

## EXAMINING THE IMPACT OF TRUANCY ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN KANO STATE, NIGERIA

<sup>1</sup>ISAH, KURSUM ABDULLAHI & <sup>2</sup>TIJANI, MUSARI ABDULMUSAWIR

<sup>1</sup>Department of Psychology and Counselling,  
Faculty of Education, Federal University Dutsinma, Katsina State.  
kursumisah@gmail.com

<sup>2</sup>Department of Computer Science, Federal Polytechnic Idah, Kogi State  
musaritijani@gmail.com

### Abstract

This paper was carried out to examine the impact of truancy on academic performance of senior secondary school students in Kano State, it also examine the difference that exist between male and female academic performance of truant students. The research type used was descriptive statistics .Stratified sampling technique was used to select 316 sample size from four secondary schools within Gwale, Taruni, Fagge, and Nassarawa local government area of Kano state. Two research instruments were used for this study namely, Academic Records of Student and Attendance Registers, two hypotheses were formulated and tested using chi-square and t-test analysis. However, this study revealed that; truancy has negative effect on academic performance and this could lead to school dropout and other negative outcome could be aligned. Therefore it is recommended that, there should be enlightenment by school administrators to call upon parents to always monitor their children, thus parents and children should be exposed to the negative outcome of truant behaviour. school authority and teachers should adhere to everyday use of registrar.

**Keywords:** Truancy, Truant, Academic Performance

### Introduction

There has been an outcry by the school authorities on the increase rate of truancy in school. Teachers, parents, and community are worried about this specific behavioural problem. it is highly imperative to look at this problem and how it can be lessen. Truancy in this study is seen as absents from school without any reasons. Truant behaviour has a negative consequence to the education sector, student and the community. Education is one of the inseparable aspects in human life. Education takes place in all types, forms and levels of the environment which then encourages the growth of all the potential that exists in individuals (Bunga & Mifbakhuddin, 2011) by this Education may fail to achieve its purpose with the manifestation of this behaviour problem because there will be higher level of dropouts which in turn affect the society.

Over the years truancy has been a pain in the neck and though still exists today. Peck (2003) opined that the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes that some teachers have become helpless and disorganized in their task of impacting knowledge to the learners. A truant student are faced with the challenges of course failure ,lower academic performance and dropout as cited by Dupper (1993) the most serious implication of truancy is its correlation with dropout while Reid (2003)

opines that truancy has been the greatest predictor of juvenile and adult crimes and of psychiatric problems. Class teachers are not left out, a class teacher can be a determining factor that can either lead to increase or decrease in truancy, the increase rate of negligence of teachers lead to high increase in truant behaviour in school, class teachers are less concerned with the attendance and presence of their student as seen by Maynard (2006) observes that the implications of non-school attendance become more worrying when concern is drawn to instances of truancy leading to delinquency, Social disorder and education failure. The effect of truant behaviour affect not only the school but the students and parents generally.

Schools are also responsible for truancy as Adewole (1988) added that breakdown of communication, student over population, shortage of teachers, incessant strike and work-to-rule, undue application of corporal punishment as well as peer influence at school are strongly associated with truancy. Truancy affect the academic performance of a child, as cited by Oghuvu (2006) that Truancy could result into poor academic achievement, losing friends and partners, and disruption in class. Similarly, Oyebanji (1997) agreed that any child who stays away from school will miss so many lessons that he will as a result fall behind other children in the class. She also stressed that the impact on each individual concerned and their academic performance should be viewed as a very serious matter of concerned to parents. Owen (2001) says that truancy and absenteeism may lead a child into drug addiction, and in most cases student that absent from school, his or her Intelligent Quotient (IQ) would be going retarded and such students would score below average in his class work because he missed all the normal school lessons and all the academic school training which he is supposed to have acquired.

Causes of truant behaviour of students are numerous as Epstein and Sheldon (2002) expressed that about one third (1/3) to a half (1/2) of the cases of truancy came from the low income class and single parenting. Ubogu (2004) identified causes of truancy includes illness, financial hardship, age, social class, geographical area, and institutional influence schools related factors such as teachers attitude, poor administration, high cost of education, Distance to school, school discipline, family background and school location are among causes of truancy among school students (2004) Siziya, Muula and Rudatsikira (2007) affirms that sometime most of the students go to school without taking food due to scarcity of food at home as they belong to poor families and as a result they miss the most important aspect of class.

Ma'aruf (2015), identified four major home factors as being responsible for truancy namely;

- (a) Poor relationship between children and parents;
- (b) Poor physical conditions at home;
- (c) Use of corporal punishment in the house;
- (d) Lack of parental interest in the child's welfare.

Maynard (2012) identified several possible causes of truancy among secondary school students which include student factors, family factors, school factors, and community factors. Maynard (2006) established that different teaching and learning styles, teachers' absenteeism, low teacher expectations, poor discipline and poor communication between teachers and students have an important relationship with truancy.

So many research has been done on the causes, effect and measures to curb truant behaviour but little research has been done on examining the impact of truant behaviour on academic performance of students in Kano state, for this reason this research is done to fill the gap.

### **Statement of the Problem**

The researchers observed that problem truancy in educational setting is one of the predicament in which is resulted to maladjustment, poor academic performance, school dropout, substance abuse, delinquency,

and teen-age pregnancy. Possible Effects of Truancy as highlighted by Boga (2010) indicates that truancy's consequences are extensive, resulting in negative implications for multiple levels of society. In the long-term, evidence reveals truancy as a predictor of poor adult outcomes, including violence, marital instability, job instability, adult criminality, and incarceration. Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes. Student dropout from school is the most obvious result of chronic absenteeism.

The school has been established as the agent of the society to mould the behaviors, interest, attitudes and feelings of students and transmit the societal norms, culture, values and traditions from one generation to another. Despite this, some students still do not attend school classes. Many of our youths now run away from schools while in many of the cases, the parents believe they are attending school classes. While they are away from school, they exercise freedom in engaging in a lot of unwanted behaviour like fighting and drug abuse. This situation in our schools is highly worrisome. Truancy is a problem because the absent students cannot benefit from the various programmes that the school offers. Effects of truancy have been reported to include lower academic achievements, delinquent and criminal activities. It has been established that truancy is become part of teaching learning.

### Objectives of the Study

1. To examine the impact of truant behaviour of students and their academic performance in Kano state.
2. To examine the difference that exist between male and female student truant behaviour and their academic performance in Kano state.

### Research Hypotheses

The following hypotheses were formulated

**HO1:** There is no significant relationship between truant behaviour of students and their academic performance in Kano state.

**HO2:** There is no significant difference between male and female students truant behaviour and their academic performance in Kano state.

### Methodology

The study was a descriptive survey design. The population for this study consists of four selected schools across local governments in Kano state, Nigeria namely Gwale LG, Taruni LG, Fagge LG and Nassarawa LG. sample of 316 was drawn from four local government out of 44 local government of kano state. One secondary school was selected from each local government using Stratified sampling technique. Seventy four (74) students from each of the local government. The two instruments used to collect data for this study were academic records of students' performance, attendance registers for 2022//2023 session. The cumulative academic performance for 2022/2023 session was 100, cumulative attendance was 100. For the purpose of validation, the face and content validity was carried out by two experts in Test and Measurement from the Department of Educational Psychology and Counselling, Faculty of Education, Federal University Dutsin-Ma, Katsina State. Data were analyzed using chi-square and t-test for independents sample.

### Results

**Hypothesis 1:** There is no significant relationship between truant behaviour of students and their academic performance ,The hypothesis was tested using chi-square analysis. The results are presented in Table 1.

Table 1 relationship between truant behaviour of students and their academic performance

**Null hypothesis 1:** There is no significant relationship between truant behaviour of students and their academic performance

Categories of attendance	Academic performance				$\chi^2$	df	P
	Poor (0-49)	Fairly Good (50-64)	Good (65-above)	Total			
Exhibit truancy (0-49)	5	2	1	8	24.4	4	>0.05
Fairly exhibit truancy (50-54)	8	19	10	37			
Regular in school (55- above)	25	138	108	271			
<b>Total</b>	<b>38</b>	<b>159</b>	<b>119</b>	<b>316</b>			

A Chi-square value of 24.40 at 0.05 p value was calculated. This calculated value appears to be greater than tabulated value of Chi-square at 4 degrees of freedom. In Chi-square whenever calculated value is greater than the tabulated value, we reject the null hypothesis. This implies that there exist a significant relationship between truancy and academic performance students.

**Hypothesis 2:** There is no significant difference that exist between male and female students truant behaviour and their academic performance. The hypothesis was tested using t-test.

**Table 2: Difference between Male and Female Truant behaviour and their Academic Performance.**

Academic Performance	N	$\bar{x}$	SD	t-value	Df	P
Male	172	669.70	186.42	-4.10	314	>0.05
Female	144	769.94	247.23			

t-test was used in this analysis and t-value of -4.10 at >0.05 P was calculated. This t-test value of -4.10 appears to be less than the critical value at 314 degrees of freedom. In t-test when the t-value is less than the critical value, the null hypothesis is accepted. Therefore, there is no significant difference that exist male and female truant behaviour and their academic performance.

**Discussion**

The study revealed that there was a significant relationship between truant behaviour of students and academic performance. The findings agree with Nwadiani (2009) which states that Truancy could result into poor academic achievement, losing friends and parties and disruption in class. The study corroborated with Fareo (2013) Abdullahi (nd) Oghuvbu (2010). The study also found out that there was no any significant difference between the academic performance of male and female truants, this finding is similar to the work of Fareo (2013) (Igbo & Ihejiene, 2014; Odu, Alokun, Ibimiluyi, Ireto, & Olotu, 2015; Whitney, 1998) reported no significant difference between males and females who indulge in truancy.

Odu et al (2005) reported that gender does not significantly influence truancy, both male and female students engage in truancy because both sexes are exposed to same psychological, physical, and social environment, which leads to truancy, contrary Reid (2000) asserts that females play truants more than males, especially females from poor homes who are made to sit at home to take care of their younger ones, do house chores, get married or hawk for the survival of the family.

### Conclusion

The study concluded that Truancy impede a child from learning what he suppose to learn and the effect of truant behaviour can affect not only the child, parents, teachers and the society are affected in one way or the other. Academic performance which serve as a subject in school will fail its purpose, it is likely that if a child is very poor in his academic performance then there is tendency that he will never fulfil its educational attainment which is a long term goal for all learners.

### Recommendation

The following recommendation based on the findings has been made:

1. School authorities should organize a programmes for parents to be enlightened on how to monitor their children,
2. Parents and children should be expose to the negative outcome of truant behaviour. School authority and teachers should adhere to everyday use of strict attendance.
3. Parents should put more effort to ensure that their children are adequately provided for and morally trained.
4. There should be enlightenment campaigns by government agencies, and non-government organizations for parents and children on the dangers inherent in truancy.

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