

## Truancy among Public Secondary School Students in Ede North Local Government Area: The Role of Parents and Society

Segun Lakin Oderinde <sup>1</sup> 

<sup>1</sup> Obafemi Awolowo University, Ile-Ife, Nigeria

Correspondence: Segun Lakin Oderinde, Obafemi Awolowo University, Ile-Ife, Nigeria

Email: [oderindesegun@yahoo.com](mailto:oderindesegun@yahoo.com)

Doi: 10.23918/ijsses.v12i1p74

**Abstract:** The study assesses the role of parents and society in tackling truancy among secondary school students in Ede North Local Government Area in Osun State, Nigeria. The study also examines parental involvement in monitoring and supporting their children's school attendance. It assesses the impact of societal support and engagement in combating truancy and investigates the barriers and challenges faced by parents and society in addressing truancy. The study employs a descriptive survey design. The population of the study comprises all public secondary school students in the study area. All six public secondary schools were selected for study using the total enumeration sampling technique. A sample of 420 students was randomly selected. A self-designed questionnaire was used for data collection. The collected data were analysed using descriptive statistics. The findings show that 45.47% of parents monitored their children's attendance. The study therefore concludes that parents and society-wide education programmes are needed to reduce truancy among secondary school students.

**Keywords:** Truancy, Parents, Society, Students, Ede North LGA

### 1. Introduction

A number of stakeholders in education have expressed concern about the issue of student truancy in Nigeria's public secondary schools. One of the local government areas in Nigeria where truancy is an issue is Ede North in Osun State. A child is considered truant if he or she frequently miss school without an excuse. The absence of students from school is known as truancy. Animasahun (2009) defines truancy as antisocial and delinquent behaviour. On the other hand, truancy is a prevalent problem in secondary schools and is believed to have an impact on students' academic achievement as well as their overall educational growth. According to the study of Van-Breda (2006), chronic tardiness to school can have a detrimental effect on students' academic performance. If left unchecked, it may also lead to major issues for these individuals in the future.

However, the public recognises that schools are important in influencing children's attitudes, behaviours, and interests, in addition to transferring cultural norms, values, and traditions from one generation to the next. Despite this, some students do not seem to realise how important it is to be present in the classroom and to show up to class. There is proof that the school has a significant influence on the reported truancy behaviour.

Received: 28.11.2024

Accepted: 21.01.2025

Oderinde, S. L. (2025). Truancy among Public Secondary School Students in Ede North Local Government Area: The Role of Parents and Society. *International Journal of Social Sciences & Educational Studies*, 12(1), 74-83.

Adewole (1998) discovered a direct correlation between truancy and work-to-rule policies, high student populations, insufficient teaching, improper use of corporal punishment, and peer pressure in the classroom. According to Kirk, Malcilm, Wilson, and Davidson (2003), teacher disapproval, boredom, bullying by coworkers, and test avoidance were the main reasons for truancy.

According to Ubogu's (2004) research, institutional factors like poor administration, teachers' attitudes, and the high cost of education have an impact on school-related factors like illness, financial hardship, age, social class, and geographic location. Emore (2005) found that truancy behaviour was more common among female students than male students. They may assist with household chores, which could be the reason behind this. Although, efforts have been made by previous studies to address truancy among public secondary school students, a significant gap exists in understanding the pivotal role of parents and society in mitigating the truancy. This study seeks to address this oversight by investigating the impact of parental and societal involvement in combating truancy in Ede North Local Government Area of Osun State, Nigeria.

### **1.1 Statement of the Problem**

Student truancy poses a significant concern for scholars and other stakeholders in Ede North Local Government Area of Osun State. Despite government initiatives to provide free education, many public secondary school students still engage in truancy, which may have negative impact on their academic performance. These students could also constitute nuisance to the society. This problem could have many different causes. Romer's (1993) research identified a number of factors that contribute to student's truancy in school, including parental participation, negative school climate, anxiety, personality traits, phobias, race/ethnicity, learning difficulties, parental attitude, and family poverty. Additionally, Antiwi-Danson and Edet (2011) assert that bullying, ineffective teaching methods, interpersonal conflicts, dissatisfaction with the school, disciplinary actions taken by the school, and teachers' antagonistic attitudes are the main causes of students' truancy behaviour. Some children's excuses for missing school included peer pressure and their socioeconomic status (Sarkodie, Ntow-Gyan, Bempong, & Saaka 2014). While many studies focus on truancy, few specifically address the combined roles of parents and society in Ede North LGA. This study therefore aims to address this gap by exploring the joint influence of parents and society on truancy behaviour, providing a more comprehensive understanding of this complex issue in the study area.

### **1.2 Objective of the Study**

The primary objective of this research was to explore the influence of parents and society in tackling truancy among secondary school students in Ede North Local Government Area. Specifically, the study aims to:

1. Examine the level of parental involvement in monitoring and supporting their children's school attendance;
2. Assess the impact of societal factors, such as community support and engagement, on reducing truancy rates; and
3. Investigate barriers and challenges faced by parents and society in addressing truancy.

### **1.3 Research Questions**

Three research questions were raised to guide the objectives of the study as follows:

1. To what extent do parents involved in monitoring and supporting their children's school attendance?
2. What is the impact of societal factors, such as community support and engagement, on reducing truancy rates among secondary school students in Ede North Local Government Area?
3. What are the barriers and challenges faced by parents and society in addressing truancy in the region?

## **2. Empirical Studies**

Robert (2007) found that truancy was linked to poor educational achievement. Chen and Lin (2008) propose that school attendance ought to be closely monitored, promoted, and enforced. Crede, Roch and Kieszczyńska (2010) state in their own responses that regular attendance does not ensure academic success because many students may attend classes but not engage in any learning activities. They went on to advise that, in order to provide the greatest academic value, teachers and students needed to be actively involved in attending class. Research by Obemeata (1995) and Adeboyeje (2000) demonstrate that the physical surroundings of the school had a major effect on students' academic performance.

According to the Fareo (2013) study, educators and school administrators should make sure that the physical environment of the school fosters positive working relationships between teachers and students. She further states that, in order to effectively manage students and improve academic performance, school administrators need to provide sufficient oversight over the maintenance and use of attendance records. In their study, Okwakpam and Okwakpam (2012) point out that school should guarantee that students have a conducive learning environment, as well as teaching and learning materials and qualified and committed individuals should be recruited. In addition, they contend that school guidance counsellors have a significant role to play in this area because of the significant impact their counselling services will have in assisting students in resolving their problems. Guidance counsellors in schools should offer various group counselling settings that can inspire young people to consider and assess the harms that come with being absent from school. Siziya, Muula, and Rudatsikira (2007) report that children who missed school had a history of engaging in risky sexual behaviour, abusing illicit drugs, abusing alcohol, and smoking cigarettes. Similarly, studies conducted by Brillington (1998) and Ma'aruf (2005) reveal a significant correlation between the circumstances at home and chronic truancy without parental notice.

Epstein (2001) highlights the importance of parental involvement in promoting student attendance. The report emphasises that parents must monitor their children and maintain communication with their schools in order to effectively combat truancy. Henry (2007) links family variables to truant behaviour; his research indicates that the lower the father's educational attainment, the higher the likelihood of truancy among students. He further explains that the child was even more likely to miss school if the mother had dropped out of high school. The results of Epstein and Sheldon's (2002) study show that parents who regularly check on their children's attendance at school and maintain open lines of communication with the institution can significantly lower truancy rates. According to Okwakpam and Okwakpam (2012), the home should have the expected effects on this truancy behaviour. They further state that parents ought to take a proactive role in ensuring the wellbeing of their wards and children. Parents should constantly keep

an eye on their children' behaviour to see when they start to stray from their responsibilities, particularly when it comes to school.

Furthermore, parents and society at large may find it challenging to effectively manage truancy due to socioeconomic factors like poverty and lack of educational resources (Currie, 2009). Community-based, behavioural, and instructional approaches are recommended by Zhang (2007). According to studies by Kearney and Graczyk (2013), there are many obstacles to tackling truancy, such as monetary issues, lack of knowledge, and inefficient school policies. But developing sound tactics requires a grasp of these difficulties. On the other hand, Malecki and Demaray (2006) assert that a vibrant and encouraging community is essential to reducing truancy rates. Research has shown that involvement in community programmes, mentorship, and collaboration with important stakeholders positively influence students' attendance at school. Lack of positive role models or the presence of negative peer groups can have an impact on truancy behaviours. In the same vein, society has a big part to play in preventing students' truancy in school. The government, acting on behalf of society, ought to create an environment in schools that is as conducive to learning as possible. This could be accomplished by providing the labour and supplies required to create an inviting learning environment for students (Okwakpam & Okwakpam, 2012). Anything to the contrary will be counterproductive and cause students to become indifferent in attending school.

Despite the existence of numerous studies on truancy behaviour among secondary school students, most of these studies have predominantly centered on parental involvement or school environment. Surprisingly, there appears to be a lack of efforts in exploring the combined roles of parents and society in addressing truancy behaviour specifically in Ede North Local Government Area of Osun State, Nigeria. Thus, this current study aims to bridge this gap by examining the impact of parent and societal involvement on truancy behaviour.

### **3. Methodology**

The study adopts a descriptive survey design. The population of the study comprises all public secondary school students in Ede North Local Government Area, Osun State. Ede North Local Government Area comprises six public secondary schools. All public secondary schools were selected using the total enumeration sampling technique (the total enumeration sampling technique was employed because Ede North LGA has a relatively small number of public secondary schools, with only six schools in total, making it feasible to include all of them in the study). A sample size of 420 students was selected from all six public secondary schools using a simple random sampling technique (the reason for adopting simple random sampling was to give equal chance of being selected to all students). Seventy (70) respondents were selected from each of the six public secondary schools, making a total of 420 students. A self-designed questionnaire was used for data collection, tagged "Students' Questionnaire on Parental Involvement and Societal Factors on Truancy in Ede North Local Government Area, Osun State". The questionnaire was developed based on a review of relevant literature and experts' opinion. To ensure the validity of the instrument, the questionnaire was given to the experts in the field of education, and test and measurement. Based on their suggestions, some areas were modified before the questionnaire was administered. The collected data were analysed using descriptive statistics.

#### 4. Results and Discussion

This section presents the results and discussion emanated from data collected as follows:

Table 1: Analysis on Students Response on Parental Involvement in Monitoring and Supporting their Children's School Attendance

Description of items	Agree (%)	Disagree (%)
My parents monitor my school attendance	191(45.47%)	229(54.52%)
My parents communicate with the school regarding my attendance	155(36.90%)	265(63.09%)
My parents support my commitment to attending school regularly	181(43.09%)	239(56.90%)
My parents provide incentives or rewards to encourage my regular attendance	143(34.04%)	277(65.95%)

From Table I above, the study shows that 191 (45.47%) of the respondents agreed that their parents monitor their school attendance, while 229 (54.52%) of the respondents disagreed. From the collected data, 155 (36.90%) of the respondents indicate that their parents communicate with the school regarding their attendance, while 265 (63.09%) of the respondents show that their parents did not communicate with the school regarding their attendance. The finding of the study shows that 181 (43.09%) of the respondents agreed that their parents support their commitment to attending school regularly, while 239 (56.90%) of them disagreed; 143 (34.04%) of the respondents agreed that their parents provide incentives or rewards to encourage their regular attendance, while 277 (65.95%) of the respondents disagreed with the statement.

Table 2: Analysis on Students Response on the Impact of Community Support and Engagement in Reducing Truancy Rates among Secondary School Students in Ede North Local Government Area

Description of items	Agree (%)	Disagree (%)
My community support and engage in combating truancy in my area	41(9.76%)	379(90.23%)
There are initiatives or programmes addressing truancy in my community	-	420(100%)
Community engagement plays a significant role in reducing truancy rates	303(72.14%)	117(27.85%)

The data analysis from the table above shows that 41 (9.76%) of the respondents agreed that their community supports and engages in combating truancy in their area, while 379 (90.23%) of the

respondents disagreed with the statement. The finding also reveals that all of the respondents disagreed that there are initiatives or programmes addressing truancy in their community; it shows that there is no initiative programme to combat the truancy rate in their community. The finding also shows that 303 (72.14%) of the respondents agreed that community engagement plays a significant role in reducing truancy rates, while 117 (27.85%) of the respondents disagreed with the statement.

Table 3: Analysis on Students Response on Barriers and Challenges faced by Parents and Society in Addressing Truancy in Ede North Local Government Area

Description of items	Agree (%)	Disagree (%)
Community or society factors such as crime, poverty, lack of resources contribute to truancy rate in my area	363(86.42%)	57(13.57%)
Lack of awareness among parents may result to the long-term consequences of truancy	283(67.38%)	137(32.61%)
There is provision for funding resources for truancy prevention initiatives in my community	-	420(100%)
There is lack of communication between my parents and schools regarding truancy issues	333(79.28%)	87(20.71%)
My parents have access to appropriate interventions or programme to address truancy	51(12.14%)	369(87.85%)
There is no collaboration and partnerships between schools, parents, and community organisation to address truancy in my area	49(11.66%)	371(88.33%)
Cultural or social norms hinder efforts to address truancy effectively	377(89.76%)	43(10.23%)
Socioeconomic status also have impact on students truancy rate in public secondary schools in my area	377(89.76%)	43(10.23%)

The table above shows that 363 (86.42%) of the respondents agreed that community or society factors such as crime, poverty, and lack of resources contributed to the truancy rate in their area, while 57 (13.57%) of the respondents disagreed with the statement. 283 (67.38%) of the respondents agreed that there was lack of awareness among parents about the long-term consequences of truancy, while 137 (32.61%) of the respondents disagreed with the statement. The finding also shows that none of the respondents agreed that there was provision for funding resources for truancy prevention initiatives in their community; 333 (79.28%) of the respondents agreed that there was lack of communication between their parents and schools regarding truancy issues, while 87 (20.71%) of the respondents disagreed.

The findings also indicate that 51 (12.14%) of the respondents agreed that their parents have access to appropriate interventions or programmes to address truancy, while 369 (87.85%) of them disagreed; 49 (11.66%) of the respondents agreed that there was no collaboration and partnerships between schools, parents, and community organisations to address truancy in the study area, while 1 (88.33%) d disagreed with the statement. Finally, the finding reveals that cultural or social norms hinder efforts to address truancy effectively and that socioeconomic status also has an impact on student truancy rates in public secondary schools, as 377 (89.76%) of the respondents agreed and 43 (10.23%) disagreed, respectively.

#### **4.1 Discussion of Findings**

The study was undertaken to investigate the influence of parents and society in tackling truancy among secondary school students in Ede North Local Government Area. Questionnaire was administered to 420 respondents.

The first research objective was raised to examine the level of parental involvement in monitoring and supporting their children's school attendance. The study reveals that parents do not monitor the school attendance of their children. The study also shows that their parents did not communicate with the school regarding their children's attendance. The study therefore indicates that parental involvement in monitoring their children's attendance in school was low. The outcome of the findings may be as a result of variety of factors, including single parenthood, poverty, illiteracy, hectic schedules and work obligations, and lack of understanding about the value of monitoring. The study supports the findings of Currie (2009), who found that socioeconomic issues such as poverty and lack of educational resources could make it difficult for parents to keep an eye on their children's attendance.

The second research objective was to assess the impact of societal factors, such as community support and engagement, on reducing truancy rates. The study reveals that the respondents' community did not support and engage in combating truancy in their area. The study also shows that there are no initiatives or programmes to address truancy in their community. The study reveals that community engagement plays a significant role in reducing truancy rates. The study is in line with the findings of Malecki and Demaray (2006), who argue that a supportive and engaged community plays a vital role in reducing truancy rates.

Research objective three was raised to investigate the barriers and challenges faced by parents and society in addressing truancy. The study reveals that community or society factors such as crime, poverty, and lack of resources, contributed to the truancy rate. The study also shows that lack of awareness among parents may result in the long-term consequences of truancy. The study is in consonance with the findings of Kearney and Graczyk (2013), which identify various barriers to addressing truancy, including economic factors, lack of awareness, and ineffective school policies. The study shows that there was no provision for funding resources for truancy prevention initiatives in their community; there was lack of communication between parents and schools regarding truancy issues; parents did not have access to appropriate interventions or programmes to address truancy; and there was no collaboration between schools, parents, and community organisations to address truancy in the study area. Finally, the finding reveals that cultural or social norms and socioeconomic status have an impact on students' truancy rates in public secondary schools. The study is also in line with the finding of Sarkodie, Ntow-Gyan, Bempong,

and Saaka (2014) that peer influence, socioeconomic status, and place of residence were attributed to some children's reasons for skipping school.

## 5. Conclusion and Recommendations

Based on the responses gathered from the students' questionnaire on parental involvement and societal factors affecting truancy in Ede North Local Government Area, the study reveals that parents are not actively involved in monitoring their children's school attendance or communicating with the school regarding their attendance. This low level of parental involvement contributes to increased truancy rates among secondary school students. However, many students indicate that they do not receive sufficient support from their parents in terms of encouraging regular school attendance. This lack of motivation and support from parents may further contribute to truancy issues. The study also reveals limited community support and engagement in addressing truancy. The study therefore concludes that the collaboration between parents and society is essential for reducing truancy among public secondary school students.

Based on the conclusion of the study, the following recommendations are offered to address truancy among secondary school students in Ede metropolis and other area:

It is encouraged that educational authorities and schools should organise parental awareness programmes to sensitise parents about the significance of monitoring their children's attendance and providing support.

It is advised that schools, government agencies, and community organisations collaborate to plan and implement truancy-related initiatives such as awareness campaigns, workshops, and mentoring programmes to involve various stakeholders in tackling the issue collectively.

The study finally suggests that parents and society-wide education programmes are needed to reduce truancy among secondary school students.

## 6. Acknowledgement

The author expresses gratitude to the editorial team and reviewers for their invaluable contributions, feedback, and guidance, which have significantly enhanced the quality of the paper.

## References

- Adeboyeje, R. A. (2000). A practical approach to effective utilization and maintenance of physical facilities in secondary school. In Fadipe, J.O. & Oluchukwu, E.E. (eds). Educational Planning and Administration in Nigeria. Ondo. NIEPA, 88-103.
- Adewole, E. E. (1988). Truancy in secondary schools; causes, remedies and implications for administration. *Ife Journal of Theory and Practice in Education*, 2, 4-17.
- Animasahun, R. A. (2009). A critical analysis of effects of truancy and cultism on the future aspiration of Nigerian Students a serious threat to parents' expectation. A Paper Delivered at the Second Valedictory Service of Aipate Baptist Church Grammar School, Iwo, Nigeria.



- Antwi-Danso & Edet, P. B. (2011). Perceived causes and effect of school dropout among girls in Koforidua Municipality Ghana. *The Calabar Counsellor*, 5(5), 1727.
- Chen, J. & Lin, T. F. (2008). Class attendance and exam performance: A randomized experiment. *Journal of Economic Education*, 39(3), 213-227. <https://doi.org/10.3200/JECE.39.3.213-227>
- Crede, M., Roch, S. G. & Kieszczynka, U. M. (2010). Class attendance in college. A review of the relationship of class attendance with grades and student's characteristics. *Review of Educational Research*, 80(2), 272-295. <http://dx.doi.org/10.3102/0034654310362998>
- Currie, J. (2009). Healthy, wealthy, and wise: socioeconomic status, poor health in childhood, and human capital development. *Journal of Economic Literature*, 47(1), 87-122. <http://doi.org/10.1257/jel.47.1.87>
- Emore, C. (2005). Causes of students lateness to school in Uvwie L.G.A. of Delta State. Unpublished Post Graduate Diploma in Education Project, Delta State, University, Abraka, Nigeria.
- Epstein, J. L. (2001). School, family, and community partnerships: Preparing educators and improving schools. Westview Press.
- Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.
- Fareo, D. O. (2013). Truancy and Academic Performance of Secondary School Students in Southwestern Nigeria: Implications for Counselling. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), Special Issue*, 3(2), 1424-1428.
- Henry, K. L. (2007). Who's Skipping School: Characteristics of Truants in 8th and 10th Grade. *The Journal of School Health*, 77, 29-35.
- Kearney, C. A., & Graczyk, P. (2013). A response to intervention model to promote school attendance and decrease school absenteeism. *Child & Youth Care Forum*, 42(6), 555-572.
- Kirk, S., Malcilm, H., Wilson, V., & Davidson, J. (2003). Absenteeism from school: A study of its causes and effects in seven LEAs. The SCRE Center, University of Glasgow, Queens Printers
- Ma'aruf, I. (2005). Truancy among secondary school students in Kano City: Causes and remedies. Unpublished P.G.D.E. Project, Federal College of Education, Kano.
- Malecki, C. K., & Demaray, M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly*, 21(4), 375-395. <http://doi.org/10.1037/h0040341>
- Obemeata, J. O. (1995). Education: An unproductive industry in Nigeria. Postgraduate School Interdisciplinary Research Discourse delivered at University of Ibadan, Ibadan.
- Okwakpam, I. N., & Okwakpam, I. O. (2012). Causes and Levels of Truancy among Secondary School Students: A Case Study of Rivers State, Nigeria. *Problems of Education in the 21st Century*, 45(51), 51-62.

- Robert, Jr. L. L. (2007). Class attendance: Is it important? Paper submitted in Partial Fulfillment of the Master Teacher Programme conducted by the centre for teaching excellence. United State Military Academy, West Point, N. Y.
- Romer, D. (1993). Do students go to class? Should they? *Journal of Economic Perspectives*, 7(3): 167-174. <http://doi.org/10.1257/jes.73.167>
- Sarkodie, N. A., Ntow-Gyan, Bempong, & Saaka. (2014). Assessment of absenteeism and lateness among hospitality and tourism students in Sunyani Polytechnic. *Journal of Education and Practice*, 5(16), 16-25.
- Siziya, S., Muula, A. S., & Rudatsikira, E. (2007). Prevalence and correlates of truancy among adolescents in Swaziland; Findings from the global-school-based health survey. *Journal of Child and Adolescent Psychiatry and Mental Health*, 1(1), 1-15. <http://doi.org/10.1186/1753-2000-1-15>
- Ubogu, R. E. (2004). The causes of absenteeism and dropout among secondary school students in Delta Central Senatorial District of Delta State. Unpublished Ph.D Thesis. Delta State University, Abraka.
- Van-Breda, M. J. (2006). Guidelines for Empowering Secondary Schools Education in Loco Parents. In Addressing Truancy among early Adolescent Learners. University of South Africa.
- Zhang, D., Katsiyannis, A., & Barrett, D., Wilson, V. (2007). Truancy Offenders in the Juvenile Justice System. *Remedial and Special Education*, 28, 244-256. <http://doi.org/10.1177/07419325070280040401>