UNIVERSITY OF EDUCATION, WINNEBA

THE PERSISTENCE OF TRUANCY IN THE MIST OF ADEQUATE RESOURCES AMONG

JUNIOR HIGH SCHOOL STUDENTS IN PREMPEH BASIC SCHOOL AT KWADASO

MUNICIPALITY IN THE KUMASI METROPOLIS

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DECLARATION

STUDENT'S DECLARATION

I, AMANIAMPONG SABALDA, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE: ………………..………..……….

DATE: ………..………………….……………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the work was supervised in accordance with guidelines and supervision of dissertation as laid down by the University of Education, Winneba

NAME: REV. FR. DR. FRANCIS K. SAM

SIGNATURE: ………………………………….

DATE: ………….…………………………………

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With God all things are possible. I first thank the Almighty God for His love mercies and the opportunity given me to further my education without Him I would not have reached where I am today.

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I also owe a lot of gratitude to my deal family through whose love and untiring support I have been able to complete this work. I specially thank my children Ivan, Samuel and David for their support. I love you. Finally, I am grateful to my friends and well-wishers for their prayers and support.

DEDICATION

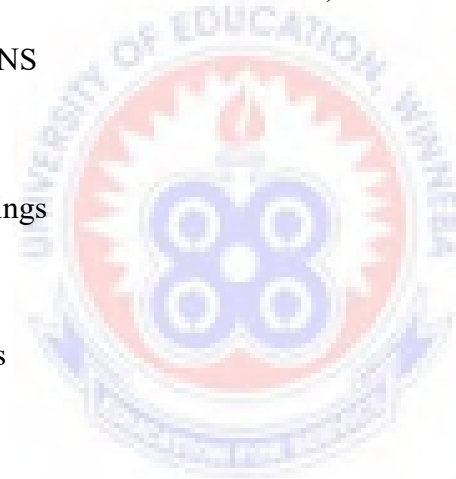To my husband Mr. Seth Amporful and my children Ivan, Samuel and David.

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ABSTRACT

The purpose of the study was to explore the persistence of truancy in the mist of adequate resources among junior high school students of Prempeh College Basic School at the Kwadaso Municipality. The objectives of the study were to find out parent-related factors causing truancy among junior high school students, determine teacher-related factors causing truancy among junior high school students and to establish media-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality. Descriptive survey design was adopted for the study. The target population for the study was truant Junior High School students, teachers and parents. of the Prempeh Basic School. Multi-stage sampling was used to select truant Junior High School students, teachers and parents for the study. Purposive sampling was used to select truant students for the study while simple random sampling was used to select 14 teachers and 9 parents to participate in the interview section of the study. A total of 78 respondents consisting of 55 truants, 14 teachers and 9 parents formed the sample for the study. Questionnaire and interview guide were used to collect data for the study. The reliability test yielded Cronbach Alpha of 0.85. Data from the questionnaire were analysed with descriptive and inferential statistics while constant comparative method was used to analysis the data from the interview. The study found among others that parents inability to provide children the basic needs like uniforms and textbooks and poor socio economic status of parents made them skip school. Also, autocratic attitude of teachers and lack of interest of teachers in truants compelled students to exhibit truancy. Again, students who used electronic media negatively affected students' studies and made them truant. Based on the findings of the study, it is recommended that parents should monitor their children on the use of electronic media to avoid its negative impact on the students' studies leading to truancy among students.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Truancy is increasingly observed an evolving and emergent problem which is a delinquent act of a student's to miss one or more classes intentionally (Reid, 2004). All over the world, truancy has been considered as a cankerworm that destroys the fabrics of the educational programmes which has instigated a number of hindrances and obstruction for the students in their educational career (Guare & Cooper, 2013). Truancy is considered any planned and intentional unlawful and illegal absence from compulsory schooling. It may also refer to those students who attend school but do not take their classes. Truancy is regarded as irregular and non- school attendance behaviour and also considered as a delinquent and anti-social behaviour (Gabb, 2007).

Truancy is an academic delinquent, social and law execution problem. Truancy among juveniles threatens the chances of accomplishing their educational aims (Bye, 2010). According to Bye (2010), truancy is intentional, premeditated and planned absence of the learners from educational institutes without their parents' permission or without a reasonable reasons or justifications. According to Astrid and Stephen (2011) [[[truancy is an act of staying away from school without leave. Similarly, Chukwuka (2013) defines truancy as absence from school for no legitimate reason. Gabb (2007) stated that truancy involves deliberately absenting oneself from school without the consent of authority, leaving and escaping of specific lesson periods without permission.

Attwood and Croll (2006) indicated that there are number of causes of truancy among the students. They further stated that truancy is caused by child personality,

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family background, and concerned community. Collins (2010) on the other hand found that illness, age, financial crises, social class, home location area and institutional factors like teachers' attitude, ineffective administration and high cost of education are the contributory factors that cause truancy. Exploring the causes of truancy, Reids (2009) found that sometimes most of the students go to school without taking food due to scarcity of food at home as they belong to poor families. Consequently, they miss classes as they need an opportunity to take care for themselves. Reid (2009) further found that peer group, relation with teachers, family background and mistreatment are some the factors that contribute to students' truancy. Further, Reid (2009) established that truancy is similar to absenteeism, but truancy is an unexcused absenteeism from school without the permission of parents and the school and even parents are unaware of their children truancy.

School system and environment plays a crucial role in improving or devastating the truants (Michael, 2005). According to Michael (2005), school environment itself may be a significant influence in making a student to be truant. There may be some factors in school that are responsible for the developing truant behaviour among the students (Michael, 2005). Commenting on the causes of truancy, Epstein and Sheldon (2002) explained that truancy is common in those schools where there exists teacher indiscipline, poor communication between parents and school, uncooperative teachers and low sensitivity to variety of students concerns. Reid (2009) 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.

Lack of parental supervision, poverty, misuse of drug and alcohol, lack of family support, household problems, broken homes, and households care duties are also the contributory factors that make a child get involved in truant behaviour (Michael, 2005; Nielson & Gerber, 2009). Likewise, students' homework or assessment tasks, students social incompetence, lack of self- esteem, poor peer relationships, poor academic performance are some of the factors that contribute to truancy (Raid, 2009; Ravet, 2007). Reid (2008) stated that lack of parental supervision or guidance, parental joblessness, drugs and alcohol abuse by parents, parental unawareness of attendance rules and contradictory views about the significance of education are the most serious underlying and contributing factors leading to truancy. Identifying factors leading to truancy among adolescent students, Ravet (2007) found that school and family environments are the most influential factors in generating truancy among the students. While Ravet (2007) states that socio-economic background, television, defective child rearing practices are the influential factors that leads to truancy, Pless (2014) added that harsh teachers' attitudes, undesirable school practices such as mistreatment, harassment, tedious, unexciting classes, unfavorable school environment, poor discipline, lack of co-curricular activities are some causes that develop truancy among the students.

Truancy obstructs effective learning and causes poor academic achievement of truant students. Continuous truancy from school leads to serious undesirable consequences both for children exhibiting truancy and for communities which cause deformation in the society (Reid, 2005). Similarly, Norton (2004) found that children exhibiting truant behaviour contribute to day time criminalities. Henry and Huizinga (2007) believe that truant children exhibit lower academic performance while Norton

(2004) opined that truancy leads to criminal and delinquent activities. Investigating the persistence of truancy, Brillington (2008) concluded that lack of seriousness on the part of the students; poor academic achievement; poor school performance; problematic behaviour with teachers and parents, insecure and dark future of the students are some of the consequences of truancy.

1.2. Statement of the Problem

There is the perception that truancy exist in junior high schools in the Kwadaso Municipality of the Ashanti Region of Ghana which has been a major concern among parents of the students in the school as it has been an issue for discussion at Parent Teacher Association (PTA) meetings. Unsubstantiated reports disclose that there is a higher degree of truancy among students in the area studied.

Many of our youths now run away from school while in many cases, the parents believe they are attending school. When they are away from school, they exercise freedom in engaging in a lot of juvenile delinquencies like fighting and drug abuse. Students who absent themselves from school do not benefit from the various programmes that the school offers. Effects of truancy have been reported to include lower academic achievements, delinquent and criminal activities (Henry & Huizinga, 2007).

For some time now, the Prempeh junior high school has been bedeviled with truancy of school pupils. Therefore, the need to find out the factors the causes students' truancy is paramount in this situation. It is the concern of this study, therefore, to look into the causes of truancy in Prempeh junior high school despite the school's adequate learning resources.

1.3. Purpose of the Study

The purpose of the study was to determine the factors influencing truancy in the mist of adequate resources among junior high school students of Prempeh College Basic school of Kwadaso Municipality.

1.4. Objectives of the study

The objectives of the study are to:

1. Establish the parent-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality

2. Find out the teacher-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality

3. Determine the media-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality.

1.5. Research questions

The study will address the following questions:

1. What are the parent-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality?

2. What are the teacher-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality?

3. What are the media-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality?

1.6. Significance of the Study

It is hoped that through this study, the causes of truancy and its influence on learning of students would be brought to the notice of Policy makers, educational authorities such as the Ghana Education Service (GES), Ministry of Education (MoE).

Secondly, to school administrators; the results of the study will examine the various causes and consequences of truancy and state the ways of curbing and addressing it which will serve as a vital instrument for effective school administration.

Last but not the least, the findings from this research will also help parents and teachers to identify how they contribute to the truancy and absenteeism of their children and students.

1.7. Delimitation of the Study

The study took place at Kwadaso Municipality, even here the study was delimited to Prempeh junior high school. It looked at the causes of truancy with much concern to the home and the school factor. Students who are noted to be truants, teachers and parents will participate in the study.

1.8. Limitation of the Study

This study faced numerous constraints, for instance, some participants had negative attitude towards the study. Another limitation was the sensitive nature of the topic under study which made the teachers fear that this may be an evaluation of their abilities to handle truancy and truant students while truant students felt that it was too personal. The researcher informed the respondents especially the teachers and truant

learners that this is simply an academic research and its results are meant to assist school and truant students improve academically. The students were further assured of anonymity during and after the study. This improved their attitudes and participation in the study as teachers gained confidence, also after being told that the research was not an evaluation of their effectiveness in managing truancy in their school. The study was remedied by the researcher selecting a sample of truant students. Another limitation was how to get the truant students.

1.9. Organization of the Study

This study is divided into five chapters. The first chapter, which is the introduction to the study, discusses the background information to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, delimitation of the study and limitation of the study as well as the organization of the study. Chapter two deals with literature related to the research topic that takes a look at the truancy among   junior high school students of Prempeh Junior High School. Chapter three presents the research methods used in the study. It deals with population, sample and sampling techniques, instrumentation, data collection and data analysis procedures and ethical concerns. Chapter four is the findings from data analysis and discussion, and finally the last chapter, Chapter five, is a summary of finding, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of related literature on some of these studies from relevant articles, textbooks, websites and other reliable sources of information to this research. The review also highlighted theories that helped analyze issues that may come out of the study.

2.2. Theoretical Framework

The research was guided by contingency theory of Fiedler as cited in Kee, (2010). This theory stresses the importance of both the personality of the leader and the situation in which that leader operates. Central to this theory is concept of the situation, which is characterized by three factors: Leadership relationship deals with the general atmosphere of the group and the feelings such as trust, loyalty and confidence that the group has for its leader. Task structure is related to task clarity and how the task is to be accomplished. The position power relates to the amount of rewards-punishment and authority the leader has over the members within the group (Kee, 2010).

The effectiveness of a given pattern of leader behavior depends on the demands dictated by the situation. This theory emphasizes that leaders should use different leadership styles appropriate to the needs created by different organizational situations. This theory assumes that the leader's ability to lead is dependent upon various situational factors including the style preferred by the leader, the capabilities and behaviors of followers and various situational factors This theory was appropriate for this study since

the study concerns truancy, a discipline issue that is common in schools and that greatly affects the general running and performance of the school (situation). Appropriate leadership styles need to be adopted by the leaders in order to handle the situation, which must be properly understood by the school head (Kee, 2010).

2.3. The Concept of Truancy

Conceptually, the term "truancy" has been defined in various ways by different people and agencies such as counselors, psychologists, sociologists, welfare authorities and educators, in general. According to Rohrman (2013), 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. This definition broadens the concept considerably and makes it synonymous with unexcused absence. Kyriacou (2003) 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.

Galloway (2013) on the other hand refers truancy to a situation whereby a student is absent from school for no legitimate reason. He went further to say that many students do skip either a single lesson or even a full day of school at least once during their academic life. This is because they may want to attend a special event or simply take what is known in the world of work as a "mental health day"(Galloway, 2013). This isolated incidence (truancy) is quite typical and likely to create problems, which can lead to a varied set of negative and even more dangerous consequences. Similarly, Fukui (2008) defines truancy as a delinquent act, which occurs when a child often stays away

from the school without good reasons. According to Galloway (2013), students that are truant typically spend the time they are out of school away from their homes and tend to conceal their absence from their parents. Having examined the definition of truancy by different scholars or researchers, the researchers view on truancy is "a deliberate absence from school and non-involvement of students from school and academic responsibilities without permission (Galloway, 2013).

The concept of truancy is defined by many scholars. Reid (2010) defined it as student being absent from school for no legitimate reasons. On other hand Bye (2010), defined truancy as when a child missed school or class without an excuse from his/her parents/ guardians. It also means a child leaving school without the permission of the teacher or head teacher. When a child is consistently late for school, he or she is considered to be a truant. A truant is therefore a student who stays away from school without proper leave or permission from school authority or the parents (Bye, 2010).

Huck (2011) also defines truancy as a child who is absent from school on his own initiative without his/her parents' permission. However, according to Huck (2011), truancy can also be identified and characterized by neuroticism whereby student fears teacher(s) makes him/her leave school and run back home for safety. Farrington (2010) describes truancy as multidimensional experience that student adapt with the combination of various social, psychological and institutional factors. Other study suggest that not all "unauthorized absence" can be regarded as truancy, but however, not all authorized absences are meaningful to justify the absence (Huck, 2011). Although different studies use different criteria to determine truancy, it is useful to count truancy, if a student misses class for the whole day or involves missing a lesson or parts of it (Huck, 2011).

The term truancy has been conceptualized by different authors in different ways. According to Eastwold (2009), truancy is defined as a deliberate absence from school without parental knowledge. In the same manner, Donoghue (2011) said that truancy is when a student stays away from school without permission, anyone who absents himself from work or duty without good reasons, the knowledge of the authority. The above definitions are in agreement that truancy occurs when a student absents himself from school without due permission either from parents or from the related authorities (Donoghue, 2011). On its popular meaning, Enomoto (2014) considers truancy as a: deliberate absence from school on the part of the pupil without the knowledge and consent of parents; absence of the pupil from the school for which no reasonable or acceptable excuse is given, this latter concept broadens the definition considerably and makes it synonymous with unexcused absence(Enomoto, 2014). Dekalb (2009) defines truancy as a delinquent act which occurs when a child often stays away from the school without good reasons. This definition indicated certain elements of truancy that must be stressed and in order to have a proper understanding of the concept (Dekalb, 2009).

2.4. Types of truancy

According to Guare and Cooper (2013), there are three types of truancy which are: Habitual truancy, Occasional truancy and Causal truancy.

2.4.1. Habitual truancy

Habitual truancy is the type of truancy that occurs when a student truant constantly and continually absent from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss

numerous full days of school academic activities. It is important to note that students who are habitual truants have high chances of falling behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards schools (Guare & Cooper, 2013).

Habitual truancy is defined as a specific number of consecutive unexcused absences over a semester or a school year. The school is primarily responsible for responding to truancy (often in the form of a call to parents). If school efforts fail, habitually truant students may become involved with the juvenile justice system (Jarrett, 2007). A habitual truant student refers to a child of compulsory school age who is absent without a legitimate excuse for five or more consecutive school days in one month or twelve or more school days in a school year(Fukui, 2008). Children who are habitual truants are more likely to engage in undesirable and antisocial behaviors such as gang membership, marijuana use, alcohol use, inhalant and hard drug use, high-risk sexual behavior, cigarette smoking, suicidal behaviors, theft and vandalism (Fukui, 2008). Also, habitual truancy is a type of truancy that occurs when a student (truant) constantly and continually absent from school without the due knowledge or consent of his parents and school authorities. Habitual truants are mainly those students who miss numerous school days of academic activities. Their frequency of absenteeism has become a regular behavior or habit. It is important to note that students who are habitual truants have high chances of failing behind in their school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Guare & Cooper, 2013).

2.4.2. Occasional truancy

Occasional truancy is a type of truancy that occurs when a student does not constantly and continually absent himself from school (Fukui, 2008). In this type of truancy, the student's level of absenteeism from school without the permission of parents or school authority is irregular or not regular. For instance, a child whose mother refused going to school and was kept at home to help care for her siblings and the child taken out of school for an out-of-season family holiday etc are all instances of occasional truant (Guare & Cooper, 2013).

Galloway (2012) on the other hand added that occasional truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the students' level of absenteeism from school without the permission of parents or school authority is irregular (Galloway, 2012).

2.4.3. Casual truancy

Casual truancy is a type of truancy which occurs when the student's absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance, for instance, students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Galloway, 2012). Fukui (2008) added that causal truancy occurs when the students' absence from school is by chance. This type of truancy or unexcused absence from school is not regular and constant but happens by chance. For instance students who remained lurking within sound of the school bell, so that they could attend those lessons, which interested them (Fukui, 2008).

2.5. Reasons for Truancy

Huck (2011) stated that students play truancy for a variety of reasons of which some are considered excusable and some are not. According to Sutphen and Flaherty (2010), reasons for truancy may be put into three main categories. This include students who cannot attend school due to illness, family responsibilities, house instability, the need to work, or involvement with juvenile justice system; students who will not attend school to avoid bullying, unsafe conditions, harassment and embarrassment and; students who do not attend school because they or their parents do not value education, they have something else they would rather do (Sutphen & Flaherty, 2010). Hendricks and Carter (2009) disclosed that majority of students' truancy occurred with the knowledge of the parents and that some parents simply allowed their children to stay at home to have a day off. According to Huck (2011) older students are sometimes permitted to stay home and supervise younger siblings who are sick and the parents cannot stay at home from work. The degree to which a student who is unexcused is absent may be a reflection of the parents' attitude towards the child's school and toward the value of education in general (Huck, 2011). Galloway (2012) believed that the attitude of parents have a crucial role in determining whether a truant behaviour will continue to persist. When unexcused absences are tolerated by parents, they send messages to the child that the family does not value education (Henry & Thornberry, 2010). Parent's model values and attitudes toward education to significantly influence the child's value system as well. The attitude a child develops toward school plays an important role in how successful the child will be in school (Henry & Thornberry, 2010).

Regardless of the reasons truants missed out on learning opportunities, that often placed them at risk for academic failure, disengagement from school and eventually dropping out (Cohen, 2005; Henry & Thornberry, 2010). Donoghue (2011) stated that students who were frequently absent, regardless of whether they had parents' permission or not to miss school, were more likely to engage in risk behaviours than students with no absences. Corville-Smith (2015) discovered that students who resided in single parent households, with failing grades, did not believe that they would graduate and be employed were most likely to have skipped school. According to Corville-Smith (2015), incidences of truancy increased during the middle school years, thus early interventions are needed for schools to be successful in combating truancy.

2.6. Kinds of truancy

According to Cohen (2005), there are also four kinds of truancy. These are: Voluntary truancy, School truancy, Home truancy and Special truancy.

Voluntary truancy

This accounts for the majority of all truancy. Students for no reason other than, they just do not want to attend school on any given day make up for about forty percent of the types of truancy (Cohen, 2005). This type of truancy makes up the second largest majority of truant who commit crimes (including violent crimes) and who make up the highest number in substance and alcohol use.

School truancy

School truancy accounts for the second greatest reason why students do not go to school or attend certain classes (Cohen, 2005). This type of truancy accounts for about

thirty-five percent of the truancy rate. It is not just that, the lessons are too difficult or they are not being challenged, the reason can be as simple as the student does not like the teacher and does not fit into the culture of the classroom, or feels threatened in some form by the activity of the class.

Home truancy

Home truancy is the third highest reason why students are truant (Enomoto, 2014). Any home event that affects the student's mood or ability to attend school, such as sexual abuse, neglect, economics, de-motivational parents or guardians, or siblings can be considered as a motivating factor for home truancy. Home truancy is the third type of truancy, but accounts for the highest in criminal activities. According to Enomoto (2014), students who stay home from school are more likely to be the ones who commit criminal acts such as burglary, robbery, theft and assault.

Special truancy

Last but not the least special truancy involves those students with circumstances such as pregnancy, psychological issues, criminal situations, athletic privilege. This kind of truancy are more often "excused" as special and administrators tend to look at the other way as these students are either on their way out anyway, or they are serving a greater need.(Enomoto, 2014).

2.7. Characteristics of the Truant Student

Corville-Smith (2015) noted that the topic of truancy has documented numerous characteristics associated with truant students. While some characteristics have been

identified as being unique to a particular research study and to a particular sub population of students, generalized patterns of association have been reported related to the gender, the age, the socio economic status (Corville-Smith, 2015).

Gender: Corville-Smith (2015) reports higher truancy rates for males than females, but females are twice as likely as males to be absent with parental consent. Female truants are said to demonstrate lower anti-social behavior than truant males, while truant males tend to perceive the school experience more negatively than truant females, a factor thought to contribute to the higher rates of male truancy observed in virtually every extant study available for review (Corville-Smith, 2015)

Age: Empirical studies examining truancy characteristics based on age reveal that as student age increases, there is a concurrent increase in student school avoidance behavior, with the upper grades in high school exhibiting the highest rates of truancy for both males and females (Corville-Smith, 2015)

Socio-economic status: Examining truancy characteristics based on socio-economic status reveals that truant students tend to come from economically disadvantaged home. It is well established as well that single-parent households are another important family setting variable of consequence (Corville-Smith, 2015)

2.8. Truancy as a disciplinary problem in Schools

In every human society, there are norms and values which are socially and morally accepted ways of doing things within a societal set-up. But in a situation where a person's behaviour contradicts the accepted societal ways of doing things then such a person is regarded as a law breaker, a deviant or delinquent(Farrington, 2010).

Flamboe (2006) noted that truancy as a delinquent act is commonly indulged in by young people. However, the problem of truancy is the most common among the youth and this is regarded as a child lacking "discipline". Discipline as a concept is very important in the practice of education. A learner who lacks self-discipline cannot learn effectively. Discipline in the word of Davies and Lee (2006) referred to as when students are taught to respect the school authorities, to observe the school laws, regulations and to maintain an established standard of behaviour. Bage (2009) sees discipline in modern classroom management as the provision of a suitable environment for pupils to develop self-control, orderliness, good conduct, co-operation and the habit of getting the best out of themselves during and after school life. More so, Baker (2009) concurred that discipline is the training especially of the mind and character to produce self-control, habit of obedience. However, a child who lacks discipline is regarded as being indiscipline. Indiscipline is one of the serious social problems facing most schools and the aspect of indiscipline that is of greatest concern in the students is truancy (Baker, 2009).

Barth (2014) stressed that truancy is an age-old aspect of indiscipline which brings the school authority into disrepute and in addition, the unofficial coming in and going out of children at other times other than normal school day, naturally brings about indiscipline and interrupts normal school routine. Truancy as a disciplinary problem cannot be left unchecked because of the likely effect it could have on the future truants (Barth, 2014). Biblarz and Raftery (2009) state rightly that truancy is the nursery of crime and concluded that if a school child finds that he can avoid going to school without any serious repercussion, the will sooner or later believe that he can succeed in other

offences. According to Baker (2009), the students' idleness while playing truancy will set the scene for other crime such as stealing of money and goods.

2.9. Factors contributing to truancy

According to Bezruki and Cornelius (2010) there is no single risk factor that leads to truancy but rather a variety of individual, school, family factors. Barth (2014) suggested categories such as the personality aspects, parent or family and school influences:

2.9.1 Personality aspects

According to this perspective, truancy relates to variously identified personality aspects of the learner (Bimler & Kirland, 2001). Personality is defined as the individual's psychological, physical and spiritual characteristics that determine his behaviour in contexts in which he finds himself (Bonikowske, 2007). Therefore, the contributing causes of truancy are intrinsic and located within the learner. Some of the personal attributes of truanting learners that have been identified in the literature are the following:

2.9.1.1. Anxiety and fear

Brown (2003) found that truants tend to be more anxious, and experience more stress related to frustration than non-truants. Brown (2003) on the other hand noted that truants are more sensitive and emotionally less stable than non-truants. This further confirms with that of Tyerman (2008) who showed that truants tend to be insecure and anxious. The concept of anxiety is often associated with psycho analytical theory. According to the psycho analytical theory of (Freuds reality anxiety is fear about the actual dangers in the environment (Meyer & Viljoen, 2003). In terms of this theory,

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truancy can be regarded as a response that a learner adopts in an effort to avoid a potentially anxiety provoking situation or event. A learner's fear of a threatening situation at school makes him play truant (Meyer & Viljoen, 2003). Truancy is therefore a flight response or defense mechanism. According to Gillis (2002), young people tend to use defense mechanisms when dealing with awkward situations such as truancy.

2.9.1.2. Poor social skills

Poor social skills and a lack of confidence are also factors that contribute to truancy (Lewis, 2000). Lewis (2005) asserts that boredom, isolation and lack of friends may be pull factors that pull a learner off school. Lewis (2005) added that pull factors are personal aspects within the learner, which may include shyness, a tendency to become easily distracted or bored, and perhaps an inability to make friends. It appears that an inability to cope with the demands of making friends triggers a strong impulse to escape from the anxiety-provoking situation, thus leading to truancy. This means that some learners respond to a socially challenging or emotionally threatening situation at school by playing truant (Lewis, 2009).

2.9.1.3. Low self-esteem

Reids (2010) indicates that certain personality traits, including lower levels of self-esteem, make some learners more prone to absenteeism than their peers. Corville-Smith (2015) on the other hand indicated a link between truancy and low self-esteem.

2.9.1.4. Anti-social behaviour

According to Eastwold (2009), truancy behaviours are associated with conduct disorder. Conduct disorder is a diagnostic label used to describe children and adolescents

who display a persistent and repetitive pattern of antisocial behaviours that violate the right of others (Flamboe (2006). Antisocial behaviours that an individual with conduct disorder displays include defying authorities, lying, fighting, cruelty to animals and people, as well as truant behaviour. Reid (2010) asserts that feelings of alienation from school and higher levels of anti-social behaviour are some of the characteristics displayed by many truants. This suggests that anti-social behaviours make some learners more vulnerable to social alienation, in that an individual is likely to be rejected if his behaviour is socially inappropriate, and if he is disruptive (Eastwold, 2009).

Therefore, a well-behaved learner can easily make friends and suffer little isolation, and is more likely to cope with the stress of schooling. The inability to cope with stress of schooling, personality problems and social isolation are some of the factors that are identified as driving learners to play truant (Flamboe, 2006).

2.9.2 School factors

There is a theory that proposes that truancy is caused by various aspects of the school (Cox & Paley, 2007). This theory explains truancy as a response to an inadequate education system. It appears that this theory is based on the perception that the schools and the education system in general are lacking, and thus force some learners to reject the very education that is thought to give them a better future. Proponents and supporters of this perspective would therefore argue that what is happening in the schools and the education system in general is what actually makes learners become truants (Cox & Paley, 2007). Inadequacies could be those located in the physical environment, the school climate – in terms of the teaching and learning atmosphere – and the curriculum, if it is seen as being irrelevant and not accommodating diversity. The perceived inadequacies in

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the school might alienate some learners and thus make them feel excluded and become truants (Credé & Kieszczynka, 2010).

It is also possible that some learners may have certain attitudes towards aspects of the school such as the buildings, particular subjects and educators. Learners may also perceive their value system as contradictory to the values espoused by the national curriculum and thus find that curriculum irrelevant. (Finn & Voelkl, 2003). These contradicting values and attitudes towards the school can create a sense of disaffection that manifest in the form of truancy in some learners (Finn & Voelkl, 2003).

2.9.2.1. Dilapidated school buildings and poor facilities

In an attempt to find ways of combating truancy, Reid (2010) found that, among other factors, school buildings that are clean and well cared for, are likely to make learners feel welcome. Attractive school buildings and a good atmosphere seem to create a sense of belongingness in learners. Galloway (2012) states that an unattractive school environment, which is characterized by poor toilet facilities, a lack of proper ventilation and heating and dilapidated buildings are likely to affect school attendance. In a school-based action research on truancy, learners reported that they played truant, because of anxiety caused by inadequate facilities such as toilets, changing and storage places.

An unattractive school environment caused by poverty and violence in some communities may lead to apathy and subsequently contribute to a higher rate of truancy. In neighbourhoods where the rate of violence is high, schools are likely to be vandalized and have broken windows and fences (Galloway, 2005). Sometimes windows are broken accidentally, while people may also steal some of the building materials and fences. Finn and Voelkl (2003) indicate that higher rates of residential instability are associated with

adolescent juvenile delinquency, property crime and other behavioural problems, including truancy.

2.9.2.2. School size

According to Angrist and Krueger (2000), school size tends to affect the rate of truancy negatively and show that larger schools have higher rates of absenteeism. Amatu (2011) noted that larger schools tend to have high rates of truancy and indiscipline. School size is likely to affect the school by making it difficult to control disruptive behaviour, particularly when there are more learners than the educators can manage (Amatu, 2011).

2.9.2.3. Classroom management

Another aspect that affects regular attendance during lessons is classroom management and the way in which attendance is monitored. Administrative inefficiency in terms of registration and poor classroom management can contribute to lesson skipping (Bage, 2009: Birman & Natriello, 2008). Classroom management requires a great deal of dedication and commitment from both the learners and the educator.

Jenkins (2005) states that class and group dynamics and the interaction between learners and educators have an effect on classroom management. Classes may be composed of learners with different personalities and characteristics, including those who are difficult to control and therefore likely to corrupt or disrupt others. Disruptive learners are often those manifesting behavioural problems, such as frequent fighting, lying, carrying or using a weapon, and truancy (Jenkins, 2005). Teachers may find it difficult to

manage classrooms with learners who display disruptive behaviour and other behavioural difficulties (Tyerman, 2008).

Schools need to ensure that classrooms are organised and managed well in order to prevent learners from losing interest and resorting to truancy. Barth (2004) states that it is in badly organised classrooms that it is easy for learners to be marked present at the beginning of the lesson but to skip the remaining part of the lesson. He also points out that about 15% of the truants go absent upon registration and that the learners will not all miss the same lessons. Chaotic movements during the lesson and inconsistent enforcement of the code of conduct are some characteristics of badly managed classrooms (Gillis, 2002). These are therefore tendencies that need to be avoided, since they encourage truancy and can also impact negatively on the efficiency of registration (Gillis, 2002).

2.9.2.4. Teacher-learner relationship

Teachers' attitude towards pupils would either encourage or discourage a pupil from attending school (Gillis, 2002). The function of the school is to educate, rehabilitate as well as inculcate the right knowledge, skills and attitudes. Teacher's negative attitude towards the pupils, for example arbitrary punishment, scolding or even labelling may lead to negative attitude towards school and absenting themselves from such unfavourable school environment (Gillis, 2002). Epstein and Sheldon (2002) also noted that when pupils develop a habit of hating certain subjects, this might be as a result of poor teacher response. This creates a poor relationship between the two parties leading to pupil truancy. It was also noted that teachers were not interesting and creative; instead they were unfriendly and used poor approaches in the content delivery. They were

disinterested with learners and did not motivate them and exhibit hash, dictatorial and self - centred behaviours. Learners in return absconded from school (Epstein & Sheldon, 2002).

According to Lewis (2009), learners tend to play truant due to lesson difficulties or a dislike of certain lessons. Negative attitudes displayed by some teachers may drive certain learners out of the school. Epstein and Sheldon (2002) found that insults and humiliating remarks by teachers lead to school non-attendance.

Fornwalt (2007) on the other hand attributed learners' truancy to problems with teachers. It is therefore possible that in instances where learners feel humiliated, the school environment might be perceived to be hostile. A hostile school environment, therefore, produces flight responses in the form of truancy in some learners (Fornwalt, 2007). When learners show a tendency of disliking a lesson, it might be that that particular teacher responds negatively to those learners. This leads to poor relationships between the two parties. This poor teacher-learner relationship can also occur as a result of what is regarded as intentionally disinviting practice (Epstein & Sheldon, 2002). According to Fornwalt (2007), teacher functions at the level of intentionally disinviting when he or she goes out of his or her way to send messages that destroy a learner. Learners may find such teachers, and subsequently the school, repulsive and may become truants (Fornwalt, 2007). Another practice that contributes to truancy is shouting at learners in class and in some instances the negative remarks may even appear in the learners' books (Caldas, 2003). Fornwalt (2007), also indicates that derogatory remarks may lead to truancy and eventually encourage school dropout, particularly if the initial

causes of occasional absenteeism are not investigated. Further, lack of follow-up on cases of truancy seems to perpetuate the problem (Fornwalt, 2007).

Finn and Voelkl (2003) also observed that, lack of teacher peer respect, a disinterest in students, lack of teacher expectations for student achievement made them to treat student unfair, leading to truancy as a measure to avoid harshness. Derrington (2006) revealed that, disrespect of students from teachers and simply feeling uncomfortable to stay at school. Moreover, Hallam and Roaf (2007) noted that, many students disliked teachers who taught them, some students had no respect for teachers who shouted a lot and got angry.

Derrington (2006) argued that, when teachers used their power wrongly, created a poor relationship which discouraged students to enjoy learning. In connection to that Fornwalt (2007) argued that when teachers were no longer taking moral responsibility of the children under their supervision that could cause some negative effect on their attendance.

2.9.2.5. Teaching or instructional approach

The contribution a teacher makes in perpetuating or causing truancy is not only related to how he or she treats or relates to learners (Gillis, 2002). The teacher's instructional approach and his or her feelings towards his or her work may be one of the factors that cause some learners to play truant. An enthusiastic teacher instills enthusiasm and motivation in learners (Catterall, 2007). On the other hand, a demoralized teacher who shows little interest in his or her work discourages learners. Furthermore, the teacher's attitude towards his or her work could either be negative or positive, is

contagious and often affects the learners (Duckworth, 2008). Enthusiastic teachers may be perceived to have positive attitude towards their work and are more likely to be keen to vary their instructional approaches. With regard to cognitive style, Duckworth (2008) noted that teaching style which is restricted to one approach tends to exclude some learners. It is possibly difficult for some learners, particularly the low-ability groups, to compensate, which results in a likelihood of resorting to truancy. Eastwold (2009) acknowledges the effect of teaching style by stating that incongruence between teachers' approach and what the learners are interested in leads to a decline in motivation, and consequently, a tendency towards truancy.

Farrington (2010) asserts that truanting learners find school work "boring" due to the teaching and learning styles that are practiced in large classes. The chances of using a variety of instructional approaches and attending to special educational needs are minimal when classes are large. It is in large classes that truants tend to feel neglected (Farrington, 2010).

According to Chou and Chen (2006) about thirty six percent (36%) truants state that lessons they bunk are of no relevance to their lives. Learners blame the school for their absence, since the highest percentage of truants' state that lessons are irrelevant (Brooks, 2004). It is also apparent that when teachers lack empathy and are intolerant or unable to accommodate differences in the levels of academic attainments, lower achievers are likely to play truant and eventually drop out of school. Inflexible approaches to teaching and inconsistent management of behaviour provide opportunities for learners to play truant. In a classroom environment where teachers react negatively to low achieving learners or have the same expectations of all learners, those learners who

cannot meet the expectations may feel rejected or less valued and consequently play truant (Whitney, 2004).

On the other side, teaching style could either build positive teacher student relationship or negative relationship. That becomes a poor teaching style. Contrary to that, if teaching style is boredom to students, students dislike a particular subject and tend to skip a lesson which finally results in poor relationship between teachers and students contributing to truancy. Whitney (2004), concluded that teaching style contributes to student truancy as a result of boredom; created by incompetent teachers.

2.9.2.6. School Leadership

O'Keefe and Stoll (2005), observed that, effective school leaders created vision, development, support school staff and strengthened school culture. Such leading shared leadership roles among teachers and other school staff to enhance school academic performance and encouraged students towards attendance. O'Keefe and Stoll (2005) concluded that effective leaders served as catalysts for the specific actions that in turn drove the success of school actions and built leadership capacity. Therefore, effective school leadership had better position to determine students who were truant and gave out the best strategies which dealt with student attendance and truancy (Luthans, 2002). Luthans (2002) added that there were positive relationship between school leadership and school performance. This implies that strong and effective school leadership facilitated good student attendance, unlike weak school leadership. Similarly Mbiti (2007) asserted that an effective leader utilized the leadership abilities of strong teacher leaders, which helped to put strategies and interventions in place which helped at risk students. Okumbe

(2013) on the other hand noted that school leaders in the best performing schools did the right things, shared power, demonstrated higher moral and ethical behaviour. That included specialized administrative functions which focused on attendance and discipline (Okumbe, 2013).

School leadership had a great role to play in dealing with student truancy; Okumbe (2013) argued that school leadership included not just the head and the senior staff, but all those who had the responsibility to lead, such as class teachers. Okumbe (2013) further pointed out that school leadership should be more alive to its responsibilities. It should double its efforts at ensuring that there was higher level discipline, especially working towards truancy prevention. Therefore, if the school leadership failed to control attendance procedures at school fell into a chaotic kind of leadership, which did not care about disciplinary issues which finally promoted student truancy (Okumbe, 2013).

In connection to that Decastro (2014) argued that, ineffectiveness of the administration's practice to support students gave rise to truancy in schools. Furthermore, Decastro (2014) further argued that lack of commitment of the school leadership had been identified as a risk factor for student truancy. In addition, Reid (2010) noted that schools and their organization as well as rule systems were becoming outdated to the extent of causing truancy and other forms of non-attendance to increase.

2.9.3 Home - family factors contributing to truancy

This perspective explains causal factors in terms of various identified features of truants' homes or families of which known truants were presumed to be members Solomon and Rogers (2001). The following family variables were found amongst truants:

2.9.3.1 Socio-economic status of parents

Socio – economic status is defined as individual's relative standing in the society based on income, power, background and prestige (DeKalb, 2009). Some children from families with low socio – economic status developed low self-esteem because of their economic situation. This led them to believe that they were not good at school work and became victims of learned helplessness (DeKalb, 2009). They felt despite their family members working hard, they were barely successful; they later despaired and dropped out of school which was a normal pattern. Epstein and Sheldon (2002) states that the major factor that led to low access and truancy in school was poverty. Poor families had been forced not to take and sustain their children in school. Barth (2004) showed that economic status of parents affected pupils' involvement in education. According to DeKalb, (2009) learners from lower socio – economic homes poor families were not given enough educational materials and this made such learners exhibit truant behaviours.

Tyerman (2008) indicated that some family circumstances are factors that contribute to higher rates of truancy. It was found that truants tend to come from larger families where parents have a lower level of education and pursue lower socio-economic occupations (Teasley, 2004). Stouthamer and Loeber (2008) on the other hand found that more truant's fathers were unemployed than non-truants' fathers. Tyerman (2008) noted that truants predominantly come from poor families living in overcrowded houses and economically deprived families.

Despite the link several researchers found between truancy and poor socio-economic circumstances of the family, Volkmann and Bye (2006) warn that truants

should not be seen as coming from a particular social class. Tyerman (2008) also suggests that truancy is one of the behavioural problems found amongst adolescents in higher socio-economic communities.

2.9.3.2. Marital status of parents

According to Epstein and Sheldon (2002), families of single parents had a likely hood of pupils becoming truants same to large families. This was because intact families tend to spend more of their resources on meeting basic needs such as food unlike education of the children which may result in repetition and truancy. According to Tyerman (2008), families with many children and limited resources result to congestion in homes which may negatively impact upon behaviour. Tyerman (2008), further adds that parents from poor tenements failed to protect or control their young children as required. Parents with intact families may not fully be involved in the academic well-being of each child. This therefore limited the child from taking part in school activities hence becomes truant (Tyerman, 2008).

According to Epstein and Sheldon (2002), one of the family variables that has been found to contribute to truancy is unstable family relationships, which include, divorce, parental separation and marital conflicts. When the relationship between parents breaks down, there is a likelihood that children will live with one parent or in an extended family structure. Hence, it was found that few truants are living with at least one biological parent (Epstein & Sheldon, 2002).

The increasing trend towards one-parent families also manifests as the result of other factors, such as death, teenage pregnancy or single parenthood by choice (Reid, 2010). Deaths had made the number of one-parent and "absent-parent" families   more

likely to increase. As the number of single-parent families' increases so does the number of children with problem behaviour, including disruptive truants (Reid, 2010).

Epstein and Sheldon (2002) emphasizes the link between non-involvement in single parenting and misbehavior and also indicated that lack of parental monitoring lead to truancy. What this means is that, in single-parent families, monitoring and supervision become burdensome or the parent tends to lack the ability to monitor and supervise children. This does not suggest that single parents are unable to play their supervisory role, but implies that it could be easier if both parents take part in the monitoring process (Epstein & Sheldon, 2002).

Families who are "under stress" have difficulty staying together (Reid, 2010). According to Epstein and Sheldon, (2002), students who are likely to be truant come from families with solo parents or broken families and concluded that in one third to one half of the truancy cases, the child lived in a home disrupted by separation or divorce.

2.9.3.3. Limited parental education

Reid (2005) observed that parents with limited education tend to have lower aspirations for their children leading to repetition and truancy. Reid (2005) added that parental illiteracy or lower educated parents together with low income greatly influenced educational wastage. This was in line with Lauchlan (2003) who also observed that the family size and parent's level of education influenced pupils' performance and may lead to truancy.

Mbiti (2007) revealed that truancy was more pronounced among pupils' whose parents had primary level of education and below. According to Mbiti (2007), parents

who were well educated value education of their children more than the illiterate ones. This was because educated parents provide assistance to their children so that they could progress holistically (Mbiti, 2007).

2.9.3.4. Poor parental involvement and supervision

Parental involvement is an intentional act whereby a parent makes an effort to relate and interact with the child. Parental involvement includes monitoring and helping with homework, attending school conferences and functions and providing a supportive learning environment (Mbiti, 2007). When parents experience problems in their own lives that are related to intimate relationships and other external factors, they tend to focus less on their children. This can eventually lead to less involvement or a total lack of interest in the children, and subsequent problem behavior (Mbiti, 2007).

Lack of parental interest, support or involvement in the learner's education is also associated with truancy and many truants receive little or no parental support and encouragement (Epstein & Sheldon, 2002). Reid (2010) found that parents of truants are less interested in their children's schoolwork and encourage competency in children to a lesser extent.

According to Epstein and Sheldon (2002), learners tend to do better at school and come to class prepared when parents pay attention to their homework and actually ensure that homework is done. Doing schoolwork is likely to be a pleasure to some learners, while for those experiencing academic difficulties it is an unpleasant activity, particularly if parents or guardians are not helpful. Learners who have learning problems are more likely to miss classes in order to avoid getting into trouble with incomplete homework (Epstein & Sheldon, 2002).

2.9.4. Student related factors contributing to truancy

2.9.4.1. Peer group Influence

According to Derrington (2006), major students related factors contributing to truancy involved, peer groups, learning difficulties or poor academic performance. Epstein and Sheldon (2002) argued that, peer group of a student contributed a world of its own with its customs traditions, manners and even its own language. Peer group could extraordinary influence each other particularly to academic aspirations and attitudes towards school, like being truant. Reid (2010) revealed that peer pressure had influenced student truancy. Also Corville-Smith (2015) on the other hand stressed that peer influence at school was strongly associated with truancy. Reid (2010) concluded that, the peer groups as well as classmates had effects on the students' truant behaviour.

2.9.4.2. Poor students' academic performance

According to Reid (2010), student academic performance could motivate or discourage student's attendance. That was because students who performed better always enjoyed learning and could perform any homework or assignment given to them contrary to students who performed poorly in different subjects. That by itself was a factor which led to absconding classes (Reid, 2010). In connection to this, Corville-Smith (2015), argued that lack of career aspiration and poor academic performance lead to low self-esteem to student finally causing students to be truants. Similarly, Reid (2010), found that there was a significant dependency between learners having poor academic problems and truancy.

Brown (2003) noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of

failing an exit exam or of falling further behind. Catterall (2007) also noted that learning difficulties included short memory and poor reasoning, poor reading skills and difficulty in calculations. Students could refuse to work hard because efforts were deemed worthless. Catterall (2007) added that social common signs of learning difficulties were truancy and aggressiveness on the part of teachers. Furthermore, Dekalb (2009) found that assignments or incomplete assignments also affected the tendency of skipping classes among students due to the unfairness of being asked and punished by their teachers. Reid (2010) indicated that poor academic performance was a strong school indicator of students who could drop-out of school due to truancy and concluded that among the key reasons why students slapped or intentionally opted for truancy was perharps, the difficulty in working take home exercises.

2.9.4.3. Alcohol consumption

According to Lewis (2005), alcohol consumption is significantly associated with truancy among students. Tyerman (2008) added that excessive alcohol drinking was associated with frequent truancy. In that study, excessive drinking was defined as drinking more of alcohol on one occasion. Alcohol enhance health problems and are also identified as a major contributor to student truancy, whether it is the student's health issues that are in consideration or family health issues, they prohibit students from attending school. Although students should not come to school when severely sick, often students do not attend school even if they have a small ailment although it would not prohibit the student from learning in the classroom (Tyerman, 2008).

2.9.4.4. Learning problems

Reid (2010) noted that regular non-attendees are found among learners whose numeracy and literacy scores are two or more years behind their peers in primary school. According to Jenkins (2005), a lack of academic success creates a sense of frustration and a constant fear of failure. It appears that learners who experience difficulty with school work often play truant in an attempt to evade frustration. In some cases, learners may have begun to experience difficulty with schoolwork while still at primary school. An inability to cope with academic expectations and demands can contribute to truancy in secondary schools. Truancy appears to be a response to frustration and anxiety associated with difficult lessons. In many instances, lesson difficulty contributes more to truancy than blanket truancy (Jenkins, 2005).

Truancy is linked to a lower level of academic self-concept, since these learners tend to perceive themselves as having less ability than their peers (Reid, 2010). On the other hand, disaffected learners who were also truants attributed their success and failure to relative effort instead of ability (Reid, 2010). These learners further attributed their failure or success at school to the effectiveness of their learning strategies. DeKalb (2009) cautions us against indiscriminately regarding poor self-concept as contributing to truancy by stating that pupils playing truant have a negative self-image only with regard to the school and as far as the school is considered as important. It is therefore mainly in cases where learners regard schooling or education as less important and when their academic self-concept becomes negative as a result of poor achievement that truancy is likely to occur(DeKalb, 2009).

2.10. The Influence of Truancy on Academic Performance

According to Derrington (2006), educational attainment is an important determinant of diverse health outcomes. Truancy among adolescents jeopardizes chances of achieving their educational goals. Educational attainment is a crucial predictor of several health-related lifestyles and premature mortality. However, truant behaviours have potential to curtail possibilities of meaningful academic achievement (Derrington, 2006). Truancy is detrimental to student's achievement, graduation and self- esteem and that, students who miss school fall behind their peers in the classroom (Farrington, 2010). Rohrman (2013) on the other hand found out that of those students who were often truant in high schools, about 75 per cent failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor outcomes. McNeal (2009) also proved that truancy negatively affects students' academic achievement. The paucity of research on school practices to improve attendance and reduce absenteeism is striking because truancy is associated with several important indicators of student failure and poor adjustment to school (McNeal, 2009).

Ekeke (2010) indicates that among the negative outcomes associated with truancy such as additional delinquency, school expulsion and dropout and other risky and problematic behaviours, poor school performance is also associated with truancy. Sheldon (2011) also noted that the economic implications for students are also significant and indicated that students who are chronically absent are more likely to perform poorly in school and more likely to drop out, which negatively impacts earning potential over their lifetimes. The implications for schools whose students are not attending at a high rate include lost experience, poor performance on external examination (Sheldon, 2008).

Brown (2003) noted that students being away from class decrease a student's ability to learn and emphasized that it is difficult to succeed if a student misses too much work, because it is difficult to catch up. Brown (2003) added that absent students loose interest in school, which results in low academic performance and concluded that although truancy has known effects on individuals, truancy has negative effects on the overall learning environment. Sheldon (2011) on the other hand emphasized that truancy creates problems beyond high school, since truant students are more likely to drop out of school. They have decreased opportunities for career advancement. The lack of opportunity to go to college due to poor grades limits employment options and increases the likelihood of lower salaries and unemployment (Sheldon, 2011).

Roby (2004) showed that there is a correlation between attendance and academic achievement. Students who missed school or classes were shown to be performing poorly as compared to their counterparts who always attended their lessons. Truancy is a very dangerous delinquent behaviour among students (Roby, 2004). This is because it can have negative impacts on their lives. Truancy interferes with students' education as it interferes with their concentration, ability to catch up, on and off learning which may result in difficulty in improving their academic achievement.

2.11. Consequences of truancy

According to Roby (2004), many scholars have shown interest in the consequences of truancy and what future outcomes may be affected, both in the short and in the long term. Unsurprisingly, truancy is negatively associated with school performance. The most obvious effect for students with a high level of truancy was

poorer grades (Lindstadt, 2005). Besides lower academic performance and poorer grades, there is a strong positive association between truancy and the risk of early school leaving and dropout (Smith & Stern, 2007). In addition to direct school-related outcomes, studies also indicate that truancy is negatively and strongly associated with self-reported health and positively associated with a variety of problems and risk behaviors such as alcohol and drugs use (Lindstadt, 2005). Truancy is also linked with an increased risk of depression and of crime (Reid & Kendall, 2002).

Furthermore, Suet (2015) noted that truancy has proved to have long-lasting associations with negative outcomes during the life-course. According to Suet (2015) studies controlling for a number of individual and environmental related factors have shown that truancy is associated with an increased risk of committing several different forms of crime later in life. Even low levels of truancy are associated with less-favored outcomes such as poorer grades, a higher risk for school dropout, and lower employability in the future, although a higher degree of truancy has proved to have even more negative consequences (Kearney, 2007). Noteworthy, truancy has a negative impact on all socioeconomic groups, but it is particularly prominent for the less socially and economically advantaged (Kearney, 2007).

Despite the difficulties to determine the causal relations between students, family, and school-related characteristics and truancy, the fact remains that truancy is a strong predictor of unfavorable results in a variety of areas, both in the short and in the long term (Kearney, 2012). Reid (2010) states that truancy is the greatest single predictor of juvenile and adult indiscipline and crime.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter describes the research methods used in the study including the research design, study population, sample and sampling techniques, instrumentation. It also describes the data sources including the methods of data collection, ethical concerns and data handling procedures.

3.2. Research Design

The descriptive survey design was adopted for the study. Bryman (2015) explained that the descriptive survey research tries to identify variables that exist in a given situation and tries to describe the relationship among the variables, as well as identify the factors that exist among them. Descriptive survey research was adopted because the researcher was geared towards finding the opinion of students concerning the factors causing truancy. Again descriptive survey research was employed because the researcher wanted to find out opinions, characteristics and ideas from students, teachers and parents on the factors that cause truancy among students.

With regard to the research approach, the study adopted the mixed method triangulation research design. Creswell (2013) defined mixed method design as a research design with philosophical assumptions as well as quantitative and qualitative methods. According to Creswell, this design allows the researcher to collect and analyze data or information using both qualitative and quantitative approaches in order to produce a better and in-depth understanding of the research questions. In a triangulation (concurrent) design, both the quantitative and qualitative designs play equal roles

(Creswell, 2013). The design focused on the collection and analyses of data by combining both qualitative and quantitative data. The usage of this method is considered the most appropriate design that could lead to drawing meaningful and useful conclusion from the study. This consequently will assist in reducing the biases and limitations inherent in both methods and complement their strengths (Bryman, 2012).

Quantitative and qualitative methods were used because the problem under investigation was identifying the factors contributing to the persistence of pupil's truancy among Prempeh Junior high school students in Kwadaso Municipality; thus, the need for a larger coverage (i.e. quantitative) in order to get diverse views on such practice as well as in-depth information (i.e. qualitative) through interviews with key informants. Creswell (2013) justifies the usage of the mix method because it enables the usage of multiple methods of data collection and analysis especially on phenomena that are complex such as "culture'' to which a single method is not sufficient to bring out a comprehensive understanding.

3.3. Population

According to Best and Khan (2003), population is defined as any group of individuals who have one or more characteristics in common that is of interest to the researcher. Teddlie and Tashakkori, (2009) added that population refers to all members of an area or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study. Population, according to Creswell (2013), refers to the complete set of individuals (subjects) or objects having common observable characteristics in which the researcher is interested. The total population of JHS pupils of

Prempeh Basic School is 1550 pupils comprising 980 boys and 570 girls according the headteachers of the school. The target population for the study was 55 JHS pupils identified as truant children comprising of 40 boys and 15 girls, 45 teachers who have been in the school for more than 10 years and 29 parents of truant students. This implied that the accessible population for the study was the 55 truant students, 45 teachers and 29 parents of the Prempeh Basic School JHS.

3.4. Sample and Sampling Techniques

According to Creswell (2013) a sample is the selection of a portion of the study population for inclusion in a study. A sample size is therefore the total number of people who are selected from a given population to participate in a study. The sample size for the study was selected through multi-stage sampling techniques. Multi-stage sampling approach requires the use of more than one sampling technique when selecting sample size in a particular study (Creswell, 2013). Multi-stage sampling is justified by allowing a larger sample for quantitative data collection and a smaller sample for interviews or qualitative data. In order to get an appropriate sample size for truant students, the researcher obtained a list of truant students through the attendance register of the various schools with the help of the teachers concerned. On the part of the teachers, a list of all the teachers who have been in the various schools for more than 10 years was obtained from the various head teachers. Parents of the truant students were also made accessible from the various Parent Teacher Association meeting days of the three basic schools.

Purposive sampling technique was then used to select the 55 truant students. It was adopted for the study particularly because of the size of the intended population and

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the time available for the study. This involves collecting data from all individuals in the target population due to the small nature of the population.

The lottery type of the simple random sampling was also used to select 23 respondents comprising 14 teachers with more than 10 years' experience in the school and 9 parents of truant students to participate in the interview section of the study because they had vast experiences on truancy in the school and in the home respectively and they are 'information rich' as with regard to non-attendance, absenteeism, lateness, skipping of lesson and dropping out of school failure of students to attend classes. A total of 78 respondents consisting of 55 truants, 14 teachers and 9 parents formed the sample for the study. Proportional sampling was used to select the 14 teachers and 9 parents from each of the school based on their population as shown in Table 3.1.

Table 3.1: Sample of Population

Name of School	No. of Teachers	No. Sampled	No. of Parents	No. Sampled	Total
Prempeh Basic A	16	6	9	3	9
Prempeh Basic B	15	4	10	3	7
Prempeh Basic C	14	4	10	3	7
Total	45	14	29	9	23

3.5. Data Collection Instrument

Questionnaires and interview guide were the research instruments for the selected participants.

3.5.1. Questionnaire

Questionnaire is a predetermined standardized set of questions meant to collect numerical data that can be subjected to statistical analysis, which requires self- reporting from the participants (Leedy & Omrod, 2005). The questionnaire was designed from the literature and personally administered to the truant students of Prempeh Basic School JHS. The structured questionnaire consisted of four sections. Section A demanded responses on background information of respondents, section B dealt with parent-related factors causing truancy among junior high school students, section C sought respondent's views on the teacher-related factors causing truancy among junior high school students while section D covered media-related factors causing truancy among junior high school students. The questionnaire was mostly likert- typed scale. All of the questions were of 5-point likert type scale ranging from strongly disagree (1) to strongly agree (5). According to Sarantakos (2005), likert scale allows response to be ranked and it is easy to construct.

3.5.2. The Semi-structured interview for selected teachers and parents

The semi-structured interviews (lasting about 45 minutes each) allowed for a face-to-face interaction between the researcher and participants (Creswell, 2013). Their advantage was that, while they were reasonably objective, they also permitted a more thorough understanding of the respondents' opinions and reasons behind them than would be possible using the mailed questionnaire (Silverman, 2013). The semi-structured interviews combined objectivity and depth, and generated valuable data that could not be

successfully obtained using any other approach (Silverman, 2013). This enabled the researcher to elicit meaningful data through a comprehensive strategy in the form of open-ended questions (Creswell, 2013).

The researcher introduced the topic and thereafter guided the discussion by asking specific questions. The researcher ensured that he did not control the content so rigidly that the interviewee could not tell their story personally in their own words. Words (language) familiar to the participants were used during the interview so that they could respond to something they understood. Although an interview guide was used, the semi-structured interviews offered the interviewer considerable room to pursue a range of topics and offered the interviewee the opportunity to shape the content of the interview.

3.6. Trustworthiness

To ensure trustworthiness and increase the degree to which the results of the study could hold true as well as inform other studies, the researcher undertook the following measures: First, a detailed description of the research setting such as participants' demographics was provided. Similarly, an attempt was made to describe the findings of this study exhaustively. The intention was to provide information, which could inform other audiences and help in determining whether the study results are applicable to their situations. By describing a phenomenon in sufficient detail, one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people (Silverman, 2013). Secondly the researcher discussed the emerging data and its interpretation with a well-informed critical friend who consistently commented on the study since its formulation. Her feedback was valuable in shaping the

researcher's field activities as well as data interpretation. Further, the researcher recorded as much data and as accurately as possible as well undertook member checks with participants to ascertain that data recorded reasonably represents their accounts. Again, the researcher then transcribed the recorded data and quoted verbatim in the analysis. The researcher worked closely with my supervisor at all the stages in the research process.

3.7 Validity and Reliability of the Instrument

3.7.1 Validity Test

Validity is the degree to which a test measure what is purposes to be measuring. Face and content validity of the questionnaire were tested by the researcher. To achieve faced validity, the questionnaire was given to the supervisor to find out whether the items measure the intended purpose. Content validity is an important research methodology term that refers to how well a test measures the behaviour which is intended (Polit, Beck & Hungler, 1999). The supervisor found out whether the items measure specific construct. The validity test enables the researcher to reshape and delete those items which were found to be unclear and misleading. Items that were ambiguous were modified while inappropriate items were deleted.

3.7.2 Reliability Test

Reliability is the degree to which an assessment tool produces stable and consistent results. Reliability is the extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same condition (Bell, 2008). To ascertain this, questionnaire was administered to the

same 30 respondents comprising 20 truant students, 3 parents and 7 teachers sampled at Kwadaso M/A junior high school twice during the pilot testing with a two week interval between the first and the second test and the results correlated. The reliability test yielded Cronbach Alpha of 0.85 which showed that the instrument was highly reliable.

3.8. Data Collection Procedure

An introduction letter was obtained from Head of Educational Department, Winneba Kumasi Campus after approval of the research by the supervisor. The researcher then paid a courtesy call to the Municipal Director of Education to inform her of the study. This was done to enable the researcher gain access to the schools.

The researcher visited the selected school and introduced herself to the headmistress, explained the purpose of the study to her and also established rapport with the respondents. After permission from the headmistress of the school has been obtained, the researcher gathered the selected students in their classrooms and informed them of the objectives and design of the study. The questionnaires were personally administered to the students during break time and collected after completion in one of the classrooms.

In addition, the researcher used interview guide to measure the opinion of 9 parents and 14 teachers on their perception on the subject under investigation. It was a face-to-face interview at a location free from distractions at an agreed date and time. Each session lasted for about thirty five (35) minutes. Prior to the day for the interview, the researcher described the purpose and steps being taken to maintain confidentiality and their anonymity were made known to them. Moreover, the researcher sought the interviewees' consent to tape record and took brief notes in the event of tape recorder

malfunctions. This was useful for gathering in-depth information on the subject under investigation.

3.9 Data Analysis Procedure

The data on respondents was analyzed using the quantitative and qualitative methods of data analysis. Quantitatively statistical methods used include tallies and percentages frequencies, and mean. Analyzed data was presented in tables. This was aggregated qualitatively by explaining why some of the information derived from respondents was so. The returned questionnaire were scored and coded for analysis.

After sorting out the questionnaires, the data were computed and analyzed using the Statistical Package of Social Sciences (SPSS) version 20.0. In qualitative research, data analysis is a rigorous process involving working with the data, organizing data into manageable units, categorizing, comparing, synthesizing data, searching for patterns, discovering what is important and what is to be learned (Mugenda & Mugenda, 2003). It is a rigorous task because qualitative research usually generates voluminous data as the researcher is found with numerous transcripts of verbatim accounts of what transpired in the interviews. Qualitative analysis was done on the data gathered through the interviews. Each of the participants was given a code. The recorded conversations were transcribed, analyzed and summarized thematically after the interview sessions. Using the constant comparative method of analysis, the researcher read through the transcript for each interview to get a sense of the uniqueness of that story. Each transcript was carefully reviewed, sentence by sentence, in order to identify words and phrases that were descriptive and represented a particular concept.

3.10. Ethical Consideration

The researcher informed the respondents about purpose of the study. Accordingly informed consent of all the participants was solicited prior to the beginning of the study. Ethical considerations were pertinent to this study because of the nature of the problem, the methods of data collection and the kind of persons serving as research participants. While carrying out this study, cognizance was taken of the fact that this study would be investigating very sensitive issue and as such followed ethical procedures suggested by Ghauri and Gronhaud (2010).

Ghauri and Gronhaud (2010) advise that researchers should ensure that participants are protected from any physical or psychological harm that may arise from research procedures. In line with international best practices in education, the researcher revealed the intentions of the study to the participants and sought informed consent for their participation. The researcher verbally assured the participants of anonymity of their identities and confidentiality of the data she will get from them. The researcher also promised to assign them pseudonyms during the writing of the report. All the participants to be interviewed agreed before the researcher commenced the research. In addition, with regard to the ethical issue of confidentiality, the researcher stored all information from the study safely.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

The chapter begins by presenting the demographic characteristics of the respondents. This is followed by the answering and discussions of the research questions. In doing this, the analysis is based on both quantitative and qualitative data analysis and interpretation.

4.2. Response Rate

The researcher administered 55 questionnaire that represented 100% to the students, but 45 questionnaires representing 81.8% were returned. This implied that the analysis was based on 45 students that represented 100% in the study.

4.3 Analysis of Demographic Characteristics of Students

It was important to analyze the background characteristics of the various respondents of the study; that is the students who participated in this study. Their characteristics have a strong bearing on the study's findings relating to the research questions. The sex distribution of the respondents indicated a difference of 29 males representing 64.4% and 16 females representing 35.6%.

Table 4.1: Sex Distribution of Students

Sex	Frequency	Percentage
Males	29	64.4
Females	16	35.6
Total	**45**	**100.0**

The dominant age group of the students ranged between 16 to 18 years representing 48.9%, whereas less 19 years and above years made up the smallest group, representing (10, 22.2%) of the students respondents.

Table 4.2: Age Distribution of Respondents

Age	Frequency	Percentage
Less than 16	13	28.9
Between 16- 18	22	48.9
19 years and above	10	22.2
Total	**45**	**100.0**

With regard to the students parents marital status, Table 4.3 indicates that 17 of the students representing 37.8% reported that their parents were single, while 28 (62.2%) also reported that their parents were married.

Table 4.3: Distribution of Students parents marital status

Marital Status	Frequency	Percentage
Single	17	37.8
Married	28	62.2
Total	**45**	**100.0**

Concerning the students living status, Table 4.4 indicates that 15 of the students representing 33.3% reported that they stayed with their mother only, 8(17.8%) also reported that they stayed with their fathers only, 18(40.0%) reported that they live with both of their parents, while 4 of the students representing 8.9% indicated that they stayed with other relatives.

Table 4.4: Distribution of Students living status

Marital Status	Frequency	Percentage
Mother Only	15	33.3
Father only	8	17.8
Both Parents	18	40.0
Other Relatives	4	8.9
Total	**45**	**100.0**

4.4. Demographic Characteristics of teachers and parents

It was important to analyze the background characteristics of the various respondents of the study. The sex distribution of the 14 teachers and 9 parents who participated in the interview indicated a difference of 15 males representing 65.2% and 8 females representing 34.8%. With regard to their ages, all of them age ranges between 40 to 50 years. Concerning their educational statuses, all the teachers were first degree holders, five of the parents had the diploma certificate while four of the parents were holders of the SSSCE certificate.

4.5. Analysis and discussions of research questions

4.5.1. Research Question One – What are the parent-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality?

This research question was intended to find out the parents factors causing truancy amongst the junior high school students of Prempeh Basic School in Kwadaso

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Municipality. This research question was considered important to the extent that it attempted to provide the parent-related factors causing truancy among junior high school students. The researcher administered questionnaires to student truants and their responses given were presented in Table 4.5

Table 4.5: Parent-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality

Statements	Strongly Disagree f %	Disagree	Not Sure f %	Agree	Strongly Agree f %	Mean	Total f %
1. My parents ignorance about whether I go to school or not made me truant	5(11.1)	4(8.9)	3(6.7)	11(24.4)	22(48.9)	**3.91**	**45 100**
2. Poor parental attitude towards my education influences truancy	4(8.9)	8(17.8)	3(6.7)	11(24.4)	19(42.2)	**3.73**	**45 100**
3. My parents unable to provide me with the basic needs like uniforms and textbooks made me skip school	-	5(11.1)	5(11.1)	9(20.0)	26(57.8)	**4.11**	**45 100**
4. Frequent quarreling of my father and mother at home has caused me to be truant	4(8.9)	6(13.3)	3(6.7)	15(33.3)	17(37.8)	**3.82**	**45 100**
5. My parents poverty forces me to skip school	8(17.8)	6(13.3)	3(6.7)	15(33.3)	13(28.9)	**3.42**	**45 100**
6. Lack of parental attention at home made me a truant	5(11.1)	9(20.0)	3(6.7)	11(24.4)	17(37.8)	**3.58**	**45 100**
Weighted Mean						**3.76**	

Source: Field work, 2020

Table 4.5 presents the student truants' responses on the parent-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality. In the first place, the researcher wanted to find out from the students if their parents ignorance about whether they go to school or not made them truant. With this statement, 5(11.1%) strongly disagreed, 4(8.9%) disagreed, 3(6.7%) were not sure, 11(24.4%) agreed, while 22(48.9%) strongly agreed with that statement. The mean score of 3.91 implies that averagely the students agreed with that statement.

The researcher further wanted to find out from the students if their parents poor parental attitude towards their education influence their truancy. With this statement, 4(8.9%) strongly disagreed, 8(17.8%) disagreed, 3(6.7%) were not sure, 11(24.4%) agreed, while 19(42.2%) strongly agreed with that statement. The mean score of 3.73 implies that averagely, the students agreed with that statement.

Moreover, the researcher further wanted to find out from the students if their parents unable to provide them with the basic needs like uniforms and textbooks made them skip school. With this statement, 3 5(11.1%) disagreed, 5(11.1%) were not sure, 9(20.0%) agreed, while 27(57.8%) strongly agreed with that statement. The mean score of 4.11 implies that averagely the students strongly agreed with that statement.

The researcher further wanted to find out from the students if frequent quarrelling of father and mother at home can cause them to be truant. With this statement, 4(8.9%) strongly disagreed, 6(13.3%) disagreed, 3(6.7%) were not sure, 15(33.3%) agreed, while

17(37.8%) strongly with that statement. The mean score of 3.82 implies that averagely the students agreed with that statement.

In addition, I wanted to find out from the students if their parents' poverty forces them to skip school. With this statement, 8(17.8%) strongly disagreed, 6(13.3%) disagreed, 3(6.7%) were not sure, 15(33.3%) agreed, while 13(28.9%) strongly agreed with that statement. The mean score of 3.42 implies that averagely the students agreed with that statement.

Again, I wanted to find out from the students if lack of parental attention led to students' truancy. With this statement, 5(11.1%) strongly disagreed, 9(20.0%) disagreed, 3(6.7%) were not sure, 11(24.4%) agreed, while 17(37.8%) strongly agreed with that statement. The mean score of 3.58 implied that averagely the students agreed with that statement.

Table 4.5 presents that, majority of the students strongly agree on item 3 (i.e, my parents unable to provide me the basic needs like uniforms and textbooks made me skip school). The Table indicated that (20.0% +57.8% = 77.8 %) agree and strongly agree, 5(11.1%) were not sure, whiles 5 (11.1%) disagreed.

This finding was in line with that of Sekyere (2012) who noted students whose parents are too poor to provide them with their basic necessities such as food, clothing and school materials tend to absent themselves from school to engage in economic activities to fend for themselves. This finding supported that of Southwell (2006) who emphasized that students from low socio-economic background may likely face financial challenges in school that made such students truants. This finding was in line with

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Metcalf (2003) who opined that students from low income backgrounds are likely to be disadvantaged educationally by their need to engage in paid employment, hence truants.

Qualitatively, the teacher interviewees were asked on the parental factors they thought accounted for child truancy. With this question all of the interviewees indicated that parents highly contribute to truancy and the following themes emerged:

Theme 1: Lack of parental Involvement

Eight of the 14 interviewees asserted that the lack of parental involvement enhance students truant behaviour. They further emphasized that parents school involvement can help build confidence and address students' absenteeism at school. One of them claimed that:

"I think lack of parent's involvement in their children's education will not help to motivate students to attend school and stop their undesirable behavior that makes them truants''

Another teacher indicated :

"Parents play an invaluable role in laying the foundation for their childrens' learning and that the lack of the parents' involvement enable students to engage in truancy"

Another interviewee had this to say :

"The use of students for other profit making ventures by parents also accounts for student's truancy and unexcused absence''.

One of the interviewees stated:

"Lack of parental involvement in children's schooling contributes to the increase in students truancy in basic schools''

This finding is in line with Oladipo (2009) who indicated that parental involvement is a vital ingredient in motivating students for good school attendance. The finding also support that of Epstein (2001) who noted that lack parental involvement has a negative and significant effect on students truancy. This finding further corroborates that of Griffith (2016) who noted that lack of parental involvement influences student indiscipline that leads to student truancy.

Theme 2: Poor Socio Economic Status of Parents

Four of the 14 interviewees asserted that the poor socio economic status of parents influence students truant behavior. They further emphasized that families with low income were likely to have truant students as parents may not be able to fulfill most of their financial obligations of their children's schooling. One of the interviewees stated:

> *"I hope students from poor families will fail to get all the necessary teaching and learning materials needed for the success of their education and thereby lead to truancy as they may try to find other ways to get them''*

Another teacher indicated:

> *"Parents with poor socio economic status are not able to provide their children with their social and educational needs which eventually leads to truancy culminating in low academic performance of the students''*

This is what another interviewees stated:

> *"I think parents' inability to provide their children's educational and learning materials will not encourage them to behave in the way they are expected to, thereby developing no interest in school leading to truancy''*

This finding is in tandem with Henry (2014) who indicated that lower life families tended not to be more involved in their children education which resulted in higher truancy rates. The finding also supports that of Teasley (2004) that for students from lower economic status, absence rates were higher and for that matter such families had a greater risk of having truant students. In support, Reid (2008) noted that low socioeconomic status families contributed to truancy and was a predictor of school truancy due to failure to afford school needs to enhance learning.

4.5.1. Research Question Two – What are the teacher-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality?

In determining the teacher-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality, the researcher administered questionnaires to students and their responses given were presented in Table 4.6.

Table 4.6: Teacher-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality

Statements	Strongly Disagree f %	Disagree	Not Sure f %	Agree	Strongly Agree f %	Mean	Total f %
1. Autocratic attitude of teachers compels me to exhibit truancy	3(6.7)	5(11.1)	2(4.4)	10(22.2)	25(55.6)	4.09	45 100
2. Inadequacy of teachers made me exhibit truancy behaviour.	3(6.7)	13(28.9)	2(4.4)	6(13.3)	21(46.7)	3.64	45 100
3. Too many homeworks given by my teachers made me truant	5(11.1)	7(15.6)	2(4.4)	14(31.1)	17(37.8)	3.69	45 100
4. Teachers' not punctual made me truant	4(8.9)	6(13.3)	3(6.7)	13(28.9)	19(42.2)	3.82	45 100
5. Teachers discriminative relation with me made me truant	4(8.9)	7(15.6)	1(2.2)	13(28.9)	20(44.4)	3.84	45 100
6. Undesired teaching methodologies of teachers made me truant	2(4.4)	3(6.7)	9(20.0)	19(42.2)	12(26.7)	3.80	45 100
Weighted Mean						**3.81**	

Source: Field Work, 2020

Table 4.6 presents the students' responses on the teacher-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso

Municipality. In the first place, the researcher wanted to find out from the students if autocratic attitude of teachers compel them to exhibit truancy. With this statement, 3(6.7%) strongly disagreed, 5(11.1%) disagreed, 2(4.4%) were not sure, 10(22.2%) agreed, while 25(55.6%) strongly agreed with that statement. The mean score of 4.09 implies that averagely the students strongly agreed with that statement.

The researcher further wanted to find out from the students if incompetency of their teachers made them exhibit truancy behaviour. With this statement, 3(6.7%) strongly disagreed, 13(28.9%) disagreed, 2(4.4%) were not sure, 6(13.3%) agreed, while 21(46.7%) strongly agreed with that statement. The mean score of 3.64 implies that averagely the students agreed with that statement.

In addition, the researcher further wanted to find out from the students if too much homework given by teachers made them truant. With this statement, 5(11.1%) strongly disagreed, 7(15.6%) disagreed, 2(4.4%) were not sure, 14(31.1%) agreed, while 17(37.8%) strongly agreed with that statement. The mean score of 3.69 implies that averagely the students agreed with that statement.

Moreover, the researcher further wanted to find out from the students if their teachers not being punctual at school made them truant. With this statement, 4(8.9%) strongly disagreed, 6(13.3%) disagreed, 3(6.7%) were not sure, 13(28.9%) agreed, while 19(42.2%) strongly with that statement. The mean score of 3.82 implies that averagely the students agreed with that statement.

In addition, the researcher wanted to find out from the students if teachers' discriminative relation with them made them truant. With this statement, 4(8.9%) strongly disagreed, 7(15.6%) disagreed, 1(2.2%) were not sure, 13(28.9%) agreed, while

20(44.4%) strongly agreed with that statement. The mean score of 3.84 implies that averagely the students agreed with that statement.

Again, the researcher wanted to find out from the students if undesired teaching methodologies of teachers made them truant. With this statement, 2(4.4%) strongly disagreed, 3(6.7%) disagreed, 9(20.0%) were not sure, 19(42.2%) agreed, while 12(26.7%) strongly agreed with that statement. The mean score of 3.80 implies that averagely the students agreed with that statement.

Table 4.6 shows that, majority of the students strongly agree on item 1 (i.e, Autocratic attitude of teachers compels me to exhibit truancy). The Table indicated that (22.2% +55.6% = 77.8%) agree and strongly agree, 2(4.4%) were not sure, whiles (6.7% + 11.1% = 17.8%) disagreed and strongly disagreed. This finding was in line with that of Luthans (2002) who emphasized that autocratic leaders are generally disliked by teachers as it hinders teachers' self-development. Mbiti (2007) on the other hand calls out that if autocratic leaders retain most authority for themselves and make decision with the mind that subordinate, will implement it. The finding was in line with that of Bakhda (2010) who noted that autocratic school teachers de-motivated students to attend school and such learners were likely to engage in truancy. This finding support that of Okumbe (2013) who noted that school teachers with autocratic behaviours influence the learners' indiscipline and concluded that the autocratic teacher leadership style leads to the students truancy

Qualitatively, the parent-interviewees were asked of teacher- related factors they thought accounted for students' truancy. With this question the interviewees indicated

that students truancy mostly depends on their teachers, and the lack of interest in truants by teachers lead to truancy among these learners.

One of the parents claimed:

"I think the teachers' dislike for some of the students leads to truant behavior which do not augur well in the teaching and learning process"

Another parent indicated:

"Continuous absence of some teachers in the classroom for teaching and learning to progress and the use of unfriendly and poor approaches in the content delivery make students to dislike some subjects and this is a contributory factor for students' truancy"

One of the interviewees stated:

"At times the home works and assignments given to student are too much, therefore if the student is not able to finish his/her homework, in order to escape from arbitrary punishment of the particular teacher, they decide not to attend school and this leads to truancy"

This finding is in conformity with the assertion of Gillis (2002) that teachers' attitude towards pupils would either encourage or discourage a pupil from attending school (The function of the school is to educate, rehabilitate as well as inculcate the right knowledge, skills and attitudes. Teacher's negative attitude towards the pupils, for example arbitrary punishment, scolding or even labelling may lead to negative attitude towards school and absenting themselves from such unfavourable school environment (Gillis, 2002). Epstein and Sheldon (2002) also noted that when pupils develop a habit of hating certain subjects, this might be as a result of poor teacher response. This creates a poor relationship between the two parties leading to pupil truancy. It was also noted that

teachers were not interesting and creative; instead they were unfriendly and used poor approaches in the content delivery. They were disinterested with learners and did not motivate them and exhibit hash, dictatorial and self - centred behaviours. Learners in return absconded from school (Epstein & Sheldon, 2002).

4.5.1. Research Question Three – What are the media-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality?

This research question was intended to find out the media-related factors causing of truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality. In determining the media-related factors causing of truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality, the researcher administered questionnaires to students and their responses given were presented in Table 4.7.

Table 4.7: Media-related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso Municipality

Statements	Strongly Disagree f %	Disagree	Not Sure f %	Agree	Strongly Agree f %	Mean	Total f %
1. The misuse of electronic devices such as mobile phones, tablets, etc. cause me to be truant	7(15.6)	5(11.1)	2(4.4)	14(31.1)	17(37.8)	3.64	45 100
2. The 24 hours broadcasting television programs made	10(22.2)	13(28.9)	3(6.7)	9(20.0)	10(22.2)	2.91	45 100
3. The misuse of electronic devices such as computers cause	4(8.9)	5(11.1)	3(6.7)	15(33.3)	18(40.0)	3.84	45 100
4. I think the use of electronic media negatively affect my studies that made me truant	3(6.7)	4(8.9)	2(4.4)	11(24.4)	25(55.6)	4.13	45 100
5. I mostly ignore homework assigned to me	4(8.9)	7(15.6)	2(4.4)	11(24.4)	21(46.7)	3.84	45 100
6. Electronic media negatively affect my life style that made	8(17.8)	10(22.2)	4(8.9)	13(28.9)	10(22.2)	3.16	45 100
Weighted Mean						**3.51**	

Source; Field Work, 2020

Table 4.7 presents the students' responses on the media–related factors causing truancy among junior high school students of Prempeh Basic School in Kwadaso. In the

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first place, the researcher wanted to find from the students if their misuse of electronic devices such as mobile phones caused them to be truant. With this statement, 7(15.6%) strongly disagreed, 5(11.1%) disagreed, 2(4.4%) were not sure, 14(31.1%) agreed, while 17(37.8%) strongly agreed with that statement. The mean score of 3.64 implies that averagely the students agreed with that statement.

The researcher further wanted to find out from the students if the 24 hours broadcasting television programs made them to exhibit truant behaviour. With this statement, 10(22.2%) strongly disagreed, 13(28.9%) disagreed, 3(6.7%) were not sure, 9(20.0%) agreed, while 10(22.2%) strongly agreed with that statement. The mean score of 2.91 implies that averagely the students were not sure with that statement.

In addition, the researcher further wanted to find out from the students if the misuse of electronic devices such as computers caused them to be truant. With this statement, 4(8.9%) strongly disagreed, 5(11.1%) disagreed, 3(6.7%) were not sure, 15(33.3%) agreed, while 18(40.0%) strongly agreed with that statement. The mean score of 3.84 implies that averagely the students agreed with that statement.

Moreover, the researcher further wanted to find out from the students if they think the use of electronic media negatively affect their studies and contributed to their truancy. With this statement, 3(6.7%) strongly disagreed, 4(8.9%) disagreed, 2(4.4%) were not sure, 11(24.4%) agreed, while 25(55.6%) strongly with that statement. The mean score of 4.13 implies that averagely the students strongly agreed with that statement.

In addition, the researcher wanted to find out from the students if they mostly ignore homework assigned by their teachers due to their use of electronic media. With this statement, 4(8.9%) strongly disagreed, 7(15.6%) disagreed, 2(4.4%) were not sure,

11(24.4%) agreed, while 21(46.7%) strongly agreed with that statement. The mean score of 3.84 implies that averagely the students agreed with that statement.

Lastly, the researcher wanted to find out from the students if their use of electronic media negatively affects their life style that made them truant. With this statement, 8(17.8%) strongly disagreed, 10(22.2%) disagreed, 4(8.9%) were not sure, 13(28.9%) agreed, while 10(22.2%) strongly agreed with that statement. The mean score of 3.16 implies that averagely the students agreed with that statement.

Table 4.7 presents that, majority of the students strongly agreed on item 4 (i.e, I think the use of electronic media negatively affects my studies that made me truant). The Table indicated that (24.4% +55.6% = 80.0%) agree and strongly agree, 2(4.4%) were not sure, whiles (6.7% + 8.9% = 15.6%) strongly disagree and disagreed. This finding was in line with that of Hargittai and Hsieh (2010) who emphasized that students' use of social media sites has negative effect on the students' academic performance. The finding concurred that of Jacobsen and Forste (2011) who noted that that almost 25% of students' time on the internet is spent on social networking sites negatively affect the students study styles that in turn contribute to student's truancy. The finding further confirms that of Kaitlin (2010)   made the students truant. The findings further support that of Sheldon (2008) who indicated that, students' media use and truancy are correlated.

Qualitatively, both teacher and parent interviewees were asked on how media-related factors accounted to their truancy. With this question, the interviewees claimed that, through students use of social media, they develop discipline problems that negatively affect their academic performance leading to truancy.

One of them claimed:

"Students use of social media   make them to develop aggressive attitude such as

teasing, telling lies, making fun of people making rude or mean comments that

leads to decline in their academic performance and truancy''

Another interviewee indicated:

"Students use of social media exposes them to sexual activities and violent images

in movies, and hair cut styles that which influence their studies negatively and that

contributes to students truancy''

One of the interviewees stated:

"I think students frequent use of social media leads to students' indiscipline

problems because of the strong motivation of social media which discourages students

from attending school regularly''

Another interviewee asserted:

" The subjective nature of social media impair students attitudes towards

learning and makes students exhibit negative attitudes towards learning leading to

truancy''

This finding was in line with that of Munga (2014) who indicated that students

frequent media use is vital ingredient in increasing poor behavior exhibition. The finding

also support that of Duley (2012) who noted that students social media use is viewed as a

way to teaching the youth to behave in a new negative way leading to truancy. This

finding further corroborate with that of Mayhew and Weigle (2018) who noted that

learners social media made the learners display of disrespectful character to both school

authorities and parents at home and concluded that many indiscipline cases at home as

well as in school emanate from the students frequent use of social media. Moreover, the finding corroborated with that of Zickur (2016) who noted that students' mental capacity of thinking and memorizing has been found to be deteriorating with frequent use of social media and concluded that students who are constantly glued to social media allow limited time for their brains to rest and unrested brains do not systematically transfer data from short term memory to long term memory for future academic use.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents a summary of the major findings that emerged from the study, conclusions drawn from the findings, recommendations based on the findings and conclusions and suggestions for further study.

5.2. Summary of the Study

The purpose of the study was to explore the persistence of truancy in the mist of adequate resources among junior high school students of Prempeh College Basic school of Kwadaso Municipality. The objective of the study was to find out parent-related factors causing truancy among junior high school students, determine teacher-related factors causing truancy among junior high school students and to establish media-related factors causing truancy among junior high school students of Prempeh Basic school in Kwadaso Municipality.

The descriptive survey design was adopted for the study. The population for the study was students, teachers and parents. Purposive sampling was used to select all the 55 truant students for the study. Simple random sampling was used to select 14 teachers and 9 parents to participate in the interview section of the study. Questionnaire and interview guide were used to collect data for the study. The data were computed using the Statistical Package for Social Sciences (SPSS) software package to analyze descriptively.

5.2.1 Key Findings

The study revealed that parents ignorance about whether students go to school or not, poor parental attitude towards students' education, parents inability to provide students with the basic needs like uniforms and textbooks, frequent quarreling of students' father and mother at home, parents poverty and lack of parental attention at home were the factors that caused students' truancy.

The study further revealed that teacher-related factors causing truancy among junior high school students were autocratic attitude of teachers, inadequacy of teachers, too much homework given by teachers, teachers' not punctual at classes, teachers discriminative relation with students and undesired teaching methodologies of teachers.

The study finally revealed that the media-related factors causing truancy among junior high school students were students' misuse of electronic devices such as mobile phones, tablets, etc., the 24 hours broadcasting television programs, the misuse of electronic devices such as computers, the use of electronic media negatively, ignoring homework assigned by teacher due to the use of electronic devices and that the use electronic media negatively affect students' life style and that caused truancy.

5.3. Conclusions

Based on the findings of the study it is found that parents contribute to students' truancy. Notable among them were inability of parents to provide their children with the basic needs and lack of parental involvement and poor socio economic status of parents which needed to be addressed to mitigate student's truancy.

It is also concluded that teachers also contribute to students' truancy as there were autocratic attitude of teachers and lack of interest of teachers in truants which also needed to be addressed for students to attend school regularly for effective teaching and learning.

It is also lastly concluded that the media also contribute to students' truancy. Prominent among them were that students' use electronic media negatively which affect students studies and leads to truancy and also social media causes students to develop discipline problems that negatively affect their academic performance leading to truancy which should be addressed to bring improvement in students' academic performance.

5.4. Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Municipal Directorate of Education should educate parents to provide for their children the basic needs like uniforms and textbooks to avoid the students skipping school. Again, parents should be involved in their children's education and also work to improve their socio economic status.

2. The Municipal Directorate of Education should encourage teachers to exhibit participative attitude and show interest in truants and give them advice to motivate students to attend school regularly.

3. The Municipal Directorate of Education should encourage parents to monitor their children on the use of electronic media to avoid its negative impact on their studies and which leads to their truancy and poor academic performance.

5.5. Suggestion for Further Studies

The study was conducted to investigate the persistence of truancy in the mist of adequate resources among junior high school students of Prempeh College Basic school of Kwadaso Municipality. So, further study should be conducted to investigate the persistence of truancy in the mist of adequate resources among junior high school students in the remaining districts, municipal and metropolis of the Ashanti Region.

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA

QUESTIONNAIRE FOR RESPONDENTS

I am a postgraduate student of the above named university, conducting a study to investigate the **Persistence of Truancy in the Mist of Adequate Resources among Junior High School Students of Prempeh Basic School in Kwadaso Municipality** in partial fulfillment for the award of Master of Arts Degree in Educational Leadership.

You have been randomly selected to participate in the research by completing the questionnaire. I shall be very grateful if you assist by answering them to the best of your ability. This is an academic exercise and your anonymity is guaranteed. You are required to provide the most appropriate answer in your opinion. Your opinion and responses will be kept confidential and utilize for the study. Thank you.

Yours faithfully,

……………………………..

Amaniampong Sabalda

(Researcher)

SECTION A

RESPONDENTS BACKGROUND INFORMATION

Please help us classify your response by supplying the following facts about yourself and your opinion on the raised issues by ticking an appropriate box. There is no right wrong answer therefore no particular response is targeted.

1. Age Group: Between 11- 16 years [ ].17 – 20 years [ ].

2. Sex: Male [ ]. Female [ ].

3. Living Status: Mother Only [ ] Father only [ ] Both Parents [   ], Other Relatives [ ]

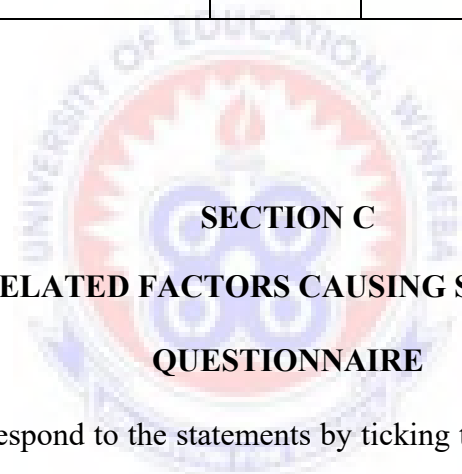 4. Parental Marital Status: Single   [   ] Married [   ]
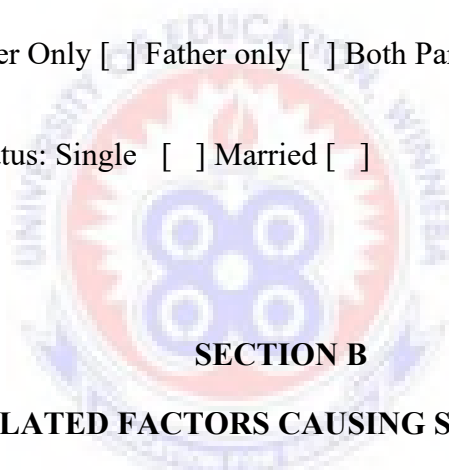
SECTION B

PARENT – RELATED FACTORS CAUSING STUDENTS TRUANCY

QUESTIONNAIRE

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure(NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Poor parental attitude towards my education influences truancy					

2. My parents are unable to provide me the basic needs like uniforms and textbooks made me skip school					
3. Frequent quarreling of father and mother at home made me truant					
4. My parents poverty forces me to skip school					
5. Lack of parental attention made me truant					

SECTION C

TEACHER – RELATED FACTORS CAUSING STUDENTS TRUANCY

QUESTIONNAIRE

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure(NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Harsh attitude of teachers compels a student to be truant					

2. Teacher discriminative relation with students contributes to my truancy					
3. Too many homeworks given by teachers made me exhibit truant behaviour					
4. Teachers uncooperative attitudes with students causes my truancy					
5. Teachers' frequent absenteeism causes my truancy					
6. Poor and ineffective teaching methodologies of teachers cause my truancy					

SECTION D

MEDIA-RELATED FACTORS CAUSING STUDENTS TRUANCY

QUESTIONNAIRE

Instruction: Please, respond to the statements by ticking the number of the 4-point scale using the following keys: 5=Strongly Agree (SA), 4=Agree (A), 3 = Not Sure(NS), 2=Disagree (D), 1=Strongly Disagree (SD) as sincerely as possibly.

Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. The misuse of electronic devices such as mobile phones cause me to be truant					
2. The 24 hours broadcasting television programs can cause truancy among the					
3. The misuse of electronic devices such as computers cause me be truant					
4. I think the use of electronic media negatively affect students' moral					
5. Electronic media affect children's life style pattern					

APPENDIX B

INTERVIEW GUIDE FOR SELECTED TEACHERS

This study was to identify the factors that contribute to truancy among Prempeh Junior high school students in Kwadaso Municipality. There are lots of factors influencing students truancy, but this our discussions will focus on the following: parents, teacher and the media

1. Your age……………………………………………………………………….

2. Sex: …………………………………………………………………………

3. Educational Status: ……………………………………………………………….

4. Teaching Experience: …………………………………………………………

5. What parental factors do you think accounted for student's truancy?

6. What teacher factors do you think accounted for student's truancy?

7. What media factors do you think accounted student's truancy?