**THE IMPACT OF TRUANCY ON THE ACADEMIC PERFORMANCE OF PRIMARY SCHOOL STUDENTS IN MATHEMATICS: CAUSES AND EFFECTS**

****ABSTRACT****

This project work is essentially concerned with the investigation of the study of truancy among primary school pupils in Abeokuta North Local Government Area of Ogun State. A proper research was carried out on those causes that lead to truancy in primary schools. In carrying out the research, research questions are been set in order to direct the researcher in administration of questionnaires. There is also review of relevant literature on truancy among primary schools and how to curb the situation. The main research instrument used for data collection was the questionnaires, which was administered to teachers, students and the school administrators of the selected schools. And also there is presentation of data, collection and its analysis. Finally, at the beginning a brief survey of truancy among primary school pupils in Ogun State was made. The rate of this un-wanting behaviour had reached an alarming proportion in primary schools that attention of government and parents have been drawn to it in order to check the ugly trend.

**CHAPTER ONE
INTRODUCTION**

**1.1   BACKGROUND OF THE STUDY**

          Mathematics is the science of number and space, it is the language of the new millennium (Harbor-Peter, 2000). It is the queen of science and technology, also a tool for scientific and technological development (Agwagah and Ezeugo, 2000). No National can develop scientifically and technological without proper foundation in school mathematics (Okafor, 2005 in Kurumeh and Imoko, 2006). In recent years, for instance, there had been criticisms in public places, and in news papers over the low standard of performance in mathematics in our schools’ prominent among the critics are the teachers and parents. The critics are particularly concerned with the teaching of basic mathematics in our schools. They claim that most students who have successfully completed secondary school education often failed mathematics. However, from the view point of national interest a far more serious consequences of the inability of the students to excel in mathematics successfully is in regard to scientific and technological advancement that we very much desire in the attainment of Millennium Development Goal.

          We need many qualified doctors, engineers, agricultural scientists, economists, computer programmers and mathematics teachers. All these professionals require basic courses in mathematics up to advanced level before they can specialize in these professions.

          According to Oxford advanced learning dictionary; truancy is an act or condition being absent without permission.

          Merriam (2012) says truancy as an act or instance of playing truant: the state of being truancy (the California legislature view truancy in very precise language). In summary it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truancy.

          Sherilyn (2011) view that three are various reason of truancy and this has been on of the major problems in Nigeria and it is negatively affecting the future of the pupils. Absence rates have reached as high as 30 percent in some schools and it is harder for the teachers to do something about this. And this affects not only the pupils but their families as well. Consequences are various as well if they miss to many classes they will not be able to congratulate on time and they will fall behind their classmates and this will affect not only their self-esteem but various other things. All this can improve if teachers together with parents make good plan to interest pupils who is skipping classes to get back to school.

          This can be done by talking and learning about pupils interests regarding the school.

          In town like Ago Ika, Lafenwa, Ita Oshin pupils are run away from school which bring researcher closer to the topic, to find out the effect of truancy.

**1.2   STATEMENT OF THE PROBLEM**

          The high rate of truancy in town calls for attention. It could generate to pupils not performing very well academically. It could also lead to various forms of criminal, damage, robbery with violence and abusive conduct etc.

          This study would therefore investigate

i.        What truancy means.

ii.       The causes of truancy.

iii.      The effects of truancy on primary school pupils academic       performance in           mathematics.

iv.      The possible solution to the problem.

**1.3   RESEARCH QUESTIONS**

(i)      What is truancy?

(ii)     What are the causes of truancy?

(iii)    What are the effects of truancy on primary school pupils academic performance in      mathematics.

(iv)         How we can reduce truancy in primary school pupils?

**1.4   PURPOSE OF THE STUDY**

          The study superficially find out

(i)           To examine of truancy.

(ii)          To explain causes of truancy.

(iii)        To explain effects of truancy.

(iv)         To suggest possible solution to the problem of this study.

**1.5   SIGNIFICANCE OF THE STUDY**

          The study would enable the various benefactor to have better understanding of what used to prompt our primary school pupils on truancy on school academic.

          The study will be of benefit to the government by given information on the high level of truancy in the schools and it consequence effect. Government in a bid to curb truancy will therefore be able to apply measures capable eradicating such acts. One of the measures could be disciplinary measure approved by the government e.g. Government backing schools in given out some punishment to student such acts. Government could also pass some law banding on school pupils and teachers to reduce truancy. Dedicated and intelligent in schools could be motivated through various incentives e.g. money, gift to make student who are truant change their attitude.

          The study would assist parent to pay more attention to the activities of the children in and outside schools for parent who pampered their children and do not give room for correction they would have a change of act to see the need for discipline on the children.

          The study will help the teacher to assist the pupils as much as possible to develop interesting and the activity based on teaching method it will also make her lesson in class interesting to the pupils. And also make the use of availability of the instructional materials for the pupils to enhance an effective teaching and learning process.

          The study will help the pupils to be more serious about his or her study. It will also use his free period to read more at home. It will also identify the brilliant pupils in his class and make friend with them so that they can teach him more or explain more of the unknown topic to him. The study will make the pupils pay more attention to education and work towards a great future.

**1.6   SCOPE AND DELIMITATION OF THE STUDY**

The study is to cover primary school in Abeokuta North Local Government Area of Ogun state.

**1.7   LIMITATION OF THE STUDY**

This study was carried out in the Ebenezer Primary School, Olumo Primary School, Army Children School I, Holy Prophet School I and II in Abeokuta North Local Government Area of Ogun state. The reason for using such a small sample is due to financial constraint and time.

**1.8   DEFINITION OF TERMS**

(i)           ****TRUANCY:**** This is absent from school without a valid excuse.

(ii)          ****ACADEMIC:**** Acquired by formal education especially at a primary or secondary school.

(iii)        ****PERFORMANCE:**** The act of performing the carrying into excusive or action, achievement, accomplishment, representation by action.

(iv)         ****MATHEMATICS:**** The science of numbers and shapes.

(v)          ****CONSEQUENCE:**** A result of something that has happened.

(vi)         ****DAMAGE:**** Physical harm caused to something which makes it attractive.

(vii)       ****CRIMINAL:**** Connected or involving to breaking the law.

(viii)     ****VIOLENCE:**** This is a behaviour that is intended to hurt or kill.

(ix)        ****ROBBERY:**** The crime of stealing money or goods from bank, stop or person.

(x)          ****ABUSIVE:**** Involving to hurt or kill.

(xi)        ****LEGISLATURE:**** a group of people who have the power to make and change laws.

(xii)       ****CONDUCT:**** To organised something or particular activity.

**CHAPTER TWO**

**REVIEW OF LITERATURE**

**INTRODUCTION**

Our focus in this chapter is to critically examine relevant literatures that would assist in explaining the research problem and furthermore recognize the efforts of scholars who had previously contributed immensely to similar research. The chapter intends to deepen the understanding of the study and close the perceived gaps.

Precisely, the chapter will be considered in three sub-headings:

* Conceptual Framework
* Theoretical Framework and
* Empirical Review

**2.1 CONCEPTUAL FRAMEWORK**

**The Concept of Truancy**

Current research does not give a standardized definition of either ‘truancy’ or ‘skipping school’. Oehme and Franzke (2002) describe this as a ‘confusion of concepts’. The two terms are partly used synonymously with the notions of school tiredness, school absenteeism, school phobia, school refusal behavior etc. (Tyerman 1968; Hersov and Berg 1980; Oehme and Franzke 2002; Ricking, 2003). In international research, truancy is defined as ‘unjustified intentional absence from school’ (Pinquardt and Masche, 1999; Van Petegem 1994).

According to Huzinga & Thornberry (2000), Truancy is defined as having an unexcused absence from school for one or more part of the day for at least three school days during five-day school week. Moreover, Salford City Council Report (2008) defined Truancy as the act when a child, who is believed to have been at school, fails to attend school classes without the permission or awareness of the parents or the school authority concerned. Truancy is an international unauthorized absence from school activities, (wikianswer.com, 2013). Echebiwe (2009) defined Truancy as a situation when a child under sixteen years of age who is registered at school fails to attend classes without prior formal permission from the parent or school authority. Therefore, Truancy is the practice of staying away from school without permission. A child who engages in this act is therefore referred to as a Truant. This implies that every child is expected to be in school and must be present in school and class attendance.

Truancy has caused a lot of harm to Nigeria educational system and has an ill-attitude on secondary students academic performance, and moral lives which has caused most youths to exhibit negative attitude such as armed robber, prostitution, substance abuse, substance trafficking, and other social crime ranging from pick-pocketing to secret cult (Stool, 2002). According to Reid (2000), truancy is defined as an action by a student being absent from school for no legitimate reason. Also, Hunt, Akyeampong and Sebates (2010) defined truancy as when a child missed school or class without an excuse from his/her parents or guardians. It also means a child leaving school or class without the permission from the teacher or principal. When a child is consistently late for school, he or she is considered to be a truant. A truant therefore is a student who stays away from school without proper leave permission from school authority or the parents. Also, the students who always tend to keep themselves from studies and avoid attending classes are called truants (Gosain, 2013). Teaslsey (2004) also defined truancy as a child who is absent from school on his own initiative without his or her parents‟ permission. However, according to Burke (2004), truancy can also be identified and characterized by neuroticism whereby student fear a teacher(s) makes him/her leave school and run back home for safety. In the same vein Van Breda (2006) describe truancy as multidimensional experience that student adapt with the combination of various social psychological and institutional factors. Although different studies use different criteria to defined truancy, it is useful to count truancy, if a student misses class for the whole day or involves in missing a lesson or part of it without given good reason or obtaining reasonable permission from parents or school authorities. Carter (2000) defined truancy, as deliberate absence from school on the part of the student without the knowledge and consent of parents; absence of the student from the school for which no reasonable or acceptable excuse is given. Similarly, Railsback (2004) defines truancy, as when the learner reports for school for brief moment and later disappears. As earlier said, when a pupil attends school and classes, paying attention to the teacher or instructor, without playing truant and committing other related deviant acts, there is the possibility that such student will perform well academically. According to Cambridge University Reporter (2003), academic performance is frequently defined in terms of examination performance. Academic achievement refers to what the pupil has learned or what skills the pupil has learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock, 2006).

**Peer Group Factor and Truancy**

Though, many scholars (Rothman, 2001; Galloway, 1985; Gabb, 1997;

Oerlemans & Jenkins, 1998) have blamed the child for truancy behaviour, the peer influence had been identified as a major factor influencing a child’s truancy behaviour. According to Omoegun (1995), a child would rather prefer to spend most of his days in the midst of his peers where he would be happier and more relaxed. And this gives room for undue peer influence particularly in antisocial behaviours like truancy. Owodunni (1996) opined that it is easier for student to yield to the pressure from their colleagues than to obey the teacher and the school authority.

Rohrman (1993) opined that peers have an invaluable and influential role to play in providing both the support and context necessary for the learning of new skills and that they act as reinforcing agents of socialization. In a study conducted by Osarenren (1996) reported that regardless of whether children’s attitudes and conducts were approved by parents or other adults, adolescents attempt to model his behaviour according to what represents the standard of his peer group. Adebisi, (1996) gives a critical analytical influence of peer group as a strong factor that causes truancy and absenteeism. The type of friends a student keeps plays an important role. For example student from well behave homes may become truant or absence from school as a result of mixing with bad students who are not discipline at home.

**Home Factor and Truancy**

The home is a powerful determinant factor in the behaviour of children. Adedipe (1998) opined that children who are not adequately monitored by their parents may show a variety of unhealthy symptoms in behaviours. Adebisi (1996) opines broken homes as a factor that causes truancy and absenteeism in children because in most broken home there is no proper care for the child. Eisenbory (1998) views truancy as the fear of being away from parents. These delinquent youths ran away from home, and pose threats to the future development of a nation. According to Erickson and Curl (1996), some of the parents show no interest in their children development in terms of academic support and others.

Therefore in most cases a child turn truant because parent do not show any interest in their academic performance at a particular stage such a child may be easily lure into truancy. School age children and teens who are unsupervised during the hours of school are far more likely to use alcohol, drugs and tobacco, engage in acts of criminality and other high risk behaviours, receive poor grades, and drop from school than those children who have the opportunity to benefit in constructive activities and supervised by responsible parents and adults (Harrison, 1994).

**School Environment and Truancy**

According to Mick Zais (2011), school environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment available, physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity. The school is expected to provide an atmosphere that is conducive for proper learning and teaching as well as serving as a place to be loved by the students. However, in some situations school assists in making students to engage in truancy. For example, in a situation where a school is having teachers who are harsh to students, where there is high level of bullying, inappropriate school environment, boredom, poor management, poor relations with teachers and in some cases irrelevance of the curriculum, then there must be high tendency of truancy among the students. Reid (2006), Hopskins, Green and Burns, (2011) Chukwuka, (2013) and Mangal (2013) in Gosain, (2013) were of the view that harsh teachers, negatively school experience such as bullying, boring and boredom classes, inappropriate school environment, indiscipline prevalent in the school, lack of interest and cocurricular activities are some of the factors influencing truancy among students that come from the school itself. Therefore, it is crystal clear that the causes of truancy among students are many and varied. So attributing it to single cause is not possible. Gesinde (2005) and Maduabuchi (2013) were of the view that factors influencing truancy are many and varied, and can come from the students, family, school, teacher, peer group, society and government at large. The school environment has to be appealing to the students when, it is not attractive to them the students will resist and resent. To make the school attractive, the very location of the school, its surroundings and classrooms where study takes place have to be good. The environment is expected to have quality and qualified teachers that are committed. In an environment where teachers are not serious about their job can encourage students to become truants. Students can become truants when teachers teach only to earn a livelihood and not taking their profession as a sacred duty with commitment and dedication in building, moulding, and shaping the future of the children. When this situation prevails in the school, students can get an aversion to the school, its staff and environment and they can become truants.

**Teacher’s Factors and Truancy**

School is considered as the extended home for individuals as a lot of time is spend in school. Thus, the members in the school setting especially the teachers have a vital role to play in many aspects of students‟ attitude and motivation. Teacher who show lack of respect for students and disregard the different needs among the students can make students attempt truant (National Centre for School Engagement, 2005). Bartholomew (2009) stated that truants like to use “dislike teachers teaching methods” as the most common excuse for playing truant. Truants favor interaction with teachers and students besides being granted autonomy in the learning process (Bartholomew, 2009). He further asserted that positive teacherstudent interaction can encourage students‟ attendance in class. Teachers‟ characteristics such as rude, sarcastic, unfair, insult and embarrass students can influence truanting behavior though the impacts is rather small (Bartholomew, 2009). Aligned with Bartholomew (2009), Britten (2002) reported that teachers‟ unpleasant and hatred toward certain students can contribute to students‟ truanting behavior. Also students are inclined to skip school when they feel that teachers and schools do not care for them (Van Breda, 2006) or teachers apply authoritarian teaching methods (Wiles, 2000). According to Azizi, Hashim, Yusof and Lee (2007), stated that teachers who like to assign a lot of home-work to students, are always late to class and fail to perform effective teaching will discourage students from staying in school. Finding of Mohammed Sharif and Hazni (2010) support the role of teachers in influencing students to become truant. Mohammed Sharif and Suria (2012) reported that teacher‟s attitude can cause students unexcused absence from schools.

**Students’ Factors and Truancy**

Another factor influences truancy among public senior secondary school students come from the students themselves. For example, low level of intelligence, peer influence, weak physical health, social and emotional as well as maladjustment makes a student engage in truancy. Reid (2006), Hopskins, Green and Burns (2011), Maduabuchi (2013) and Mangal (2013) in Gosain (2013) opines that students need to catch up on homework or assessment tasks, illness, lack of social competence, mental health difficulties, physical health, lack of self-esteem, social skills and confidence; poor peer relations, lack of academic ability are some of the factors influencing truancy mainly coming from the student themselves. Omoegun in Musa (2014) opines that a student would rather prefer to spend most of his days in the midst of his peers where he would be happier and more relaxed and this gives room for undue peer influence particularly in antisocial behaviors like truancy. Also, student academic performance could motivate or discourage student‟s attendance. Students who do well in academics always enjoyed learning and could perform any assignment given to them contrary to students who performed poorly in different subjects. According to Reid (2005), said that lack of career aspiration and poor academic performance leads to low self-esteem to student finally causing students to be truants. Similarly, Monkie (2004), Children‟s Law Office (2005), Otopa (2009) found that there was a significant dependency between learners having poor academic problems and truancy. Connie (2000) noted that students on the edge of dropping out because of poor academic performance could choose to withdraw rather than face the humiliation of failing an exit examination. Also, Leaner and Janet, in Igwe and Ashani (2013) stated that learning difficulties included short memory and poor reasoning, poor reading skills and difficulties in calculations.

**TRUANCY AND ABSENTEEISM**

Education is the process of learning to live as a useful and acceptable member of the community and a good citizen (Ferranti, 1993). The school has been established as the agent of the society to mould the habits, interest, attitudes and feelings of children and transmit the societal norms, culture, values and traditions from one generation to another. The school as an institution is a place of learning morality and inculcates discipline to the students. Despite this, some students still do not attend classes. Students’ absence from school for unexcused reasons is referred to as truancy. However, the situation in our secondary schools regarding the issue of absenteeism and truancy is pathetic. Absenteeism and truancy are presently major problems facing our schools, and the damaging effects to students’ academic performances have largely been overlooked. Adeyemo (1998) sees a truant as “A child who often stays away from school without any good reason. Absenteeism is regular persistent absence from work or school while truancy is an act of or practice of deliberately staying away from school without any acceptance reason, whether or not the parents or guardians know and approve of it (Fugleman & Richardson, 2001). A truant is a child that does not go to school thereby diverting to somewhere else or wandering around (Sayeler, 1997). A truant leaves home but does not reach school, he escapes from school or class to engage in any other activities that catch up his imaginations (Gabb, 1997). Gullatt and Lemoine (1997) also opined that truancy is avoidance behaviour towards school as a result of the existence of other reinforcing activities outside the school, other than the home. Rothman (2001) opined that “truancy is an act of staying away from school without leave”. Truancy is a problem because the absent students cannot benefit from the various programmes that the school offers. Effects of truancy include lower academic achievements (Baker & Jansen, 2000) and criminal activities (Garry, 2001). Truancy and absenteeism are signs of maladjustment that require psychologically treatment (Green, 2001). It is an act of indiscipline and this has been causing misunderstanding among adolescence, teachers, parents and in the society (Abayomi, 2002). Truants increase their risk for dropping out of school and high school dropouts are more likely to be unemployed or end up in prison than students who graduate from high school or college. There are four categories of truants; students being in school but absent in class, students neither in classroom nor in the school but at home, those neither in the school nor at home, and those who absent themselves from classes as a result of the difficulty in the school subjects or dislike for the subject or teacher (Owodunni, 1996). Stoll (1993) submitted that factors responsible for pupils’ truancy are many and varied. Lansdown (1990) viewed that there is no point in seeking single factor explanation for a complex phenomenon like truancy. Factors influencing truancy fall into four broad categories; child/ personality, family, school, and society/ community (Rohrman, 1993; Kinder, Harland, Wilkin & Wakefield, 1995). Osarenren (1996) also discussed the causes of truancy among school children under factors resident in the home, school environment, peer-group, culture, and society. In the same vein, Gesinde (2005) has also identified the contributory role of government in truancy behaviour among school children. Lack of interest in education of children varies and this depends on the child. If a child is not interested in education and in such a situation, a child who is not interested in education if forced to do would always show truancy and absenteeism he/she would not go to school always as expected, many other things that can also influence the interest of a child in education. A pupil may be ill or sick and may be kept at home in good faith until the child is well and be able to move about freely without any problem (Harrison, 1994)

**TYPES OF TRUANCY**

There are three types of truancy which include: Habitual truancy, occasional truancy and casual truancy.

**Habitual Truancy:**

This is type of truancy that occurs when a student (truant) constantly absent from school without the due knowledge or consent of his/her parents or the school authorities. Habitual truants are mainly those students who miss numerous full days of school academic activities. Their frequencies of absenteeism have become regular behavior or habit. It is important to note that students who are habitual truants have high chances of falling behind in school work, decline in their academic performance and even lose their attachment or positive attitudes towards school (Ezeani, 2006).

**Occasional Truancy:**

This type of truancy occurs when a student does not constantly and continually absent himself from school. In this type of truancy, the student levels of absenteeism from school without the permission of parents or school authority is irregular. For example, a child whom the mother refuse going to school and was kept at home to help care for sibling and the child taken out of school for an out-of-season family holiday and so on are all instance of occasional truant (Ezeani, 2006).

**Casual Truancy:**

This is the type of truancy which occurs when the students absence from school by chance. This type of truancy is not regular and constant but happens by chance. For example, students who remained lurking within sound of the school bell so that they could attend those lessons which interested them (Ezeani, 2006). A casual truant is student who keeps away from school and cuts up to 10 percent of the total number of working days during one academic session. A casual truant is an escapist to avoid unpleasant situation in the school, during school hours. He is amenable to suggestion and persuasion and hence most responsive. He is the marginal person to lapse into truancy if left alone and amenable to correction if properly handle (Clinard, 1963).

**Peer Group and Truancy**

According to Kang (2006) peer group means a small group of friends which have close relations with each other and they have regular interactions. They share views and exchange ideas with each other and do activities in groups. When children take steps into the stage of adolescence, they spend a large amount of time with their friends as compared to their parents. Those in a peer group have the same status and are about the same age, background, social and political affiliation. According to Newman and Newman (2008), peer pressure is used to describe the demands for compliance to customs of the group and exhibiting dedication and loyalty to the members of the group. Newman and Newman further stressed that as members of a peer group, the group has more influence on the adolescents than they would have as on their own and they begin to recognize the value of united enterprise. Peer group is another factor that influences truancy. Ezewu (2002) stated that peer groups are persons of the same age group, equals or friends with whom the child shares certain social characteristics. This social world to which they share same language, values, norms and mode of interaction may not be understood by the adults. However, it is through peer pressure that students are most likely to be introduced and involved in truant behaviors such as drinking, smoking, indecent act and drop out of school. The peer group has effects on the student truant behaviors. As the child frees himself from dependency and control of the parents and other adults, he falls back on peer group for direction and control. Igbo (1999) stated that the need for a student to conform and be like his peers may bring the student into conflict with his own family. This sensitive young person is anxious to please his beloved ones and to maintain prestige in the eyes of his own generation. This often lead the students into the act of abandoning everything he is supposed to be doing like attending classes, concentrating on his assignments and revising his books and begin to work from place to place in search of where he will get money to be like his peer groups. When this happens the student will never understand what is going on in the class because he is always absent from school, and as a result perform below average academically. Negative peer tension may influence in various ways such as joining students who are delinquent which include truancy, stealing, having unregulated sex, watching films and attending parties during school hours which may eventually lead them into robbery (Arief, 2011). Peer pressure may have a positive influence and help to challenge and motivate one to do best. Peer pressure may also result in one doing thing that may not fit with ones sense of what is right or wrong. In other words, when peer pressure makes one to do things that people dislike, it is a negative peer pressure.

**Causes/Factors Responsible for Truancy among Primary School Children**

Ma’aruf (2005) identified four major home factors as being responsible for truancy namely: (a) Poor relationship between children and parents; (b) Poor physical conditions at home; (c) Use of corporal punishment in the house; (d) Lack of parental interest in the child’s welfare.

According to Scheff (2007), the reason a student misses school will be for different reason, depending on the age and circumstances of each student. Sometimes a student will skip school because they feel unsafe at school or on their way to or from school. Other students may miss school because of family issues, financial demands, substance abuse, or mental health problems. Factors contributing to truancy commonly stem from three core areas: school, family and community. Innate student characteristics and their experiences within all these areas will have a heavy impact on truancy rates.

**Bad Influences**

One of the common causes of truancy and disruptive behaviour in children is the influence of friends and peers. Many times these peers are seen encouraging truancy as a status-seeking activity or as a way of joining in or blending in. The child's natural instinct to want to be a part of a larger crowd or group dynamic will take over, even if they are taught better habits. Often times this same dynamic is prevalent in the face of any resistance the child may put forth, prompting teasing or goading the child into truanting.
**School**

What is classed as truancy can depend largely on the school's attitude to the 'truant' or their problems. Relationships with teachers, seen as lacking respect/fairness, play a large factor in truancy rates among children. Often times this inability to get along with teachers and/or students will result in disciplinary problems which may lead to suspension, or expulsion. Of course, being away from the school either voluntarily or at the school's demand can have an adverse affect on the student's academic performance, resulting in not being able to keep up with school work, getting poor grades, or even failing. A school may also be remiss in not notifying parents/guardians of absences.

This feeds into the larger school category as a whole, encompassing not only relationships with teachers and issues of fair treatment but also the content and delivery of the curriculum, seen as lacking in relevance and stimulus. At this point the factors coming together are often times consolidated into the “standard” excuse from children regarding school and truancy, namely that they don't like school in general or that they don't like the particular school they are attending. Compounding the problem is the ease with which some pupils slip away unnoticed and how their school systems do not have in place a method to deter them. For example inconsistent and ineffective school attendance policies, in conjunction with poor record keeping, may cause a school to inadequately identify a child's special education needs.
**Bullying**

Closely related to the issue of a child's relationship with school is the matter of bullying. Bullying is a prime component in the making of an unsafe school environment; if a child does not feel safe at school, or on the way to/from school, they are much more likely to become truant. Bullying occurs for many reasons and it goes beyond the one isolated instance of harassment either because of teachers’ inability to control, or problems arising from the child’s own personality or learning abilities. A parent might say they're keeping their child off school because they're being bullied. The school might call it truancy.
**Personal Matters**

Individual (personal) factors related to child truancy include: lack of self-esteem/social skills/confidence; poor peer relations; lack of academic ability; special needs; and lack of concentration/self-management skills. Professionals have identified that many chronically truant children had a job, had a family to support, or had trouble managing both school and work, thus forcing them to make a choice between personal life and school. For sure when a child gets married, gets pregnant and/or becomes a parent the risk of truancy increases. Often times the risky behaviours are further instigated if the child develops or has already developed an alcohol or drug problem.

**Family**

Family factors that contribute to truancy in students are innately personal in nature. Parentally condoned absence is especially influential, as it reinforces the lack of consequences for irresponsible/unwanted behaviour on the part of the child. Parental attitudes to education are crucial to schools success in keeping children in school; often times a parent's condonation of truancy (albeit overt or tacit) is construed as the parent's not valuing education. It is worth noting that many parents indiscriminately sanction an absence by sending a note or making a call. Schools should be able to enlist the support of parents when it comes to tackling truancy. When a parent doesn't value education, wants their child to help them out at home or believes their child has good reasons for staying away, the task is altogether more challenging. Many educators point to the prevalence of so-called 'tourist truants': like children who stay two weeks in the French Alps missing vital parts of their school curriculum. These kinds of trips give as negative a message to a child as a note for a fortnight off school for a mild cold. Many schools will only exceptionally agree to a child missing more than 10 school days for a family holiday or other reason during one year. Some schools may refuse to authorize any absence for holidays.

**Ways of Reducing Truancy among Pupils**

According to Beach (2014) Truant offenders may require a truancy-reduction program with wraparound support. An effective program must contain the following components:

* Whole family involvement
* A continuum of supports, including meaningful incentives for good attendance
* Collaboration among community law enforcement, mental health workers, mentors, and social service providers, in addition to educators.

 Beach (2014) said that to achieve this there are dos and don’ts to be observed.

The dos include:

* Building positive relationships
* Discuss truancies with parents
* Create a progressive classroom environment
* Identify struggling pupils early

The don’ts include:

* Give failing grades for poor attendance
* Ignore at-risk characteristics
* Minimize socialization issues
* Ignore health and safety issues
* Give up

Beach (2014) further explains the dos and don’t as follows:

**For the “dos”,**

**Do build positive relationships**

Get to know your students’ likes and dislikes their family life and their ability levels. Once students have shared their interests, encourage them to read and write about them. Providing greater choice in what students read and write will increase literacy skills and enhance the bond between you and them. It is crucial that students know their teacher knows and cares about them.

**Do discuss truancies with parents**

Students who are regularly absent or tardy to class may have conflicting obligations. It’s disheartening to hear a parent give the excuse that their student is frequently absent because the parent has to work and does not have a babysitter. Or the student is late because he/she doesn’t have an alarm clock. Unfortunately, this teaches students that school attendance is not a priority.

You must stay in frequent contact with parents whose child has developed a pattern of truancy. Be sure to document all parent communication as proof of your diligence to address the truancy issue. Parents who do not value education may become complacent with their child’s attendance. Repeated communication may be the catalyst to change the parent’s apathy toward school attendance. If not, you must exercise your rights and responsibilities and timely report the truancy to the administration and/or intervention team.

**Do create a progressive classroom environment**

Here are four classroom strategies to help encourage truant learners to want to attend school regularly:

* Allow students to work on more hands-on activities, projects, and active participation. Diminish the use of worksheets and workbooks.
* Work with truant students in small, supportive groups where they are taught at their instructional level. Frequently monitor and assess progress so the instruction matches their needs.
* Maintain high expectations for all students. Truant students need to be appropriately challenged and encouraged with the words, “You are smart! You can do it!”
* Whenever possible, provide in-school suspensions and detentions as consequences rather than out of school suspensions. Truant offenders look for opportunities to avoid school. Don’t give them any.

**Do implement credit recovery options**

 Many truant pupils are in danger of failing in their current grade or of dropping out of school entirely. Traditional methods are often inadequate for providing support to truant students because they are not present to receive it.

Credit recovery programs can be an important strategy for dropout prevention. In these programs, students can work closely with their teachers, either individually or in small groups, to complete coursework or credits required to graduate. In other words, credit-recovery programs need to address the challenges that prevented students from previous success. This may include flexible pacing and schedules of instruction, adapting instructional methods and content to students’ level of skills and learning style, extra practice and frequent assessments to inform instruction, and to provide feedback to students.
Educators today are finding that online and blended learning are effective ways to reach students who fail one or more courses before they become disengaged, or who seek an alternative education program. The growth of online programs focused on credit recovery has redefined how educational technology can be used to address the needs of truant students. Credit recovery refers to a student passing and receiving credit for a course that the student previously attempted but was unsuccessful in earning academic credit towards graduation.
Additionally, you can give credit to truant students for learning life skills that help them to get back on track. This opportunity is a small investment but could have a huge payoff for the student. Credit recovery opportunities can be the difference between a high school dropout and a high school graduate.

**Do identify struggling pupils early**

Teachers are challenged to quickly identify academic deficiencies that plague a student’s ability to be successful in school and may begin patterns of truancy. Response to Intervention (RtI) serves as the framework which provides direct services to combat the deficiencies. Student progress is closely monitored in order to identify those who fail to respond to the intervention(s). Next, the evaluation process begins to determine if a student may be eligible for special education services. This process can take up to sixty days, which is a significant amount of time for a student who is struggling in school. It is critical that this process is monitored with fidelity to avoid the onset of truancy.

**The don’ts include:**

**Do not give failing grades for poor attendance**

You must separate the pupil from his/her truancy. When you identify a student as truant, be careful not to lose objectivity and stop looking for the good the student is capable of achieving. Instead, address the truant behavior by providing attendance incentives rather than a punitive consequence such as failing grades. For instance, give a raffle ticket for each day of attendance, leading toward the grand prize of a Nook, Kindle, iPod, or laptop.

**Do not ignore at-risk characteristics**

Some pupils who are regularly absent or tardy to class may be consumed with inappropriate relationships. Other offenders may lack motivation, struggle with low self-esteem, be plagued by addictions, abuse, or family adversities which prevent them from attending classes regularly. These students need to be referred to your intervention team for additional support.

School-based programs aim to identify attendance problems before they reach a chronic level and before patterns become entrenched and harder to reverse. The first step is to develop a school-based mentoring program. Truancy mentors should work on academics and/or assist with homework with their mentees. They need to develop collaborative relationships with teachers in order to enhance overall educational achievement. The goal of a truancy mentoring program is to redirect negative habits by developing healthy ones and providing positive adult support, thereby reducing risk factors that result in truancy.

Community-based programs recognize that truancy is not an individual or family problem alone, but a community problem that can best be addressed by collaboration among various systems within the community. Their objective is to reduce juvenile crime, loitering, graffiti, and the number of children unsupervised in the community. Full implementation involves a commitment of school principals, parents or guardians, community liaisons, and police officers. You can volunteer to organize and serve on such a council in order to fully implement these programs that directly address truancy issues.

**Do not minimize socialization issues**

Socialization is the drive for acceptance that encourages students to imitate their peers and join groups. Students want to belong somewhere. Evidence suggests that it is peers, not parents, who have the greatest influence on school-age students. If your classroom aims to improve student attendance, cultural acceptance among students must be evident. You should incorporate classroom strategies, such as peer mediation, that build relationships, strengthen peer acceptance, and foster appropriate social skills.

**Do not ignore health and safety issues**

Exposure to community violence, an unsafe home, or a dangerous path to school contributes to truancy. In addition, stress—resulting from bullying and school violence—impairs test scores, diminishes attention spans, and increases absenteeism and tardiness. It is discouraging, but many high school students either stay home or skip classes due to fear of violence. Invoke collaborative resources that directly improve student attendance.

**Do not give up**

Every one of us faces trials in our lives. Some face minimum hardships, while others have serious adversities to overcome. Today, many families are faced with various types of adversities that affect the entire family unit. Truancy is often the outcome during those difficult times. You can help your students and their families build better opportunities by advocating for programs that provide direct services to improve the family situation, which will reduce truancy.

**Concept of Academic Performance**

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scortt‟s, 2012). Grades are certainly the most well-known indicator of academic performance. Grades are the student‟s “score” for their class and overall tenure. Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance and instructor opinion of the student as well. According to Ward, Stocker and Murray-Ward (2006), academic performance refers to the outcome of education; the extent to which the student, teacher or institution have achieved their educational goals. Academic performance is the ability to study and remember facts and being able to communicate one‟s knowledge verbally or written on paper (Answers, 2010). In the context of this study, academic achievement refers to the extent to which students have achieved mastery of the objectives of the subjects they are exposed to in school. According to Aremu and Sokan (2003), academic achievement has been observed in school subjects especially mathematics and English Language among secondary school students.

**Truancy On Pupils’ Academic Performance In Mathematics**

Mathematics is the science of number and space, it is the language of the new millennium (Harbor-Peter, 2000). It is the queen of science and technology, also a tool for scientific and technological development (Agwagah and Ezeugo, 2000). No National can develop scientifically and technological without proper foundation in school mathematics (Okafor, 2005 in Kurumeh and Imoko, 2006). In recent years, for instance, there had been criticisms in public places, and in news papers over the low standard of performance in mathematics in our schools’ prominent among the critics are the teachers and parents. The critics are particularly concerned with the teaching of basic mathematics in our schools. There are different views on the possible effects of truancy and absenteeism on students’ academic performance in mathematics in our schools. Oyebanji (1997) agreed that any child who stays away from school will miss so many lessons that he will as a result fall behind other children in the class. She also stressed that the impact on each individual concerned and their academic performance should be viewed as a very serious matter of concerned to parents. ‘Truancy and absenteeism can lead to frustration in the sense that when a child repeats a class for more than two or three years, he will get tired and become frustrated. Owen (2001) says that truancy and absenteeism may lead a child into drug addiction, and in most cases student that absent from school, his or her Intelligent Quotient (IQ) would be going retarded and such students would score below average in his class work because he missed all the normal school lessons and all the academic school training which he is suppose to have acquired. He would also associate with bad group that push him anyhow. Anything they do he will also do without having any second thought over it and this will eventually lure him/her into criminal activities such as stealing, smoking, cultism, narcotics etc. all these will increase his confidence in his bad behaviour which eventually have bad impact on his academic success, his brain will be affected and his way of thinking will all be in negative form.

**COMBATING TRUANT BEHAVIOR**

There are a considerable number of strategies and interventions that have been employed to combat truancy. Zhang (2007) recommends instructional, behavioral, and community based interventions, and has advocated for a program titled Check and Connect, while Henry (2007) supports the family and instructional intervention approaches. DeSocio (2007) initiated a mentor intervention program whereas Reid (2006) investigated a five-tiered intervention approach titled School Based Scheme (SBS) piloted in the United Kingdom (UK). Each of the afore mentioned strategies and interventions have exhibited at least minimal success within the schools they were initiated. What if the successful components of the previous strategies and interventions were selected and combined with one another to be used as a single force to combat chronic illegal absenteeism? Would this be possible? Could individual parts be dissected and then put back together like a puzzle to create the ultimate truancy combatant? “Direct instruction,” or an instructional approach that places an emphasis on the drill and practice technique throughout scripted, rehearsed, and fast-paced lessons, is a key phrase used in instructional intervention. This is especially useful in reading and math classes where students can receive immediate feedback. Furthermore, teacher praise and reinforcement has empirical support for increasing on-task behavior and decreasing inappropriate behaviors (Zhang, 2007). Through instructional intervention, habitually absent students are encouraged to attend school through praise. However, I do not believe that the instructional intervention approach will be enough in and of itself to eliminate, or at the very least decrease chronic unexcused absenteeism. Nevertheless, the strategy elicits empirical support for increasing ontask behavior; therefore, direct instruction could be one component used in the fight against truancy. Positive Behavior Support (PBS) and Functional Behavior Assessment (FBA) are two examples of behavioral based interventions. Positive Behavior Support incorporates several empirically proven practices into a continuum of supports for students with challenging behaviors and these supports can either be universal and school wide or more intensely focused on the individual (Zhang, 2007). Functional Behavior Assessment is an example of a more individual based intervention, and is a process in which information is gathered about the function of the student’s behavior. This can be used to maximize the effectiveness and efficiency of the student’s behavioral support(s) and self-management. This process generally involves self-monitoring, self-evaluation, and positive reinforcement. Moreover, this process is intended to teach students to take responsibility for their social behavior and academic performance. The PBS and FBA also provide a paper trail needed to prove that steps have been taken in an attempt to improve student behavior, and more specifically in this case, student attendance. Abolish Chronic Truancy Now (ACT Now) and Truancy Reduction Demonstration Program (TRDP) are two popular community- based interventions. These programs build on the strengths and resources in local communities to target truancy and offer incentives to students and their families for attending school. These community-based interventions include mentoring, intensive family interventions, case management or diversion programs, welfare restrictions as an economic sanction, and expanding police authority (Zhang, 2007). Zhang states that attendance improves when students are given awards, communication with families is strong, parents are assigned a contact person at school, and after school programs are made available to students. However, it becomes obvious that if the entire community is not involved (e.g. parents, educators, law enforcement, juvenile and family court judges, social services, etc), the program will not be successful in preventing, decreasing, or eliminating truancy. Still, it is of value to provide the community with an opportunity to become invested in its youth and the school’s fight against truancy. Check and Connect is a dropout prevention and intervention model that was developed to encourage middle school students that were at risk for dropping out of school to remain engaged in school and on track to graduate (Zhang, 2007). In this model, an assigned individual monitors student levels of engagement on a daily basis using multiple risk factors such as tardiness, skipping classes, absenteeism, behavior referrals, detention, suspensions, grades, and accrued credits. This assigned individual is responsible for ensuring that a student is actually connecting with the school and is indeed participating in the learning environment. This is the Check aspect of the program. In the Connect portion of the program, the assigned individual uses the indicators mentioned above to connect the at risk student to either basic or more intense interventions. The basic interventions include sharing general information about the monitoring system with the student, providing regular feedback to the student about his progress in school, regularly discussing staying in school and its associated benefits, and problem solving strategies that can be used to examine the potential risk factors that the student may be exhibiting. An example of a more intensive based intervention would be that of the FBA, which was discussed earlier. This program would be excellent for chronically absent students because it allows for the fostering of an adult-student relationship based on human interactions and connections. It allows for the student to make a commitment not only to himself, but also to a fellow human being. According to Henry’s (2007) study, many background or family-related variables are associated with truancy. Therefore, family interventions would be appropriate to consider. Unfortunately, there is little information available regarding truancy and family-based interventions. DeSocio (2007) initiated a mentoring program that was designed to improve school attendance and grades. Her hypothesis was that many students who exhibit poor attendance feel hopeless and alienated; therefore, would benefit from having a personal mentor. Her findings were that the advocacy and encouragement of adult mentors helped to forge connections that encouraged engagement in school and counteracted the students’ social anxieties and feelings of hopelessness. Again, this program allows for that human-to-human connection to be forged, and instills a feeling of acceptance and accountability in both the student and the mentor. Lastly, Reid (2006) examined England’s use of a program titled School Based Scheme, or SBS. School Based Scheme is a long-term strategic approach used to overcome major attendance difficulties. School Base Scheme places all students into one of five distinct stages. In stage one, the student attends school and all of his classes at least 92% of the time; therefore, minimal to no support is needed. In stage two, the student is attending 85-92% of school and his classes, and at this point the student and his legal guardian(s) are sent an initial warning letter and are reminded of the importance of making regular school attendance, parental responsibilities, and the possible consequences for failing to fulfill them. In stage three, the student is attending school and classes 75-84% of the time, and at this point the student and legal guardian(s) are asked to attend an attendance panel. The attendance panel is compromised of three key staff members: the principal or assistant principal, a social worker, and the director of student performance or the head of special education. During this meeting the importance of attending school regularly is discussed and a plan is developed to provide the student with the supports needed to attend school regularly. In stage four, the student is attending school and classes 65-74% of the time, and the student and his legal guardian(s) are asked to attend a governor’s attendance panel. This panel consists of the school governor, or chair, principal or assistant principal, a teacher, a social worker, and either the director of student performance or the head of special education. This agenda is similar to that of stage three; however, at this point the school would issue a warning to the legal guardian(s) at the end of the meeting. In stage five, the child’s attendance has fallen to 65% or less, and the student and his legal guardian(s) attend a Local Education Authorities (LEA) panel, similar to the District’s Board of Education in the United States. At this meeting, the panel members, legal guardian(s), and student explore all of the possible reasons and context for the repeated absences. An absolute final warning is issued, and the student’s attendance is monitored over the next six weeks. The student’s attendance during this period is expected to be 100%. As soon as the student allows his attendance to drop again, the case is forwarded to a group similar to the United States’ Child Protective Services (CPS) for consideration of possible prosecution. Of the high schools Reid (2006) examined, attendance was increased by at least 10% the first year that the program was implemented. Moreover, Reid identified schools that use LSMs, or learning school mentors, as outperforming similar schools that have no such mentoring programs in place, both in terms of attendance and achievement.

**2.2 THEORETICAL FRAMEWORK**

The theories we will use for this work are:

* Psychanalytic theory
* Learning theory
* Cognitive development theory and
* Social concept theory

**Psychoanalytic Theory:**

This theory was developed by Sigmund Freud. It explained that all humans have natural drives and urges that are repressed in the unconscious layer. He went further to state that, all humans have criminal tendencies. These tendencies are curbed, however, through the process of socialization. A child that is improperly socialized then could develop a personality disorder that causes him or her to direct antisocial impulses. Those who direct their antisocial impulses inward would likely become neurotic while those who direct theirs outwardly would likely become deviant criminal.

**Learning Theory:**

Learning theory is based on the principles of behavioural psychology, which

opined that a person’s behaviour is learned and maintained by its consequences and rewards. Individual, thus learn deviant and criminal behaviour by observing other people and witnessing the rewards or consequences that their behaviour receives. For example, an individual who observes a friend stealing without being caught or punished rather the individual is reward for being an achiever might likely begin to follow such negative footsteps of that his/her friend.

**Cognitive Development Theory:**

This theory postulates that criminal and deviant behaviour results from the way in which individuals organize their thoughts around morality and the laws. During the first stage, called the pre conventional stage which is reached during the middle childhood, moral reasoning is based on obedience and avoiding punishment. The second level is called conventional level and is reached at the end of middle of childhood. During this stage, moral reasoning is based on the expectations that the child`s family and significant others have for him or her. The third level of moral reasoning, the post conventional level, is reached during early adulthood at which point individuals are able to go beyond social conventions. That is, they value the laws of the social system. People who do not progress through these stages may become stuck in their moral development and as a result become maladjusted individuals.

**Social Control Theory**

Social control theory does not attempt to explain why individuals are engaged in criminal acts but rather why individuals choose to obey conventional norms. (Hirschi, 1969). The attachment an individual holds to persons, groups or institutions which support conventional values and norms is of central interest. If this attachment is fragile, the risk of deviant behavior is greater. According to Hirschi’s social bond theory (1969), the strength of this attachment depends on four factors:

A) The emotional attachment to meaningful persons such as family members, teachers and peers,

B) The commitment to conventional goals,

C) The involvement in conventional activities and

D) The extent of belief in social rules.

A) The emotional attachment to meaningful persons directs individual behavior to the wishes and expectations of significant others. Thus, close relationships to conventionally acting persons should decrease the risk of truancy.

Social control theory emphasizes the family as the main reference group for adolescents. Therefore, with respect to the family as an institution of socialization we will not only concentrate on the ‘emotional attachment’, but also consider an extension by Sampson and Laub (1993) that has been formulated within the scope of a reanalysis of the longitudinal study of Glueck and Glueck (1950). In contrast to Hirschi, when analyzing the family 4, Sampson and Laub do not only acquire the degree of emotional attachment, but also add two more elements that are extracted from the coercion theory and the reintegrative shaming theory. From this perspective, the emotional bond only represents one part of the control function of families, which needs to be completed by two further elements: one is the way of bringing up and disciplining the children, the other is parents’ supervision of their children. While the degree of emotional attachment represents a form of indirect parental control, the two other elements focus on a direct form of parental control. Consequently, three types of parental control are finally identifiable (Sampson and Laub 1993: 68): the degree of emotional attachment to the parents, the way of bringing up and disciplining children, and the form of supervising the children.

**2.3 EMPIRICAL REVIEW**

 Yahaya et al (2010) in longitudinal study of African-American males, Robins and Retcliff (1978) found that of those students who were often truant in high school and primary 75% failed to graduate. Failure to graduate, in turn, is associated with diminished earning potential in adulthood and other poor outcome. About 3,210 secondary school students in Mtwara Region are not attending classes regularly due to lack of basic needs. Data from region education office show that 3,208 missed regular class lessons in the region. However, the situation has been attributed to truancy, the tendency, which diminishes student’s performance. Pass rate in secondary schools in Mtwara dropped from 60.4% in 2009 to 29% last year. (The Citizen 19th October 2011) The Ziwani Secondary School headmaster, Mr. Abdallah Kombo, said truancy is one of the challenges hindering student’s academic performance. About 40 students, including girls, failed to complete their primary education at the school in the year 2011 due to truancy among other factors. “We enrolled 106 students in 2008, but only 67, out of them are 49 boys and 18 girls completed Form Four while 39 students, including 13 boys, failed to graduate due to truancy, pregnancy and transfer,” the headmaster said. (The Citizen, 19th October, 2011) Related studies about truancy based on education were done, according to the Encyclopedia vol.VI E pp 87-103. Most countries spend a large amount of time and money to provide formal education for their citizens. The school system of all modern nations provides both general education and vocational training. Most countries also provide special education programs for disabled or gifted children. The book explains that effective classroom is one in which a warm relationship exists between teachers and students as the teacher selects contents and instructional strategies and use skills for better instructions and classroom management to improve students achievement. There is significant evidence that such an environment leads to higher understanding and transfer of terming (Hunter 1982, comings 1985). When this mutual respect and cooperation are absent, tension builds up between individuals and problems of discipline soon emerge. Most parents do not visit school except in response to problems. Parents’ involvement in the school activities is likely to be related to their own educational levels, and hence many illiterate parents may need encouragement to become involved in the running of schools. Parent attitudes towards education particularly not encouraging girls to acquire good education are also critical to students’ performance. Potentiality exists for academic based parents in all schools possibly at close of the term before the June breaks, (Restuta, 2002)

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 INTRODUCTION**

 In this chapter, we described the research procedure for this study. A research methodology is a research process adopted or employed to systematically and scientifically present the results of a study to the research audience viz. a vis, the study beneficiaries.

**3.2 RESEARCH DESIGN**

Research designs are perceived to be an overall strategy adopted by the researcher whereby different components of the study are integrated in a logical manner to effectively address a research problem. In this study, the researcher employed the survey research design. This is due to the nature of the study whereby the opinion and views of people are sampled. According to Singleton & Straits, (2009), Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behaviour, surveys are therefore frequently used in social and psychological research.

**3.3 POPULATION OF THE STUDY**

 According to Udoyen (2019), a study population is a group of elements or individuals as the case may be, who share similar characteristics. These similar features can include location, gender, age, sex or specific interest. The emphasis on study population is that it constitute of individuals or elements that are homogeneous in description.

 This study was carried out to examine the causes and effects of truancy on primary school pupils academic performance in mathematics in Abeokuta North Local Government Area, Ogun state. Selected schools in Abeokuta North local Government Area, Ogun State form the population of the study.

**3.4 SAMPLE SIZE DETERMINATION**

A study sample is simply a systematic selected part of a population that infers its result on the population. In essence, it is that part of a whole that represents the whole and its members share characteristics in like similitude (Udoyen, 2019). In this study, the researcher adopted the convenient sampling method to determine the sample size.

**3.5 SAMPLE SIZE SELECTION TECHNIQUE AND PROCEDURE**

According to Nwana (2005), sampling techniques are procedures adopted to systematically select the chosen sample in a specified away under controls. This research work adopted the convenience sampling technique in selecting the respondents from the total population.

In this study, the researcher adopted the convenient sampling method to determine the sample size. Out of all the entire population of selected primary schools in Abeokuta North local government area, the researcher conveniently selected 266 out of the overall population as the sample size for this study. According to Torty (2021), a sample of convenience is the terminology used to describe a sample in which elements have been selected from the target population on the basis of their accessibility or convenience to the researcher.

**3.6 RESEARCH INSTRUMENT AND ADMINISTRATION**

The research instrument used in this study is the questionnaire. A survey containing series of questions were administered to the enrolled participants. The questionnaire was divided into two sections, the first section enquired about the responses demographic or personal data while the second sections were in line with the study objectives, aimed at providing answers to the research questions. Participants were required to respond by placing a tick at the appropriate column. The questionnaire was personally administered by the researcher.

**3.7 METHOD OF DATA COLLECTION**

Two methods of data collection which are primary source and secondary source were used to collect data. The primary sources was the use of questionnaires, while the secondary sources include textbooks, internet, journals, published and unpublished articles and government publications.

**3.8 METHOD OF DATA ANALYSIS**

The responses were analysed using the mean and standard deviation, which provided answers to the research questions.

In analyzing data collected, mean score was used to achieve this. The four points rating scale will be given values as follows:

SA = Strongly Agree 4

A = Agree 3

D = Disagree 2

SD = Strongly Disagree 1

**Decision Rule:**

To ascertain the decision rule; this formular was used

|  |
| --- |
| 4+3+2+1 =10**= 2.5** 4 4 |

Any score that was 2.5 and above was accepted, while any score that was below 2.5 was rejected. Therefore, 2.5 was the cut-off mean score for decision taken.

**3.9 VALIDITY OF THE STUDY**

Validity referred here is the degree or extent to which an instrument actually measures what is intended to measure. An instrument is valid to the extent that is tailored to achieve the research objectives. The researcher constructed the questionnaire for the study and submitted to the project supervisor who used his intellectual knowledge to critically, analytically and logically examine the instruments relevance of the contents and statements and then made the instrument valid for the study.

**3.10 RELIABILITY OF THE STUDY**

The reliability of the research instrument was determined. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.68 indicated that the research instrument was relatively reliable. According to (Taber, 2017) the range of a reasonable reliability is between 0.67 and 0.87.

**3.11 ETHICAL CONSIDERATION**

he study was approved by the Project Committee of the Department. Informed consent was obtained from all study participants before they were enrolled in the study. Permission was sought from the relevant authorities to carry out the study. Date to visit the place of study for questionnaire distribution was put in place in advance.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**INTRODUCTION**

This chapter presents the analysis of data derived through the questionnaire and key informant interview administered on the respondents in the study area. The analysis and interpretation were derived from the findings of the study. The data analysis depicts the simple frequency and percentage of the respondents as well as interpretation of the information gathered. A total of eighty (80) questionnaires were administered to respondents of which only seventy seven (77) were returned and validated. This was due to irregular, incomplete and inappropriate responses to some questionnaire. For this study a total of 77 was validated for the analysis.

**4.1 DATA PRESENTATION**

**Table 4.2: Demographic profile of the respondents**

|  |  |  |
| --- | --- | --- |
| **Demographic information** | **Frequency** | **percent** |
| **Gender**Male |  |  |
| 35 | 45.5% |
| Female | 42 | 54.5% |
| **Age** |  |  |
| 20-25 | 15 | 19.5% |
| 25-30 | 19 | 24.7% |
| 31-35 | 23 | 29.9% |
| 36+ | 20 | 25.9% |
| **Marital Status** |  |  |
| Single  | 10 | 12.9% |
| Married | 64 | 83.1% |
| Separated | 0 | 0% |
| Widowed | 3 | 3.9% |
| **Education Level** |  |  |
| WAEC | 00 | 0% |
| BS.c | 35 | 45.5% |
| MS.c | 42 | 55.5% |
| MBA | 00 | 0% |

**Source: Field Survey, 2021**

**4.2 DESCRIPTIVE ANALYSIS**

**Research question 1**

 **What is truancy?**

Table 1: Mean Responses on the meaning of truancy.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A 3** | **D 2** | **SD 1** | **X** | **S.D** | **DECISION** |
| 1 | It is the action of pupils being away from school for no legitimate reason | 23 | 32 | 17 | 5 | 2.9 | 4.76 | Accepted |
| 2 | When a pupil is constantly late to school. | 15 | 30 | 25 | 7 | 2.6 | 4.5 | Accepted |
| 3 | Pupils who tend to keep to themselves and avoid attending classes | 30 | 22 | 20 | 5 | 3 | 4.8 | Accepted |
| 4 | When a pupils’ fear of a teacher makes him leave school  | 20 | 40 | 10 | 7 | 2.9 | 4.7 | Accepted |

**Source: Field Survey, 2021**

 In table above, item1 with mean response of 2.9 It is the action of pupils being away from school for no legitimate reason. Item 2 with mean score of 2.6 also accepted that when a pupil is constantly late to school. Item 3 with mean score of 5 accepted that Pupils who tend to keep to themselves and avoid attending classes. Item 4 with the mean score of 2.9 also accepted that when a pupils’ fear of a teacher makes him leave school. Item 1,2,3 and 4 have mean scores above 2.50. This indicates that respondents accepted that some of these are the meaning of truancy.

**Research Question 2: What are the causes of truancy?**

Table 2: Mean responses on the causes of truancy

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** | **X** | **S.D** | **DECISION** |
| 6 | Teachers’ method of teaching  | 20 | 37 | 10 | 10 | 2.8 | 4.7 | Accepted |
| 7 | Long distance from home to school  | 77 | - | - | - | 4 | 5.4 | Accepted |
| 8 | Unattractive school and classroom environment  | 14 | 34 | 13 | 16 | 2.5 | 4.4 | Accepted |
| 9 | Decline of interest in education by the students or pupils | 77 | - | - | - | 4 | 5.4 | Accepted |
| 10 | School fee drive | 40 | 20 | 10 | 7 | 3.2 | 4.9 | Accepted |

**Source: Field Survey, 2021**

In table above, item 6 with mean response of 2.8 accepted that Teachers’ method of teaching. Item 7 with mean response of 4 accepted that Long distance from home to school . Item 8 with mean response of 2.5 also accepted that Unattractive school and classroom environment . Item 9 with mean response of 4 accepted that Decline of interest in education by the students or pupils. Item 10 with mean response of 3.2 agreed that school fee drive. Item 6, 7, 8, 9 and 10 all have mean scores above 2.50. This indicates that respondents agreed on item 6 to 10 that some of these are the causes of truancy

**Research Question 3**

**What are the effects of truancy on primary school pupils academic performance ?**

Table 3: Mean Responses on Strategies for Improving the learning of Computer studies

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** | **X** | **S.D** | **REMARK** |
| 11 | Reduces quality of education | 40 | 20 | 10 | 7 | 3.2 | 4.9 | Accepted |
| 12 | Results in poor academicc performance at the end of the year examinations | 30 | 20 | 20 | 7 | 2.9 | 4.7 | Accepted |
| 13 | Affects students future status after school | 50 | 17 | 10 | - | 3.5 | 5.2 | Accepted |
| 14 | Production of school drop outs t | 44 | 20 | 10 | 3 | 3.3 | 5.0 | Accepted |

**Source: Field Survey, 2021**

In table above, item 11 with mean score of 3.2 accepted that Reduces quality of education. Item 12 with mean score of 2.9 also accepted that Results in poor academicc performance at the end of the year examinations. Item 13 with mean response of 3.5 accepted that Affects students future status after school. Item 14 with mean response of 3.3 accepted thatProduction of school drop outs . Item 11, 12, 13 and 14 all have mean scores above 2.50. This indicates that respondents accepted in item 11 to 15 that there are possible strategies to curb difficulties encountered in teaching computer studies in secondary schools.

**Research Question 4**

**How we can reduce truancy in primary school pupils?**

Table 4: Mean Responses for ways to reduce truancy in primary school pupils

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA****4** | **A****3** | **D****2** | **SD****1** | **X** | **S.D** | **REMARK** |
| 15 | Whole family involvement | 30 | 40 | 7 | - | 3.2 | 4.9 | Accepted |
| 16 | Initiating meaningful activities | 20 | 35 | 15 | 7 | 2.9 | 4.7 | Accepted |
| 17 | Discuss truancies with parents | 50 | 17 | 10 | - | 3.5 | 5.2 | Accepted |
| 18 | Identifying struggling students early | 44 | 20 | 10 | 3 | 3.3 | 5.0 | Accepted |

**Source: Field Survey, 2021**

In table above, item 15 with mean score of 3.2 accepted that Whole family involvement. Item 16 with mean score of 2.9 also accepted that Initiating meaningful activities. Item 17 with mean response of 3.5 accepted that Discuss truancies with parents. Item 18 with mean response of 3.3 accepted that Identifying struggling students early. Item 15, 16, 17 and 18 all have mean scores above 2.50. This indicates that respondents accepted in item 11 to 15 that there are possible strategies to curb difficulties encountered in teaching computer studies in secondary schools.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 SUMMARY**

In this study, our focus was to examine a study of truancy among primary school pupils using schools in Abeokuta North local Government Area as a case study**.** The study specifically was aimed at truancy in primary sckool pupils. The study also  determine the causes of truancy. More so the study further explained the effects of truancy. Additionally ,the study also suggested possible solutions to the problem of truancy. A total of 77 responses were validated from the enrolled participants where all respondent are drawn from teachers of the selected schools

**5.2 CONCLUSION**

Based on the finding of this study, the following conclusions were made:

1. Pupils are always or occasionally absent from school
2. Most cases of truancy starts from home.
3. Because of the truancy character in some student it is discovered that much pupils cheat during class work..
4. The extent to which the effects of truancy affect primary school pupils.

**5.3 RECOMMENDATION**

Based on the responses obtained, the researcher proffers the following recommendations:

1. Pupils should be selective in types of friends they accompany in school. This will help them not to be truants among their peers.

2. Parents should avoid quarrelling before their children and also show them care . This will help to reduce truancy influence by family background.

3. School management should ensure that the school administration, rules and regulation are flexible. This is because rigid policy of school influence truancy among pupils.

4. Student should be given adequate time in order for them to complete their assignment since incomplete homework, poor health and poor preparation for daily or weekly tests among others influence truancy.

5. Parents should put in their best to make sure that children are completely provided for with their educational needs and also trained them morally. The increasing student registration at all level of education should be matched with corresponding qualified teachers and counselors.

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**APPENDIXE**

**QUESTIONNAIRE**

**PLEASE TICK [√] YOUR MOST PREFERRED CHOICE(S) ON A QUESTION.**

**SECTION A**

**PERSONAL INFORMATION**

Gender

Male ( )

Female ( )

Age

20-25 ( )

25-30 ( )

31-35 ( )

36+ ( )

Marital Status

Single ( )

Married ( )

Separated ( )

Widowed ( )

Education Level

WAEC ( )

BS.c ( )

MS.c ( )

MBA ( )

**SECTION B**

Please note that SA stands for strongly agreed, A for agreed, D for disagree and SD is for strongly disagree

Question 1: What is truancy?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A**  | **D**  | **SD**  |
| 1 | It is the action of pupils being away from school for no legitimate reason |  |  |  |  |
| 2 | When a pupil is constantly late to school. |  |  |  |  |
| 3 | Pupils who tend to keep to themselves and avoid attending classes |  |  |  |  |
| 4 | When a pupils’ fear of a teacher makes him leave school  |  |  |  |  |

 Question 2: What are the causes of truancy?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A** | **D** | **SD** |
| 6 | Teachers’ method of teaching  |  |  |  |  |
| 7 | Long distance from home to school  |  |  |  |  |
| 8 | Unattractive school and classroom environment  |  |  |  |  |
| 9 | Decline of interest in education by the students or pupils |  |  |  |  |
| 10 | School fee drive |  |  |  |  |

Question 3: What are the effects of truancy on primary school pupils academic performance ?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A** | **D** | **SD** |
| 11 | Reduces quality of education |  |  |  |  |
| 12 | Results in poor academicc performance at the end of the year examinations |  |  |  |  |
| 13 | Affects students future status after school |  |  |  |  |
| 14 | Production of school drop outs t |  |  |  |  |

Quetion 4:  How we can reduce truancy in primary school pupils?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM STATEMENT** | **SA** | **A** | **D** | **SD** |
| 15 | Whole family involvement |  |  |  |  |
| 16 | Initiating meaningful activities |  |  |  |  |
| 17 | Discuss truancies with parents |  |  |  |  |
| 18 | Identifying struggling students early |  |  |  |  |