

INFLUENCE OF TRUANCY ON ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN DELTA STATE

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ABSTRACT

The purpose of this study was to find out the influence of truancy on the academic performance among pupils in primary schools in Delta state, Nigeria. To effectively carryout the study four (4) research questions were raised. The study was descriptive and a self-developed structured questionnaire based on four point rating scale was used to seek the responses of the respondents. The target population for the study consisted of public primary schools in Delta state. The schools selected for the study were sampled using random sampling techniques. Thirty (30) primary schools out of the public and private primary schools in the three (3) sectorial district of Delta state were sampled to give a fair representation of the schools Delta State. A 34-item research made questionnaire was used for data collection. The sample size for the study was 2545 respondents. The questionnaire was used to collect data from the respondents and the data were analysed researcher using mean and standard deviation. The data obtained was analyzed with the Z-test statistics. The results indicated that there is no significant difference between male and female pupils and influence of school related and family in academic performance of primary school pupils but there is significant difference in truancy and academic performance of primary school pupils in Delta State. The study concluded that there are factors responsible for pupil's truancy in primary school and truancy has negative effect on academic performance. The study recommends that there should be enlightenment campaigns by government agencies, and non-government organizations for parents and children on the dangers inherent in truancy and Teachers should invite parents of the truants for conference with a view to reducing the incidence of truancy in school.

Keywords: Truancy, Performance, Academic, Schools, Pupils

Introduction

Education is a combination of deliberate and purposeful actions and behaviours that have a formative and interventional influence on an individual's conduct and character. In its technical sense, education is the mechanism by which a society deliberately transmits its accumulated stock of knowledge; skills and deliberate efforts typically concentrate in part on the creation of character, change of conduct and the orientation of value, especially among the nation's youth. The school was established as society's agent to shape children's behaviours, desires, attitudes and feelings and transfer social norms, culture, values and traditions from one generation to another. The school as an institution is a place for students to learn morals and inculcate discipline and was built on the assumption that students attend classes regularly and teachers provide them with knowledge and thereby bring about substantial changes in behaviour. Regular school attendance is very important for the academic achievement of students, language learning and social development, and by gaining work-related skills such as patience and problem-solving, students who are consistently in school can also excel in their future professional lives (Kearney and Grazyk, 2014).

According to Burrus and Roberts (2012), school engagement is seen as a preventive mechanism for the bad performance of pupils in school and the degree to which pupils, parents and teachers actively participate in the educational process predicts how likely pupils are to graduate. Nwankwo (2011) emphasized that some teachers perceive pupils as if they are

similar in their psychological, emotional and social needs. In the same vein, Makinde (2004) claimed that their intellectual, emotional and social capacity would grow well if kids are raised in a loving atmosphere. In recent years, however, there are unintended, noticeable and not so visible distortions and aberrations in young people's character and actions that are expressed in the student's classroom behavior pattern. Such actions may constitute obstacles to successful classroom learning, school growth and development if unchecked. Attendance is a significant factor in pupil achievement in school and better attendance is linked to higher academic performance for pupils. The truth remains that pupils who always go to school and stay in school are likely to do well in their studies while pupils who fail to attend school on a regular basis may perform poorly (Ready 2010; Epstein and Sheldon 2002). One of the factors that may be attributed to poor attendance in school is truancy.

Truancy refers to a condition in which a student skips certain school lessons or leaves home but remains totally away from school or engages in any other activities that catch up with his imaginations. Salford City Council Report (2008) defines truancy as the act when a child, who is believed to have been at school, fails to attend school classes without the permission or awareness of the parents or the school authority concerned. According to Animashaun (2009), truancy is a globally prevalent disciplinary issue and has gained new discovered attention over the last decades as the absence of school attendance and its association with student delinquency has become more clearly established. Ubogu (2004) highlighted the reasons for truancy as lack of good health, poverty, age, social status, environment, and

institutional factor like teachers' behavior, lack of administrative skills and increase in school levy. Truancy is also a factor that contributes to idleness, joblessness, unemployment and underemployment of most adults today, just because they engage in the act of truancy during their school days. Carol (2006) discovered that the effect of truancy is germane to academic performance of the students, he stated that decision not to come to school regularly is dominant where the parent have more than enough children in the family and the father's state of finances is very low. Maaruf (2005) submitted that some of the truancy that occurred due to home factor is without the knowledge of the parents. A study gathered through national reports identified that fifty-nine percent to sixty-five percent of students that drop out of school had in one way or the other skipped at least a year before finally dropping out (Bridgeland *et al.*, 2006). Truancy is a concern since absent students are unable to profit from the different services provided by the school. The consequences of truancy have been recorded to include lower academic achievements, illegal activity and delinquent activities. Truancy has been found to be a cog in the teaching wheel of learning. Truancy results in loss of intellectual development and poor academic performances of the students which in one way or the other reduce the quality of education of the child. Therefore, this study investigate the implication of evaluation in truancy and academic performance among pupils from primary schools in Delta State, Nigeria.

Purpose of the Study

The main objectives of this study is to investigate the influence of truancy on academic performance of primary school

pupils in Delta State, Nigeria. Specifically, the study is to determine:

- i. whether the acts of truancy exist among pupils in primary schools
- ii. the causes of truancy in primary schools
- iii. the effects of truancy on the academic performance of pupils
- iv. the roles the teacher, parents, school authorities and government play towards the minimising of truancy in primary schools.

Research Questions

The following research questions guided the study;

- i. what acts constitute truancy among pupils in primary schools in Delta state
- ii. what factors are responsible for the act of truancy in primary schools in Delta state
- iii. what are the effects of truancy on the academic performance of pupils in Delta state
- iv. what roles have the teachers, parents and other bodies play in minimising truancy and proper solutions in schools

Hypotheses

In order to give statistical significance to the research questions, the following hypothesis were formulated and tested at 0.05 level of significance.

- i. There is no significant difference between male and female primary school pupils in their level of indulgence in truancy.
- ii. There is no significant

- relationship between truancy and academic performance of primary school pupils in Delta State, Nigeria.
- iii. School-related and family-related factors do not significantly influence the relationship between truancy and academic performance of primary schools pupils in Delta State, Nigeria.

Methodology

This study was carried out in delta state, Nigeria. Delta State is Nigeria's oil and agricultural producing state, located in the South-South geo-political area of the Niger Delta region with a population of 4,098,291 (males: 2,674,306; females: 2,024,085) (NPC, 2006). With an approximate area of 762 square kilometers (294 sq mi), the capital city is Asaba, situated at the northern end of the state (Umeri *et. al.*, 2016). The state is divided to three (3) senatorial district namely, delta central, delta south and delta north senatorial district respectively. Agriculture is the main stay of the state's economy; yams, cassava (manioc), oil palm produce, rice, and corn (maize) are grown for local consumption. Delta state is a major exporter of petroleum, rubber, timber, and palm oil and palm kernels via the Niger delta ports of Burutu, Forcados, Koko, Sapele, and Warri. There are government owned and private owned primary schools in the state. This study used a descriptive survey research design to seek the opinion of the respondents on the influence of truancy on academic performance of pupils in primary schools in delta state. The sampling method adopted in this study was the stratified random sampling method. Considering the fact that a good number of Delta State school

age children are now enrolled in private schools, the population of the study was all the pupils in government approved public and private primary schools in Delta State. Due to the large number of schools involved, ten percent of the target population was selected through simple random sampling which gave a total of thirty schools. These thirty schools were selected from the three (3) Senatorial Districts of Delta State through stratified random sampling to ensure equal representativeness of the sample due to the differing number of schools in the three senatorial districts, and also to include the distinct sub-groups of the variables of this study. These variables are ownership of school (public and private), location (urban and rural), school size (small and large), and gender (boys and girls). Considering the large number of pupils in the schools, further selection was carried out using the multi-stage random sampling technique, moving from Local Government Areas to Local Education Councils and Wards, to admit pupils in ten (10) primary schools. The ten schools comprised six (6) public and four (4) private schools; five (5) urban and five (5) rural schools; and six (6) large and four (4) small schools. These formed a total sample size of 2,545 pupils, comprising 1,014 boys and 1,531 girls. With respect to this study, the researcher made use of primary sources. Data was collected through a well-structured questionnaire. The well-structured were titled "Influence of Truancy on Academic Performance of Pupils in Primary Schools in Delta State Nigeria" and subjected to content validity. This questionnaire was partitioned into three sections that were structured in four-points rating scale of Strongly Agree (SA-4), Agree (A-3), Disagree (D-2) and Strongly Disagree (SD-1). The reliability of the instrument was

established using Pearson Product Moment Correlation Coefficient reliability coefficient to measure the internal consistency of the instrument which yielded reliability coefficient of 0.96. Copies of the questionnaire were administered and retrieved by the researchers at the spot. Frequency, Mean and Standard Deviation were used to answer the research questions while t-test statistical tool was used to test

the hypotheses at 0.05 level of significance for two tailed test. Mean scores < 2.50 were disagreed while mean scores > 2.50 were agreed.

Results and Discussion

Research question 1: *What acts constitute truancy among pupils in primary schools in Delta state?*

Table 1: Mean Scores of Responses of Acts that Constitute Truancy among Pupils in Primary Schools

STATEMENTS	Mean	S.D	REMARK
Some pupils absent themselves from school due to the effect of the peer-groups.	2.48	1.19	Disagree
Lack of parental control and supervision result in a pupil exhibiting some levels of truancy	4.00	1.67	Agree
Inadequate provision of transportation for the pupils either by the parent or community leads truancy	2.96	1.25	Agree
Gang activities in the community where the school is situated cause a pupil to be a truant	3.97	1.51	Agree
The death of a father or mother can cause a pupil to exhibit some levels of truancy	3.01	1.39	Agree
Lackadaisical attitude and lateness to school	3.08	1.35	Agree
Pupil whose parents lack appreciation for value of education can become a truant	3.00	1.32	Agree
Hatred to teacher and negative attitude to subjects	3.45	1.45	Agree
Grand Mean & SD	3.24	1.39	Agree

Source: Field Survey, 2021. SD= Standard Deviation, X > 2.50 and X < 2.50

Data in Table 1 shows the causes of truancy among primary school pupils in Delta State. The table revealed that the pupils only disagreed to item 1 which is says that they are peer group does not affect them from attending schools with mean value that is less than cut off mark. The items 2 – 8 strongly agreed and have mean that are above the cut off mark of 2.50. The grand mean is 3.24 which is greater than cut off mark of 2.50, this indicates that respondents accepted in all the items that all the items enlisted constitute truancy among pupils in Delta State. It further implicated that the family background and teachers can cause the pupils to exhibit truancy in the study area. The finding revealed the acts that constitute truancy among pupils in primary schools is lack of parental control and supervision result in a pupil, Inadequate provision of transportation for the pupils either by the parent or community, Gang activities in the community where the school is situated cause a pupil, the death of parent, Lackadaisical attitude, lack of appreciation for education value by parent and hatred for teacher or negative attitude to particular subjects. This result is supported the findings of Baker and Jansen (2000) that the effects of truancy include lower academic achievements. Oyebanji (2017) also agreed that any child who stays away from school will miss so many lessons that he will as a result fall behind the 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 concern to parents. Isyaku (2012) reported lacks of teaching among the factors that contribute to the act of truancy and absenteeism in school. In the area of pupil family background as a contributing factor responsible for truancy

among primary school pupils, the study found that the death of a parent, lack of parental control and a student whose parents lack appreciation for value of education are factors in the pupil's family background that can cause a pupil to exhibit truancy. This finding is in consonance with Okwakpam & Okwakpam (2012) who reported that the characteristics of the background of pupil involved in truancy are parents lack appreciation for value of education. According to the finding of the study, lack of parental control and supervision result in a pupil exhibiting some levels of truancy. The finding is in support of Siziba *et al.*, (2007) who reported that some parents rarely checked homework, neither understood the problems and worries of pupils nor supervise the pupil. The finding of the study has it that parent discord is a contributing factor to truancy among primary school pupils. The finding further corroborates with Owodunni (2008) that children from hostile home environment would rather prefer to spend most of his days in the midst of his peers where he would be happier and more relaxed. Poor teaching and lack of interest in a subject and lack of parent's school communication contributes to truancy among primary school pupils. This finding is in line with the views of Okwakpam & Okwakpam (2012) who found that ordinary boys and their parents know that schools are for schooling and they see little point in attending schools which cause to offer it. This finding also supports Owodunni (2008) who reported that the student will exhibit truancy if there is a poor teaching and lack of interest in a subject that cause a student. Among the factors in the community that contributes to the causes of truancy include lack of support for school by the community, negative peer influences in the community,

gang activities in the school and inadequate provision of transportation by the community or the parents.

Research question 2: *What factors are responsible for the act of truancy in primary schools in Delta state?*

Table 2: Mean Scores of Responses of Factors that are Responsible for the act of Truancy in Primary Schools

STATEMENTS	Mean	S.D	REMARK
Low self-esteem cause pupil to exhibit some levels of truancy	2.35	1.12	Disagree
Language barrier causes pupil to exhibit some levels of truancy	3.02	1.29	Agree
Poor academic performance causes pupil to exhibit some levels of truancy	2.98	1.17	Agree
Mental imbalance causes pupil to exhibit truancy	3.98	1.65	Agree
Long distance from home to school	3.80	1.60	Agree
Poor health care cause pupil to be truant	3.20	1.30	Agree
Poor self-concept cause pupil to exhibit some levels of truancy	3.22	1.34	Agree
Emotional instability causes pupil to exhibit truancy	3.78	1.54	Agree
The feeling of lack of control over life causes pupil to become a truant	3.00	1.28	Agree
Poor teaching method by the teacher	3.80	1.60	Agree
Grand Mean & SD	3.31	1.39	Agree

Source: Field Survey, 2021. SD= Standard Deviation, X = 2.50 and X < 2.50

Table 2 presents the mean responses of factors that causes truancy in primary schools in Delta State. Results indicate that respondents agreed that poor self-concept cause a pupil to exhibit truancy with mean score of 3.22. The implication of this is that if pupil feels inferior to others there is the likelihood that the pupil would isolate him/herself from others and this will go a long way to affect his/her performance in class work. The respondents disagreed that low self-esteem caused pupil to exhibit some levels of truancy with mean score of 2.35. The implication of this is that his/her interaction and freedom with fellow students will not be cordial leading to ill feelings and gradual withdrawal from school. The critical observation of the respondents on items 10 to18 has it that the respondents agreed to statements in the mentioned items that they can cause pupils to exhibit some levels of truancy in the primary schools in Delta State. The findings revealed the factors that are responsible for the act of truancy in primary schools in Delta state are low self-esteem, language barrier, poor academic performance, mental imbalance causes, long distance from home to school, Poor health care, poor self-concept, emotional instability, the feeling of lack of control over life and poor teaching method by the teacher. The study revealed that there exists a significant relationship between the academic performance of the school pupils and truancy. These findings agreed with Oluremi (2013) who revealed the existence

of significant relationship between truancy and academic performance. Also, Oyebamiji (2017) 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 class. Furthermore, Baker and Jansen (2010) opined that the effect of truancy includes lower academic achievement. The findings of the present study revealed that poor self-concept causes a pupil to exhibit some levels of truancy. The finding of the present study revealed that low self- esteem cannot cause a pupil to exhibit some levels of truancy and Reids (2012) reveals that low self-esteem and lack of self-esteem causes truancy. Poor health care causes a pupil to be truant. This finding agrees with Gesinde (2014) who found that psychiatric disturbances cause a pupil to be truant. The result of this study also revealed that pupil unrest causes a child to go truant. This finding concurs with result of the present study which reveals that emotional instability causes pupil to exhibit truancy. This finding is in agreement with Animasahun (2005) who found that lack of readiness to learn, lack of motivation, the fear of unknown, poor parenting, misplaced priority, bad role models, over indulgence, excessive domestic work and spiritual factors causes truancy among primary school pupils.

Research question 3: *What are the effects of truancy on the academic performance of pupils in Delta state?*

Table 3: Mean Scores of Response of Effects of Truancy on the Academic Performance of Pupils

STATEMENTS	X	S.D	REMARK
Continuous repetition of the same class by student can be as a result of truancy	2.74	0.89	Agree
Bad habits such as stealing, smoking, cultism, these bad habit can have impact on academic performance of any pupil.	2.75	0.94	Agree
Truancy lead to pupils' poor academic performance in the school.	2.82	0.96	Agree
Unseriousness with academic work can make pupil to repeat classes, which can lead to truancy in the school.	3.24	0.91	Agree
Irrelevant curriculum causes a student to exhibit some levels of truancy	3.00	0.90	Agree
Poor teaching and lack of interest in a subject cause a student to become truant	3.05	0.91	Agree
Grand Mean & SD	2.93	0.92	Agree

Source: Field Survey, 2021. SD= Standard Deviation, X = 2.50 and X < 2.50

Table 3 shows the results of effects of truancy on the academic performance of pupils in Delta state. From the result, the respondents strongly agreed with items 19-24 which is above cut off mark of 2.5. The grand mean is 2.93 which is above the cutoff point of 2.5, this indicate that poor academic performance as well as repeating the same class can make pupils to exhibit some truancy. The third findings of this study for the effects of truancy on the academic performance of pupils in Delta state are pupils poor performance in academic is as a result of truancy, continuous repetition of the same class by pupil, bad habits such as stealing, smoking,

cultism, these bad habit can have impact on academic performance of any pupil, unseriousness with academic work can make pupil to repeat classes, irrelevant curriculum causes a pupil and poor teaching and lack of interest in a subject. This finding is similar with Sambe *et al.*, (2015) that poor academic performance of student, late payment of student school fees, lack of qualified dedicated staffs, non-conducive learning environment, long distance between home and schools and negative peer group influence are the major causes of truancy among secondary school students. The findings in this study are very similar because the key factors identified

such as, inability to finish assignment, poor student teacher relationship, lack of interest in school work, inability to cope with academic work as well as threats and bullying are all school experiences and were very strongly identified by students as major factors causing truancy. It is also in agreement with O'Keeffe (2014) findings that the educators' unpleasantness and antipathy towards certain learners played a significant role in their demonstration of their truant behaviour and that fear of educators is a main contributory factor in learners' deliberate absence from school.

The findings agree with Fareo (2013) and Oguvbu (2010) that truancy could result to poor academic performance, loosing friends and parties and disruption in class. Kanga (2015) opined that school experiences may impact on how learners feel about themselves and if they develop low self-esteem, they will doubt their academic ability.

Research question 4: What roles have the teachers, parents and other bodies play in minimizing truancy and proper solutions in schools?

Table 4: Mean Scores of Response to the Roles of the Teachers , Parents and Other Bodies Play to Reduce Truancy and Proper Solutions

STATEMENTS	Mean	S.D	REMARK
Organization of Enlightenment campaigns that rallies against truancy and other related vices	3.8	1.9	Agree
Parents should always monitor the behaviour of their children so as to detect when they derail in their duties especially schooling	4.0	2.34	Agree
School counsellors should provide different counselling situation that can encourage pupils to know the effect of truancy	3.7	2.01	Agree
Providing basic needs of pupil by parents can help reduces truancy.	3.43	1.99	Agree
Improving teachers' welfare service can aid to reduce truancy among primary school pupils.	2.68	0.76	Agree
School should introduce firm policies on the consequences for truancy and all pupils should be aware of the sanctions that will be imposed	2.98	0.9	Agree
Parents discussing pupil behaviour with teachers can help to reduce truancy	3.33	1.77	Agree
Government should make the school environment as attractive for teaching and learning as possible.	3.23	1.9	Agree
Compulsory boarding schools can help to reduce truancy among primary school pupils	2.77	0.89	Agree
Checkmating the punctuality of pupils help to reduce truancy.	2.80	0.9	Agree
Grand Mean & SD	3.27	1.54	Agree

Source: Field Survey, 2021. SD= Standard Deviation, X = 2.50 and X < 2.50

Table 4 shows that all the ten items have positive responses, the mean responses are above the criterion Mean of 2.50. This implies parents' involvement in all truancy prevention activities can be used as adequate measure in reducing truancy among primary school pupils. Therefore, from the results, it can be seen that cool prefect role serves as a strategy for reducing truancy among primary school pupils, since the grand mean is 3.27 which is above the criterion mean of 2.50. It can also be seen that government play a great role in reducing truancy providing amenities that will make the school attractive to pupils. The fourth findings of this study concerning the roles that teachers, parents and other bodies play to reduce truancy are organization of enlightenment campaigns that rallies against truancy and other related vices, checkmating the punctuality of pupils, compulsory boarding schools, government should make the school environment as attractive for teaching and learning as possible, parents discussing pupil behavior with teachers, school should introduce firm policies on the consequences for truancy and all pupils should be aware of the sanctions that will be imposed, improving teachers' welfare service, providing basic needs of pupil by parents, school counsellors should provide different counselling situation that can encourage pupils to know the effect of truancy and parents should always monitor the behavior of their children so as to detect when they derail in their duties especially schooling. The study also shows the strategies for curbing truancy in school, which include; students should give deep thought to the consequences of truancy on themselves their families and the entire society, parents should give active interest in the welfare of their children and ward, parents should monitor the

behaviour of their children so as to detect when they derail in their duties especially schooling, school should provide conducive leaning environment, ensure the availabilities of qualified and dedicated staffs, availabilities of teaching and learning materials, school should introduce firm policies on the consequences of truancy and students should be aware of the sanction that will be imposed, and school counsellors should provide different counselling situations that will encourage students to know the effects of truancy, are the major strategies for curbing truancy in schools. This position was affirmed by the findings of Maduabuchi (2014) that teachers, the parents, the school and Government/community have a significant role to play toward curbing truancy. In the view of (Michael, 2015), it was discussed that in order to enforce regular school attendance policies, school officials should establish close linkage with law enforcement agents such as police, probation officer, Juvenile and family court official's etc. to help prosecute any student caught playing truancy. This discovery agrees with Igbo (2016) when he says that if teachers' conditions of service are improved, it will then encourage teachers to help in reducing truancy in schools. Anigbogu (2014) held also that government should endeavour to rectify certain problems in the teaching profession. Fund should be made available to provide essential teaching equipment as well as adequate provision for the needs of the teachers through the community, for efficiency and productivity to be maintained.

Testing of Hypotheses

Three hypotheses were formulated for the study and the variables relating to the

hypotheses were measured with multiple items which were consolidated through scale summation before using them to test the hypotheses. The hypotheses were tested using t test and sig value in the

coefficient of the regression result.

Hypothesis 1

There is no significant difference between male and female primary school pupils in their level of indulgence in truancy.

Table 5. Z-Test Analysis of the Difference between Male and Female Primary School

Pupils in Their Level of Indulgence in Truancy

Respondents Level Decision	N	\bar{x}	S.D	Z-cal	Z.crit.	Sig.
Male	1014	12.03	2.16	1.04	1.87	0.05
Female	1531	11.60	2.20	Significant		Not

Source: Fieldwork, 2021.

The result on Table 5 has indicated that the calculated z-value of 1.04 is less than the critical z-value of 1.87. Hence, the null hypothesis is accepted. This implies that there is no significant difference between male and female primary school pupils in their level of indulgence in truancy. This contradicts Oluremi (2013), who found a substantial difference in the manifestation of truancy behavior among male and female secondary school pupils in his study. This

finding concurs with Suhid and Aroff (2012), who stated that there are reported incidences of truancy among Malaysian schoolchildren, and that it affects children of all genders, races, and religions.

Hypothesis 2

There is no significant relationship between truancy and academic performance of primary school pupils in Delta State, Nigeria.

Table 6. Z-Test Analysis of the Difference between Truancy and Performance of Primary School Pupils in Delta State, Nigeria

Respondents Level Decision	N	\bar{x}	S.D	Z-cal	Z.crit.	Sig.
Truancy	1450	13.03	2.25	1.78	1.07	0.05
Performance	1095	11.45	2.09	Significant		Not

Source: Fieldwork, 2021.

The result on Table 6 has indicated that the calculated z-value of 1.78 is less than the critical z-value of 1.07. Hence, the null hypothesis is rejected. This implies that there is significant relationship between truancy and academic performance of primary school pupils in Delta State, Nigeria. The finding agrees with Oghuvu (2010) that truancy could result into poor academic achievement, loosing friends and parties and

disruption in class. This implies that any students found absent from school or lecture unnecessarily will not likely perform well academically.

Hypothesis 3

School-related and family-related factors do not significantly influence the relationship between truancy and academic performance of primary schools pupils in Delta State, Nigeria

Table 7. Z-Test Analysis of the Difference between School Related and Family Related on Truancy and Academic Performance of Primary School Pupils in Delta State

Respondents Level Decision	N	\bar{x}	S.D	Z-cal	Z.crit.	Sig.
School Related	1034	12.03	2.16			
Family Related	1511	11.60	2.20	1.05	1.89	0.05 Not Significant

Source: Fieldwork, 2021.

The result on Table 7 has indicated that the calculated z-value of 1.05 is less than the critical z-value of 1.89. Hence, the null hypothesis is accepted. This implies school-related and family-related factors do not significantly influence the relationship between truancy and academic performance of primary schools pupils in Delta State, Nigeria.

Conclusion

With regard to the findings of the study, truancy is still a challenge among pupils in Delta State schools. Respondents were able to identify the factors contributing to truancy in primary schools. The factors are poor pupils-teacher relationship, hatred to

teachers and negative attitude to some subjects, lack of interest in schoolwork; inability to cope with academic performance, threats and bullying by other pupils, strict and demanding school environment, school adjustment problems. The study concluded that truancy is a serious problem in the study area and has a negative effect on the truants, parents as well as future life in education. Pupils who are frequently absent from school will have low academic performance. The causes of truancy are numerous and highly correlated; a pupils' decision not to attend school at one time or the other could be influenced by a number of physical, social, personal and environmental factors. This therefore calls to the parents to

watch out for their children and wards to know when there is a change in their behaviour. The government on its part should also appreciate the importance of education by providing the necessary facilities that will attract the attention of students and make them stay in school. Also the government should institutionalize agencies for prosecuting students who engage in truancy. Teachers need to make the pupils comfortable by treating them as their own children. School programs should be student friendly and as much as possible pupils, especially; prefects should be involved in decision making. This will make them own the programs and policies of the school and hence be supportive to them.

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