students equally engage in truancy because of factors mainly associated with students' factors,

school factors, and family factors. It is only in peer group factors that differences exist between males and females in terms of truancy and is in favour of males.

This finding also agree with that of Adefunke (2015) who discovered that male students (44%) have been absent from school without permission from the school authority than female students (22.9%). Therefore, truancy is prevalent but more among male students than female students. By implication, since the finding from this study indicated that there is significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone, and that this difference is in favour of male students, then it is clear that male students engage in truancy more than female students. This may be attributed to the factors identified above as they are mainly associated with male students than females.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the study. It also makes some conclusions in relation to the findings of the study, for the study and for further studies.

5.2. Summary

This study was conducted to examine the phenomenon of truancy among senior secondary school students in Malumfashi Education Zone, Katsina state. The researcher formulated four objectives, four research questions and three research hypotheses that guided the study. Significance of the study, scope and delimitations of the study were discussed.

Chapter two focuses on Conceptual frame work that discusses concept of truancy, concept of Gender. Contributing factors to truancy such as family, student's psychological factors, school factors and peer group factors were discussed. Review of empirical studies, summary and uniqueness of the study were also discussed.

Chapter three discussed the research Methodology: this includes the research design as Ex-post facto design was employed. The population of the study comprised a total population of eighteen thousand eight hundred and eighty nine (18,889) from twenty six (26) different schools that forms the population of the study. The sample of the study is three hundred and seventy eight (378) that comprised eleven schools. The sample schools are: Government School for the Deaf, Malumfashi, Government Day Secondary School Malumfashi, Government Day Secondary School Dan-Rimi Malumfashi, Government Day Pilot Secondary School Dayi, Government Day

Secondary School Karfi, Government Day Secondary School Ketare, Government Day Pilot Secondary School Kafur, Government Day Secondary School Yari Bori, Community Day Secondary School Gozaki, Government Day Secondary School Kankara and Government Day Secondary School Burdugau. The chapter also discusses the instrument for data collection titled as “School Based Truancy Survey Questionnaire” (SBTSQ) which contained forty items concerning the factors that predispose student to truancy. Validity and reliability of the instrument were also discussed. Tools for Data Analysis that were used in the study that comprised descriptive statistics, t-test independent sample, Analysis of Variance (ANOVA) were also discussed in this chapter.

Chapter four focuses on data presentation, answers to research questions, test of null hypotheses, summary of major findings of the study that reveals there is no significant gender difference in the family, peer group, school and the students’ psychological factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. The study also finds out that, there is no significant difference between the factors that predispose students to truancy and their parental occupation and finally, the study reveals that, there is no significant gender difference in the prevalence of truancy among senior secondary school students in Malumfashi Education Zone. The chapter also presents summary of major findings and discussion of the result.

5.3. Conclusions

The findings of this study revealed that there is no significant gender difference in the family, school, and the students’ personality factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. This implies that, both male and female students in the selected schools exhibit truancy as a result of similar family, school and student factors. However, there is gender

difference is in favour of male student in term of Peer Group factors that predispose students to truancy among senior secondary school students in Malumfashi Education Zone. Therefore, the only difference is that of Peer Group. This implies that, male students were influenced more by their peer group in terms of truancy than female students. The study also concludes that, there is significant difference between the factors that predispose students to truancy and their parental occupation; therefore, student's truancy behaviour is related to their parental occupation in terms of playing truancy. Finally, the study concludes that, there is significant gender difference in the prevalence of truancy in favour of male student among senior secondary school students in Malumfashi Education Zone. Therefore, truancy behaviour is more prevalence among Male students than female students.

5.4. Recommendations

5.4.1. Recommendations from the Study

Based on the findings of this study, the following recommendations were made:

1. Since the study found out that, boys were much more influenced by peer group than female student. Parents should pay serious attention to the type of peer group or friends their children move with, keep and watch their activities with keen interest especially boys. Parents should also put more effort to ensure that their children are adequately provided for and morally groomed.
2. The study found out that, parents use to keep their sons or daughters at home for the purpose of engaging them on activities like farming, manual labour, hawking assisting mothers at home work and caring small children especially the females. Therefore, the parents irrespective of their occupations, should ensure that, the main task of their children is education rather than farming, hawking,

domestic services or any other child labour. Therefore, they should ensure that their children attend schools always, and motivate them positively.

3. The school administrators should supervised adequately the keeping and utilisation of class attendance registers for effective control of student's truancy. This is because the study revealed that some of the form masters use to be marking and recording the absence of truant students without forwarding the issue to the school administrators, this makes truants to exhibit chronic truancy behaviour. Also, the school authorities and teachers should ensure that school physical environment is conducive for teaching and learning process. Similarly, teachers and Counsellors should invite parents of truant for conference with a view of reducing the incidence of truancy in schools.
4. Since the study reveals the contribution of parental occupation as a factor that influence students to engage in truancy phenomena, and majority of students parents are peasant farmers, Government should improve the house hold income of the parents through effective appropriate implementation of poverty alleviation programme. This will reduce all sort of child labour practiced by the students on behalf of the school hours.

5.4.2. Recommendations for Further Studies

In the light of the study, the following suggestions are made:

1. The study was based on the impact of truancy on academic achievement among senior secondary school students in Malumfashi Education Zone, of Katsina state. It is therefore, suggested that other research studies should be carried out in the remaining four Education Zones in the state.
2. More research works are needed to be carried out on truancy phenomenon in junior secondary school in the Zone as well as in Primary school.

3. It is suggested that similar study should be carried out in another Zonal Education Quality Assurance in the Northern part of Katsina State to make comparison on the investigation of truancy phenomenon between the two areas.
4. Finally, it is suggested that, other research studies should be conducted using different variable such as Cognitive restructuring and social decision-making techniques on truancy behaviour reduction among secondary school, Selected Measures for Curbing Truancy among Secondary School Students, factors leading to truancy among adolescent students and Child, Family and School Factors as Correlates of Truancy among Secondary School Students.

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APPENDIX I

Introductory Letter from Education Department BUK

APPENDIX II

Data Collection Instrument

School Based Truancy Survey Questionnaire among Senior Secondary School

Students in Malumfashi Education Zone Area

STUDENTS' QUESTIONNAIRE

Dear Respondent

The purpose of this questionnaire is to get information that will be used for research purpose. All information supplied will be treated with confidentiality. You are therefore requested to respond honestly by ticking (✓) the best option that you think is applicable to you using the following key: SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree.

Thanks.

SCHOOL _____

NAME _____

CLASS _____

AGE _____

SEX _____

PARENTAL OCCUPATION

Farmer: () Labourer: () Trader: () Civil Servant: ()

Do you think the following are some of the factors that predispose students to truancy?

S/N	FACTORS	YES	NO
1	Students' Factors		
2	School Factors		
3	Family Factors		
4	Peer Group Influence		

SECTION A: STUDENT FACTORS

S/N	STATEMENT	SA	A	D	SD
1	Difficulty in school subjects cause a student to exhibit truancy	SA	A	D	SD
2	Poor academic performance cause a student to exhibit truancy	SA	A	D	SD
3	Learning disabilities make a student to become a truant	SA	A	D	SD
4	Language barrier causes a student to exhibit some levels of truancy	SA	A	D	SD
5	Lack of interest in school make a student to be truant	SA	A	D	SD
6	Long distance to school makes me to be truant.	SA	A	D	SD
7	Lack of scholastic materials (books, pens, uniform etc.) makes me truant	SA	A	D	SD
8	Fear of punishment makes me to be truant.	SA	A	D	SD

S/N	STATEMENT	SA	A	D	SD
9	Manual work, hawking that will earn me money make me not attend school.	SA	A	D	SD
10	The feeling of several disturbances causes a student to become truant	SA	A	D	SD

SECTION B: PEER GROUP FACTORS

S/N	STATEMENT	SA	A	D	SD
11	My friends at school are not too serious.	SA	A	D	SD
12	I enjoy staying away from school with my friends	SA	A	D	SD
13	My friends who don't attend school do more interesting things than my class mates.	SA	A	D	SD
14	My friends persuade me to do things that I don't want to do	SA	A	D	SD
15	I am detrimentally affected by the pressure exerted on me by my friends.	SA	A	D	SD
16	Watching films, TV games, football with friends make me truant	SA	A	D	SD
17	The type of peer group a student keeps plays a significant role in the act of absenteeism and truancy in school.	SA	A	D	SD
18	Students from well behaved homes become truant as a result of bad friends.	SA	A	D	SD
19	Peer-group influence can lead a student to some bad habits e.g. smoking, stealing, etc.	SA	A	D	SD
20	Students' poor performance in academic is as a result of absenteeism and truancy	SA	A	D	SD

SECTION C: FAMILY FACTORS

S/N	STATEMENT	SA	A	D	SD
21	Financial difficulties cause a student to be truant	SA	A	D	SD
22	The death of a father can cause a student to exhibit some levels of truancy	SA	A	D	SD
23	Lack of parental control and supervision result in a student exhibiting some levels of truancy	SA	A	D	SD
24	My parent don't visit my school	SA	A	D	SD
25	One parent household causes a student to exhibit truancy	SA	A	D	SD
26	My parent punish me when I am not in school	SA	A	D	SD
27	Poor parent-student relationship causes a student to become a truant	SA	A	D	SD
28	Divorce in a family causes a student to become a truant	SA	A	D	SD
29	Household work; like farming, fetching water, hawking makes a student to be truant	SA	A	D	SD
30	A student whose parents lack appreciation for value of education can become a truant	SA	A	D	SD

SECTION C: SCHOOL FACTORS

S/N	STATEMENT	SA	A	D	SD
31	Some subjects in the school are difficult and causes a student to exhibit truancy	SA	A	D	SD
32	The student will exhibit truancy if there is an improper class placement	SA	A	D	SD
33	Poor teaching and lack of interest in a subject cause a student to become truant	SA	A	D	SD
34	Stressful daily routine in the school make a student to be truant	SA	A	D	SD
35	Lack of parents school communication and involvement results in a student to becoming a truant	SA	A	D	SD
36	Inadequate sports facilities in the school like Tennis, Football, Basketball make a student to exhibit truancy	SA	A	D	SD
37	Corporal punishment by some teachers to student make a student to be truant	SA	A	D	SD
38	Lack of facilities in school cause a student to exhibit truancy	SA	A	D	SD
39	The inability of the school to identify and provide services for students problem cause truancy	SA	A	D	SD
40	Poor teachers attendance to classes makes a student to be truant	SA	A	D	SD

APPENDIX III

SPSS Results for Research Hypothesis Ho1

```
T-TEST GROUPS=gender (1 2)
/MISSING=ANALYSIS
/VARIABLES=family
/CRITERIA=CI (.9500) .
```

T-Test

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Group Statistics

Gender (Male & Females)		N	Mean	Std. Deviation	Std. Error Mean
Family Factors	Males	287	28.6237	9.79106	.57795
	Females	91	27.6484	9.66825	1.01351

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Family Factors	Equal variances assumed	.763	.383	.831	376	.407
	Equal variances not assumed			.836	152.959	.404

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Family Factors	Equal variances assumed	.97534	1.17440	-1.33386	3.28455
	Equal variances not assumed	.97534	1.16671	-1.32961	3.28030

```

T-TEST GROUPS=gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=peer
/CRITERIA=CI(.9500).

```

T-Test

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Group Statistics

Gender (Male & Females)		N	Mean	Std. Deviation	Std. Error Mean
Peer Group	Males	287	32.7596	7.63787	.45085
Factors	Females	91	19.5934	7.18019	.75269

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Peer Group	Equal variances assumed	1.215	.271	14.532	376	.000
Factors	Equal variances not assumed			15.006	159.697	.000

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Peer Group	Equal variances assumed	13.16618	.90600	11.38471	14.94764
Factors	Equal variances not assumed	13.16618	.87738	11.43340	14.89895

```

T-TEST GROUPS=gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=school
/CRITERIA=CI (.9500) .

```

T-Test

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Group Statistics					
Gender (Male & Females)		N	Mean	Std. Deviation	Std. Error Mean
School	Males	287	29.7979	8.45107	.49885
Factors	Females	91	29.4835	9.69463	1.01627

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
School	Equal variances assumed	2.674	.103	.298	376	.766
Factors	Equal variances not assumed			.278	136.109	.782

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
School	Equal variances assumed	.31439	1.05445	-1.75897	2.38775
Factors	Equal variances not assumed	.31439	1.13211	-1.92440	2.55318

```

T-TEST GROUPS=gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=stdfct
/CRITERIA=CI (.9500) .

```

T-Test

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Group Statistics					
Gender (Male & Females)		N	Mean	Std. Deviation	Std. Error Mean
Students' Factors	Males	287	31.1394	8.09308	.47772
	Females	91	31.2308	9.09954	.95389

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Students' Factors	Equal variances assumed	.857	.355	-.091	376	.928
	Equal variances not assumed			-.086	138.074	.932

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
Students' Factors	Equal variances assumed	-.09140	1.00395	-2.06546	1.88267
	Equal variances not assumed	-.09140	1.06683	-2.20083	2.01804

APPENDIX IV

SPSS Results for Research Hypothesis Ho2

```
ONEWAY allfactors BY occupation
/STATISTICS DESCRIPTIVES
/MISSING ANALYSIS.
```

Oneway

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Descriptives

All Factors

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Farming	162	122.0432	18.42168	1.44734	119.1850	124.9014	61.00	155.00
Labourer	94	120.7553	20.18873	2.08231	116.6203	124.8904	52.00	158.00
Trader	64	118.8438	19.60905	2.45113	113.9456	123.7419	52.00	149.00
Civil Servant	58	106.9310	15.77902	2.07189	102.7822	111.0799	45.00	131.00
Total	378	118.8624	19.35230	.99537	116.9053	120.8196	45.00	158.00

ANOVA

All Factors

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10232.615	3	3410.872	9.741	.000
Within Groups	130958.232	374	350.156		
Total	141190.847	377			

APPENDIX V

SPSS Results for Research Hypothesis Ho3

```
T-TEST GROUPS=gender(1 2)
/MISSING=ANALYSIS
/VARIABLES=stdfct
/CRITERIA=CI(.9500).
```

T-Test

[DataSet1] C:\Users\NCC\Desktop\All Data Obtained.sav

Group Statistics

Gender (Male & Females)		N	Mean	Std. Deviation	Std. Error Mean
All Factors	Males	287	122.3206	17.86904	1.05478
	Females	91	107.9560	19.89244	2.08529

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	Df	Sig. (2-tailed)
All Factors	Equal variances assumed	.061	.805	6.498	376	.000
	Equal variances not assumed			6.147	139.079	.000

		t-test for Equality of Means			
		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
All Factors	Equal variances assumed	14.36451	2.21045	10.01813	18.71090
	Equal variances not assumed	14.36451	2.33688	9.74411	18.98492

APPENDIX VI

SPSS Results for Research Hypothesis Ho4

```

CORRELATIONS
/VARIABLES=achievement allfactors
/PRINT=TWOTAIL NOSIG
/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE.

```

Correlations

[DataSet2] C:\Users\MALAM SANI\Desktop\edited final defence\All Data Obtained 2.sav

Descriptive Statistics

	Mean	Std. Deviation	N
Academic Achievement	50.0098	9.86558	378
All Factors of Truancy	1.1886E2	19.35230	378

Correlations

		Academic Achievement	All Factors of Truancy
Academic Achievement	Pearson Correlation	1	-.981**
	Sig. (2-tailed)		.000
	N	378	378
All Factors of Truancy	Pearson Correlation	-.981**	1
	Sig. (2-tailed)	.000	
	N	378	378

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX VII

Raw Data Collected

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
1	1	1	50.28	40	18	36	27	121
2	1	1	38.44	34	38	37	33	142
3	1	2	52.26	28	32	40	17	117
4	2	1	55.76	34	31	24	18	107
5	1	1	47.55	40	40	16	31	127
6	2	2	57.31	33	12	23	36	104
7	2	3	49.14	40	12	38	34	124
8	1	2	52.22	29	33	27	28	117
9	2	3	47.51	36	20	32	39	127
10	1	2	46.40	37	37	28	27	129
11	1	1	52.22	35	35	29	18	117
12	1	3	44.57	39	35	18	40	132
13	2	4	71.40	20	16	14	25	75
14	1	1	37.86	37	38	36	32	143
15	1	4	62.25	32	30	12	19	93
16	1	2	53.55	26	36	24	27	113
17	2	3	52.22	34	20	27	36	117
18	1	4	49.14	33	40	13	38	124
19	1	4	52.20	38	37	10	32	117
20	2	2	50.94	30	20	30	40	120
21	1	3	50.71	35	36	33	16	120
22	2	3	53.71	38	20	36	18	112
23	1	2	48.43	22	40	38	25	125
24	2	4	56.88	40	20	10	36	106
25	1	2	44.37	27	30	36	40	133
26	1	2	42.61	40	40	25	31	136
27	1	4	56.90	26	37	17	25	105
28	2	2	53.37	40	20	17	37	114
29	2	2	62.25	34	20	25	14	93
30	1	4	62.25	40	29	14	10	93
31	2	2	58.31	33	19	38	12	102
32	1	3	50.28	40	38	25	18	121
33	1	4	59.22	30	40	11	19	100
34	2	1	53.12	38	17	22	37	114
35	1	3	44.94	34	38	19	40	131
36	2	3	67.30	22	13	27	25	87
37	1	4	51.88	35	38	12	33	118

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
38	2	3	52.87	17	32	34	32	115
39	1	4	55.56	28	40	14	25	107
40	1	2	39.71	40	38	38	25	141
41	2	1	53.12	39	28	19	28	114
42	1	4	64.02	19	39	14	19	91
43	1	2	52.15	25	37	36	19	117
44	1	2	49.14	37	40	25	22	124
45	2	1	56.82	30	20	38	18	106
46	1	4	58.64	31	40	11	19	101
47	1	2	24.19	40	40	40	35	155
48	2	3	54.78	37	10	36	26	109
49	1	2	44.57	34	40	39	19	132
50	1	2	42.77	31	40	24	40	135
51	1	1	49.03	30	40	21	33	124
52	2	4	61.56	20	29	16	31	96
53	1	2	52.87	18	40	38	19	115
54	1	4	51.53	29	38	15	37	119
55	1	2	53.37	34	38	16	25	113
56	1	4	57.31	33	22	20	29	104
57	1	2	46.38	29	36	36	28	129
58	2	2	53.37	37	19	26	31	113
59	1	4	50.71	35	31	14	40	120
60	1	2	54.78	38	18	28	25	109
61	1	4	69.43	28	16	15	19	78
62	1	1	68.22	22	28	18	15	83
63	2	2	65.82	39	20	19	10	88
64	1	4	57.92	38	35	14	16	103
65	1	2	41.87	37	40	24	36	137
66	1	1	40.49	36	36	35	33	140
67	1	3	38.44	38	40	36	28	142
68	1	1	39.48	27	36	40	38	141
69	1	4	48.43	36	36	13	40	125
70	1	4	63.80	38	10	12	32	92
71	1	3	30.14	31	40	40	38	149
72	1	1	30.86	30	39	38	40	147
73	2	1	53.12	12	30	35	37	114
74	1	4	51.88	35	37	14	32	118
75	1	2	19.52	40	36	40	40	156
76	1	2	48.96	37	20	36	31	124
77	1	1	47.10	40	32	29	27	128

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
78	1	3	30.86	35	38	40	34	147
79	2	4	64.32	15	34	10	31	90
80	1	3	39.16	40	36	40	25	141
81	1	4	56.57	33	18	15	40	106
82	2	2	57.31	28	28	38	10	104
83	1	3	42.74	28	40	34	33	135
84	1	1	44.49	36	32	33	31	132
85	2	4	62.25	26	36	11	20	93
86	1	3	50.05	31	31	22	37	121
87	2	1	55.06	22	33	35	18	108
88	1	4	47.73	40	36	14	36	126
89	1	3	41.33	37	40	30	31	138
90	2	1	51.70	27	38	40	13	118
91	1	3	44.33	20	40	34	39	133
92	1	1	37.73	33	38	40	32	143
93	1	2	49.84	28	38	31	25	122
94	2	3	48.43	28	40	27	30	125
95	1	1	56.48	35	27	24	20	106
96	1	1	48.43	29	32	38	26	125
97	1	4	60.27	10	30	18	40	98
98	2	1	51.53	30	18	40	31	119
99	1	2	43.29	20	40	38	36	134
100	1	4	68.11	25	32	11	18	86
101	1	3	48.35	20	28	40	37	125
102	2	1	48.35	36	16	33	40	125
103	1	4	48.35	40	30	15	40	125
104	1	2	46.38	37	35	24	33	129
105	1	2	41.69	36	40	31	30	137
106	1	2	58.11	19	36	20	27	102
107	2	1	52.85	38	12	30	35	115
108	1	2	55.06	17	35	38	18	108
109	1	3	50.71	16	40	28	36	120
110	1	3	53.12	19	40	23	32	114
111	2	4	55.56	35	25	10	37	107
112	1	1	57.92	19	36	23	25	103
113	1	4	54.49	20	40	14	36	110
114	2	4	59.48	33	16	12	38	99
115	1	2	52.70	18	30	27	40	115
116	2	3	45.61	36	18	38	38	130
117	1	2	47.02	38	40	29	21	128

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
118	1	4	52.70	33	36	16	30	115
119	1	4	47.73	40	38	12	36	126
120	2	1	49.67	38	22	24	39	123
121	2	3	52.92	40	12	31	31	114
122	2	2	57.92	36	15	20	32	103
123	1	3	47.82	15	40	30	40	125
124	1	3	59.22	19	31	38	12	100
125	1	4	61.02	18	38	13	28	97
126	2	1	49.67	32	16	35	40	123
127	1	2	41.19	22	40	37	40	139
128	1	2	54.78	20	17	39	33	109
129	2	1	56.48	34	15	22	35	106
130	1	2	73.80	19	15	10	21	65
131	1	2	67.50	15	14	17	40	86
132	1	2	68.95	16	12	30	22	80
133	1	2	68.22	12	21	32	18	83
134	1	2	68.66	10	20	17	33	80
135	1	3	52.62	11	38	40	27	116
136	1	3	62.05	10	40	32	12	94
137	1	3	70.30	10	33	24	10	77
138	1	1	33.62	40	34	34	38	146
139	2	3	68.48	30	18	23	10	81
140	1	1	51.70	38	36	26	18	118
141	2	1	63.37	33	18	28	13	92
142	1	4	47.51	37	40	14	36	127
143	1	1	47.82	39	25	37	24	125
144	2	1	57.20	38	13	16	37	104
145	1	4	60.08	32	37	13	16	98
146	1	1	49.82	35	31	21	35	122
147	1	3	49.77	38	17	35	32	122
148	1	1	60.85	37	25	24	11	97
149	2	3	42.61	40	19	45	32	136
150	1	4	53.37	40	40	20	13	113
151	1	1	54.31	32	38	15	25	110
152	1	1	54.31	28	38	25	19	110
153	1	3	53.71	40	31	16	25	112
154	2	1	58.59	36	19	10	36	101
155	1	3	42.22	38	32	35	31	136
156	1	1	35.43	39	35	33	38	145
157	2	1	49.36	37	17	31	38	123

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
158	1	4	52.32	40	40	18	18	116
159	1	1	61.07	32	32	14	18	96
160	1	3	60.55	40	29	12	16	97
161	2	4	55.04	38	18	12	40	108
162	1	3	52.67	36	39	12	28	115
163	1	1	57.20	38	31	11	24	104
164	1	4	59.22	38	27	17	17	99
165	2	1	47.51	40	17	34	36	127
166	1	4	50.55	38	40	16	26	120
167	1	1	49.77	39	33	20	30	122
168	1	1	50.55	28	38	14	40	120
169	1	4	44.91	39	40	17	35	131
170	1	1	57.60	29	37	26	11	103
171	1	1	53.37	30	37	36	10	113
172	1	1	51.69	10	30	38	40	118
173	1	3	46.09	30	36	37	26	129
174	1	2	40.37	40	28	36	36	140
175	2	4	78.85	10	10	15	10	45
176	1	1	37.72	33	38	38	34	143
177	1	3	41.33	40	37	40	21	138
178	1	1	51.43	20	32	40	27	119
179	1	1	47.78	23	35	31	36	125
180	2	3	60.50	30	11	28	28	97
181	1	1	42.66	34	38	23	40	135
182	1	1	21.85	40	40	38	37	155
183	1	2	30.51	36	36	36	40	148
184	1	2	29.95	40	37	39	34	150
185	2	3	54.76	34	13	36	26	109
186	1	2	49.36	20	36	38	29	123
187	1	4	52.87	38	29	15	32	114
188	1	2	36.45	37	38	40	29	144
189	2	1	52.04	38	14	38	27	117
190	1	1	28.01	36	37	38	39	150
191	1	1	36.29	35	40	39	30	144
192	1	2	47.02	37	38	32	21	128
193	1	1	44.20	31	40	26	36	133
194	2	3	56.30	32	11	28	35	106
195	1	2	54.24	26	36	38	10	110
196	1	1	50.53	36	32	40	12	120
197	1	2	49.26	10	37	36	40	123

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
198	1	1	40.11	32	40	38	30	140
199	1	1	50.41	28	38	39	15	120
200	2	1	49.99	36	13	33	39	121
201	1	1	33.24	36	40	30	40	146
202	1	1	57.33	20	35	38	10	103
203	1	4	56.19	37	19	20	30	106
204	1	2	55.56	28	31	31	17	107
205	2	1	49.99	34	18	29	40	121
206	1	2	35.05	37	37	35	36	145
207	1	1	40.03	38	33	49	20	140
208	2	2	47.69	38	20	30	38	126
209	1	1	39.16	29	39	33	40	141
210	1	1	46.00	33	40	28	28	129
211	1	4	53.59	40	29	12	31	112
212	1	1	35.02	33	35	37	40	145
213	1	1	59.20	37	18	35	10	100
214	2	2	51.53	40	12	30	36	118
215	1	1	51.53	36	17	27	38	118
216	1	1	46.79	40	21	36	31	128
217	1	4	64.96	34	16	17	21	88
218	1	1	52.67	29	19	35	32	115
219	1	2	45.61	40	37	16	37	130
220	2	1	74.06	10	11	30	10	61
221	1	2	38.20	32	40	36	34	142
222	1	1	43.01	35	38	40	21	134
223	2	1	73.12	12	16	17	20	65
224	1	2	38.20	36	29	39	38	142
225	1	2	38.20	29	38	35	40	142
226	1	1	43.94	30	32	39	32	133
227	2	2	61.77	40	18	12	25	95
228	1	1	45.61	39	39	32	20	130
229	1	1	34.43	38	29	38	40	145
230	2	2	48.54	38	19	34	33	124
231	1	4	45.85	32	40	20	37	129
232	1	1	50.41	29	38	32	21	120
233	1	1	53.58	40	16	18	38	112
234	1	1	68.18	10	28	21	25	84
235	1	2	71.08	20	10	17	28	75
236	1	1	54.24	22	38	12	38	110
237	2	1	64.02	32	14	14	30	90

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
238	1	4	49.26	30	40	13	40	123
239	1	2	47.49	40	10	40	37	127
240	1	1	73.07	12	15	22	18	67
241	1	2	36.28	40	30	36	38	144
242	1	1	41.19	33	40	34	32	139
243	2	3	38.01	40	30	32	40	142
244	1	1	55.40	17	30	40	20	107
245	1	2	56.04	25	34	37	10	106
246	1	2	54.76	38	16	21	34	109
247	1	1	49.26	38	31	16	38	123
248	1	2	47.31	39	21	38	29	127
249	1	1	66.01	16	12	31	28	87
250	1	3	65.98	32	26	10	19	87
251	1	1	63.04	36	10	16	30	92
252	1	2	39.88	30	40	32	38	140
253	2	4	54.76	36	33	10	30	109
254	1	1	44.82	20	39	40	32	131
255	1	2	41.69	27	35	37	38	137
256	1	1	42.09	39	17	40	40	136
257	1	1	51.22	17	34	37	31	119
258	1	4	54.71	21	37	14	37	109
259	1	1	52.32	26	31	31	28	116
260	1	2	58.86	34	22	15	29	100
261	1	1	61.07	38	36	10	12	96
262	2	1	61.94	38	27	19	10	94
263	1	1	59.52	31	11	39	17	98
264	1	2	56.90	21	40	32	12	105
265	1	4	48.54	37	32	15	40	124
266	1	1	51.96	21	21	39	36	117
267	2	1	41.38	33	31	34	39	137
268	1	1	41.33	38	36	23	40	137
269	1	1	45.65	38	28	40	23	129
270	1	1	34.43	40	39	35	31	145
271	2	1	55.40	36	10	31	30	107
272	1	1	51.53	29	31	26	32	118
273	2	2	49.77	38	16	37	31	122
274	1	1	51.22	19	38	31	31	119
275	1	3	47.28	38	32	29	28	127
276	2	1	52.32	40	23	20	33	116
277	1	1	49.25	40	27	18	38	123

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
278	1	1	37.15	36	33	35	39	143
279	1	1	51.96	32	21	34	30	117
280	1	1	38.01	32	32	38	40	142
281	2	3	49.74	34	16	32	40	122
282	1	1	50.31	28	21	40	31	120
283	2	1	41.19	38	21	40	40	139
284	1	1	52.67	27	26	32	30	115
285	1	3	55.23	19	28	28	32	107
286	1	1	57.95	10	31	40	21	102
287	2	3	54.71	37	11	31	30	109
288	1	1	47.78	30	35	32	28	125
289	1	1	54.63	21	29	19	40	109
290	1	1	56.04	26	11	38	31	106
291	1	1	42.05	20	38	38	40	136
292	1	1	39.88	40	36	32	32	140
293	1	1	45.65	38	26	28	37	129
294	2	1	49.94	31	16	38	36	121
295	1	1	42.98	21	40	36	37	134
296	1	1	30.06	38	31	40	40	149
297	2	2	54.13	29	19	32	30	110
298	1	1	55.04	28	36	12	32	108
299	1	1	55.76	20	39	19	28	106
300	2	2	75.45	12	20	10	10	52
301	1	2	45.63	36	34	32	27	129
302	1	1	40.91	30	40	38	31	139
303	1	2	45.24	30	31	32	37	130
304	1	2	19.52	40	40	38	40	158
305	1	1	41.33	32	36	38	31	137
306	2	3	57.92	11	16	39	36	102
307	1	2	47.64	32	38	30	26	126
308	1	1	41.33	38	35	28	37	138
309	1	1	45.17	40	32	27	31	130
310	2	1	72.19	13	13	28	20	74
311	1	2	33.11	38	38	38	32	146
312	1	1	36.93	39	30	38	36	143
313	1	1	39.88	37	36	40	27	140
314	2	1	55.04	14	18	38	38	108
315	1	4	54.13	40	28	10	32	110
316	1	2	43.73	34	26	36	37	133
317	2	3	72.41	10	15	27	18	70

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
318	1	2	49.94	32	29	20	40	121
319	1	3	51.96	31	28	27	31	117
320	1	2	37.93	28	38	39	37	142
321	1	1	43.50	32	34	39	28	133
322	2	3	74.53	20	10	12	10	52
323	1	2	50.31	26	37	40	17	120
324	1	4	64.42	32	18	20	19	89
325	1	3	42.79	40	21	35	38	134
326	1	2	43.30	32	25	37	39	133
327	1	3	47.10	28	28	40	31	127
328	2	1	61.86	30	18	36	10	94
329	1	1	39.05	35	40	28	38	141
330	1	1	38.92	40	36	37	28	141
331	1	2	46.76	31	20	38	39	128
332	1	1	28.01	32	40	39	40	151
333	2	1	50.31	36	20	40	24	120
334	1	1	44.37	32	32	37	31	132
335	1	1	34.11	40	37	31	37	145
336	1	1	49.14	32	40	15	36	123
337	1	1	50.29	38	37	13	32	120
338	1	1	60.35	25	24	17	31	97
339	2	3	59.22	37	13	19	30	99
340	1	3	44.37	40	28	36	28	132
341	1	1	52.67	25	36	29	25	115
342	1	3	43.29	36	38	27	32	133
343	1	1	36.56	40	30	40	33	143
344	2	1	40.61	35	24	40	40	139
345	1	2	42.05	32	36	31	37	136
346	1	3	35.75	40	40	26	38	144
347	2	3	49.94	40	16	28	37	121
348	1	1	42.66	38	33	39	25	135
349	1	3	50.94	32	25	33	29	119
350	1	1	35.66	29	38	37	40	144
351	2	1	47.10	33	30	31	33	127
352	1	3	31.65	37	38	39	32	146
353	1	2	42.79	40	38	35	21	134
354	2	1	26.12	40	33	40	40	153
355	1	3	31.17	36	39	31	40	146
356	2	3	47.64	32	18	39	37	126
357	1	3	47.78	38	36	30	21	125

S/N	Gender	Parental Occupation	Academic Achievement	Predisposing Factors				Total
				Students' Factors	Peer Group Factors	Family Factors	School Factors	
358	2	4	54.13	37	34	13	27	111
359	1	4	50.29	38	28	16	38	120
360	1	4	47.10	32	40	18	37	127
361	1	4	54.08	40	38	20	13	111
362	2	2	47.73	35	17	40	33	125
363	1	2	39.71	32	40	40	28	140
364	1	2	50.94	22	33	38	26	119
365	1	1	47.10	19	28	40	40	127
366	1	1	52.67	26	19	37	33	115
367	2	2	56.90	13	21	37	34	105
368	1	1	33.75	37	38	30	40	145
369	1	1	58.59	28	29	34	10	101
370	1	1	42.79	35	38	28	33	134
371	1	1	49.84	28	18	38	37	121
372	1	1	42.78	18	36	40	40	134
373	1	1	38.81	36	36	34	35	141
374	2	2	62.41	11	13	28	40	92
375	1	1	27.43	38	38	40	36	152
376	1	2	46.75	26	36	33	33	128
377	1	1	54.90	10	40	27	31	108
378	1	1	42.66	30	35	30	40	135

APPENDIX VIII

Research Advisors (2006) Table for Determining Sample Size

Required Sample Size								
From: The Research Advisors								
Population Size	Confidence = 95.0%				Confidence = 99.0%			
	Degree of Accuracy / Margin of Error				Degree of Accuracy / Margin of Error			
	0.05	0.035	0.025	0.01	0.05	0.035	0.025	0.01
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
900	269	419	568	823	382	541	672	854
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
264,000,000	384	784	1537	9603	663	1354	2654	16586
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APPENDIX IX

Class Attendance Register