

**FACTORS THAT INFLUENCE TRUANCY IN SELECTED SECONDARY  
SCHOOLS**



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**ABSTRACT**

Students who willfully skip one or more of their scheduled classes are engaging in the delinquent behaviour known as truancy, which is increasingly recognised as a changing and emerging problem. Around the world, truancy is viewed as a cankerworm that eats away at the foundations of educational programmes, which has resulted in a variety of challenges and roadblocks for secondary school students as they progress through their educational career (Adeyemi, 2011; Animasahun, 2007). Any absence from obligatory schooling that is both unplanned and purposeful, as well as unauthorised and criminal, is termed truancy. It might also apply to kids who

are present in school but who do not participate in any of their lessons. Truancy is defined as a pattern of behaviour characterised by inconsistent or nonexistent school attendance. It is also considered a delinquent and antisocial behaviour (Animasahun, 2009). Truancy is an academic delinquent, social and law execution concern. Absenteeism in school by children and teenagers lowers their chances of reaching their educational potential (Siziya, Muula, & Rudatsikira, 2007). According to Kee (2001), truancy is defined as the deliberate, premeditated, and planned absence of students from educational institutions without the approval of their parents or without a valid explanation or justification. According to

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Rothman (2001), who attempts to define truancy, "truancy is an act of remaining away from school without leave." Chukwuka (2013) describes truancy in a similar manner, stating that it is "absence from school for no justifiable cause." Adekunle (2015), in a discussion on the

topic of truancy, notes that truancy entails an individual willfully absenting themselves from school without the agreement of the school, as well as leaving and fleeing specified instructional hours without authorization.

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**Keywords:** *influence truancy, secondary schools*

## INTRODUCTION

According to research, there are a lot of factors that might lead to pupils skipping school. Rohrman (1993) and Kinder et al. (1995) found that truancy can be traced back to a child's personality, as well as their family history and the community's level of concern. According to research conducted by Ubogu (2004), the factors that contribute to truancy include absences due to illness, old age, financial difficulties, social class, geographical location, and institutional factors such as the attitude of teachers, inefficient administration, and the high cost of education. In their investigation on the factors that contribute to truancy, Siziya, Muula, and Rudatsikira (2007) discovered that sometimes the majority of children attend school without eating because there is a lack of food at their homes and they come from low-income households. As a direct consequence of this, they are absent from courses because they require time to focus on their own well-being. While Reid (2005) was conducting research on the causes, viewpoints, and characteristics of school absenteeism and truancy, he discovered that the elements that lead to truancy include peer group, relations with instructors, curriculum design, family history, and maltreatment. In addition, he demonstrated that truancy is comparable to absenteeism, with the exception that truancy refers to an unexcused absence from school or times without the approval of parents, and even parents are ignorant of their children's participation in truancy.

The structure and atmosphere of the student's educational setting can have a significant impact, either positively or negatively, on the student's academic achievement. According to Smith (1996), the atmosphere of the school may be a key factor in determining whether or not a student will show up for class. There is a possibility that some aspects of the

educational environment at the school are to blame for the development of truant behaviour among the children. Epstein and Sheldon (2002), in a commentary on the factors that contribute to truancy, explained that the behaviour is prevalent in schools that have a poor implementation of truancy policy, poor communication between parents and school workforces, uncooperative teachers, uncompromising class homework and assignment, and a low sensitivity to a variety of concerns. Msynard (2006) found that a significant association exists between truancy and a variety of factors, including teaching and learning methods, teachers' absenteeism, low teacher expectations, poor classroom discipline, and poor communication between instructors and students.

A child's involvement in truant behaviour can be influenced by a number of contributing factors, including a lack of parental supervision, poverty, the usage of drugs and alcohol, a lack of family support, household difficulties, broken houses, and the responsibility of caring for household members (Hopskins, Green, & Burns, 2011; Maduabuchi, 2013; Van Breda, 2014). Similarly, students' homework or assessment duties, illnesses, social incapacity, aberrant physical and mental health, a loss of self-esteem, bad peer connections, and low academic achievement are some of the causes that lead to truancy. (Raid, 2006; Maduabuchi, 2013; Gosain, 2013). According to Wall (2005), the most significant underlying and contributing factors that lead to truancy are parents who don't supervise or guide their children, parents who don't have jobs, parents who abuse substances like drugs or alcohol, parents who are unaware of attendance rules, and parents who hold contradictory views about the importance of education. Gosain (2013) revealed that school and family contexts are the most relevant variables in generating truancy among the kids. This conclusion was reached after identifying the elements that contribute to truancy among teenage students. According to Raju and Rao (2007), socioeconomic background, television, and movies, as well as faulty child parenting techniques are the key elements that contribute to truancy. In addition, they stated that negative school practises such as maltreatment and harassment of students, repetitive and uninteresting lessons, an unfavourable school climate, inadequate discipline, and a lack of extracurricular activities are some of the reasons why students skip school. According to research conducted by Siziya, Adamen, Mulla, and Rudatsirikira (2007), truancy can be caused by a number of causes, including a lower school grade, being bullied, not having enough food at home, and a lack of parental supervision. Absence from school can result in undesirable outcomes such as the possibility for criminal behaviour, social isolation,

or scholastic failure such as being suspended, dismissed, or even dropping out of school (Huizinga et al., 2000; Huizinga, Loeber, & Thornberry, 1994).

Children who skip school have a harder time studying effectively and have worse overall academic accomplishment as a result. Continuous absences from school can have a number of significant and unfavourable effects, not only on the children who engage in truancy but also on the communities in which they occur, leading to a deformation of society (Oluremi, 2013). In a similar vein, Mac Gillivray and Mann-Erickson (2006) discovered that children who engage in truant behaviour are a contributing factor to criminal activity throughout the day. While Baker and Jansen (2000) feel that children who skip school have inferior academic performance, Garry (2001) was of the opinion that skipping school leads to actions that are illegal and delinquent in nature. Musa (2014) came to the following conclusions after conducting research on the effects of absenteeism and truancy on the academic performance of secondary school students: a lack of seriousness on the part of the students; poor academic achievement; poor school performance; problematic behaviour with teachers and parents; missing of classes; the possibility of dropping out; threats to life and national development; and an uncertain and bleak future for the students.V

This is a concern for school principals, as well as the Ministry of Education, because chronic absenteeism has led to a number of critical issues in Nigeria's educational system in recent years. According to Ukanyirioha (2003), truancy is defined as skipping school or lessons without the permission of one's parents or the administration of the educational institution. This refers to the practise of a student missing school or courses on a regular basis, either with or without permission, in order to evade duties such as assignments, tests, examinations, or other extracurricular activities. Keeping away from school during school hours without the permission of the parents or the school authorities with the view to avoid punishment, dogging specific functions, and neglecting certain lawful school duties are all examples of truancy, according to Odeomelam (2004), who also defined the term. According to research conducted by Ubogu (2004), variables such as sickness, age, financial difficulties, social class, geographical location, and institutional factors such as the attitude of instructors, poor administration, and the high expense of school are the causes of truancy. According to Siziya, Muula, and Rudatsikira (2007), there are times when the majority of kids go to school without eating since there is a lack of food at home due to the fact that they come from low-

income households. As a direct consequence of this, they are absent from courses because they require time to focus on their own well-being. Emore (2005) found that female students were much more likely than male students to arrive late to class.

### **REVIEW OF LITERATURE**

Smith (1996) suggests that the school system itself may be a significant component in the generation of truancy and that there may be identifiable elements inside the school that are closely related with the development of truancy behaviour amongst school-aged children. Okeefe (1994) discovered that there is a body of theoretical and empirical research that looks at school itself as a cause of truancy. This body of literature includes both qualitative and quantitative studies. According to Bosworth (1994), school employees typically ascribe truancy to individual, family, and community problems that are beyond their control. As a result, they become pessimistic and stop making an attempt to modify the circumstances. This was an especially terrible turn of events considering the findings of Bosworth's research, which indicated that school-related reasons are the primary cause of truancy.

Maynard (2006) discovered that students who often skip school said that going to class was not one of their top priorities when it came to allocating their time. According to Maynard, it is essential for students to feel as though they belong with the group of people they are studying with. Truants, on the other hand, have a tendency to view themselves as social outsiders and to feel rejected at school. The majority of the students who took part in the focus group talks that Maynard (2006) led reported that the majority of the time they felt confused and did not know who to ask for assistance. According to Maynard, truants believe that one of the primary reasons why they do not attend school is because of social considerations.

Bell (1994) concluded that the school was the leading source of absenteeism, despite the fact that students and family problems may be contributors to the problem. This led to the conclusion that various elements leading to truant behaviour are within the control of the school, including areas such as regulations, rules, curriculum, and the characteristics of instructors. According to Brown (1983), truants have the perception that teachers are authoritarian, unjust, and too preoccupied with adhering to minor regulations, and that administrators are severe and ineffective in their approach to dealing with truancy.

According to Epstein and Sheldon (2002), truancy is more prevalent in schools that have inconsistent enforcement of truancy policy, poor interaction between parents and school personnel, poor interaction between parents and school personnel, unsupportive educators, unchallenging class home work assignment, and low sensitivity to diversity of issues. In addition to these factors, truancy has been connected to variations in teaching and learning methods, the absenteeism of educators, poor learner-teacher relations, low educator expectations, and inconsistent disciplinary practises (Maynard, 2006). The factors affecting students' attendance at school in the Meru South district were investigated for the purpose of this study. The individual's perception of their own academic competence, introversion, feelings of social isolation, and fear are all psychological characteristics that might play a role in truancy.

In their research, Hyne and Rolling (2002) identified a kind of truancy that is characterised by neuroticism. The primary characteristics included a concern for the well-being of the mother when she was at home, aversion to learning, anxiousness, and frequent absences from school. According to Svendson (1941), there is a sort of emotional disturbance in youngsters that is related with extreme anxiety and results in significant absences from school. The inability to do well in school can cause worry and tension, which in turn might impact one's attitude toward education. According to Raju's research from 1973, poor academic achievement causes youngsters to get so disheartened that they drop out of school. Coming to school when not supposed to be the first red flag that someone has the intention of dropping out. Children more frequently engage in truancy behaviour in order to bring their parents' and instructors' attention to the fact that they intend to quit attending school. According to the findings of Eshiwani's (1984) study of differences in perception of persistent absentees and truants towards teachers and parents related cases in Kajiando, Kenya, the researcher came to the conclusion that children with lower intellectual ability may be more likely to be persistently absent than children with higher intellectual ability.

According to Glenn (2004), adolescents who do not attend school are at a disadvantage both socially and intellectually. These students miss important phases of interaction and development with their classmates, while also limiting the possibility of academic growth and success. This would, in the short term, aggravate the effects of poor self-esteem, social

isolation, and discontent, all of which may have contributed to the individual's decision to not attend in the first place.

According to Wheatly and Spillane (2001), the absence of a topic that has a hierarchical or developmental sequence might lead to a cumulative disadvantage. Students who are absent during the instruction of a fundamental idea or prerequisite are likely to have growing levels of difficulty as the course proceeds further on. This might result in more absences if the students in question choose to skip classes in which they believe they will be unable to perform adequately or in which their other students and teachers consider them to be struggling. According to Bucci (2002), kids who do not regularly attend school have a greater propensity to drop out of school at an earlier age. As a consequence, truancy is linked to unemployment, occupations with poor status, and less career stability. Those with lower skill levels and less possibilities for engagement in the labour market are statistically more likely to struggle with issues such as poverty, homelessness, poor health, substance misuse, and the dissolution of their families. In addition, Bucci (2002) discovered that individuals who drop out of school at a young age are at an increased risk of being excluded from reciprocal relationships within the community, having incomplete or damaged rites to adulthood, and having personal vulnerability, all of which can lead to substance abuse and criminal acts. Glenn (2204) notes that because of this, nonattendance might put an individual's independence and well-being at jeopardy over the medium and long term. Because of this, truancy has a significant negative impact not just on the economy but also on the social cohesiveness of communities. While in secondary school, truancy was connected with juvenile criminality. Manson and Edie (1998) showed that adolescents who continued to be truants had a mix of extra deviant behaviours' included substance misuse, detention, arrests, and leaving the family earlier than age 18 years. According to Patchin (2004), persistent school absence is a prelude to unfavourable outcomes in adolescence, such as academic failure, school dropout, and juvenile criminality. This study aimed to determine the consequences that truancy has on secondary schools located in the Meru South area.

## **RESEARCH METHODOLOGY**

This chapter explains the research approach that was used for the study that was presented in the previous chapter. It starts off with a description of the study region, the research design,

the sample approach, and the techniques that were used. In addition to that, the study's demographic, sampling frame, sample size, and data collection procedures are all discussed in this chapter. In addition to that, we go through the methods of data collecting, the processes of data processing, and the ethical aspects involved.

## DATA ANALYSIS

Three questionnaire tools were developed and administered to the three categories of the respondents. The response rate is summarized in Tab.

### Instrument return rate

Respondents	Questionnaires distributed	Questionnaires returned	Response rate
Teachers	18	18	100%
Learners	45	44	98%
Parents	45	32	71%
<b>Total</b>	<b>108</b>	<b>94</b>	<b>86%</b>

The response rate was 100% for the instructors, 98% for the students, and 71% for the parents. The teachers had the highest percentage of participation. According to Mulusa (1990), a sufficient questionnaire return rate is considered to be fifty percent, sixty percent is considered to be good, and seventy percent is considered to be very good. Because the response rate for each of the several groups of respondents was within the acceptable range stated by the expert, it was determined to be adequate for the purpose of data analysis.

## DEMOGRAPHY

The purpose of the study was to collect data from the respondents on their demographic information. The learners were obligated to disclose their ages and classes, while the instructors had to divulge their genders, ages, levels of education, professional qualifications,



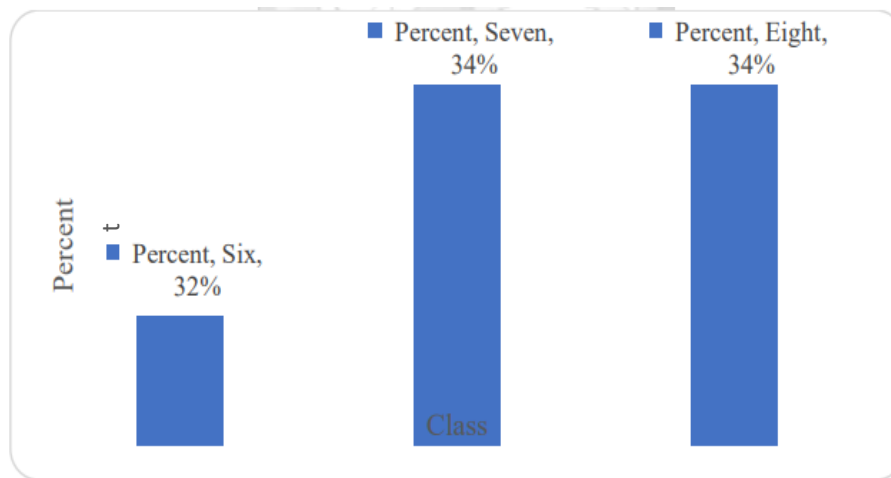
years of experience, and the classes they were responsible for teaching. On the other side, the parents were requested to give information about themselves, including their gender, age, marital status, family size, education level, and employment. This data was collected with the intention of determining the features of the students, instructors, and parents in relation to their truancy experiences at their individual schools.

### **Learners demography**

As was to be expected given the nature of the study, none of the participants from the learner population were female. Learners were requested to identify their class, and the results are presented in the following table: Figure 4.1.

#### **Distribution of Learners by class**

Data on the distribution of the learners by class was as summarized in Figure 4.1.



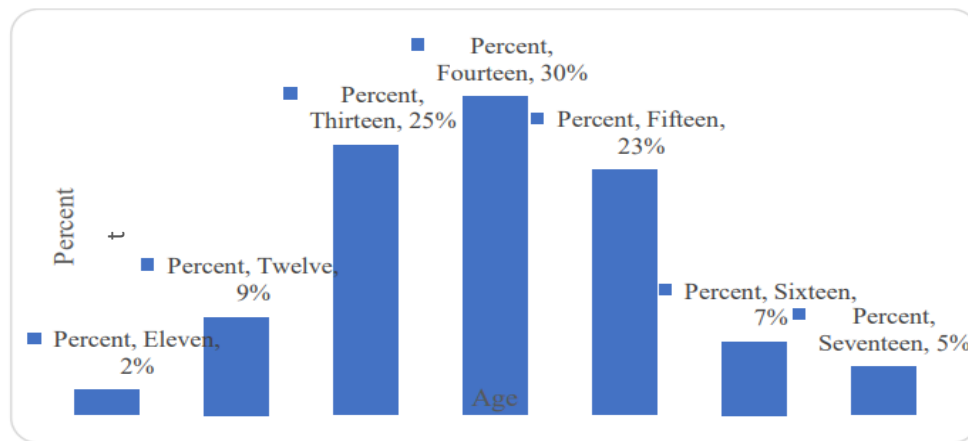
**Distribution of Learners by Class**

According to the data presented in Figure 4.1, 32 percent of the respondents were enrolled in class six, 34 percent in class seven, and 34 percent in class eight respectively. According to the data, there was a reaction that was almost same across all three classes. The study sought to avoid biases that may have been caused by overrepresentation of a specific class by recruiting participants from a proportionate sample of students. As a result, the study

demonstrates that the replies may be trusted in terms of their ability to describe the situation. The students were next prompted to provide their ages, expressed in years.

### Distribution of Learners by Age

Information on the age distribution of the learners was as summarized in Figure 4.2.



**Distribution of Learners by Age**

According to the data presented in Figure, the majority of the male students in classes six, seven, and eight were between the ages of 13 and 15 years old. This age range accounted for 25%, 30%, and 23% of the male students, respectively. According to the data, there was also a relatively small population of younger boys between the ages of 11 and 12 years old (2% and 12% respectively), as well as a similarly tiny number of males between the ages of 16 and 17 (7% and 5% respectively).

According to the data, it would appear that the age range of the males who were enrolled in class six, class seven, and class eight in the sub-county was somewhere between 11 and 17 years old. According to Mugisha (2006), the age at which students can transition from primary to secondary education is 14 years old at the Form 1 level. This indicates that the majority of the males attending primary schools are significantly older than the average age for their classes. The statistics also indicate that more than half of the students were in their teenage years, which suggests that puberty and maturity difficulties were a worry to the students. This was presumably the reason why truancy was such a widespread problem in the

sub-county. Learners should be at least 11 years old to enrol in class six, 12 years old to enrol in class seven, and 13 years old to enrol in class eight, according to the Ministry of Education (MOE) (Mugisha, 2006).

A cross-tabulation was carried out to compare classes six, seven, and eight in order to establish which classes were impacted by the wide age range of the boys. The findings are presented in the following: Table 4.2.

**Cross-tabulation between age and class**

Age		Class		
		Six	Seven	Eight
11 years	% within class	7.1%	0.0%	0.0%
12 years	% within class	14.3%	13.3%	0.0%
13 years	% within class	42.9%	26.7%	6.7%
14 years	% within class	21.4%	53.3%	13.3%
15 years	% within class	7.1%	0.0%	60.0%
16 years	% within class	0.0%	0.0%	20.0%
17 years	% within class	7.1%	6.7%	0.0%
Total		100.0%	100.0%	100.0%

According to the statistics presented in the table, all of the male students in class six were older than 10 years old. The majority of students in class six were between the ages of 12 and 14 years old, with the next largest number being between 13 and 14 years old (42.9%). In addition to this, it was discovered that 7.1% of the population was virtually an adult at the age

of 17.

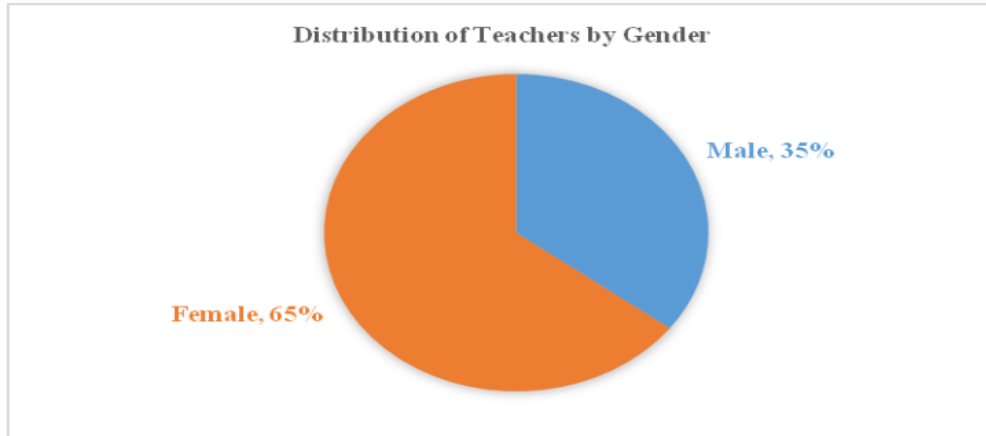
The cross-tabulation also reveals that none of the male students in class seven were less than the minimum age requirement of 12 years old, with just 13.3% of them being 12 years old and 26.7% being 13 years old. The average age of the males was 14, which accounted for 53.3% of the total. In addition to this, it was discovered that 7.1% of the population was virtually an adult at the age of 17. Table 4.2 also reveals that none of the guys in class eight were less than the minimum age requirement of 13, with just 6.7% of them being 13 years old and 13.3% of them being 14 years old. Age was a factor for the majority of the male students in the classroom, since sixty percent of them were just 15 years old while the other twenty percent were virtually adults at 17 years old.

### **Teachers demography**

The demographic information of the instructors was required in order to ascertain whether or not they were suitable for the positions they had and whether or not the data they contributed to the research could be trusted. Therefore, inquiries were made about their ages, genders, educational backgrounds, professional qualifications, years of experience in the workforce, and the classes to which they were allocated.

### **Distribution of Teachers by Gender**

The purpose of the study was to determine the gender makeup of the instructors. This information was gathered with the intention of determining the gender of the instructors who were responsible for teaching students in grades six, seven, and eight in the sub-county. In order to have a better idea of the distribution, we asked the teachers to identify their gender. The results of their replies are presented in Figure 2 3.



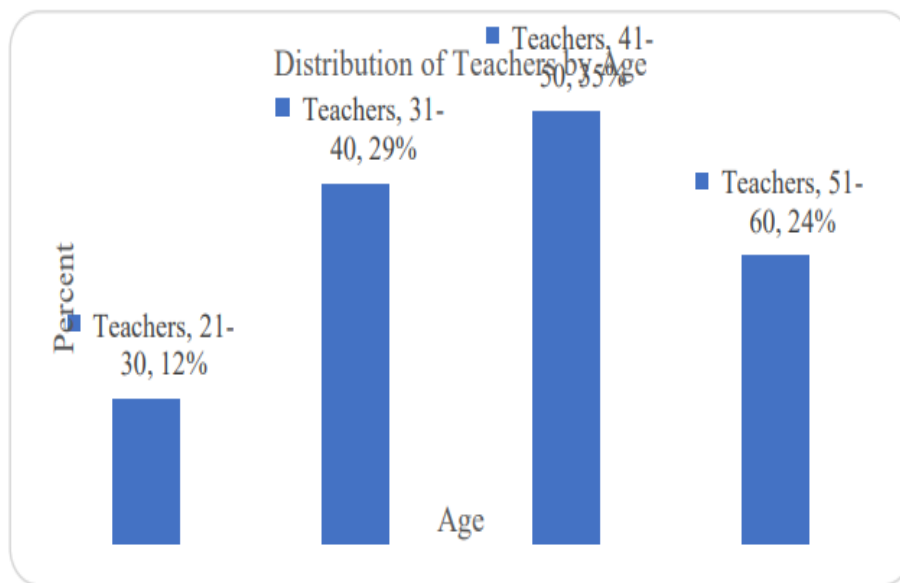
**Distribution of Teachers by Gender**

According to the information presented in Figure 4.3, the majority of class instructors for grades six, seven, and eight were females (65%), while male teachers made up 35% of the total. The discovery seems to show that suggested that teaching jobs in the senior classes at elementary schools in the Sub-County were dominated by females. This would be consistent with the result that suggested that. The distribution has implications for the male learners, namely in the sense that developing learners require the presence of role models. The male students appear to have a smaller pool of male professors from whom to choose or model themselves as their guides and role models. They do not have a sufficient pool of male educators to give the much-needed direction on maturity and development for the guys as they make the transition into adulthood. This is a problem since the boys need this guidance more than anybody else. This is a possible explanation for students not showing up to school in the three senior courses.

After that, it was essential of the teachers to identify what age group they belonged to..

#### **4.3.5 Distribution of teachers by Age Distribution of teachers by age**

The results on the age range of the teachers were as shown in Figure 4.4.



**Figure 4. 1 Distribution of teachers by Age**

According to the data presented in Figure, 12% of the educators were older than 30 years old, 29% of them were between the ages of 31 and 40 years, 35% of them were between the ages of 41 and 50 years, and the remaining 24% were older than 50 years old. According to the results on the teachers, there appears to have been an intricate succession plan in place within the subcounty. As part of this plan, a proportionate number of younger instructors were recruited to replace those teachers who were retiring. As a direct consequence of this, the ages of the many instructors ranged anywhere from 21 to 60 years. Therefore, the students had access to a large pool of instructors spanning a wide range of ages from whom they could select their counsellors and mentors according to their own preferences.

#### **DISTRIBUTION OF TEACHERS BY EDUCATIONAL QUALIFICATION**

The purpose of the study was to collect data on the educational qualifications of the instructors. This information was gathered for the goal of determining whether or not the educators were intellectually capable of mentoring the students in the classes in which they were employed. The results were as shown in 4.3.

**Distribution of teachers by Academic qualification**

<b>Professional qualification</b>	<b>Frequency</b>	<b>Percent</b>
B. Ed	10	55.6
A level	3	16.7
O Level	5	27.8
<b>Total</b>	<b>18</b>	<b>100.0</b>

According to the data presented in section 4.3, 55.6% of the teaching staff in the schools had completed at least one level of graduate education, while 16.7% had completed at least one degree of A-level education. The remaining 27.8 percent of the instructors had only had an education up to the O-level. The data suggested that all of the instructors had finished at least one level of secondary school, which meant that they were all in a position to urge their students to achieve the same degree of education as them. To be able to teach successfully in a primary school, one must have professional teacher training. This is a mandatory prerequisite. 4.3 demonstrates that all of the teachers have satisfied the fundamental requirement for beginning teacher training. Therefore, it was obligatory of the instructors to list their professional qualification in addition to their educational accomplishments.

**Distribution of Teachers stay at the current station**

<b>No of years</b>	<b>Frequency</b>	<b>Percent</b>
1-5 yrs.	6	33.3
6-10yrs	4	22.2
11-15yrs	7	38.9
16-20yrs	1	5.6

Total	18	100.0
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According to the data shown in Table 4.6, 33.3% of the teaching staff had been employed at their current schools for a period of less than five years. The remaining students have attended their respective institutions for varying amounts of time, ranging from six to twenty years. This conclusion provides more evidence that the instructors were, in fact, able to address the truancy problems that were occurring in their individual schools.

### **CONCLUSIONS**

The researcher came up with four different research objectives, and then from those objectives, they drew research questions for the study to address. In particular, the purpose of the study was to determine the institutional factors that influence truancy, examine the community factors that influence truancy, determine the socio-economic factors that influence truancy, and examine the student factors that influence truancy among boys attending public primary schools in Nyali Sub-county. Specifically, the study focused on boys. A review was conducted of the relevant literature pertaining to educational aspects that affect performance. There was presented both a theoretical and conceptual framework. The investigation focused on all 12

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