

Effects Of Truancy Behaviour on Academic Performance of Secondary Schools Students in Ndokwa East Local Government Area of Delta State

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DOI: 10.56201/ijee.v9.no6.2023.pg51.61

ABSTRACT

This study investigated effects of truancy behaviour on academic performance of secondary schools students in Ndokwa East L. G . A of Delta State. Two (2) research questions and two (2) null hypothesis was raised to guide the study. The study adopted correlational research design. The population of this study comprised all the SS1 and SS11 students of the 12 public secondary schools in Ndokwa East L.G.A of Delta State which are about 1,151 students in 2022/2023 session. The researchers used random sampling procedure to select six (6) schools from the 12 schools, and selected 77 students from the six (6) schools, that is SS1 is 40 while SS11 is 37 student. Instruments use for this study was truancy Behaviour scale (TBS) while students academics performance was collected from the school. Truancy behaviour variables has 87.87% content validity while its construct validity was ranged from .35 and .89. The reliability index for truancy baheviour scale is $\alpha = .96$ $P \leq 0.5$ level of significance. Regression Analysis was use to answer both research questions and hypotheses at .05 level of significance. The result showed that there is a relationship between Truancy behaviour and academics performance and also there is no significant relationship between Truancy behaviour and academic performance among secondary school students in delta state based on their gender . Based on the findings, recommendations were made that the school Authorities should give special recognition/award to well-behaved students as a mark of encouragement, teachers should make learning attractive for the students, also the school counselors, teachers and parents should try to counsel the students with truant behaviour to understand that they can perform well in academic activities if they take learning seriously.

Keywords: *Truancy Behaviour, Academics Performance, students, Gender*

Introduction

In recent time, education has been recognized globally as one of the universal ways of survival and improvement of the wellbeing of individuals and society. The advent of formal education is considered as the foundation for national development as well as the surest way of making of all

long life achievement. For these reasons, families and citizens especially the youth and children now pay more attention to education. However, the effort invested by the federal and State government of Nigeria on education over the years proven a fruitful and promising reward to national development posing a lively hope for the better in the immediate future. It is of no doubt that several factors have posed relentless restriction to the trend of the rapid development in education, for which truancy behavior with students in secondary schools has been one of the problem to education. This has raised several questions to the quality of education in Nigeria secondary schools. Staying in school is the first step to a good education and in order to achieve academic excellence, and also to learn morals, the students are mandated by the school rules and regulations to attend school daily (Monday to Friday) but due to some truant behaviour like lateness to school, Engage in fighting in and outside the school compound, absenteeism, being rude to teachers among others. It has been observed that quite a number of students in secondary schools are truant, they become truant in order to engage in activities which are either under the control of the home nor the school. The ways in which secondary school students exhibit their truancy are many. An example can be cited in Ugbolu secondary school and Ila secondary school of Oshimile North local government area of Delta state where students usually go to the bush to search for snails, killing rabbits, plucking fruits, going to hidden places to play, wondering about in the streets without any purpose, Some finds their ways to the rivers to swim while others engage in petty jobs to get money for buying snacks, minerals, ice cream etc. some even engage in secret love that always makes them to leave the school premises or to be late to school.

Truant can be seen as a person that stays away from school without good reasons, he or she is irregular at school attendance activities. Truancy is one of the offences which students in public secondary schools commit.

According to Carter (2019), truancy is a deliberate absence from school on the part of the student without the knowledge and consent of parents, for which no reasonable or acceptable excuse is given, Carter also mentioned that truancy applies to those students who are absent from school without an acceptable reason being provided. Adolescent students who engage in truancy is called a truant. Back home, some of the circumstances could be poor physical home conditions, a poor parent-child relationship characterized by hostility, lack of affection and either involvement in the child's welfare, over harsh and authoritarian method of discipline, a high degree of marital conflict and disorganization. It is therefore apparent to deduce that truancy is a deliberate absence from school or class for a given period when such a person is physically, legally, mentally and financially empowered to benefit from school programme (Imakpokpomwan ,2009)

Conceptualized truancy in respect to students who have been registered with a school but identified as not attending school when the law says they should, this includes absence from lessons, Collins (2010).

Having examined the definition of truancy by different scholars or researchers, the researcher sees truancy as “a deliberate absence from school and non-involvement of the students from school and academic responsibilities with-out permission or consent of parents or school authorities.

The causes of truancy have been identified as follows, indifference of parents and guardians, work at home and dislike for school work. Other include dislike for the teacher, which arises from poor teaching methods, harsh punishment, un-cordial interpersonal relationship, discrimination rewards, poor school environments and poverty Odunze, B.(2001)

A large-scale survey reported that 81% of teachers believe that parents and society are largely responsible for student's misbehavior in the classroom and in the school Jones (2001). Some educators even believe that school themselves contributes to students disruptive and deviant behaviour. In schools, there are a number of reported cases of deviant behaviour such as cultism, general harassment, bullying, truancy, robbery, vandalism, taking of drugs, assault, demonstration, aggressive and indiscipline in schools (Osakwe 2010). A survey conducted by the Loeber's group shows that parenting practices of severe discipline and voicing of negative attitudes towards secondary school students result in an increase of aggressive behaviour in the school setting

According to Zhang, katsiyannis, Barrett, and Wilson (2007), the causes for truancy can be positioned within four major categories. These categories include

- i. Family factors
- ii. School factors
- iii. Economic influences.
- iv. Student variables.

1. **Family factors** : Family factors can contribute to truancy behavior, this include, but are not limited to parents' education, parental supervision, and household income. In a recent study on eighth and tenth grade student absenteeism, Henry (2007) correlates family factors with truant behavior. Henry's study illustrates that the lower the father's education, the more likely the child is to commit truancy. The chance the child would commit truancy was even higher if the mother was a high school dropout. Additionally, Henry's work proves that the longer a child is unsupervised after school, the more likely that child is to become a truant; 29.9% of truants were unsupervised for five hours or more after school whereas only 11.3% of truants were never unsupervised after school. In a recent study on truant offenders in the juvenile justice system, Zhang, et al. (2007) linked truancy to household income. That is, students are more likely to exhibit truancy if they live in families that earn low income
2. **School factors** : school that may cause truant behavior include, but are not limited to school climate, class size, attitudes, ability to meet each student's diverse needs, and the school's discipline policy regarding truancy. According to Wilkins (2008), students that attend large schools may feel isolated or alienated in their school setting, so to escape these feelings they choose not to attend. These students do not feel comfortable, wanted, valued and accepted.
3. **Economic influences** that may cause truant behavior include, but are not limited to living situation and student employment. Henry (2007) discerned in his study that 33.5% of high school truants did not live with their mother or father, 27.6% lived with their father only, 19.8% lived with their mother only, and 14.4% lived with both parents. Therefore, the likelihood that a student would commit truancy increases when the student lives with only one parent, and increases anywhere between 5.9% to 13.7% if the child lives with neither his mother nor father. Moreover, Henry explains that students, who work more than 20

hours per week, greatly increase their chances of committing truancy. Of the truants he examined, 23.9% worked 20 hours or more per week, whereas only 13.4% worked five or less hours per week.

4. Student variables that may cause truant behavior include, but are not limited to physical and mental health problems, substance abuse, drug use, perception of self, and detachment from school.

Possible Effects of Truancy

According to Henry (2007), He indicates that truancy's consequences are extensive, resulting in negative implications for multiple levels of society. In the short-term, truancy can predict maladjustment, poor academic performance, school dropout, substance abuse, delinquency, and teen-age pregnancy.

Causes, Effects, and Solutions of Truancy

Incarceration. Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes. Student dropout from school is the most obvious result of chronic absenteeism. According to Rodriguez and Conchas (2009), truancy and dropout rates are concentrated and worsening in racially segregated central cities in primarily large high schools attended by mostly low-income youth of color. Dropout rates in these areas are at twice the national average, nearly 20%, and exceed 50-60% in some areas of the United States. In these areas, more students are dropping out than graduating. What does this say about our society? What is in store for these students? How do these individuals survive in a country where aver income is directly correlated with level of education? . The most consistent finding regarding truancy and dropout rates is the correlation the behavior has to high rates of delinquency (Mueller and Giacomazzi, 2006). These forms of delinquency include substance abuse, gang activity, and later involvement in adult criminal activity such as burglary, auto theft, and vandalism, thus leading to incarceration. For example, 94% of Rhode Island's juvenile offenders are or have been considered truant from school (Byer and Khun, 2007).

Combating Truant Behavior

There are a considerable number of strategies and interventions that have been employed to combat truancy. Zhang (2007) recommends instructional, behavioral, and community based interventions, and has advocated for a program titled Check and Connect, while Henry (2007) supports the family and instructional intervention approaches.

Truant behavior has affected so many students academics performance. When a students is not regular at school, he / she may not do well academically , because he /she has missed lessons that was thought and explained.

The term "academic performance" has been described as the scholastic standing of students at a given moment. It refers to how an individual is able to demonstrate his or her intelligent abilities. This scholastic standing could be explained as the grades obtained in a course Adeyemi (2005). Academic performance refers to how students deal with their studies and how they cope

with or accomplish different tasks given to them by their teachers. Academic performance is the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. Aremu, (2000). In educational institution, success is measured by academic performance, or how well a student meets standards set out by local government and institution itself. As career competition grows even Fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education department is alike Bell (2000)

According to Dimbisso (2009) on his part defined academic performance to mean the manner in which students deal with their studies and cope with or accomplish different assignments given to them by their teachers within a period of time.

Geopah (2013) in his work discovered that truants, due to their absence from school usually repeat classes ,Though, few of them (truants)manage to struggle through school, majority of them usually drop out of school if some form of interventions are not taken. Their level of performance is generally low because of their lack of interest in learning. Most truants tend to view schooling as a form of punishment, scam, waste of time, while others attend classes just to please their parents and guardians. Students who skip schooling will most likely be unable to meet up with the curriculum set for them by the school. Thus, the overall scoring and performance of these students tend to be low. Studies has also showed that the gender of students plays a role in their academics performance.

Gender refers to socially constructed differences between male and female. Scholars have observed and seem to agree upon socially constructed differences between male and female and its significant effects in their lives and studies.

Statement of the problem

School has been established as an agent of the society to moul the habits, interest, attitudes and feelings of student and transmit the societal norms, culture, values and traditions from one generation to another. One thing that is clear in this issue is that there is a growing tendency for students to be involved in social vices, such as truancy, stealing, smoking, rioting among others. This is because most home no longer play their traditional function to rear and bring up their child in an upright manner. This occurs because many parents are so preoccupied with duties (working and travelling) outside the home that they have little or no time to keep watch over the actions and behaviour of their children. In recent times, truancy has becomes a regular habit among students. There are so many causes of students poor academic performance in schools, some students put up non-chalant attitude to academic work and no longer regard teachers as people representing the authority. They prefer to roam the streets, selling things, doing some manual jobs, playing outside school rather than face their work in school.

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

Purpose of the study

The main purpose of this study is to examine truancy behaviours as related to academic performance of secondary school students in Ndokwa East Local Government Area of Delta State. The research will further look into the following specific purposes.

1. To determine academic performance of truant students in Ndokwa East Local Government Area of Delta State.
2. To determine academic performance of truant students in Ndokwa East Local Government Area of Delta State based on gender.

Research Questions

The following research questions have been generated to guide the study.

1. What is the relationship between truant behaviour and academic performance of secondary school students in Ndokwa East Local Government area in Delta State.
2. What is the relationship between truancy behaviour and academic performance among secondary school students in Ndokwa East local government area in delta based on gender

Research Hypothesis

1. There is no significant relationship between truant behaviour and academic performance of secondary school students in Ndokwa east local government area in delta state.
2. There is no significant relationship between truancy behaviour and academic performance of secondary school students in Ndokwa east local government area in delta state based on gender

Methodology

The study adopted a correlational research designs. This design is use for the study because it involves collection of data on the areas of interest.

The population of the study is made up of SS1 and SS11 students of the 12 public secondary school in Ndokwa East Local Government Area of Delta State which is about 1151 students in 2022/2023 session as released by the Delta State Ministry of basic and Secondary Education Academic record unit 2022 Asaba.

Students were selected using random Sampling technique. The researcher made a random sampling procedure from the population that was used and this gives a total number of 77 students of which 40 SS1 and 37 SS11 students across the population so as to give the researcher an opportunity of covering a wide Varsity of the research population.

The instrument used in this study is Questionnaire, titled Truant behaviour scale (TBS). The questionnaire is made up of one parts. Part A was concerned with information on demographic variables such as Name of school, Name of student, Gender and Class. Truancy behaviour has 15 items. Respondents are requested to rank them according to the extent to which they agree by ticking (√) where applicable.

Responses to the questionnaire items was structured in a four (4) point scale where respondents will be required to tick (✓) as appropriate the statement for which he/she Strongly Agree (SA)=4, Agree(A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1.

The questionnaire was drawn and shown to some experts in Guidance and Counselling and measurement evaluation Department who made some corrections and considered the items appropriate for the study. After making modifications and ascertaining the suitability of the items to the respondents, their suggestions and corrections were reflected in the final version of the work to enhance face, content and construct validity of the instrument. The various items of the instruments were found to be in line with the objectives of the study. This expert judgment accounted for the face validity of the instrument.

The content and construct validity of the instrument (TBS) were estimated using the multivariate factor analysis. The Principal Component Analysis (PCA) was used for processing the data. The content validity of the scales was shown by the total Cumulative variance of all items. Truant behaviour scale has 67.87% content validity while its construct validity was estimated with a rotated factor loading matrix which ranged between .35 and .87.

To establish the reliability of this instrument, the Cronbach alpha method were used to estimate the internal consistency reliability of Truant behaviour scale (TBS), these scale were pilot tested on a sample of 30 respondents.

According to Cronbach alpha principle every item in instrument were analyzed for quality and selection. Items which were considered inadequate were removed based on their weak position on coefficient compared to other items in the pool. Truancy behaviour scale has 15 items. The items are tested at ≤ 0.05 level of significance. Truant behaviour scale alpha = .96 ≤ 0.5 level of significance.

A total of 77 copies of the questionnaire were administered personally by the researchers. Completed questionnaire were collected on the spot, and their academic performance scores was also collected from the head of the schools.

Method of Data Analysis

The data collected were analyzed using Regression Analysis Statistics to provide inter correlation matrix among the variable.

Results

Research Question one: what is the relationship between Truant behaviour and academic performance of secondary school students in Ndokwa East Local Government area in Delta State?

Hypothesis one: there is no significant relationship between truant behaviour and academic performance of secondary school students in Ndokwa East local Government area in Delta State.

Table 4.1, Regression Analysis of truancy behaviour and students' academic performance of secondary school students in Ndokwa east local government area in Delta state

Source	Ss	Ms	df	f	r	r ²	r ² adj	Sig
Regression	76.495	76.495	1	.037	.082	.007	-.007	.001
Residual	11272.1	150.295	75					
TOTAL	11348.6		76					

N =76, DF = [1, 75], P ≤ .05 Level of significance.

As shown in table 4.1, the computed sample correlation using Pearson Product Moment correlation produced an $r = .082$, This provides an answer to the research question 2, It revealed that there is no linear relationship between truant behaviour and academic performance of secondary school students in Delta state.

In order to test hypothesis 1, the computed r value =.082, as shown in table 4.1, the calculated $f = .037$, $df [1,76]$, $P \geq .05$ Level of significance, Therefore null hypothesis 1, which stated that there is no significant relationship between truant behaviour and academic performance among secondary school student in Ndokwa east local government area of Delta state was rejected. The finding shows that there is a significant relationship between truant behaviour and academic performance among secondary school students in Ndokwa East Local government area in Delta State.

Research Question two: what is the relationship between gender and academic performance among secondary school students in Ndokwa east local government area in delta state?

Hypothesis two: there is no significant relationship between gender and academic Performance of secondary school students in Ndokwa east local government area in Delta state.

In order to answer research question two and hypothesis two, descriptive statistics analysis, mean, regression, simple correlation was computed. The result of the data analysis is presented in table 4.2

Table 4.2, Regression Analysis of gender and academic performance of secondary school students in Ndokwa east local government area in Delta state.

Gender	N	Mean	S.D
Male	49	43.21	12.89
Female	28	42.80	11.18
Total	77		

Source	SS	df	Ms	f	r	r ²	r ² adj	Sig
Regression	3.028	1	3.028	.020	.016	.000	.013	.888
Residual	11345.59	75	151.275					
TOTAL	11348.62	76						

N =76 , DF =[1,75] , P ≤ .05 Level of significance.

As shown in table 4.2, the computed sample correlation using Pearson moment correlation produced an $r = .020$, this provides an answer to the research question 2, it revealed that there is no linear relationship between gender and academic performance among secondary school students in Delta state.

In order to test hypothesis 2, the computed r value $= .016$, as shown in table 4.2, the calculated $f = .020$, $df [1, 76]$, $P \leq .05$ Level of significance, therefore null hypothesis 2 which stated that there is no significant relationship between gender and academic performance among secondary school students academic in Ndokwa east local government area in Delta state was accepted. The finding shows that there is no significant relationship between gender and academic performance among students in Ndokwa east local government area in Delta state.

Discussion of findings

The result of hypothesis one : There is no significant relationship between truancy behaviour and academic performance among secondary school students in Ndokwa East Local Government Area in Delta State. This present finding is not in support of the findings of Agba Solomon, his project work was carried out in order to examine the effects of truancy on the academic performance of students in Orhionmwon Local Government Area of Edo State. In particular, it intended to find out causes of truancy and its effect on students' academic performance to be able to make an efficient solution to the problem of truancy. For an efficient investigation of these problems, the researcher carefully drew up some question A-questionnaire containing 20 questions from the research questions to ask students' opinion. The data collected from the responses analyzed, this finding shows that significant relationship does not exist between truant behaviour and academic performance among secondary school students

The present finding is in support with the findings of Kamla-Raj 2015 , The study was conducted to determine the effects of truant behavior on academic achievement of secondary school students in Ukum. The study used a survey design wherein a questionnaire was used to collect data .Selection of samples involved the use of simple probability random sampling as chi-square was used to test the hypotheses. The study found that truant behavior has negative effects on a student's academic achievement due to its tendency to cause failures in terminal examinations and increase rate of dropouts.

The result of hypothesis two, there is no significant relationship between truant behaviour and academic performance among secondary school students in Ndokwa east local government area in Delta state based on gender. The findings of the current result is in line with the findings of Osakwe 2017. This study aimed to examine truancy and academic performance of students based on their gender. The data were collected from 240 students in their promotion examination. The data on the characteristics of students, their parents, students' behavior, perceptions, family socio economics status, school environment were collected from the students,. The data on student's results and divisions scored by students as measures of academic performance of the students were obtained from school head. The study found significant gender differences in the academic performance of students. The male students that exhibits truancy behavior performance poorly than the female students.

Recommendation

1. The school Authorities should give special recognition/award to well-behaved students as a mark of encouragement , and spur truants to desist from such act
2. The school counselors, teachers and parents should try to counsel the students with truant behaviour to understand that they can perform well in academic activities if they take learning seriously.

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