AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND

ENTREPRENEURIAL DEVELOPMENT-KUMASI

FACTORS THAT CONTRIBUTE TO TRUANCY AMONG STUDENTS IN PUBLIC

SENIOR HIGH SCHOOLS IN THE ATWIMA NWABIAGYA DISTRICT

LETICIA DWOMOH BOATENG

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A Dissertation in the Department of Educational Leadership, Faculty of Education and Communication Sciences submitted to the School of Graduate Studies, Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development, in partial fulfilment of the requirements for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2021

DECLARATION

STUDENT'S DECLARATION

I, LETICIA DWOMOH BOATENG, 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 original work and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: ………………………………

DATE: ……………………………………

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this was supervised in accordance with the guidelines on supervision of dissertation as laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

NAME OF SUPERVISOR: SR. DR. MARY ASSUMPTA AYIKUE

SIGNATURE…………………………………………

 DATE: ………………………………………….

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DEDICATION

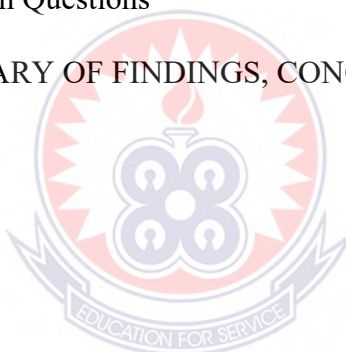To Mr. Ebenezer Ntiamoah.

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ABSTRACT

The purpose of the study was to investigate into the factors that contribute to truancy among students in public Senior High Schools in the Atwima Nwabiagya District of the Ashanti Region. The objectives of the study were to find out how students' truancy is prevalent in Senior High Schools, identify the factors that contribute to students' truancy in Senior High Schools and to determine the effects of student's truancy in Senior High Schools. The researcher used descriptive survey design with quantitative research method for the study. The targeted population of the study was all the headmasters and assistant headmasters, teachers and students of the four public senior high schools in the Atwima Nwabiagya District. Purposive sampling was used to select all the 16 headmasters and assistant headmasters. Simple random sampling was used to select 80 teachers and 80 students. This gave a total of 176 respondents. The researcher used closed ended questionnaires to collect data for the study. The study found among others that truancy among students' was prevalent in senior high schools in the study area. Among the students factors that contributed to truancy among students were influence of peers and disinterest in courses studied. School factors identified as contributing to truancy included the use of students for non-academic duties. Home factors included lack of parental interest in school. Some effects of students' truancy were school dropout and early sex. Based on the findings it was recommended that supervision should be improved in senior high schools to prevent students from running away from school.

CHAPTER ONE

INTRODUCTION

This chapter provides insight into the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study and organization of the study.

1.1 Background to the Study

Perceived truancy among students has been one of the major topics for discussion at Parent Teacher Association meetings at senior high schools in the Atwima Nwabiagya District. Inhabitants of the district perceive senior high schools in the district to have the highest rate of student truancy.

Duodu (2003) posited that formal education through the school system, ensures that knowledge and skills are imparted to people who avail themselves for the benefit of the school system. Education is the primary means of bringing about change and development as well as economic development of the country. Amisa (2002) argues that the higher the level of education of the workforce, the greater their contribution to growth.

School attendance in modern times is indifferently imperative in every society. The Education Act of Britain (1994) stated that, no parent has the right to deprive the child of the advantage of full time education. Students in every stage of education from kindergarten to the university and beyond are always regarded as the future leaders of the nation because as students become informed, they become shaped for exploits. In this regard governments, parents and benevolent societies spend time and resources to bring up students to become useful people for future leadership roles. It stands to reason that the

future development of any nation depends on the education of its human resources. Schooling therefore has become a necessity for the acquisition of knowledge, training and a foundation for students moral formation, bedrock for inventions and strong future sustenance.

For this reason, the government of Ghana introduced free compulsory universal basic education (FCUBE) to get young children educated. Also, various scholarship schemes both public and private have been instituted and given to students to further their education to higher institutions of learning. All these are measures to transmit values and knowledge to students and guide them in learning a culture, pattern their behavior in the ways of adulthood, and leading them toward ultimate responsibilities in the world.

Amisa (2002) indicated that education is perceived primarily as the transmission of knowledge from one generation to the other and as an instrument for promoting and controlling change, for transmitting national values, economic skills and as a medium for incorporating into rapidly changing national society typified by pluralism in relation to belief and values, and the individual's attachment to one or many of these.

In as much as education is good and among other things, a means to a great future wellbeing, decent upbringing should be encouraged to the maintenance of that future wellbeing hence cannot be underestimated. This is because more and more students are ending their school life prematurely through indefinite suspensions, death, hospitalization, rustication and imprisonment as a result of truancy.

Truancy is perceived to be one of the major disruptive problems among secondary school students in Ghana. This assertion cannot be far from right because Amisa (2002) postulated that the various behavioral disorders like stealing, violence, drug abuse,

examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning process to the extent that, some teachers have become helpless and disorganized in their task of imparting knowledge to the learners. Truancy has believably caused most students not to tap the best of knowledge from lessons being taught in the classroom because they refuse to go to school. Being absent from school obviously could also create learning delays with its attendant loads of notes and the associated rush in learning in an attempt to catch up for the lost lessons: ostensibly a possible reason for students' poor performances in schools.

1.2 Statement of the Problem

When young people start skipping school, they are telling their parents and school officials and the community that they have problems and need help if they are to keep moving on in life (Asiedu-Akrofi, 1978). Given the purpose of training the young in a country, coupled with the cost of educating them, truancy becomes a crucial subject in any country where truancy exist among students.

Research by Amisa (2002) and Duodu (2003) has it that many children who are supposed to be in school on regular basis for effective upbringing, rather find themselves working as newspaper vendors, sales assistants, partial workers, hawkers and in some cases, full time workers as messengers. Researches by Ringdal and Essuman (2002) that attempted to find the causes of this problem have in many times presented different findings. Some researchers, one of whom is Duodu (2003) asserted that it evolves as a result of poor economic conditions within which parents of such children find themselves while others think that it is a cumulative result of peer pressure (Duodu, 2003).

Duodu (2003) is of the view that the youth leaving school without certificates are more likely to become involved in chronic delinquency than their counterparts who complete schools with certificates and there is the urgent need to find out the actual factors that account for students' truancy and unexcused absence in order to find more effective and lasting solution to mitigate, if not to avert, the incidence in Senior High Schools.

The menace of truancy is perceived to be in existence in communities, urban or rural, prosperous or poor of which communities in the study area are included.

In a research conducted by Amisa (2002), investigating the causes of truancy in Armed Forces Senior High School in Kumasi in the Ashanti Region of Ghana, it was found out that truancy was prevalent in the school and that tutors, parents, administrators, the students themselves and the school environment were contributory factors of students truancy.

There is perceived truancy among students which has been one of the major topics for discussion at Parent Teacher Association meetings at senior high schools in the Atwima Nwabiagya District. Inhabitants of the district perceive senior high schools in the district to have the highest rate of student truancy. This study therefore sought to investigate the factors that contributed to truancy among students in public Senior High Schools in the Atwima Nwabiagya District.

1.3 Purpose of the Study

The purpose of this study was to investigate into the factors that contributed to truancy among students in public Senior High Schools in the Atwima Nwabiagya District of the Ashanti Region.

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1.4 Objectives of the Study

Specifically, the study sought to:

1. find out the level of students' truancy in senior high schools in the Atwima Nwabiagya District.

2. identify the factors that contributed to students' truancy in Senior High Schools in the Atwima Nwabiagya District.

3. determine the effects of students' truancy in senior high schools in Atwima Nwabiagya District.

1.5 Research Questions

The study was guided by the following research questions;

1. What is the level of student truancy in senior high schools in the Atwima Nwabiagya District?

2. What are the major factors that contribute to students' truancy in Senior High Schools?

3. What are the effects of students' truancy in Senior High Schools?

1.6 Significance of the Study

The result of the study will provide a more useful insight into the prevalence of truancy as well as validate its complexity. The result of the study will attract stakeholders' attention for a holistic approach towards a sustainable solution on students' truancy in senior high schools.

The study will provide information on the factors that contribute to students' truancy to guide educational administrators, teachers and parent-teacher associations in their efforts to improve students' school attendance

1.7 Limitations of the Study

Due to financial constraints, material and time, the sample was limited to Senior High Schools in the Atwima Nwabiagya District. The researcher used only questionnaire to collect data for the study. Some respondents delayed in filling the questionnaire so the researcher had to maintain constant reminders. Most of the respondents were initially reluctant to take part in the study since they felt it was waste of time because, no monitory value was placed on it.

1.8 Delimitation of the Study

This study was restricted to factors that contribute to students' truancy in public Senior High School in the Atwima Nwabiagya District. The findings of the study may therefore not be generalized to all the junior high schools in the Atwima Nwabiagya District of the Ashanti Region of Ghana.

1.9 Organization of the Study

The study was organized in five chapters. Chapter One deals with the introduction, background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study and organization of the study.

Chapter Two contains the review of literature. Chapter Three deals with the methodology which focuses on the research design, area of the study, population, sample and sampling procedures, data collection instrument, piloting, data collection procedure and data analysis procedure. Chapter four also involved data analysis and discussions Chapter Five dealt with summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Truancy is one of the myriads of educational problems that have over the years hardly evaded the attention of many writers globally. The preoccupation of this chapter was to review relevant literature on the factors that contribute to students' truancy in senior high school. The review is organized under the following sub-headings:

1. Definition of truancy

2. Prevalence of Truancy in Senior High Schools

3. Home Factors on Students Truancy in Schools

4. School Factors on Students Truancy in Schools

5. Student Factors on Students Truancy in Schools
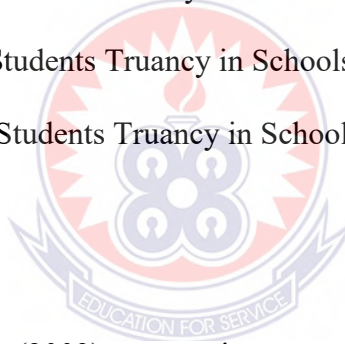
2.1 Definition of Truancy

According to Duodu (2003), truancy is a type of delinquency or at least a difficulty of adjustment which is due primarily to what sociologists call" cultural conflict". Essuman and Ringdal (2002), also defined truancy as intentionally staying away from school without permission. They opined that this behavior is recurrent and not a one-time happening as leaving and not reaching school; walking alone or as groups: spending the time playing football, riding bicycle, hunting for birds or fruits or watching films at cinema halls are among others, common characteristics of truancy.

According to Duodu (2003), truancy is a habit acquired and exhibited by students which take different periods in the life of the truant student. He said among others that

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lateness; refusal to attend school on the pretext of not having material needed in school for school work; on and off attendance of school where the truant might feign sickness or other such excuses; intentionally refusing to return to school after break period; and staying away from school doing co-curricular activities at school such as sports and games, and gardening, as a few manifestation of truancy in schools. It is therefore explicit from the various definitions that truancy is a repeated practice of avoiding or running away from school or class in order to be involved in other activities sometimes with or without the knowledge of parents or guardians.

2.2 Prevalence of Truancy in Senior High Schools

No community large or small, urban or rural developed or undeveloped is completely free from the menace of truancy in Ghana. Asiedu-Akrofi (1978) stated that, in big towns and cities in Ghana, students find it very easy to play truancy. Some of them leave home on the pretext of going to school but they would never reach school. Others do go to school only to vanish after a few hours stay. He admits that persistent truancy affect secondary school attendance in Ghana. He concluded with a suggestion that, teachers should always entice the students to enjoy learning through mirth (merry making), jollity (entertainment) and activities of the classroom.

According to Duodu (2003) there are six different manifestation of truancy accruing at different periods in the life of truant students as follows:

1. persistence or regular lateness to school

2. deliberate refusal of students to send material needed to school for work;

3. on and off attendance at school;

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4. intentional refusal to return to school after break period

5. running away from co-curricular activities such as sports games gendering and school community labour

6. students deliberately staying at home on their own volition when parents or guardians are unable to provide some school requirements.

2.3 Home Factors on Students Truancy in Schools

Every student belongs to a home which is his or her primary immediate environment. The influence of the home on an individual's behavior and attitude towards other people and society as he or she grows through childhood, adolescence and adulthood cannot be underestimated. The literature to be reviewed in this section are:

1. altitude of parents to students schooling:

2. the relationship between parenting in the home and the child attendance to school

3. child labour and students attendance to school.

2.3.1 Parents attitude

McDowell and Hostetler (1996) posited that family or home factors play a critical part in a young person's success or failure in school. A study of family patterns of interaction among non-achieving students in middle class communities identified parental indifference, parental pressure, among other patterns, as a major pattern of interaction that created hazards for students. It is perceived that parental indifference is a major attitudinal problem that disturbs the schooling of a child as a result of parents' inattention to the

accomplishments of their children at school. Parents have priority for their commercial interest to the detriment of their children's schooling. Such parents put mean premium on their interest and social activities neglecting or paying less attention to the child's basic school needs. These behaviors of such parents would inform the child to feel not loved by and unappreciated by their parents which eventually result in getting lower grade, truancy or even dropping out of school.

According to McDowell and Hestetter (1996), when parents become over protective, domineering, over directing, perfectionistic and always expecting their children to do better without ever giving attention to their achievements and capabilities, they (parents) do great harm to students. In such circumstances, children are pressured to perform above the level of their ability and, feelings of inadequacy, less of hope disinterestedness in school and pessimism emerge as a reaction or repercussion.

Rice (1981) also asserted that, it has been quite explicit that parents of low socio economic standing produce drop out children. Many parents who complete only fifth grade, often consider their wards graduating from junior High school to be sufficient.   They sometimes discourage their children from attending school. Their older daughters are urged to stay home to look after the younger sibling or to do house duties. The sons are also expected to go out and look for work to do to earn income to help the family.

Duodu (2003) on the management of truancy, stated that the children he studies demonstrated some behavior disorders which were the outcome of parental rejection, inconsistency, lack of love or over protection. He concluded that the major factors that are responsible for making the home environment a fertile ground for breading truancy are,

poverty, real treatment of children, lack of appreciation of the values of education and breakdown of communal responsibility.

The above literature presents a clear picture of many parents having lackadaisical or lukewarm attitude towards their children's education and attendance to school which subsequently leads to truancy and unexcused absence.

2.3.2 Poverty in the home

Owusu (1987) conducted a study on the reasons juveniles engaged themselves in early employment in Kumasi, the Ashanti regional capital of Ghana and found that, 44% of juveniles who went into early employment needed money to buy textbooks, school uniforms or to pay for their school fees, 27% of them engage in trading activities in order to supplement the household budget. Early employment of growing children including students, are therefore the result of poverty that their parents suffer. Such economic engagement affects the students' school attendance.

Amisa (2002) postulated that poverty has some major effects on students. Poverty stricken students experience chronic malnutrition from birth and they are educationally at a disadvantage in that, malnutrition affects the development of their brain. They are a very important source of labour for their families. The daughters for instance are expected to leave home early at not more than seven or eight years of age.

It can be concluded that poor health, child labour and poverty militate against the ambitions of many third world students and their parents. The literature indicate that conditions of poverty or low socio-economic status are related to school attendance and performance of students since such students are demotivated to have interest in school.

2.3.3 Child labour

Child labour is another factor that account for students truancy in school. Duodu (2003) stated that African parents of today and parents of preindustrial societies such as the fisher folks, farmers and even the market women do not derive any pleasure in having their children in school. To such parents, it is an economic burden to send their children to school, thinking that if children should stop attending school and instead help to perform some other jobs that could bring income to the home, the better.

The widespread nature of child labour, especially in the developing countries, despite its impact on children's education particularly with regard to attendance and performance is again demonstrated in a report presented by Mendelievich (1979). According to his report, 4% of the world's population who are fifteen years old or less participate in the labour force. Most of these working children live in the developing countries and normally work as unpaid family workers who help their families on the farm or in the small shops and commercial establishments. Children who work for third parties outside the family do not receive their wages but their parents get them. It could be deduced from this literature that economic environment of parents account for children working instead of going to school and those who attempt to go to school either go to school late or go home before closing time.

Amisa (2002) conducted a study that compared the incidence of child labour in rural and urban areas and revealed that the problems which rural working children encounter are exacerbated in urban settings. Whereas in the rural areas, child labour is traditionally carried out within the context of the household, urban child labour takes place without an employer employee structure. When children are incorporated in this structure,

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the parental protections that exist in domestic and aggressive activities are generally absent. Urban child labourers work longer hours at strenuous and often dangerous tasks. Children in both urban and rural areas who are involved in child labour do not go to school regularly.

Amisa (2002) reveals certain marked characteristics identified with families that contribute to truancy as families where:

1. Parents' unemployment and irregular employment is the norm.

2. The father is away from the home for long periods.

3. Families have low income.

4. Overcoming or experiencing marital disharmony such as parental divorce and separation.

5. Parents are not interested in their children's progress in school.

6. Parents do not insist on their children's attendance to school or take no notice of their absence or do not insist on prompt arrival at school.

These home factors produce a glaring picture that students with serious truancy problems typically have many problems that are outside the school setting.

2.4 School Factors on Student Truancy

The schools environment matters when it comes to factors that contribute to students' truancy. A school with a poor and unfriendly learning environment usually hardly attracts its student's attention or enhances their engagement. In this section of the literature review, the physical environment and teacher's attitude as well as supervision were considered.

2.4.1 The physical environment of the school

Mankoe (2007) indicated that the physical environment of the school is also a contributory factor which can influence students' truancy. The school size, for example, is known to affect the participation of students whose grades are not very good. In schools with large classes academically marginal students often feel like outsiders, and they rarely get involved in school activities.

Glickman et al. (2001) also postulated that school failure is partly due to the school system itself. They emphasized that children from an impoverished background often find that the school experience can be a frightening one of which constant testing and the threat of failure are clear and ever present dangers which become an active force in leading to truancy and absenteeism.

According to Amisa (2002), a school's environment and surroundings as well as its academic performance can be justifiable cause for school attendance. Schools that are old, depriving, inadequately equipped and badly staffed are often characterized by over-crowding in classrooms (resulting in impaired movement in class) and lack of learning and recreational facilities. This condition makes students feel uncomfortable and bored. They become more susceptible to distractions, learning impairment, dislike of school and uncooperative behavior at school. Many of them resort to truancy.

World Bank (2004) indicated that in rural areas of Africa, most of the schools have dilapidated buildings and the school chairs, tables and desks are either broken or missing. The schools in question do not have good sanitation facilities and the few facility they have poorly maintained. These conditions consequently affect the academic standards and demotivate students to attend school.

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Chaube and Chaube (2001) stated that in the developing countries, the basic elements of an orderly school environment are missing. As a result of that students and teachers are regularly absent. The report further discloses that the stocks of teaching material are limited and physical surroundings are so chaotic that it seems miraculous that learning occurs in the schools. To them, a student's ability to stay and learn in school is heavily influenced by the school's environment. The fact therefore is that if the school facilities are clean and in good repair with teaching materials available, both the teachers and students can be encouraged to work very hard to achieve and maintain a high academic performance.

Duodu (2003) posits that the school system itself may foster truancy especially where the students have to run shifts. Truancy is also dominant where the problem of overcrowding exists and where basic academic and recreational facilities as well as proper canteen services are either not existent or in bad state. For schools to minimize truancy there should be a warm accommodating environment to enhance engagement and increase the school's holding power of academic excellence (Miller & Leinhardt, 1987).

2.4.2 Teachers' Attitude

A teacher's attitude towards his or her work in the classroom as well as his or her students may influence the students positively or negatively. For example, a teacher who is hard working and punctual and has a positive inclination towards students may inspire, motivate and encourage students to be punctual in class and learn effectively, On the other hand, a relaxed, lazy and usually absent teacher whose attitude to work and students is

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negative is likely to cause problems for his or her students in relation to school/class learning and attendance. Problems which emanate from the classroom interactions are attributive mainly to teachers' behavior and attitude.

Tamakloe, Amedahe and Atta (1996) described teachers' lackadaisical attitude to teaching that result in a negative response from students as "cold and aloof"; 'unplanned and slipshod' 'dull and routine'. This attitude demonstrated by a teacher makes his or her teaching easily predictable by some students who may in turn 'endure' the teacher's lesson or opt for something else, if there is an opportunity.

Duodu (2003) stated that repeated absence of a teacher in the classroom may induce in the students, similar behavior that goes a long way to make them truants. Teachers' negative attitude to students, often leading to abusive and provocative language, contributes to student's truancy. Duodu further stated that while some pupils can, others cannot absorb a certain level of verbal abuse. The result may be non-attendance of school or class during certain days. In administering external discipline in school, some teachers go beyond limits. This is manifested in excessive canning and other forms of harsh punishment. Some people may decide to play hide and seek with the teachers' excessive punishment. This eventually leads to truancy on the part of those pupils.

This means that the relationship that exists between teachers and students, and the attitude of teachers towards even the weak student is paramount. A student who senses the absence of a good relationship between him/her and teachers on the basis of dullness or academic weakness is bound to be absent from school or class.

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2.4.3 Supervision in the school

Supervision in the school is very necessary if the school is to set and maintain moral and academic standards that society applaud. The ultimate purpose for supervision within a school therefore, is to create favourable circumstances for learning which, in actual fact, are devoid of any avoidable hindrances, through a healthy working relationship within the school (Glickman et al., 2001). Blakely, Underwood and Rehfuss (2006), therefore, defined inspection as evaluating the state of teaching and with an objective to improve standard of education. De Grauwe (2001) argued that supervision is general overseeing and control, management, administration, evaluation, accountability and so on. They maintain that authors of professional literature use supervision interchangeable with administration, management and evaluation.

De Grauwe (2007) stated that one distinguishing feature of true supervisors is that they leave their office frequently for the purpose of helping other school personnel namely, teachers, do their jobs better. Supervision therefore refers to all effort of designated school official directed towards providing leadership to teachers and other educational workers in the improvement of instruction.

From the above, it could be deduced that supervision implies getting things done through people by forecasting or planning, organizing, commanding, communicating, controlling and so on. In the sphere of education, we can deduce that supervision describes those activities which are primarily and directly concerned with the studying and improving the condition which surround the learning growth of pupils and teachers.

According to Kinhart (2000), the relevance of supervision lies in its role in making effective schooling. Effective schools are schools in which students progress further than

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might be expected from consideration of its intake. In other words, effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes.

To Kinhart (2000) what brings the difference between an effective school and that of less effective one is supervision. Supervision thus takes care of scrutinizing the curriculum, syllabuses and contents of subject areas, teaching and learning materials in terms of its appropriateness, quantity and quality of time, timetabling, students' school attendance and suitability of learning environment and, above all, the teachers' knowledge, technical and social skills and methods of instruction. The immediate stakeholders of effective supervision within the school setting include the head of institution, the staff and student leaders. These individuals, by virtue of their administrative roles in the school, are responsible for ensuring that there is generally a congenial atmosphere for free and effective teaching and learning in the school.

According to Duodu (2003) the school head is bound by his position to ensure that all students in his or her school benefit from all services the school provides without any hindrance. It is the administrative role of the head, in that regard, to promote cordial relationships between the staff and students.

Amisa (2002) provided the impact of supervision in schools as follows:

1. Supervision develops and updates teachers' knowledge and competence.

2. It improves attitudes to work and individuals in the school.

3. It reduces the rate of irregular attendance, absenteeism, truancy and lateness of students.

4. It enables the head to give an instant summative evaluation of both teachers and students under him or her.

5. It sets a right tone in the school for effective teaching and learning.

6. It helps to achieve the school's set goals.

He stated that the absence of effective supervision however, creates unpleasant situation which usually hinders the teaching and learning process and disturbs the tone of the school.

Badu and Antwi (2007) reiterated that guidance and counseling, as a process of supervision, should not be ignored or neglected in the school. Their reason is based on the fact that students who are receiving insufficient encouragement and guidance with their academic frustration will be more likely to consider first, tardiness and truanting, and later, discontinuing their studies.

2.5 Students Factors that Contribute to Truancy

It has been earlier stated in this chapter that there is no simple explanation for truancy among students in school. Factors that influence this unreasonable absence are many and different, as indicated above, and that variables within the individual student himself/herself may contribute to this behavior. The related literature review in that regard includes the students' performance and attitude as well as peer group influence. Labeling of and discrimination against low-achievers in school are prevalent in secondary schools. Such students who are repeatedly brushed off into a bin labeled, 'non-readers', 'first grade repeaters'. 'opportunity class', 'poor students' and the like, immediately develop disinterestedness in academic work and run away from school (Chaube & Chaube, 2001).

According to Amisa (2002), pressure and boredom are most mentioned by students as negative aspects of school academic work. They further explain that pressure to meet academic standards that seem unattainable may lead to discouragement, truancy and, eventually drop out of school. Akummey (2003) supports this assertion by stating that students who have low grades all the time, become frustrated, see themselves as failures and seek to cover up their frustration in truancy and unexcused absence.

Truancy occurs when students are unable to cope with the academic demands of the school. Low achievement is mainly due to mental retardation and, or visual or hearing impairment. The students own character and attitude have a role to play in truancy. In relation to this, truants are identified with such vices as pilfering, fighting and constant disrespectfulness and may find the life uncomfortable in school or class. They therefore resort to truancy in order to escape external discipline that may be intended as a corrective measure. (Duodu, 2003)
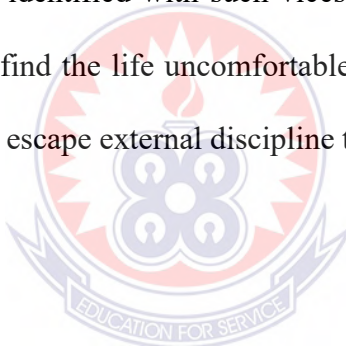
2.5.1 Peer Group Influence

The Dictionary of Development and Educational Psychology (1986) explains the concept, 'peer group' in two different senses'. It perceives the concept: first, as a term for a small group of friends or associates who share common values, interests and activities; and, second, as a term for virtually all persons of the same age-a definition which reflects the fact that schools tend to be age-graded. Duodu (2003) stated that the child grows up in two social worlds. One of such worlds is the adult world consulting the child's parents, teachers and other relatives with whom the child has interaction. The second group, they

identify as the world of the child's peers or age groups comprising his or her friends, playmates, clubs, gangs and school groups.

Peer group influence then, depicts the influence that friends (or members of these groups) exercise on one another or the term implies the influence exerted by a much wider category of age-mates. Duodu (2003) admit that there are groups in which it is mandatory that everybody who is on the 'in' must be scornful of the school and rebellious towards teachers.

The related literature so far makes it unequivocally revealing that even though home and school factors are responsible for truancy among students in school, the students are themselves contributing factors to truancy. Students should therefore be careful in what they do to themselves in the course of school going to have a brighter future by avoiding truancy. Lack of intrinsic motivation may influence a student not to have interest to go to school regularly and thereby becomes truant. Motivation plays an important role in the education of a child, what then is motivation?

2.6 Motivation

Motivation is the processes or conditions which may be physiological or psychological, innate or acquired, internal or external to the organism which determine or describe how, or in respect of what, behavior is initiated, maintained, guided, selected or terminated. It is also the end states which such behavior frequently achieve or is designed to achieve whether they are conditions of the organism or environment. It describes and accounts for various individual differences which appear in respect of the various behaviors, processes, conditions and outcomes (Litman, 1958).

Motivation may be viewed as a causative factor, an incentive or drive for job performance. It may also be explained as the process of moving oneself and others to work towards the attainment of individual and organizational objectives. Motivation is not behaviour; it is a complex internal state that cannot be observed directly but which affects behaviour. Motivation can only be inferred from individuals' behaviour (either verbal or nonverbal). According to Owens (1988), motivation is made up of "all those inner striving conditions described as wishes, desires, etc ... it is an inner state that activates or moves individuals." Without motivation there would be no purposive, organized behaviour by the individual worker. Johns (1988) observes that "we speak of a person as being motivated when the person works "hard", "keeps at" his or her work, and directs his or her behaviour towards appropriate goals". (p.15).

Behaviour, as Owens explains, is an attempt to satisfy needs that motivate the individual; behaviour is the means by which the individual seeks to satisfy needs. Mescon et al. (1988) argue that needs cannot be directly observed or measured. Their existence must be inferred from a person's behaviour. By observing people's behaviour, psychologists have determined that needs motivate, that is, they cause people to act. When a need is felt, it induces a drive state in the individual. Drives are deficiencies with direction, which is toward a goal. Goal is anything that is perceived as being able to satisfy a need. The degree of satisfaction obtained by attaining the goal affects the individual's behaviour in related future situations.

2.6.1 Student motivation

Student motivation naturally has to do with students' desire to participate in the learning process. It also deals with the reasons or goals that underlie their involvement or noninvolvement in academic activities. Students may be motivated to perform a given task; the sources of their motivation may be different. Two main factors of students 'motivation are critically reviewed in this study which are; intrinsic factors and extrinsic factors. Intrinsic (internal) factors are those elements within a person such as personality, self-efficacy, commitment level, self-discipline, life objectives and perception that motivate a student (Duodu, 2003).

According to Lepper (1988) a student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Preferably, an internal desire (intrinsic motivation) drives individuals to perform the most important and meaningful tasks in their lives. Intrinsic motivation is the desire to accomplish a task for the sake of curiosity, interest, pursuing mastery, developing skills, expanding experience, gaining knowledge, and so on. Extrinsic (external) factors are the elements in the environment such as family support-moral and economic, teachers' skill, qualification and guidance, and peer group influence that motivate a student (Duodu, 2003). An extrinsically motivated student performs in order to obtain some reward or avoid some punishment external to the activity itself, such as grades, stickers, or teacher's approval. The focus of the mind when extrinsically motivated is not on mastering the task itself but on seeing the task as a means to an end, rather than an end in itself. Some extrinsic motivators are incentives, honor rolls, academic awards, and praise from teachers or superiors, and affirmation by parents and peers.

Literature provides a number of reports, which have effectively established a relationship between performance of students and role of different factors. The most common factors are family, teacher, school environment, and personal profile of the students (Gianzero, 1999; Hijazi & Naqvi, 2006). Hijazi and Naqvi (2006) also stated that there are many ways to weigh up different factors which can affect performance of students. The factors itemized here can be divided into the broad topics of intrinsic and extrinsic motivation.

2.6.2 Intrinsic Motivation

According to White (1959), intrinsic motivation centers on performing an activity for its inherent satisfactions rather than for some separable consequence. A person who is intrinsically motivated acts for the fun or challenge entailed rather than because of external prods, pressures, or rewards. It was discovered that many organisms engage in exploratory, playful, and curiosity-driven behaviors even in the absence of reinforcement or reward. Perceived self-efficacy is concerned with people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (Ames, 1992; Nicholls, 1979).

Fincham and Cain (1986), opined that intrinsic motivational patterns have been associated with high-perceived ability and control, realistic task analysis and planning, and the belief that effort increases one's ability and control.Self-beliefs of efficacy play an important role in motivation. Many people motivate themselves and guide their actions by forming beliefs about what they can do. They anticipate possible outcomes of probable actions. They set goals and plan courses of action to realize valued futures. Bandura (1986)

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stated that the individual efficacy expectations, or their beliefs that they can accomplish a given task or activity, are a major determinant of activity choice, willingness to expend effort and persistence.

A lot of theories have been propounded to explain intrinsic motivation but those that were considered in this review are captured in the subsequent sections. Intrinsic motivation stems from three different forms of cognitive motivators which have their corresponding theories. The theories are attribution theory, expectancy-value theory and goal theory. Self-efficacy beliefs operate in all three; individuals who regard themselves as highly efficacious attribute their failures to insufficient effort, those who regard themselves as inefficacious attribute their failures to low ability. Many researchers have acknowledged that children's ability beliefs relate to and predict positively their performance in different achievement domains (Eccles et al.,1983; Meece, et al., 1990; Stipek & Maclver, 1989).

Motivation in expectancy-value theory is regulated by the expectation that a given course of behavior will produce certain outcomes and the value of those outcomes. As such people act on their beliefs about what they can do, as well as on their beliefs about the likely outcomes of performance. By setting goals, people make self-satisfaction conditional. These goals give direction to their behavior and create incentives to persevere in their efforts until they fulfill their valued goals.

According to Wentzel and Wigfield, (1998) most attention has been placed on two goal orientations; learning or task mastery goals and performance or ego goals. Learning or task mastery goals refer to an orientation to master or accomplish an activity whiles performance or ego goals refer to the desire to demonstrate one's own ability, and outperform others. Students who aim at outperforming others are very likely to choose

activities they know they can do and do well whiles those focusing on mastery select more challenging tasks which will cause them to progress. It has further been argued that children who have mastery goal orientations will be more likely to maintain positive motivation in school (Ames, 1992).

Mastery type goals deals with the use of deeper processing strategies (elaboration) and metacognitive, self-regulatory strategies, such as planning, comprehension monitoring, and the like (Pintrich & DeGroot, 1990). Nicholls et al., (1989) stated that another goal orientation is work avoidant goal orientation which is defined as the attempt to avoid doing academic tasks. In this situation, the student begrudges any form of academic work and therefore is not motivated to perform well which eventually leads to truancy as the student may not have the interest to attend classes.

Children's subjective task values refer to their purposes or incentives for doing different activities (Eccles et al., 1983; Wigfield & Eccles, 1992).

According to Goldberg, (1994), children with intrinsic motivation in academics would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence. Ryan, (1982), believes that the perceived competence must be backed by a feeling of autonomy or control in order for an activity to be intrinsically motivated. Rotter, (1966), postulated that researchers interested in individuals' control beliefs originally distinguished two such beliefs, internal and external locus of control. Findley and Cooper (1983), Stipek and Weisz, (1981) have shown that children and adolescents with a stronger internal locus of control tend to be higher achievers. Connell (1985) also proposed a study of unknown

control beliefs. It was believed that children who lacked understanding of what controls their achievement outcomes achieved less than children with an internal locus of control.

According to Deci, (1971) and Harackiewicz, (1979), various early studies showed that positive performance feedback enhanced intrinsic motivation whereas negative performance feedback diminished it. Student's intrinsic motivations are boosted when they perform very well after their studies which urged them on to get interested in their studies to perform. Broussard, (2002) stated that intrinsic motivation exists in the bond between the person and the task. As such people can be motivated to perform a task because it is interesting or due to the satisfaction they obtain from it. This is supported by Skinner's operant theory, Skinner, (1953) which maintained that all behaviors are motivated by rewards, that is, separable consequence such as food or money. This meant that, intrinsically motivated activities had their rewards in the activity itself. Hull's learning theory. Hull, (1943) learning theory contrasted this assertion with a statement that all behaviors are motivated by physiological drives and their derivatives. Therefore, intrinsically motivated activities provided satisfaction of innate psychological needs. Ryan and Deci (2000) assert that intrinsic motivation results in high-quality learning and creativity. It has been discovered that extrinsic rewards may undermine intrinsic motivation (Deci, 1971; Lepper, et al., 1973). This means that, rewards can shift people from a more internal to external point. Threats, deadlines, directives and competition pressure have been found to diminish intrinsic motivation because people experience them as controllers of their behavior (Reeve & Deci, 1996).

As stated by Deci, Nezlek, and Sheinman (1981), autonomy supportive teachers promote greater intrinsic motivation in their students, curiosity, and the desire for

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challenge. In the same vein, children with autonomy supportive parents are more mastery oriented more likely to spontaneously explore and extend themselves than children with controlling parents (Grolnick, Deci & Ryan, 1997). Therefore, it can be said that in extension that classroom and home environment contribute to intrinsic motivation which positively affect academic performance of students. As intrinsic motivation increases, academic achievement increases (Broussard, 2002). In a nutshell, children who are intrinsically motivated function more effectively in school and therefore are regular in school.

Goldberg and Cornell (1998) however asserted that intrinsic motivation did not directly influence subsequent achievement. They postulated that intrinsic motivation influenced perceived competence and that perceived competence influenced subsequent academic achievement.

2.6.3 Extrinsic Motivation

The related literature reviewed so far indicated that intrinsic motivation was more effective for students to perform, there was another form of motivation called extrinsic motivation. Ryan and Deci (2000) defined extrinsic motivation as a construct that pertains whenever an activity is done in order to attain some separable outcome. Various forms of extrinsic motivation exist, and some are impoverished and others active and useful. If students do not interpret extrinsic motivation well, they can perform actions with resentment, resistance and disinterest or, on the other hand, if they interpret it well they can perform tasks with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In extrinsic motivation the individual feels externally propelled into

action whiles in intrinsic motivation, the goal is self-endorsed and so adopted with a sense of desire.

In the words of Brophy (1987), motivation to learn is a competence acquired through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers). Other researchers posited that students' social motivation and their relations with teachers and peers strongly influence their academic performance and general adjustment to school (Juvonen & Wentzel, 1996). Niebuhr (1995) is of the view that the elements of both school climate and family environment have a stronger direct impact on academic achievement. Social environment, teacher and student interactions, and peer interactions also influence academic achievement (Scott-Jones & Clark, 1986).

2.6.4 Parental Motivation

As postulated by Scott-Jones, (1984) parents are the primary socializers of children, through observation and imitation; children learn to do what the parents do. Interactions between parents and children are characterized by parental belief system, parental expectations and aspirations, and parent educational and social value. Parents who are competitive and care about how well they perform normally instill the same character in their children. Subsequently the children of those parents try hard to be among the best in their classes as they have interest in their studies. Parents who value education and good performance may also pass this characteristic to their wards through socialization. Families of poor academic history are likely to pass them on to their children therefore they would not be motivated to study and perform well and therefore may not be regular in class. Wolf,

Risley and Mees (1964) stated that parent's press for children's achievement and a general family environment measure representing the kind of provisions made within the family for general learning accounts for about half the variance in the intelligence test scores of children.

People with high educational experiences and outcomes are said to be one of the factors that influence student success. If students rarely encounter influential academic achievers, they lack role models who can propel them to achieve more (Brooks-Gunn, et al, 1993; Duncan, 1994). Clark (1983) opined that in families of high-achieving high school seniors, psychosocial orientations and home activity patterns were directed toward achievement. Parents were warm and nurturing, took charge in the home, set clear limits for a broad range of behaviors, provided strong encouragement in academic pursuits, and carefully monitored how time was spent in and out of the home. Optimism and faith were evidenced in the ability of the child to do well, and parents had frequent personal contact and communication with the school and with others (older siblings, community members etc.) regarding the academic progress and overall academic preparation of the child whiles families of low-achieving seniors expressed feelings of limited control and personal depression with an appalling emotional spirit existent in some homes.

Some parents put pressure on and control their children to the extent that they even choose the courses or programs for their children in the school. Subsequently, the children may not have interest in the subject or program chosen and therefore would not be motivated to study and perform well academically.

Such student may however perform well only as a result of the fear of parental sanctions or for the sake of their parents.

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2.7 Summary

Truancy is more of attitude or a 'delinquency' or at least a "difficulty of adjustment" than just not attending school. The prevalence of truancy in Ghanaian schools has been confirmed by research with basically six different manifestations, occurring at different periods in the life of a truant student. Nevertheless, there is no simple explanation for this defenseless absence by students. Researchers are unsettled about the causes of this ill-fated problem, even though they point out that the individual, his or her family, home, neighborhood and school are probable causes of students' truancy.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the methodology used for the study. It includes the research design, target population, sample and sampling procedures, data source, data collection instrument, piloting, validity and reliability of the instrument, data collection procedure, data analysis procedure and ethical considerations.

3.1 Research Design

The researcher used descriptive survey design with quantitative research method for the study. A descriptive research presents a picture of the specific details of a situation and collects data, and answer research questions concerning the status of the subject of study to draw meaningful conclusions.

Creswell (2005) stated that a descriptive survey aims primarily at describing, observing and documenting aspects of a situation as it occurs rather than explaining them. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples who are asked to complete questionnaires, interviews and tests. The advantage of the descriptive survey design is that it provides a lot of information from quite a large number of individuals. One of the disadvantages of the descriptive survey design is the danger of prying into private affairs of respondents and the difficulty in assessing the clarity and precision of the question that would call for the desired responses.

3.2 Area of the Study

The researcher carried out the study in the Ashanti Region, specifically in public Senior High Schools in the Atwima Nwabiagya District which has Nkawie as the capital. The study focused on headmasters, assistant headmasters, students and teachers of public Senior High Schools in the Atwima Nwabiagya District.

3.3 Population

Population is the group of individuals that the researcher generalizes his findings to (Creswell (2013). The target population of the study was all the headmasters and assistant headmasters, teachers and students of the four public senior high schools in the Atwima Nwabiagya District namely; Toase Senior High School, Nkawie Senior High Technical School, Barekese Senior High School and Osei Tutu Senior High School.

3.4 Sample and Sampling Procedure

Creswell (2005) defined sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Toase Senior High School, Nkawie Senior High Technical School, Barekese Senior High School and Osei Tutu Senior High School were selected from the senior high schools in the study area using purposive sampling technique as they are the only public senior high schools in the Atwima Nwabiagya District.

To have an appropriate sample size for the study, an updated list of all public senior high schools was obtained from the office of the Atwima Nwabiagya District Director of Education. Purposive sampling was then used to select all the four headmasters and the 12

assistant headmasters of the four senior high schools. Simple random sampling was used to select 80 teachers and 80 students, comprising 20 teachers and 20 students who hold various positions from each school. The positions include form masters, heads of departments, sports masters, house masters etc, for teachers and school prefects, class captains, dining hall prefect, entertainment prefect etc, for students. Toase Senior High School had 26 teachers and 23 students, Nkawie Senior High Technical School had 25 teachers and 23 students, Barekese Senior High School had 24 teachers and 22 students and Osei Tutu Senior High School had 25 teachers and 24 students. Simple random sampling was used to select 20 teachers and 20 students from each school. In all 176, respondents were selected to take part in the study.

3.5 Data Source

Both primary and secondary data were used for the study. The primary data was collected and used for analysis, while the secondary data enabled the work to be based on academic perspective. The researcher used structured questionnaire to collect the primary data. The structured questionnaire was used in order to collect more data for the study. The researcher gathered the secondary data from books, encyclopedias, published, unpublished materials and from the library of the Akenten Akenten Appiah Menka University of Skills Training and Entrepreneurial Development-Kumasi-Kumasi campus.

3.6 Data Collection Instrument

The researcher used questionnaire as the research instrument to collect relevant data for the study. According to White (2005), questionnaires are instruments that are designed

to collect data for decision making in research. It is a systematic compilation of questions that are administered to a sample population in research

The questionnaires were designed and administered on the selected headmasters and their assistants, teachers and student of Toase Senior High School, Nkawie Senior High Technical School, Barekese Senior High School and Osei Tutu Senior High School which are the only public senior high schools of the study area.

3.7 Validity and Reliability

3.7.1 Validity

Validity is the degree to which a test measures what it is supposed to measure. The researcher tested the face and content validity of the questionnaire (Bell, 2005). Face validity refers to the likelihood of a question being misunderstood or misinterpreted. Content validity refers to whether an instrument covers all the topics concerned. (Joppe, 2000). The validity of the instrument was established through expert opinions, literature searches, and pre-testing of the questionnaire. The instrument was critically scrutinized and approved by my supervisor as a final step in ensuring its validity.

3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistency in its results or data after repeated trials. The questionnaire was administered on the same group of subjects twice in the pilot study with a grace period of two weeks between the first and the second test and the coefficient of reliability from the two tests correlated. The reliability test yielded Cronbach alpha of 0.86.

37.3 Piloting

Bell, (2008) stated that the purpose for piloting is to get the bugs out of the instrument so that the respondents in the study area will experience no difficulties in completing the questionnaire. To ascertain the reliability and validity, the instrument was piloted at Kumasi Senior High Technical School. Twenty questionnaires were administered on the headmaster and his 3 assistant headmasters, 8 teachers and 8 students from the Kumasi Senior High Technical School. The purpose of the pre-test was to enable the researcher to make the necessary changes to items which might be inappropriate, determine the level of ambiguity of the questions for corrections and determine the percentage of responses. Ambiguous items were modified and inappropriate items, modified.

3.8 Data Collection Procedure

Permission was sought from the Atwima Nwabiagya District Director of Education before conducting the study. The researcher then paid a courtesy call on the sampled population after which the questionnaires were administered and the respondents given two weeks to complete before the questionnaires were collected.

3.9 Data Analysis Procedure

Data analysis was done to give meaning to the research questions and data obtained from the respondents through questionnaires. This phase involved activities such as editing, coding, computer data entry and the verification of the accuracy of the data to be entered into the computer for the purposes of modifying mistakes and errors. The data collected

was then entered into the computer using the Statistical Package for Social Sciences (SPSS) software and the output presented in tables with frequencies and percentages in line with the research questions. Basically, the data relating to all the request question was analysed using descriptive statistics such as frequencies and percentages.

3.10 Ethical Consideration

The researcher explained the purpose and details of the study very well to the respondents to get their commitment and cooperation to take part in the study. The respondents willingly gave out information. The respondents were made aware that the information that they would provide would be treated as private and confidential and used for academic purposes only.

CHAPTER FOUR

ANALYSIS AND DISCUSSIONS

This chapter presents and discusses the findings of the study. The chapter consists of the demographic characteristics of the respondents which include the data on age, sex, educational background and teaching experience. It also includes the presentation, analysis and discussions of the main data meant to address the research questions. The demographic data of the respondents of the study is presented in Table 4.1-4.1.3.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents are shown in Table 4.1

Table 4.1: Demographic Characteristics of Respondents

Table 4.1: Gender of Respondents

Variable	Frequency	Percentage (%)
Male	95	54
Female	81	46
Total	**176**	**100**

Source: Field Data 2021

Table 4.1 shows that 54% of the respondents were males while 46% of the respondents were females. The result indicates that there were more males as compared with females who participated in the study.

Table 4.1.1: Age of Respondents

Variable	Frequency	Percentage (%)
Below 30 years	80	45
31-40 years	21	12
41-50 years	60	34
51-60 years	15	9
Total	**176**	**100**

Source: Field Data 2021

On respondents' age, 45% were below 30 years, 12% of the respondents were between the ages of 31-40, 34% were between the ages of 41-50 while 9% of the respondents were between the ages of 51-60.

Table 4.1.2: Highest Educational Qualification of Respondents

Variable	Frequency	Percentage (%)
BECE	80	45
Bachelor's Degree	75	43
Master's Degree	21	12
Total	**176**	**100**

Source: Field Data 2021

On respondents' highest academic qualification, 45% were holders of the BECE which were the students who participated in the study, 43% were holders of the Bachelor's Degree while 12% of the respondents were holders of the Master's Degree.

Table 4.1.3: Length of Service of Respondents

Variable	Frequency	Percentage (%)
0-5 years	98	56
6-10 years	18	10
11-15 years	23	13
Above 16 years	37	21
Total	**176**	**100**

Source: Field Data 2021

On respondents' length of service, 56% of the respondents had worked for between 0-5 years which included the students who had not worked before, 10% had worked for between 6-10 years, 13% had worked for between 11-15 years while 21% of the respondents had worked for 16 years and above. The fact that most of the teachers (44%) had worked for over 5 years suggests that they were experienced teachers who could provide the much needed information for the study.
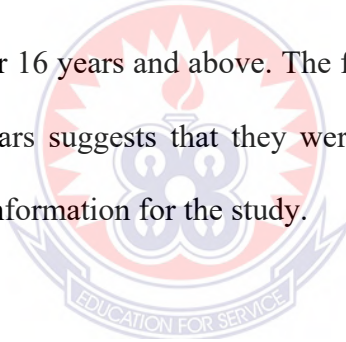
4.2 Answers to the Research Questions

Research Question 1: What is the level of Students truancy in senior high schools in the Atwima Nwabiagya District?

Truancy is perceived to be prevalent in senior high schools and for this reason the researcher designed a four point likert scale questionnaire in the form of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to gather information on how truancy existed, from respondents of the four public senior high schools in the Atwima Nwabiagya District. The results are presented in Table 4.2.

Table 4.2: Prevalence of Truancy in Senior High Schools

Statement	Strongly Agree N (%)	Agree N (%)	Disagree N (%)	Strongly Disagree N (%)
Some of the students often report to school late	98(56)	78(44)	-	-
Some students often leave school before closing	86(49)	62(35)	28(16)	-
Some students are regular absentees	74(42)	78(44)	24(14)	-
Some students often absent themselves with permission	66(37)	82(47)	28(16)	-
Some students put on their school uniforms under the pretense of coming to school but fail to turn up	93(53)	83(47)	-	-

Source: Field Data 2021

Table 4.2 shows that all the respondents (100%) strongly agreed that truancy was prevalent in all of the four public Senior High Schools in the Atwima Nwabiagya District as some of the students often reported to school late. This result means that truancy is present in public Senior High Schools in the Atwima Nwabiagya District.

Table 4.2 again shows that 49% of the respondents strongly agreed that truancy was prevalent in the four public Senior High Schools in the Atwima Nwabiagya District as some students often left school before closing, 35% of the respondents agreed while 16% disagreed. Also, 42%, of the respondents strongly agreed that truancy was prevalent in all of the four public Senior High Schools in the Atwima Nwabiagya District as some students are regular absentees and some students often left school before closing. In respect of students leaving school, before closing, 44% of the respondents agreed while 14% disagreed.

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Again, 37% of the respondents strongly agreed that truancy is prevalent in the four public senior high schools in the Atwima Nwabiagya District as some students often absent themselves with permission, 47% of the respondents agreed while 16% disagreed. The results so far agree with Essuman and Ringdal (2002) that truancy is intentionally staying away from school without permission. They opined that this behavior is recurrent and not a one-time happening as leaving and not reaching school; walking alone or as a group: spending the time playing football, riding bicycle, hunting for birds or fruits or watching films at cinema halls are, among others, common characteristics of truancy.

Finally, all the respondents (100%) strongly agreed or agreed that truancy was prevalent in the four public senior high schools in the Atwima Nwabiagya District as some students put on their school uniforms under the pretence of coming to school but failed to turn up. This result means that truancy was present in public senior high schools in the Atwima Nwabiagya District.

From the analysis it is evidently clear that truancy prevailed in public senior high schools in the Atwima Nwabiagya District in all its manifestations. As noted by Duodu (2003), truancy is a habit acquired and exhibited by students which take different periods in the life of the truant student. He said among others that lateness; refusal to attend school on the pretext of not having material needed in school for school work; on and off attendance of school where the truant might feign sickness or other such excuses; intentionally refusing to return to school after break period; and staying away from school during co-curricular activities at school such as sports and games, and gardening, were a few manifestations of truancy in schools.

It is therefore explicit from the various definitions that truancy is a repeated practice of avoiding or running away from school or class in order to be involved in other activities sometimes with or without the knowledge of parents or guardians.

Research Question 2: What are the major factors that contribute to students' truancy in Senior High Schools?

Student Factors

It has been earlier pinpointed in this chapter that there is no simple explanation for truancy among students in school. Factors that influence this unreasonable truancy are many and different, as indicated above, and that variables within the individual student himself/herself may contribute to this behavior. The researcher designed a four point likert scale questionnaire in the form of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to gather information on school factors that contribute to students truancy in public senior high schools in the Atwima Nwabiagya District. The results are presented in Table 4.3.

Table 4.3 Students Factors that May Contribute to Truancy

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Influence of peers	62(35)	88(50)	26(15)	-
Disinterest in courses studying	76(43)	78(44)	22(13)	-
Lack of interest in school	82(47)	66(37)	28(16)	-
Dislike for co-curricular activities	62(35)	78(44)	36(20)	-
Dislike for some teachers	72(41)	66(37)	26(15)	12(7)
Being dull at school	95(54)	81(46)	-	-
Lack of intrinsic motivation to study	70(40)	82(46)	24(14)	-
Bullying	36(20)	84(48)	56(32)	-

Source: Field Data 2021

Table 4.3 shows that 35% of the respondents strongly agreed that influence of peers was a student factor that contributed to students' truancy, 50% agreed while 15% disagreed. Again, 43% of the respondents strongly agreed that disinterest in courses studying was another student factor that contributed to students' truancy, 44% agreed while 13% disagreed.

Moreover, 47% of the respondents strongly agreed that lack of interest in school was a student factor that contributes to students' truancy, 37% agreed while 16% disagreed. Again, 35% of the respondents strongly agreed that dislike for co-curricular activities was another student factor that contributes to students' truancy, 44% agreed while 20% disagreed.

Again, 41% of the respondents strongly agreed that dislike for some teachers was a student factor that contributed to student's truancy, 37% agreed while 15% disagreed. All

the respondents strongly agreed or agreed that being dull at school was a student factor that contributed to student's truancy.

Further, 40% of the respondents strongly agreed that lack of intrinsic motivation to study was another student factor that contributed to students' truancy, 46% agreed while 14% disagreed. Finally, 20% of the respondents strongly agreed that bulling was a student factor that contributed to students' truancy, 48% agreed while 32% disagreed.

From the analysis, it is clear that there was general agreement that all the student factors listed in Table 4.3 really contributed to students' truancy. The results are in tandem with Amisa (2002) that pressure and boredom are most mentioned by students as negative aspects of school academic work. They further explain that pressure to meet academic standards that seem unattainable may lead to discouragement, truancy and, eventually drop out of school. Akummey (2003) supports this assertion by stating that students who have low grades all the time, become frustrated, see themselves as failures and seek to cover up their frustration in truancy and unexcused absence. Such students who are repeatedly brushed off into a bin labeled, 'non-readers', 'first grade repeaters'. 'opportunity class', 'poor students' and the like, immediately develop disinterest in academic work and run away from school (Chaube & Chaube, 2001).

Peer group influence depicts the influence that friends (or members of a group) exercise on one another or the term implies the influence exerted by a much wider category of age-mates. The students own character and attitude have a role to play in truancy. In relation to this, truants are identified with such vices as pilfering, fighting and constant disrespectfulness and may find the life uncomfortable in school or class. They therefore

resort to truancy in order to escape external discipline that may be intended as a corrective measure (Duodu, 2003)

School Factors

The school's environment matters when it comes to factors that contribute to students' truancy. A school with a poor and unfriendly learning environment usually hardly attracts its student's attention or enhances their engagement. The researcher designed a four point likert scale questionnaire in the form of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to gather information on school factors that contribute to students truancy in public senior high schools in the Atwima Nwabiagya District. The results are presented in Table 4.4.

Table 4.4 School Factors that May Contribute to Truancy

Statement	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
Use of students for non-academic duties	62(35)	86(49)	28(16)	-
Teachers' absence from classes	74(42)	82(47)	13(7)	7(4)
Students' abuse/humiliation	86(49)	71(40)	12(7)	7(4)
Lack of proper supervision	68(39)	78(44)	30(17)	-
Lengthy instructional time	72(41)	89(51)	15(8)	-
Excessive harassment on payment of school fees	89(51)	64(36)	16(9)	7(4)
Excessive use of canes	72(41)	84(48)	20(11)	-
Insufficient teaching staff	64(36)	88(50)	24(14)	-
Too many outlets in the school	71(40)	78(44)	27(15)	-
Absence of effective canteen services	84(48)	62(35)	30(17)	-
Poor teaching	68(39)	44(25)	64(36)	-

Source: Field Data 2021

Table 4.4 shows that 35% of the respondents strongly agreed that use of students for non-academic duties was a school factor that contributed to student's truancy, 49% agreed while 16% disagreed. Again, 42% of the respondents strongly agreed that teachers' absence from classes was another school factor that contributed to student's truancy, 47% agreed, 7% disagreed while 4% strongly disagreed.

Also 49% of the respondents strongly agreed that students' abuse/humiliation was a school factor that contributed to student's truancy, 40% agreed, 7% disagreed while 4% strongly disagreed. Again, 39% of the respondents strongly agreed that lack of proper supervision was another school factor that contributed to student's truancy, 44% agreed while 17% disagreed. Also, 41% of the respondents strongly agreed that lengthy instructional time was a school factor that contributed to student's truancy, 51% agreed while 8% disagreed. Again, 51% of the respondents strongly agreed that excessive harassment on payment of school fees was another school factor that contributed to student's truancy, 36% agreed, 9% disagreed while 4% strongly disagreed.

Moreover, 41% of the respondents strongly agreed that excessive use of canes was a school factor that contributed to students' truancy, 48% agreed while 11% disagreed. Again, 36% of the respondents strongly agreed that insufficient teaching staff was another school factor that contributed to student's truancy, 50% agreed while 14% disagreed. Also, 40% of the respondents strongly agreed that too many outlets in the school was a school factor that contributed to student's truancy, 44% agreed while 15% disagreed.

Further, 48% of the respondents strongly agreed that absence of effective canteen services was another school factor that contributed to student's truancy, 25% agreed while 17% disagreed. Finally, 39% of the respondents strongly agreed that poor teaching was

another school factor that contributed to student's truancy, 35% agreed while 36% disagreed.

All the results are in line with Duodu (2003) who posits that the school system itself may foster truancy especially where the students have to run shifts. Truancy is also dominant where the problem of overcrowding exists and where basic academic and recreational facilities as well as proper canteen services are either not in existence or in bad state.

A teacher's attitude towards his or her work in the classroom as well as his or her students may influence the students positively or negatively. For example, a teacher who is hard working and punctual and has a positive inclination towards students may inspire, motivate and encourage students to be punctual in class and learn effectively, On the other hand, a relaxed, lazy and usually absent teacher whose attitude to work and students is negative is likely to cause problems for his or her students in relation to school/class learning. Also, attendance problems which emanate from the classroom interactions are attributive mainly to teachers' behavior and attitude. Duodu (2003) stated that repeated absence of a teacher in the classroom may induce in the students similar behavior that goes a long way to make them truants.

Teachers' negative attitude to students, often leading to abusive and provocative language, contributes to students' truancy. Duodu further stated that some pupils can, others cannot absorb a certain level of verbal abuse. The result may be non-attendance of school or class during certain days. In administering external discipline in school, some teachers go beyond limits. This is manifested in excessive canning and other forms of harsh

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punishment. Some people may decide to play hide and seek with the teachers' excessive punishment. This eventually leads to truancy on the part of those pupils.

Supervision in the school is also very necessary if the school is to set and maintain moral and academic standards that society applaud. The ultimate purpose for supervision within a school therefore, is to create favourable circumstances for learning which, in actual fact, are devoid of any avoidable hindrances, through a healthy working relationship within the school (Glickman et al, 2001). De Grauwe (2001) argued that supervision is general overseeing and control, management, administration, evaluation, accountability and so on. De Grauwe (2007) stated that one distinguishing feature of true supervision is that they leave their office frequently for the purpose of helping other school personnel namely, teachers- do their jobs better.

According to Kinhart (2000), the relevance of supervision lies in its role in making effective schooling. Effective schools are schools in which students' progress further than might be expected from consideration of its intake. In other words, on effective school adds extra value to its students' outcomes in comparison with other schools serving similar intakes.

In effect, a school with a poor and unfriendly learning environment usually hardly attracts its students' attention and consequently results in students' absenteeism and truancy.

Home Factors

Every student belongs to a home which is his or her primary immediate environment. The influence of the home on an individual's behavior and attitude towards

other people and society as he or she grows through childhood, adolescence and adulthood cannot be underestimated. The researcher designed a four point likert scale questionnaire in the form of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to gather information on home factors that contribute to student's truancy in public senior high schools in the Atwima Nwabiagya District. The results are presented in Table 4.5.

Table 4.5 Home Factors that Contribute to Truancy

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Lack of parental interest	78(44)	72(41)	26(15)	-
Parent's unwillingness to provide academic needs	66(37)	82(47)	28(16)	-
Inability of parents to fulfill financial obligations	82(47)	74(42)	20(11)	-
Helping parents on economic activities	80(45)	96(55)	-	-
Lack of parental encouragement	60(34)	86(49)	30(17)	-
Parents low level of education	86(49)	90(51)	-	-

Source: Field Data 2021

Table 4.5 shows that 44% of the respondents strongly agreed that lack of parental interest in schooling was a home factor that contributed to student's truancy, 41% agreed while 15% disagreed. Again, 37% of the respondents strongly agreed that parent's unwillingness to provide academic needs was another home factor that contributed to student's truancy, 47% agreed while 16% disagreed.

Also 47% of the respondents strongly agreed that inability of parents to fulfill financial obligations was a home factor that contributed to student's truancy, 42% agreed while 11% disagreed.

All the respondents (100%) strongly agreed or agreed that helping parents on economic activities is a major home factor that contributed to students' truancy. Also 34% of the respondents strongly agreed that lack of parental encouragement was a home factor that contributed to student's truancy, 49% agreed while 17% disagreed.

Finally, all the respondents (100%) strongly agreed that parents' low level of education was a major home factor that contributed to student's truancy.

The results so far are in conformity with McDowell and Hostetler (1996) who posited that family or home factors play a critical part in a young person's success or failure in school. A study of family patterns of interaction among non-achieving students in middle class communities identified parental indifference, parental pressure, among other patterns, as a major pattern of interaction that created hazards for students. It is perceived that parental indifference is a major attitudinal problem that disturbs the schooling of a child as a result of parent's inattention to the accomplishments of their children at school. Parents have priority for their commercial interest to the detriment of their children's schooling. Such parents put premium on their interest and social activities neglecting or paying less attention to the child's basic school needs. These behaviors of such parents would inform the child to feel unappreciated by their parents which eventually result in getting lower grade, truancy or even dropping out of school.

Rice (1981) also asserted that, it has been quite explicit that parents of low socio economic standing produce drop out children. Many parents, who complete only fifth

grade, often consider their wards graduating from junior high school to be sufficient. They sometimes discourage their children from attending school. Their older daughters are urged to stay home to look after the younger sibling or to do house duties. The sons are also expected to go out and look for work to do to earn income to help the family.

Duodu (2003) on the management of the truancy, stated that the children he studied demonstrated some behavior disorders which were the outcome of parental rejection, inconsistency, lack of love or over protection. He concluded that the major factors that are responsible for making the home environment a fertile ground for breaching truancy are, poverty, real treatment of children, lack of appreciation of the values of education and breakdown of communal responsibility.

According to Owusu (1987) on finding reasons why juveniles engage themselves in early employment in Kumasi, the Ashanti regional capital of Ghana, 44% of juveniles who went into early employment needed money to buy textbooks, school uniforms or to pay for their school fees, 27% of them engaged in trading activities in order to supplement the household budget. Early employment of growing children including students, are therefore the result of poverty that their parents suffer. Such economic engagement affects the students school attendance.

Amisa (2002) postulated that poverty has some major effects on students concerned. Poverty stricken students experience chronic malnutrition from birth and they are educationally at a disadvantage in that, malnutrition affects the development of their brain. They are also a very important source of labour for their families. The daughters, for instance, are expected to leave home early at not more than seven or eight years of age.

It can be concluded that poor health, child labour and poverty militate against the ambitions of many third world students and their parents. The literature indicate that conditions of poverty or low socio-economic status are related to school attendance and performance of students since such students are demotivated to have interest in school.

Research Question 3: What are the effects of students' truancy in Senior High Schools?

Table 4.6 Some effects of Students' Truancy

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
School dropout	92(52)	84(48)	-	
Low academic performance	68(39)	82(47)	26(15)	-
Early sex	79(45)	63(36)	22(12)	12(7)
Sexual promiscuity	90(51)	74(42)	12(7)	-
Child labour	82(47)	68(39)	26(15)	-
Child delinquency	76(43)	72(41)	28(16)	-
Teenage Pregnancy	68(39)	76(43)	32(18)	-
Stealing	74(42)	78(44)	24(14)	-
Low self-esteem	80(46)	66(37)	30(17)	-
Hooliganism	84(48)	92(52)	-	-

Source: Field Data 2021

Table 4.6 shows that all the respondents strongly agreed that student's' drop out of school was an effect of students' truancy in Senior High Schools. This is unfortunate as truant students sometimes drop out of school and get involved in social vices. Also, 39%

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of the respondents strongly agreed that low academic performance was an effect of students' truancy in Senior High Schools, 47% agreed while 15% disagreed. The result shows that truancy significantly affected the performance of students who indulge in it.

Again, 45% of the respondents strongly agreed that early sex was an effect of students' truancy in Senior High Schools, 36% agreed. 12% disagreed while 7% strongly disagreed. Also, 51% of the respondents strongly agreed that sexual promiscuity was an effect of students' truancy in Senior High Schools, 42% agreed while 7% disagreed.

Moreover, 47% of the respondents strongly agreed that child labour was an effect of students' truancy in Senior High Schools, 39% agreed while 15% disagreed. Also, 43% of the respondents strongly agreed that child delinquency was an effect of students' truancy in Senior High Schools, 41% agreed while 16% disagreed. The findings are not all that surprising because as noted by Duodu (2003), African parents of today and parents of preindustrial societies such as the fisher folks, farmers and even the market women do not derive any pleasure in having their children in school. To such parents, it is an economic burden to send their children to school, thinking that if children should stop attending school and instead help to perform some other jobs that could bring income to the home, the better.

The widespread nature of child labour, especially in the developing countries, despite its impact on children's education particularly with regard to attendance and performance is again demonstrated in a report presented by Mendelievich (1979). According to his report, 4% of the world's population who are fifteen years old or less participate in the labour force. Most of these working children live in the developing countries and normally work as unpaid family workers who help their families on the farm

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or in the small shops and commercial establishments. Children who work for third parties outside the family do not receive their wages but their parents get them. It could be deduced from this that economic environment of parents account for children working instead of going to school and those who attempt to go to school either go to school late or go home before closing time which results in truancy.

Further, 39% of the respondents strongly agreed that teenage pregnancy was an effect of students' truancy in Senior High Schools, 43% agreed while 18% disagreed. Truant student every now and then drop out of school and get involved in early sex which finally results in teenage pregnancy to the disadvantage of their education.

Again, 42% of the respondents strongly agreed that stealing was an effect of students' truancy in Senior High Schools, 44% agreed. 14% disagreed while 7% strongly disagreed. The results indicates that majority of the respondents (86%) strongly agreed or agreed that students' stealing was as a result of students' truancy in Senior High Schools. This supports Amisa (2002) who postulated that the various behavioral disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse are as a result of students truancy which undermine effective teaching-learning process. Also, 46% of the respondents strongly agreed that low self-esteem was an effect of students' truancy in Senior High Schools, 37% agreed while 17% disagreed. The results indicates that majority of the respondents (83%) strongly agreed or agreed that students low self-esteem was as a result of students' truancy in Senior High Schools.

Finally, all the respondents strongly agreed or agreed that hooliganism was an effect of students' truancy in Senior High Schools. The results indicate that all the respondents were in agreement that students hooliganism is a major effect of students' truancy in Senior High Schools.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter consists of the summary of the study, the conclusions gathered from the findings, recommendations and suggestions for further studies.

5.1 Summary

The purpose of the study was to investigate into the factors that contributed to truancy among students in public Senior High Schools in the Atwima Nwabiagya District of the Ashanti Region. The objectives of the study were to find out how students' truancy was prevalent in the senior high schools, identify the factors that contributed to students' truancy in Senior High Schools and to determine the effects of students' truancy in the senior high schools.

The researcher used descriptive survey design with quantitative research method for the study. The target population of the study was all the headmasters and assistant headmasters, teachers and students of the four public senior high schools in the Atwima Nwabiagya District namely; Toase Senior High School, Nkawie Senior High Technical School, Barekese Senior High School and Osei Tutu Senior High School. Purposive sampling was used to select all the 16 headmasters and assistant headmasters. Simple random sampling was used to select 80 teachers and 80 students, comprising 20 teachers and 20 students who hold various positions from each school. The positions include form masters, heads of departments, sports masters, house masters etc, for teachers and school prefects, class captains, dining hall prefect, entertainment prefect etc, for students. Toase

Senior High School had 26 teachers and 23 students, Nkawie Senior High Technical School had 25 teachers and 23 students, Barekese Senior High School had 24 teachers and 22 students and Osei Tutu Senior High School had 25 teachers and 24 students. Simple random sampling was used to select 20 teachers and 20 students from each school. In all 176, respondents were selected to take part in the study.

5.2 Main Findings

5.2.1 Prevalence of Student Truancy in Senior High Schools

The study revealed that truancy among students was prevalent in senior high schools in the study area as all the respondents (100%) indicated that some of the students often reported to school late; other students also often left school before closing. Some of the students were also regular absentees while some students put on their school uniforms under the pretence of coming to school but failed to turn up.

5.2.2 Student Factors that Contributed to Student Truancy

It came out of the study that the attitudes of the students themselves were major contributory factor of students' truancy. Among the student factors that were unearthed by the study included influence of peers, disinterest in courses studying, lack of interest in school, dislike for co-curricular activities, dislike for some teachers, being dull at school, lack of intrinsic motivation to study and bullying.

5.2.3 School Factors that Contributed to Students' Truancy

The study established that majority of the respondents stated that there were other factors in the school that contributed to truancy among students. Among them are the use of students for non-academic duties, teachers' absence from classes, students' abuse/humiliation, lack of proper supervision and lengthy instructional time Others were excessive harassment on payment of school fees, excessive use of canes, insufficient teaching staff, too many outlets in the school, absence of effective canteen services and poor teaching which were all related to the school environment.

5.2.4 Home Factors which Contributed to Students Truancy

The study established that there were other factors in the home that contribute to truancy among students. The home factors the study revealed were lack of parental interest, parents' unwillingness to provide academic needs, inability of parents to fulfill financial obligations, helping parents on economic activities, lack of parental encouragement and parents' low level of education.

5.2.5 Some Effects of Students' Truancy

The study revealed that school dropout, low academic performance, early sex, sexual promiscuity, child labour, child delinquency, teenage pregnancy, stealing, low self-esteem and hooliganism were some of the effects of students' truancy.

5.3 Conclusions

The study concluded, based on the findings of the study, that the cause of students' truancy are multi-faceted and are related to student, school and home factors. It is thus concluded that dealing with the problem of truancy in the senior high school would require a holistic approach.

5.4 Recommendations

Based on the findings and conclusions drawn, the study recommends that:

1. Teachers should avoid excessive canning, abuse and humiliation of students indecorously so that students will have interest and sound mind to improve students' academic performance.

2. Supervision should be improved in senior high schools to avoid students running away from school when it is not time to do so.

3. Regular Parent Teacher Association (P.T.A) meetings should be organised to educate parents to honor their responsibilities of providing the learning needs such as textbooks, exercise books, some stationery, school uniforms and other logistics that are not provided by the school.

4. Strategies to check the movement of students in the school environment and also to check students who do not attend classes regularly should be effectively and strictly implemented..

5. The management of senior high schools should effectively and strictly implement the mechanism put in place to check teachers who absent themselves from class on regular bases without permission.

6. Cooperative and cordial teacher-student relationship should be strengthened and encouraged to facilitate mutual co-existence for students' to have interest in school to improve their academic performance. Specifically, school heads should ensure that there is always good teacher-student relationship.

5.5 Suggestions for Further Study

This study was focused only on public senior high schools in the Atwima Nwabiagya District of the Ashanti Region so further study should be conducted to investigate into the factors that contributed to truancy among students in public Senior High Schools in the remaining municipals and districts of the Ashanti Region.

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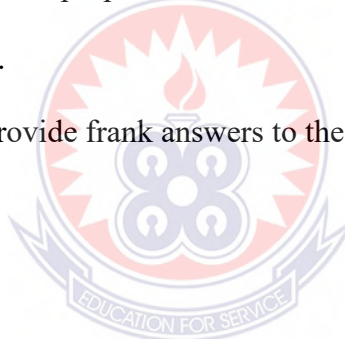
APPENDIX A

INTRODUCTORY LETTER

Dear Respondents;

I am a graduate student of the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development., umasi Campus conducting a study to assess the factors that contribute to truancy among students in public Senior High Schools in the Atwima Nwabiagya District.

The purpose of the questionnaire attached is to solicit information from you in connection with truancy among students in public Senior High Schools. The study is being conducted purely for academic purposes. The information that you would give would be treated with confidentiality.

I hope you would provide frank answers to the questions stated. I count on your co-operation

Yours faithfully

LETICIA DWOMOH BOATENG

 (Graduate Student)

APPENDIX B

QUESTIONNAIRE FOR RESPONDENTS

SECTION A: RESPONDENTS' BACKGROUND INFORMATION

(1) Indicate your gender by ticking the appropriate box.

Male   ( )

Female ( )

(2) Indicate your age in the appropriate box

(a) 11 – 20 ( )

(b) 21 – 30 ( )

(c) 31 – 40 ( )

(d) 41 – 50 ( )

(e) 51 – 60 ( )

(3) What is your highest academic qualification?

(a) BECE   ( )

(b) Bachelor's Degree   ( )

(c) Master's Degree   ( )

(4) For how long have you taught?

(a) 0-5 years   ( )

(b) 6-10years   ( )

(c) 11-15 years   ( )

(d) 16 years and above   ( )

SECTION B: EXISTENCE OF TRUANCY IN SCHOOLS

The statements listed entail various issues on truancy. Please indicate by ticking the

appropriate column which reflects your view on each of the stated issues.

You may express your opinion by selecting from the following responses; Strong Agree

(SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
5	Some of the students often report to school late				
6	Some students often leave school before closing				
7	Some students are regular absentees				
8	Some students often absent themselves with permission				
9	Some students put on their school uniforms under the pretence of coming to school but fail to turn up				

SECTION C: STUDENT FACTORS THAT MAY CONTRIBUTE TO TRUANCY

The statements listed entail various issues on truancy. Please indicate by ticking the appropriate column which reflects your view on each of the stated issues.

You may express your opinion by selecting from the following responses; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
10	Influence of peers				
11	Disinterest in courses studying				
12	Lack of interest in school				
13	Dislike for co-curricular activities				
14	Dislike for some teachers				
15	Being dull at school				
16	Lack of intrinsic motivation to study				
17	Bullying				

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SECTION D: SCHOOL FACTORS THAT MAY CONTRIBUTE TO TRUANCY

The statements listed entail various issues on truancy. Please indicate by ticking the appropriate column which reflects your view on each of the stated issues.

You may express your opinion by selecting from the following responses; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
17	Use of students for non-academic duties				
18	Teachers' absence from classes				
19	Students' abuse/humiliation				
20	Lack of proper supervision				
21	Lengthy instructional time				
22	Excessive harassment on payment of school fees				
23	Excessive use of canes				
24	Insufficient teaching staff				
25	Too many outlets in the school				
26	Absence of effective canteen services				
27	Poor teaching				

SECTION E: HOME FACTORS THAT MAY CONTRIBUTE TO TRUANCY

The statements listed entail various issues on truancy. Please indicate by ticking the appropriate column which reflects your view on each of the stated issues.

You may express your opinion by selecting from the following responses; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
28	Lack of parental interest				
29	Parent's unwillingness to provide academic needs				
30	Inability of parents to fulfill financial obligations				
31	Helping parents on economic activities				
32	Lack of parental encouragement				
33	Parents low level of education				

SECTION F: EFFECTS OF STUDENTS' TRUANCY IN SENIOR HIGH SCHOOLS

The statements listed entail various issues on truancy. Please indicate by ticking the appropriate column which reflects your view on each of the stated issues.

You may express your opinion by selecting from the following responses; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
34	School dropout				
35	Low academic performance				
36	Early sex				
37	Sexual promiscuity				
38	Child labour				
39	Child delinquency				
40	Teenage Pregnancy				
41	Stealing				
42	Low self-esteem				
43	Hooliganism				