

Research Article

Influence of Truancy on Academic Achievements of Secondary School Students in Maiha Local Government Area of Adamawa State

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Abstract: This study identified the influence of truancy on academic achievement of secondary school students in Maiha Local Government Area, Adamawa State. Truancy often been observed to pose serious problem on academic achievement of students, and this study was designed to identify the major causes, effect and strategies for curbing truancy. The study adopted descriptive research design method. A total of four secondary schools was selected. Three research instruments were used for this study, namely; academic records of students' performance, attendance register and questionnaire titled "Influence of Truancy on Academic Achievement of Students' Questionnaire (ITAASQ) and was validated by an expert in Guidance and Counselling from the Department of Science Education, the reliability was calculated using Kuder-Richardson formular which yielded the reliability co-efficient of 0.83. One hundred students from each of the four secondary schools were randomly selected. The results obtained were used to determine the causes, effect, and strategies for curbing truancy. Academic record and attendance register were used to determine the prevalence of truancy among students. Data were analyzed using frequency counts and percentage in answering the four research questions formulated, t-test and chi-square were used in testing the three hypotheses tested. The findings of the study showed that there was a significant relationship between truancy and academic performance of student, there was a significant relationship between physical environment and truancy of student and there was no significant difference between academic performance of male and female truants the study concluded that truancy has serious effect on student learning and their general academic performance. It was recommended that parents should guide their children into the right path and be a good model to their children and parents should pay serious attention to the financial needs of their children and provide their school materials.

Keywords: Truancy, maladaptive behaviour; factors; school physical environment and academic achievement.

INTRODUCTION

Truancy is unapproved absence from school, usually without a parent's knowledge. Also, truancy is an act of or practice of deliberately staying away from school without any acceptance reason, whether or not the parents or guardians know and approve of it (Fugleman & Richardson, 2011). Truancy refers to any international unauthorized or illegal absence from compulsory schooling. It describes absence from school caused by students of their own free will and does not refer to excused absence from school. There are four main truancy; Students being in school but absent in class, students neither in school nor in the classroom but at home, students who keep away from the class as a result of the difficulty in school subject of dislike for the subject teachers and those that are neither at home nor in the classroom. (Musa, 2014).

Truancy is a serious problem in many communities in Nigeria. All states have laws governing compulsory education. Noncompliance results in penalties for the parent(s) or guardian of the truant student. The majority of the states require that students attend school until at least age 16. Those students who do not attend school regularly are often taking the first step toward a lifetime of problems. Most experts believe that truancy is a powerful and accurate predictor of involvement in crime and violence. The United States Department of Justice reports that 80 percent of those in prison were at one time truants. The percent of juvenile offenders who started as truants is even higher, approaching 95 percent. Truancy is different from school phobia, in which a child fails to attend school because of anxiety.

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Truancy is one of the major antisocial discipline problems among secondary school students in Nigeria. The concept and acts of indiscipline have received a lot of attention by researchers. Peck opined that the various behavioral 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. Study carried out by the United States office of Juvenile Justice and Delinquency Prevention (OJJDP, 2001) identified four factors as the correlates of truancy. These include family factors, school factors, economic influences and student's variables. According to the above study family factors include lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home and indifference on the part of parent /guardians towards their wards education. In a family where some or all the above-mentioned conditions prevail such a home cannot by any means detect when a child becomes a truant.

Children from such homes have a field day doing whatever pleases them with their education. In families/homes where the reverse is the case children cannot indulge in truancy without the parents/guardians detecting their change in behaviour towards school attendance and nip it in the bud. Ma'aruf(2005) identified major home factors as being responsible for truancy namely the relationship between children and parents, Poor physical conditions at home, Use of corporal punishment in the house, Lack of parental interest in the child's welfare, lack of interest in education and alienation from school, falling behind academically in school, fear of violence on the way to school or at school, alienation from authority lack of parental support for education, drug and alcohol abuse, working long hours while attending school resulting in chronic exhaustion, lack of significant consequences for failure to attend school.

The school has also been identified as a strong factor responsible for truancy. Adewale (2008) reported 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, Malcilm, Wilson and Davidson (2009) identified causes of truancy as bullied by school staff, boredom, dislike of teachers and avoidance of tests. Boga (2013) identified causes of truancy as 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 (Emore, 2005). Siziya, Muula, and Rudatsikira.(2007) in their study found that truancy

adolescents had been reported to engage in risky sexual practice, illicit drug use, alcohol drinking and cigarette smoking. Similarly,(Brillingston&Ma'aruf,2005) in their studies, discovered a high correlation between home circumstances and persistent truancy without the knowledge of the parents.

Truancy could result into poor academic achievement, losing friends and partners, and disruption in class. Absentees return affect the behaviour of other students, difficulty in keeping accurate records, reduced ability to meet instructional targets and damaged school reputation (Oghuvu, 2006). Academic achievement refers to the achievement or performance of a student in school. 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 instructors within a period of time. In Nigeria the performance of students appears to be failing to meet minimum learning requirements to acquire basic skills and competence. As a result, poor academic achievement seems to be the order of the day reflected in the students' examinations and test score. Further, the 2014 WAEC results proved that most candidates failed to meet entry requirements in the universities, as their terminal examination performance also appears to be on a decline.

Despite the factors responsible for truancy among secondary school students and their effects, some measures will be used to curb truancy, such as students should give a deep thought to the consequences of truancy on themselves and the entire society their families inclusive. Senior students should be humane in their dealings with their younger ones in the school. This is because the type of treatment meted to the junior ones may push them into truancy, they should avoid bullying the younger ones as much as possible because once the younger and junior ones develop a feeling of insecurity in the school they will develop apathy to school attendance and remaining in their classes. The home should play its expected roles in this regard. Parents should show active interest in the welfare of their children and wards. They should always monitor the behavior of their children so as to detect when they derail in their duties especially schooling. The school owes it as a duty to provide conducive learning environment for students. They should ensure the availability of qualified and dedicated staff, conducive classroom environment and teaching and learning materials (Madibuchi, 2013).

The school guidance counsellors have a lot to do in this regard because the counselling services they provide will go a long way in helping students out of this situation. They should provide different group counseling situations that can encourage youths to examine and analyze the damagers inherent in truancy. The society through the agency of the government should make the school environment as attractive for

teaching and learning as possible. This could be achieved through the provision of the needed manpower and materials necessary for making the atmosphere of the school appealing to the students. Anything to the contrary will be counterproductive and hence result in students developing cold feet to school attendance and remaining in school.

Statement of Problem

The school has been established as the agent of the society to mould the habits, interest, attitudes and feelings of children 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 juvenile delinquencies 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.

Truancy is one of the problems that lead to poor academic performance in secondary schools, several studies have been conducted in different parts of the country. Most of the studies tend to emphasize factors such as age, gender, family background, socio-economic status, intellectual ability and environment (Cary, Rosse, & Roga, 2008, Akanle 2007; Abdullahi, 2015). However, it appears that few studies have been conducted in Adamawa especially in Maiha Local Government Area, where educational performance of secondary school students appears to be poor and also seem to be degrading. This study aims to fill this gap by examining the effects of truancy on educational achievement in the area with a view to providing recommendations that would help reverse the situation.

Objectives of the Study

The objective of the study is to determine the influence of truancy on academic achievement of secondary school students in Maiha Local Government Area.

The specific objectives are to:

- Identify the prevalence of truancy among secondary school students.
- Examine the causes of truancy on academic performance of students.
- Determine the effect of truancy among secondary school students.
- Investigate the strategies for curbing truancy in schools.

Research Questions

Based on the above objectives, the following research questions were formulated to guide the study:

1. What are the prevalence of truancy among secondary school students?
2. What are the causes of truancy among secondary school students in Maiha local government area?
3. What are the effects of truancy among secondary school students?
4. What are the strategies for curbing truancy?

Research Hypotheses

The following hypotheses were formulated

HO₁: There is no significant relationship between truancy and academic performance of students.

HO₂: There is no significant relationship between school physical environment and truancy of students.

HO₃: There is no significant difference between the academic performance of male and female truants.

Research Design

Descriptive survey research design was used for the study. This design was found to be appropriate because Jen (2002) define survey research design as a process of documenting the nature, scope and relationship, demotion and direction of events, behavior attitude and interest about a person or things. It is designed to find out the Influence of Truancy on Academic Achievements of Students in Maiha Local Government Area of Adamawa State.

Population and Sample

The population of the study consists of all twenty-three secondary school students in Maiha Local Government Area of Adamawa State which comprises of four thousand eight hundred students. The sample of size of four hundred was chosen from four secondary schools by stratified sampling techniques using school, class and age as strata.

Research Instrument

Three instruments were used to collect data for this study, which includes academic record of student's performance, attendance register for 2017/2018 session and questionnaire which titled "Influence of Truancy on Academic Achievements of Students (ITAAS)" in which some was self-developed and some was adopted from Adefunke (2015). The cumulative academic performance for 2017/2018 was 100; cumulative attendance was 100, while the questionnaire consists of four sections. Section A consists of the demographic data of the respondents which consist of school, gender, age and class. Section B to D consist of thirty items patterned after four modified Likert scale. Section B consist of ten items which concern with the causes of truancy among students. Section C also consist of ten items which concern with the effects of truancy on academic achievements of students, while section D also consist of ten items on the strategies for curbing truancy in schools.

Validity and Reliability of the instruments

The face and content validity of the instrument was established by an expert in counselling psychology in the Department of Science Education, Adamawa State University Mubi. A pilot study of the instruments was undertaken in both urban and rural secondary schools in Maiha Local Government Area of Adamawa State. The reliability of the instruments was carried out by test- retest method. The first test was administered to thirty (30) secondary school students from Shangui Government Day Secondary School, Hong. The second test was administered to the same thirty students with the interval of four weeks. The reliability was

calculated using Cronbach's Alpha which yielded a reliability coefficient of 0.83.

Data Collection and Analysis

The researcher administered the data and collected them on the spot. The collected data were analyzed using frequency count, percentages and t-test and chi square

Results

Research Question 1: What is the prevalence of truancy among secondary school students in Maiha Local Government Area?

Table 1: Frequency and Percentage Distribution of Respondents on the Prevalence of Truancy among Secondary School Students.

Class	Exhibits truancy	fairly exhibits truancy	Regular in school	Total
	0-30	31-60	61-110	
JSS 1	10 (12.5%)	27(33.75%)	43(53.75%)	80(100%)
JSS 2	15(18.75%)	31(38.75%)	34(42.5%)	80(100%)
JSS 3	17(21.25%)	25(31.25%)	38(47.5%)	80(100%)
SS 1	11(13.75%)	24(30%)	45(56.25%)	80(100%)
SS 2	19(23.75%)	32(40%)	29(36.25%)	80(100%)

The table revealed the frequency count and the percentage of truancy among students in schools. The table shows that students exhibits truancy in the following classes; JSS 1 37(46.25%), JSS 2 46(57.75%), JSS 3 42(52.5%), SS1 35(43.75%), SS 2 51(61.75%). It also shows the percentage of regular students as JSS 1 42(53.75%), JSS 2 34(42.5%), JSS3 38(47.5), SS 1 45(56.25%), SS 2 29(36.25%).

Research Question 2: What are the causes of truancy among secondary school students in Maiha Local Government Area?

Table 2: Frequency and Percentage Distribution of the Causes of Truancy Among Secondary School Students

S/N	ITEMS	SA	A	D	SD	TOTAL
1	I prefer staying around my friends rather than coming to school	127 (31.75%)	84 (21%)	89 (22%)	100 (25%)	400 (100%)
2	I prefer going to playing centers during school hours	140 (35%)	59 (14.75%)	109 (2.25%)	92 (23%)	400 (100%)
3	I like hanging out with my friend's playing computer games	120 (30%)	120 (30%)	73 (18.75%)	87 (21.75%)	400 (100%)
4	Having no money for transport fare to school	128 (32%)	125 (31.25%)	80 (20%)	67 (16.75%)	400 (100%)
5	Having no food to bring for Lunch	133 (33.25%)	54 (13.5%)	85 (21.25%)	128 (32%)	400 (100%)
6	My teachers give me too much of home work	104 (26%)	96 (24%)	107 (26.75%)	93 (23.25%)	400 (100%)
7	My class teachers don't like seeing me in class	112 (28%)	75 (18%)	108 (27%)	108 (27%)	400 (100%)
8	I feel ashamed of my poor academic Performance	126 (24%)	80 (20%)	102 (25.5%)	82 (20.5%)	400 (100%)
9	My classmates make jest of me for not answering questions	100 (25%)	100 (25%)	100 (25%)	100 (25%)	400 (100%)
10	My parents pay my school fees late	157 (39%)	100 (25%)	43 (11%)	100 (25%)	400 (100%)

Table 2 above shows the causes of truancy among secondary school students in Maiha Local Government Area. The table revealed that the students strongly agreed to the following statements: I prefer staying around with my friends rather than coming to school 211(52.75%), I like hanging out with my friends playing computer games 240(60%), Having no money for transport fee to school 253(63.25%), My teacher give me too much homework 200(50%), I feel ashen of

my poor academic performance 206(51.5%), My class mate make jest of me for not answering question 200(50%), My parents pay my school fees late 257(64.25%). However the students disagree with the following causes of truancy. They include, I prefer going to playing center during school hours 201(50.25%), Having no food to bring to school for lunch 213(53.25%), My class teacher don't like to see me in the class 216(54%).

Research Question 3: What are the effects of truancy among secondary school students?

Table 3: Frequency and percentage Distribution of Respondents on the Effects of Truancy among Secondary School Students

S/N	ITEMS	SA	A	D	SD	TOTAL
1	Truancy leads to low academic achievement of students.	233 (58.75%)	91 (22.75%)	64 (16%)	12 (3%)	400 (100%)
2	It leads students to be probated.	192 (48%)	108 (27%)	53 (13.25%)	47 (11.75%)	400 (100%)
3	It leads to students drop out from school	240 (60%)	77 (19.25%)	35 (8.75%)	48 (12%)	400 (100%)
4	It can lead to drug abuse, stealing or vandalism.	216 (54%)	64 (16%)	60 (60%)	60 (15%)	400 (100%)
5	It increases the possibility of a student being expelled from school.	231 (57.25%)	77 (19.25%)	40 (10%)	52 (13%)	400 (100%)
6	It leads students to be demoted	227 (56.75%)	73 (18%)	52 (13%)	48 (12%)	400 (100%)
7.	It makes students to face learning difficulties.	228 (57%)	92 (23%)	53 (13.25%)	27 (6.75%)	400 (100%)
8	It is a major cause examination malpractice	228 (57%)	87 (21.75%)	40 (10%)	45 (11.25%)	400 (100%)
9	It leads to have rare opportunities for carrier due to low grades	225 (56.25%)	98 (24.5%)	43 (10.75%)	34 (8.5%)	400 (100%)
10	Truants always have arrears of learning task	208 (52%)	92 (23%)	56 (14%)	44 (11%)	400 (100%)

Table 3 above indicates the effects of truancy among secondary school students in Maiha Local Government Area. The table revealed that the students agreed to the following effects: Truancy leads to low academic achievements of students 324(81%); It lead students to be probated 300(75%), It lead to students dropout from school 317(79.25%); It can lead to drug abuse, stealing and vandalism 280(70%); It increase the

possibility of students being expelled from school 308(77%); It lead students to be demoted 300(75%); It make students to face leaning difficulties 320(80%); It is a major causes of examination malpractice 315(78.75%); It lead to have rare opportunity for carrier due to low grades 323(80.75%); Truants always have arrears of leaning task 300(75%). This shows that all the students agreed with the effect of truancy.

Research Question 4: What are the strategies for curbing truancy in schools

Table 4: Frequency and Percentage Distribution of Respondents on the Strategies for Curbing Truancy in Schools.

S/N	ITEMS	SA	A	D	SD	TOTAL
1	Students should give a deep thought to the consequences of truancy on themselves and the entire society and their families	240 (21%)	84 (13%)	54 (6%)	24 (60%)	400 (100%)
2	Senior students should be humane in their dealings with their younger ones in the school.	243 (60.75%)	89 (22.25%)	40 (10%)	28 (7%)	400 (100%)
3	Parents should show active interest in the welfare of their children and wards	224 (56%)	108 (27%)	20 (5%)	48 (12%)	400 (100%)
4	Parents should always monitor the behavior of their children so as to detect when they derail in their duties especially schooling	240 (60%)	96 (24%)	48 (12%)	16 (4%)	400 (100%)
5	School should provide conducive learning environment for students.	260 (65%)	60 (15%)	53 (13.25%)	27 (6.75%)	400 (100%)
6	School should ensure the availability of qualified and dedicated staff.	223 (55.75%)	105 (26.25%)	32 (8%)	40 (10%)	400 (100%)
7	School should provide conducive classroom environment and teaching and learning materials.	238 (59.5%)	102 (25.5%)	30 (7.5%)	30 (7.5%)	400 (100%)
8	Government should make the school environment as attractive for teaching and learning as possible.	251 (62.75%)	101 (25.25%)	11 (2.75%)	37 (9.25%)	400 (100%)
9	School should introduce firm policies on the consequences for truancy and all students should be aware of the sanctions that will be imposed	228 (57%)	159 (39.75%)	57 (14.75%)	36 (9%)	400 (100%)
10	School counsellors should provide different counselling situation that can encourage students to know the effect of truancy	227 (56.75%)	89 (22.25%)	43 (10.75%)	41 (10.25%)	400 (100%)

Table 4 above indicates the strategies for curbing truancy in schools in Maiha Local Governments Area. The table revealed that the students strongly agreed with the following statements: students should give a deep thought to the consequences of truancy on themselves and the entire society and their families 324(81%), senior students should be humane in their dealing with their younger ones in the school 332 (83%), parents should show active interest in the welfare of their children and wards 332(83%), parents should always monitor the behavior of their children so as to detect when they derail in their duties especially schooling 336(84%), school should provide conducive leaning environment for students 320(80%), school

should ensure the availability of qualified and dedicated staff 328(82%), school should provide conducive classroom environment and teaching and learning materials, 340(85%), government should make the school environments as attractive for teaching and learning as possible 352(88%), school should introduce firm policies on the consequences of truancy and all students should be aware of the sanctions that will be imposed 287(71.75%), school counsellors should provide different counselling situations that can encourage students to know the effect of truancy 316(79%). It implied that all the items are the strategies for curbing truancy in schools.

Hypothesis 1: There is no significant relationship between truancy and academic performance of students

Table 5: Chi-square Analysis of the relationship between Truancy and Academic Performance of students

Categories of attendance	Academic performance				Total	d/f	x ² -value	P-value	Remark
	Poor 1-25	fairly good 26-50	Good 51-75	Total					
Exhibits truancy 0-38	42	28	2	72	4	14.55	9.488	<0.05	
Fairly exhibits Truancy 39-76	35	63	41	139					
Regular in school 77-114	27	59	103	189					
Total	104	150	146	400					

*Significant (p<0.05)

Table 5 above shows the relationship between truancy and academic performance of students. The analysis shows that the x²-value (145.55) is greater than the p-value (9.488). Hence the null hypothesis is rejected. This means that there was a significant relationship between truancy and academic performance of students.

Hypothesis 2: There is no significant relationship between school physical environment and truancy of students.

Table 6: Chi-square analysis of the relationship between school physical environment and truancy of students

	Categories of School environments attendance				d/f	x ² -value	P-value	Remark
	Poor	Fairly good	Good	Total				
Exhibits truancy 0-38	35	26	11	72				
Fairly exhibits truancy 39-76	65	42	32	139				
Regular in school 77-114	43	62	84	189	4	83.27	9.488	>0.05
Total	143	130	127	400				

*Significant (p<0.05)

Table 6 above shows the relationship between school physical environment and truancy. The analysis shows that the x²-value (83.27) is greater than the p-value (9.488). Hence the null hypothesis is rejected. This means that there was a significant relationship between school physical environment and truancy.

Hypothesis 3: There is no significant difference between the academic performance of male and female truants.

Table 7: t-test analysis of the differences between the academic performance of male and female truants

Academic Performance	N	x	SD	df	t-value	p-value	Remark
Male	112	33.76	18.13				
Female	99	34.21	18.59	210	0.23	1.971	<0.05

*Not significant (p>0.05)

Table 7 above shows the differences between academic performance of male and female truants. The analysis shows the t-value (0.23) is less than the p-value (1.971). Hence the null hypothesis was accepted. This means there was no significant differences between academic performance of male and female truants.

DISCUSSION OF FINDINGS

The finding of the study shows that truancy is a problem among secondary school students in Maiha Local Government area, it revealed that students fairly exhibits truancy in all the classes from SS1 to and SS3. This finding is similar with Sambe, Yandew and Avamun (2015) that truant behaviour has a significant effect on students' academic achievements in terms of performance in their terminal examination.

The study also shows the causes of truancy among secondary school students, which include; poor academic performance of student, late payment of student school fees, lack of qualified dedicated staffs, in conducive learning environment, long distance between home and schools and negative peer group influence are the major causes of truancy among secondary school students. These findings are similar with the studies of Owodunni (2008) that most students may have the ability and capabilities to perform well in school and achieve their ambition in life but due to peer influence

they may become truants, Reid (2002) that academic failure, learning disabilities and learning styles can make students to be truant, and Garry (2001) that financial inadequacies and related financial problems can make student to be truant.

The study also revealed the effects of truancy among secondary school students, which include; truancy lead to low academic achievements of the students, it leads students to be demoted, probated, dropout from school, to face leaning difficulties, increase the ability of being expelled from school, cause drug abuse stealing or vandalism, have rare opportunity for carriers due to low grades and have arrears of learning task are the major effects of truancy among students. This finding concurs with Geo-opal (2003) that students who are truants have the tendency to drop out of school, as schooling does not make meaning to them, Baga (2013) in her study also shows that dropout in secondary schools in Ukum is influenced by truant behavior of the student, and Heilbrunn (2007) that truancy is related to dropout of students.

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 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) and Baker, Myrian, Sigmon and Nuygent (2001) that students, the home, the school and Government/community have a significant role to play toward curbing truancy.

The findings of hypothesis one shows that there was a significant relationship between truancy and academic performance of students. The findings agree with Fareo (2013) and Oguvbu (2010) that truancy could result to poor academic performance, losing friends and parties and disruption in class.

The findings of hypothesis two shows that there was a significant relationship between school physical environment and truancy among students. The study agrees with the findings of Adeboyeje (2000) and Obayan (2003), However, the finding of the study was contrary to Fareo (2013) and Akinwumi and Ayeni (2003) which revealed that classroom environment exert some dominant influence on learner's academic performance. Poor school environment with problem of inadequate chairs and tables, lack of space to move freely and unhealthy physical environment cold lead to truancy of students.

The findings of hypothesis three also revealed that there was no significant difference between academic performance of male and female truants. This implies that male and female truants were of low intellectual capabilities and the anti-social problems have set an influence on their academic performance. This observation was similar to Fareo (2013) and Maaruf (2005) that there were no significant differences between male and female hearing-impaired students.

CONCLUSION

Based on the findings of the study, truancy has a serious effect on students leaning and their general academic performance. Issues such as low academic performance of students, demotion, probation, dropout from school, to face learning difficulties, increase the ability of been expelled from school, causes drug abuse, stealing and vandalism, have rare opportunity for carriers due to low grades and have arrears of learning task are the major effect of truancy on academic performance of students. And the strategies for curbing this bad behaviour 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 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.

Recommendations

Based on the findings of the study, the following recommendation were made

- Parents should guide their children into the right path and be a good model to their children. They should also pay serious attention to the financial needs of their children, provide their school materials; and also monitor the peer group or friends their child moves with.
- The school should give incentives for students who excel academically . This may encourage truants or potential truants to take academic matters seriously.
- Parents, teachers and the school principals should endeavour to be steadfast and be concerned with the task of making students to be responsible and discipline right from the youth, so that the nations expectation on them as future leaders may be attained.
- Competent and qualified teaching staff should be appointed purely on merit basis through transparent competitive examination. Teachers should be given attractive and handsome salary packages.

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