UNIVERSITY OF EDUCATION, WINNEBA

EXPLORING THE FACTORS THAT CONTRIBUTE TO TRUANCY AMONG

JUNIOR HIGH SCHOOL STUDENTS IN THE BANTAMA CIRCUIT

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A Dissertation in the Department of Educational Leadership, Faculty of Education

and Communication Sciences, submitted to the School of Research and Graduate

Studies, University of Education, Winneba in partial fulfilment of the requirements

for award of the Master of Arts (Educational Leadership) degree

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, MABEL OPOKU, declare that this dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my original work and that no part of it has been presented for another degree in this university or elsewhere.

SIGNATURE: ………………………………

DATE: …………………………………………

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. KOFI ASIAMAH YEBOAH

SIGNATURE…………………………………………

 DATE: …………………………………………….

ACKNOWLEDGEMENTS

DEDICATION

To my lovely husband, Mr. Francis Baiden, my dear mother, Hannah Ampofo and my

children, Amoako Charis Lawrence Baiden, Angel Akosua Ahema Amoako and Kezia
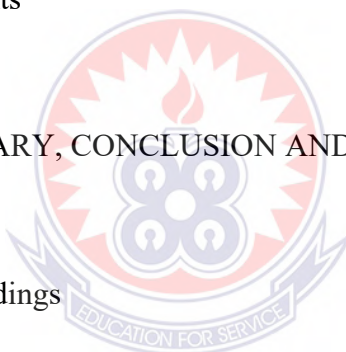
Yaa Pokua Amoako.

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ABSTRACT

Truancy has become a burden in schools plaguing the lives and education of students who fall victim. It is indeed a syndrome that has become deep seated and perpetuating. Various factors contribute to its occurrence. This study therefore was undertaken to investigate the causes of student's truancy in junior high schools, ascertain its effect on their lives and to determine the measures needed to control it. The study used quantitative research methods. The target population of the study comprised the teachers and students from junior high schools in the Bantama Circuit of the Kumasi Metropolis. Samples of 50 teachers were selected using the purposive sampling technique. This study used questionnaires as instrument for data collection. The study revealed that primarily, single parenthood arising from broken homes was the likely cause of students' truancy. It was clear however that, the failure of students to perform respectably in school was mostly attributable to truancy. In the light of this, it was beyond question that truancy has the potential to lead into crook ways of life, social deviants or educational failure. Appropriate measures like good relationships between the school, parents and community therefore are needed to control this educational and social challenge. The study recommended that, effective monitoring and control team must be constituted on campus by the school authorities to check truancy. This will put some fear in students who intend to misbehave. Again, good relationships must be established between the school, parents and community such that collaborative efforts can be garnered to fight truancy, both in the school and at home.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Students at every stage of education from kindergarten to the university and beyond are always regarded as the future leaders of nations because as students become educated and informed they become shaped for future exploits (Amisa, 2002). In this regard governments, parents and benevolent societies spend time and resources to bring up students to be useful people for future leadership roles. It stands to reason that the future of nations become great when its students have good education. Going to school therefore has become a necessity for knowledge acquisition, training and a foundation for student's moral formation, bedrock for inventions and strong future sustenance. In line with this, the Government of Ghana introduced free compulsory universal basic education (fCUBE) to get young children educated. Also, various scholarship schemes both public and private have been instituted and given to students to further their education to higher institutions of learning. All these are measures to transmit values and knowledge to students and guide them in learning a culture, pattern their behaviour in the ways of adulthood, and leading them toward ultimate responsibilities in the world (Duodu, 2003).

Education is good and it is, among other things, a means to a great future wellbeing. Education cannot be underestimated since it leads to decent upbringing and support of future life. The importance of education doesn't seem to be recognized by some students. This is because more and more students are ending their school life prematurely through indefinite suspensions, death, hospitalization, rustication and

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imprisonment as a result of truancy (Shirima, 2002). Though, it is too difficult to afford life without education since education is the foundation of human life, Shirima laments that truancy is a big problem hindering academic performance among junior high school students. Truancy has become the underpinning challenge to student's good education because Rohrman (1993) describe the problem of truancy to have reached epidemic extent with absenteeism reaching as high as thirty percent in some communities and more than 70,000 students out of school each day (Gonzales, 2002).

Truancy from the standpoint of Yeide (2009) is an unexcused absence from school by a minor that exceeds the number of such absences allowed under state law. It is deemed one of the major disruptive problems among junior high school students in Ghana. This assertion cannot be far from right because from the point of view of Peck (2002) the various behavioural disorders like stealing, violence, drug abuse, examination malpractice, sexual abuse and truancy have so undermined effective teaching-learning processes to the extent that, some teachers have become helpless and disorganized in their task of impacting knowledge to the learners (Duodu, 2003).

Truancy has seriously caused most students not to tap the best of knowledge from lessons taught in classrooms because they refuse to go to school. Being absent from school obviously could also create learning delays with its attendant heaps of loads of notes to read and the associated rush in learning in an attempt to catch up for the lost lessons: ostensibly a possible reason for students' poor performances in schools. Moreover, high rates of student absenteeism are believed to affect regular attenders as well according to the House of Representatives (1996), because they posit that teachers must always accommodate school absentees in the same class. It is possibly because

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students nowadays wish they could decide when to go to school, time to attend classes and even the kind of teacher to attend their class, forgetting that regular attendance is an important factor in school success (Rothman, 2001). It is observed that, students who are chronic non-attenders of school receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system (House of Representatives, 1996). It is therefore not surprising that remedial classes have become inevitable for students after school – all because continual failure of examinations, repetition of students, dismissals and suspensions have therefore become the order of the day.

Following from the foregoing, Gentle-Genitty (2008) concludes that we cannot wait until students withdraw to make efforts to provide them with the foundational knowledge they need to function well in society.

1.2 Statement of the Problem

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

> "The importance of school attendance to achievement, engagement, and educational success has been neglected in most education reforms and prevention initiatives. School discipline and school safety concerns have combined to produce strategies that are counterproductive by pushing the problem out of the school and into the community" (Gonzales, 2002).

Deducing from the assertion of Gonzales (2002), it makes no difference to find that truant students do not fit in schools. More and more students every now and then refuse to go to school for one reason or the other hence have turned to be truants as may be termed. To such students it could be said that attending classes is a convenience because they do so at their own discretion. It will therefore not be wrong to assert that truancy has pervaded the junior high school system because it constitutes one of the top five major problems in schools according to Garry (1997). Garry adds that, it is also a precursor to dropping out of school. It is for this reason that people call it a "gateway crime," because it has been linked to delinquent activity in youth and significant, negative behaviour in adulthood, including an increased propensity toward violence (Bell, 1994).

This, confirms what Van Breda, (2006) says that, many young people who are truants often engage in meaningless and sometimes criminal activities while away from school. That is to say, these students often deliberately forgo classes and indulge in personal endeavours, follow friends, participate in unprofitable roaming and flirting escapades.

Moreover, truancy by and large has become another form of behaviour disregarded by the public at large from the view point of Reid (2000) in the face of the continual and negative factors which cause students to absent themselves consistently and unofficially from mainstream education. These factors include the influence of drugs, gangs, family pressures, the lack of parental control, and an aversion to the structured school environment (Van Breda, 2006). For this reason thousands of students drop out schools and often go unnoticed every year (Center for School Improvement and Policy

Studies at Boise State University, 2006). Deducing from the foregoing, it is undeniable that truancy has become a clear educational vampire sucking the life blood of students dry which when unchecked could deny the nation its future leaders. Students of today enter into the job market not fully baked because of little learning. To this extent, Baker (2001) brings to attention truancy as a contributory reason for which students drop out or permanently pull out from school making them academically, socially, and psychologically ill-prepared. That is to say, they lack the competence, skills, and foundational knowledge to ably participate in this fast-paced scientifically driven society.

More daring to the issue of students' truancy is the rate of misconduct being perpetuated in schools of which Reid (2000) reports that two-thirds of youthful offenders start their delinquency while truanting. The problem of truancy has reached epidemic proportions with absenteeism reaching as high as thirty percent in some communities (Rohrman, 1993) and more than 70,000 students out of school in each day (Gonzales, 2002) and seem unending. It is in this respect that the researcher thought it expedient to find out what the situation is like in the St Anthony JHS at Bantama where two students were involved in a fight that led to their two-week suspension.

1.3 Objective of the Study

The study primarily is undertaken to investigate into factors that contribute to truancy among students in the Ashanti region, the case study of Bantama Circuit. However, the following constitute the specific objectives of the study:

1. investigate the causes of students' truancy in the Bantama Circuit

2. ascertain the effects of students' truancy on the lives of junior high school students in the Bantama circuit

3. determine the measures needed to control junior high school students' truancy in the Bantama Circuit.

1.4 Research Questions

The study is guided by the following research questions;

1. What are the causes of students' truancy in the Bantama Circuit?

2. What are the effects of students' truancy on the lives of junior high school students in the Bantama Circuit?

3. What are the measures needed to control students' truancy in junior high school students in the Bantama Circuit?

1.5 Significance of the Study

A study like this comes with a lot of significance. The outcome of this study can be of importance to the policy makers, educational directors, teachers, parents and students. It is worth considering that, attendance patterns during the junior high school years do have an influence on academic performance and patterns of life in future. In school days, students become indulgent in both excused absences and unexcused absences. However, these absences constitute the very foundation of truancy when they are left unidentified and untreated. Therefore, prevention and early intervention services that foster a sense of caring and support towards students with high rates of absenteeism are necessary. The outcome of this study will prove useful, in trying to stamp out truant behavior in schools early enough.

1.6 Delimitations of the Study

The study sought to investigate the factors that contribute to truancy among students in the Ashanti region. However, the broadness of the region in relation to the time limit especially, and financial constraints have necessitated that scope of the study be narrowed to JHS at Bantama circuit in the Kumasi Metropolis.

1.7 Organisation of the Study

The study is organized in five chapters. Chapter one deals with the background, statement of the problem, objectives of the study, research questions, scope of the study, justification of the study, significance of the study and the organization of the study.

Chapter two deals with the literature review on the topic. Chapter three focuses on the methodology used in the study. Chapter four is about the analysis, presentation and discussion of data while Chapter five deals with the summary, recommendations, and conclusion of the study.
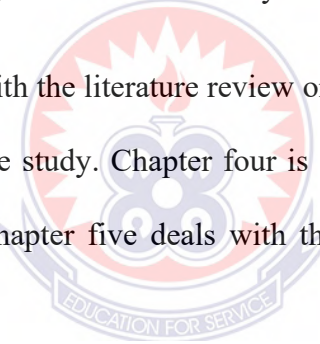
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature on the factors that contribute to truancy among students. The review is around separation of literature, using research related to the objectives and the research questions. The chapter also analyses and supports the study by outlining and evaluating previously established research outcomes on the topic under consideration.

2.2 Theoretical Framework

The study is driven by the expectancy-value theory which states that individuals are motivated by what they expect to gain or lose. Students who view attending school as a loss, will be frequently truant. Students who view attending school as a gain; however, will be more likely to have good attendance. Cloward and Ohlin's strain theory, as cited in Henry and Huizinga (2007), proposed that individuals are more likely to engage in problem behaviours when there is a discrepancy between personal aspirations and their perceived opportunities for achievement. Students become avoidant towards school when they do not believe they can reach their goals and aspirations. Avoidance of school is usually demonstrated through truant behaviors. Bronfenbrenner's ecological model explains how a lack of commitment and attachment to school may lead to attendance issues (Lerner & William, 2006).

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2.3 Truancy

Truancy is the most commonly used term to describe school absenteeism and is usually seen as the deliberate absence from school on the part of the learner without the knowledge or the consent of the parent (Van Breda, 2006). Reid (1986) argue that truancy could be considered to be a multidimensional experience and each case is unique with the combination of various social, psychological, and institutional factors contributing to the learner's truant behavior.

There are a number of reasons identified as to why truancy occurs. To Nansel (2001), truancy can be identified and characterized by neuroticism whereby fear of the teachers leads to the young person leaving school and running back home for safety. Nansel believes that truancy is a common outcome of bullying where bullied children preferred the risk of getting caught wandering off school than getting caught by bullies. Okuyama (1999) says that truancy is a type of emotional disturbance in children, associated with anxiety that leads to serious absence from school.

The term truancy, according to Van Breda (2006), is different from refusal to attend school. For example truancy is often used in relation to the school attendance problem characterized by a young person's absence from school without parental knowledge or consent (Corville-Smith, 1995). Truants may set out for school, but fail to arrive there or absent themselves during the day. Berg (2002) defined school refusal as a situation where young people are reluctant or refuse to attend school, often leading to prolonged absence. Bools (1990) have suggested that school refusal is when the young person usually remains at home without the parent's knowledge during school hours. The difference between the school refuser and the truant, says Van Breda, is that the refuser is

generally a good learner with his or her vocational goals at school while the truant is indifferent and a poor learner who dislikes school (Van Breda, 2006).

Until the mid-1970s, research published on truancy in British schools appeared only occasionally. Truancy since long was mainly a concern for teachers, educational welfare officers and psychologists who were interested in social phobia (Van Breda, 2006). For others, it was fairly harmless misconduct indulged in by a minority of students in the school population.

Despite the different views and meanings of truancy, they all focus around the action by students who choose not to participate in the school day. Smith (1996) suggested that not all 'unauthorized absence' can be regarded as truancy if the parents purposely kept the learner at home, and not all truancy is likely to be recognized as unlawful absence if the learners quit lessons after roll call/registration in the morning. Although different studies use different criteria to determine truancy, it is useful to distinguish between truancy for the whole day and truancy which involves missing individual lessons or parts of the sessions. Truancy can also happen even if the learner never actually leaves the school compound (Van Breda 2006).

2.3.1 Truancy and Absenteeism

The school as an institution is a place of learning morality and inculcates discipline in the students. Despite this, some students still do not attend classes. Students' absence from school for unexcused reasons is referred to as truancy.

Truancy is a major problem facing our schools, and a damaging effect to students' academic performance. Adeyemo (1998) sees a truant as a child who often stays away

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from school without any good reason. Absenteeism is regular persistent absence from school while truancy is an act of or practice of deliberately staying away from school without any acceptable 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. A truant leaves home but does not reach school; he escapes from school or class to engage in any other activity that catches up his attention. 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 is a sign of maladjustment that requires psychological treatment. It is an act that has been causing misunderstanding among adolescence, teachers, parents and society in general (Abayomi, 2002). Truants increase their risk, for dropping out of school make them more likely to be unemployed or they are more likely to end 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.

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Stoll (1993) submitted that factors responsible for pupils' truancy are many and varied. Lansdown (1990) observed that there is no point in seeking single factor explanation for a complex phenomenon like truancy. Osarenren (1996) also discussed the causes of truancy among school children under factors 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 they are forced to attend school, they would always be involved in truancy and absenteeism. There are however, other things that can influence the interest of a child in education and make that child go to school always as expected. There can be good reasons also for absenteeism. 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).
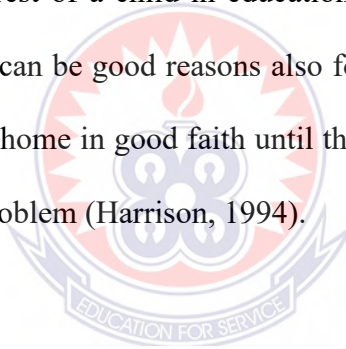
2.2.2 Characteristics of the Truant Student

Truancy, commonly defined as a student's unlawful absence from school without parental knowledge or consent, has been identified as a serious social issue in need of increased attention for many years (Bazemore, 2004). With many educational school districts reporting rather staggering truancy rates, truancy has been broadly characterized as a nationwide problem with serious individual-and family-level consequences as well societal adverse impacts.

Empirical research on the topic of truancy has documented numerous characteristics associated with truant students. While some characteristics have been

identified that have been unique to a particular research study and to a particular sub-population of students, generalized patterns of association have been reported related to the gender, the age, the socioeconomic status and the race and ethnicity of students.

Gender: Empirical studies uniformly report higher truancy rates for males than females, but females are twice as likely as males to be absent with parental consent. Female truants are said to demonstrate lower anti-social behaviour than truant males, while truant males tend to perceive the school experience more negatively than truant females, a factor thought to contribute to the higher rates of male truancy observed in virtually every extant study available for review (Bell, 1994).

Age: Empirical studies examining truancy characteristics based on age reveal that as student age increases, there is a concurrent increase in student school avoidance behavior, with the upper grades in high school exhibiting the highest rates of truancy for both males and females (Caldas, 1993; Ensminger & Slusarcick, 1992).

Socio-Economic Status: Examining truancy characteristics based on socio-economic status reveals that truant students tend to come from economically disadvantaged home situations. It is well established as well that single-parent households are another important family setting variable of consequence (Tittle & Meier, 1990).

2.3 Causes of Students Truancy in Junior High Schools

Research clearly demonstrates that there is no single cause of truancy (Reid, 2000). Some researchers have found the problem to be associated with macro–societal

factors such as the nature of class system, the environment the young person grew up in and failure of our judicial system (Van Breda, 2006). Others locate it in micro- societal factors such as individual family structure, attitudes and standards of behaviour within the family. It is believed that truancy has been attributed to a possible personality trait, physical and psychological characteristics or poor educational attainment (Van Breda, 2006).

However, according to Zhang, Katsiyannis, Barrett, and Wilson (2007), the causes for truancy can be positioned within four major categories. These categories include family factors, school factors, economic influences, and student variables.

2.3.1 Family Factors

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.

Family factors that may cause truant behaviour include, but are not limited to parents' education, parental supervision, and household income. In a recent study on eighth and tenth grade student absenteeism, Henry (2007) correlates family factors with truant behaviour. Henry's study illustrates that the lower the parents' education, the more likely the child is to commit truancy. The chance the child would commit truancy was even higher if the parents were a high school dropout. Additionally, Henry's work proves that the longer a child is unsupervised after school, the more likely that child is to become

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a truant; 29.9% of truants were unsupervised for five hours or more after school whereas only 11.3% of truants were never unsupervised after school. In a recent study on truant offenders in the juvenile justice system, Zhang (2007) linked truancy to household income. They established that minors that are first referred to the juvenile justice system tend to be more financially impoverished, with a relatively higher percentage of families making less than $15,000 per year, than their regularly attending peers. That is, students are more likely to exhibit truancy if they live in families that gross less to feed on.

Eisenbory (1998) views truancy as the fear of being away from parents. 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 parents 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 school hours 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).

Parental choices regarding family structure have long been seen as important environmental influences on child development. Such choices include the number and spacing of children, as well as choices regarding divorce and remarriage and the age at which to have the first child. Furthermore, they include the extent to which "family" refers to more than merely parents and siblings to include grandparents, aunts and uncles,

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and other extended family members. Though many educationalists would argue that truancy is more likely to occur among children of working class parents (Van Breda, 2006), this is particularly the case among children from large families who have to confront poor living conditions or parents who show little interest in the young person's education. Collins' (1998) study showed that more than half of those charged with school non–attendance were from homes where at least one parent was absent. Reid (2000) has highlighted that individuals with larger numbers of siblings and only one parent present are more likely to demonstrate truant behaviour.

Other factors that are found to be common among the families of the truant include alcoholism, physical and mental illness, and violence and family disorganization. Van Breda (2006) has suggested that 55% of truants or escapees from school in South Africa have histories of abuse or maltreatment.

Younger children, primarily in their elementary school years, are more likely to be absent from school due to family factors. School and community factors, however, are more likely to be the cause of absenteeism among middle and high school students. According to Gonzales (2002) parent involvement had a significant impact on students' attendance and overall success rates. Attendance, as well as behaviour, attitude, motivation, aspirations, and self-esteem were found to be higher among families who were involved in their child's education compared to families who had little involvement. Gonzales discovered truancy, poor behaviours, drug use, depression, poor grades, and disciplinary problems are likely to be a result of lack of parent involvement.

Parents' perceptions and attitudes about the importance of school can also impact student attendance (Epstein & Sheldon, 2002). If parents have negative attitudes and

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perceptions about their own education, they may find it difficult to be involved in their children's education. Parents, who did not have a successful experience in school, may hold the same assumptions regarding their children's success in school. Henry (2007) examined characteristics of truants in eighth and tenth grade. Henry discovered that students whose mother or father received a college education had a significantly lower chance of being truant. Children learn by modeling the behaviors and social interactions they observe (Hartnett, 2008). A child's motivation level is affected by the level of motivation they see their parents exhibiting (Bertrand & Deslandes, 2005). Children whose parents set boundaries, rules, and standards for their academic performance are more likely to be less disruptive, more focused, and more respectful to others (Gonzales, 2002). In conclusion, if parents had a negative education experience and/or negative attitudes towards school, they are less likely to be fully committed and involved in their child's education.

Students whose families may be suffering economically are at an increased risk to have poor school attendance (Drumond & Stipek, 2004; Heilbrunn, 2004; Henry, 2007; Zhang, 2003). For example, researchers have found a link between free or reduced school meals and students' non-attendance (Henry, 2010; Zhang, 2003). State and federal data suggests that truants are more likely to live in single-parent households, and about one-third of truants live in poverty (Kronholz, 2011). A project called Attendance Counts, calculated that children who live in homes without enough food missed two more days of school than children who were well nourished.

Parents who are working unusual hours and cannot afford a babysitter and/or daycare may feel obligated to have their child stay home to take care of younger siblings

(Drumond & Stipek, 2004). Families who are experiencing financial difficulties may lack the resources for their children to be fully successful in school (Heilbrunn, 2004; Reid, 2005). A family's socio-economic status can directly impact a student's performance in school, especially with regards to their attendance.

Heilbrunn (2004) is of the view that most truant students have been exposed to negative life circumstances. Capps (2003) stated truants often perceive the world around them as unstable and confusing, with many coming from dysfunctional, unstable, and insecure homes.

Divorce has been identified as a factor that can influence student performance in school. Henry (2007) revealed that tenth grade students living with no parents or just one parent have higher rates of truancy, than tenth grade students who live with two parents. Child abuse, neglect, and parental irresponsibility have been found to be characteristics of the lives of truant youth (Heilbrunn, 2004; McCluskey, 2004). Parents are responsible for getting their children to school. Parents who violate attendance laws can be brought to court for educational neglect (Kronholz, 2011). Educational neglect is a legal term that is considered a misdemeanor offense. Consequences can result in a fine and/or jail time. Family factors can negatively influence students' attendance (Reid, 2005). Due to this reason, family interventions play an important role in increasing student attendance.

2.3.2 School Factor

Educational and sociological research also suggests that the school system itself may be influencing truancy (Smith, 1996). The research claims that there are identifiable factors within schools that are closely associated with the development of truanting

behaviour among young people. Noguera (2003) believes that school factors play a more important role than others in causing truancy and contributes to large numbers of young people dropping out of schools. Most people attribute truancy to individual, family and community factors outside their control, leading to a feeling of hopelessness and a lack of effort on the part of the school to change the causes of truancy. In most cases, learners who are truant reveal that attending school is the last thing in their mind or one of the last priorities of their time (Van Breda, 2000). One of the important factors in a young person's upbringing is to have a sense of belonging to a group especially among their peers (Ward, 2004). Truants, however, tend to feel insecure and see themselves as 'outcasts and rejected at schools' (Van Breda, 2006).

Moreover, Keys (1994) found that the primary cause of truancy was the school system itself. Keys concluded that the contributing factors of truant behaviour were school policies, rules, and curriculum and educator characteristics. The author also showed that classrooms that rated high in competitiveness and educator control, and relatively low on educator support had higher truancy rates. Britten (2002) found that 27% of the participants in his research "Who is to blame for kids dropping out of school?" said that educator unpleasantness and antipathy towards certain learners were significant factors in truant behavior. Ryan (2001) found that institutional factors such as teachers, boring subjects, gang affiliation, and detention contributed to truancy. Additional reasons for truancy included the negative impact of bullying from other learners, disillusionment with school and the desire to leave school permanently. Capps (2003) investigated the structure of junior high schools in South Africa and found that those with the highest rate of truancy were those with the most inflexible attendance

policies. Learners in these schools were reportedly more likely to believe that educators and administrators did not care about them and their attendance (Van Breda, 2006).

Again, school factors that may cause truant behaviour include, but are not limited to school climate, class size, attitudes, ability to meet each student's diverse needs, and the school's discipline policy regarding truancy. According to Wilkins (2008), students that attend large schools may feel isolated or alienated in their school setting, so to escape these feelings they choose not to attend. These students do not feel comfortable, wanted, valued, accepted, or secure; they are lacking a connection to a trustworthy somebody within the school.

In oversized classrooms, students' diverse needs, whether they are instructional, social, or various others, cannot consistently be met and student-teacher relationships cannot be developed. This leads to a school climate and attitude in which each individual must fend for himself. Henry (2007) intimates that 23% of truants choose to skip school because they do not feel safe in their school environment. Moreover, if a student does not feel comfortable, secure, or safe, and logically decides to skip school because location x is safer than the school, he is punished. Tobin (2009) suggests that imposing more serious punishments has worsened truant behaviour; thus proving punishment to be counterproductive in the fight against chronic absenteeism.

The structures, policies, environment, and staff that make up a school are critical factors that can influence students' absenteeism (Heilbrunn, 2004). Students in junior high school are more likely to associate their absences from school to school related factors, rather than family and community factors (Reid, 2006). According to the National Center for School Engagement (NCSE) the lack of effective and consistent

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procedures and policies for dealing with absenteeism can send the wrong message to students, with regards to the importance of school (Heilbrunn, 2004). Schools with poor methods of attendance, record keeping, as well as vague definitions of what constitutes excused and unexcused absences struggle with effectively assessing attendance issues (McCluskey, 2004). Some schools use a "push out policy" instead of addressing the underlying issues that may be causing behavioral or attendance issues. The "push out policy" consists of disciplinary actions that focus on excluding, suspending, automatically failing, and/or transferring out students. Other schools' policies and procedures are inflexible in addressing the diverse needs of students. Kaffenberger (2006) discussed the importance of well-planned and effective school reentry plans for students with health conditions. Schools that fail to have effective transition plans in place are failing to meet the diverse needs of their students. Teasley (2004) suggested large school systems in low income and inner-city school districts are more likely to experience absenteeism and truancy. Students often have external factors and circumstances in their lives that prevent them from attending school.

According to the NCSE, an unsafe environment is another school related factor that can affect students' attendance (Heilbrunn, 2004). Schools with ineffective disciplinary policies that allow bullying to be tolerated create unsafe environments for students. Gastic (2008) identified bullying as a potential factor that increases students' nonattendance in school. Being bullied was found to be positively associated with increased risk of being frequently absent (Gastic, 2008). Victims often feel hopeless or defenseless and choose to miss school, rather than having to face their bullies and/or the social stigma that is associated with being a victim of bullying (Juvonen, Graham, &

Schuster, 2003). Gastic (2008) also discovered that victims of bullying were more likely to engage in behaviors that result in disciplinary actions, such as in or out of school suspensions. Juvonen (2003) explained that disciplinary behaviours occur when victims decide to stand up to the bully and fight back. Disciplinary actions contribute to missed days of school. When a school displays ineffective discipline policies, the message is conveyed that bullying is tolerated and that school is an unsafe and unwelcoming environment.

2.3.3 Teachers Factors

Teachers' characteristics and attitudes have been recognized as a factor that influences students' problematic absenteeism and/or truancy (Reid, 2005). Lindstadt (2005) found a correlation between teachers' attitudes and students' truancy. Students who thought their teachers displayed positive and supportive attitudes were less likely to be truant. Students who thought their teachers displayed a lack of support, respect, and attention towards diverse student needs were found to have more attendance difficulties.

Teachers, with low expectations for student achievement, were also identified as a truancy factor. Hallinan (2008) studied the unique role that teachers play in shaping students' attachment and engagement to school. Attachment to school has been shown to impact student's attendance and academic performance (Boesel, 2001). The research examined the extent to which teachers support students socially and emotionally (Hallinan, 2008). Results revealed that teachers, who support their students by caring, showing respect, and praising them, are meeting their students' needs. When students' needs are being met, students are more engaged in school. Overall students who have

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positive relationships with their teachers are more likely to have good attendance and academic success.

2.3.4 Economic Influences

Economic influences that may cause truant behaviour include, but are not limited to living situation and student employment. Henry (2007) discerned in his study that 33.5% of high school truants did not live with their mothers or fathers, 27.6% lived with their father only, 19.8% lived with their mother only, and 14.4% lived with both parents. Therefore, the likelihood that a student would commit truancy increases when that student lives with only one parent, and increases anywhere between 5.9% and 13.7%, if the child lives with neither his mother nor father. Moreover, Henry explains that students, who work more than 20 hours per week, greatly increase their chances of committing truancy. Of the truants he examined, 23.9% worked 20 hours or more per week, whereas only 13.4% worked five or less hours per week.

Finn (1999) believes that working class children begin their school careers reasonably confident about their aims and ambitions in life. Duffell (2000) suggests that the middle class bias of school tends to belittle these aims and ambitions and to push others in their place that the children dislike but lack the maturity to understand and to consciously examine and reject. The result, according to Duffell (2000), is the disaffection with school and its ideals that can result in delinquency.

Clark (2005) suggests that, the structure of relationships within school between teachers and students progressively erode the self-esteem of working class students and produce feelings of inferiority that lead to delinquent behaviour. This is often the case when students have been alienated from the mainstream education system. Gorinski

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(2006) argues that many students miss school for different reasons, depending on the age and circumstances of each student. Some students feel unsafe at school, or on their way to, or from school. Other students may miss school because of family health issues and financial demands, substance abuse, or mental health problems. Manuatu (2000) believes that many more miss school and tend to stay home because they are being marginalized due to poverty or even no access to the main-stream services. Others miss school due to the lack of resources or individual capacity they are pushed out to the margins of the social system.

2.3.5 Student/Peer Factor

Rothman (2001) has blamed the child for truant behaviour, the peer influence had been identified as a major factor influencing a child's truant 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. Student factor variables that may cause truant behaviour include, but are not limited to physical and mental health problems, substance abuse, drug use, perception of self, and detachment from school. DeSocio (2007) identifies physical and mental health issues as contributing towards school absenteeism. They suggest that truancy coexists with student and family mental health disorders and may be an indicator for an existing or emerging mental health disorder, including post-traumatic stress disorder, anxiety, depression, and/or substance abuse.

Rohrman (1993) also posit 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), it is 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 behaved homes may become truant or absent from school as a result of mixing with bad students who are not discipline at home.

Supporting evidence from Henry's study (2007) exposes students that use alcohol one or more times a month as 26.5% more likely to skip school than peers who do not use alcohol, and if the student drinks to a level of intoxication his likelihood of skipping school increases to 31.2%. Moreover, 33.9% of the students who have been truant smoke cigarettes and 37.2% smoke marijuana at least once a month. Of equal importance, students that held lower perceptions about themselves were more likely to skip school than students who held higher perceptions of themselves. For example, students that answered "probably won't" graduate from high school and definitely won't attend college committed higher truant behaviour at 44.5% and 30% respectively than their peers who answered "definitely will" graduate from high school and "definitively will" go to college at 15% and 12.1% respectively. Even more defining, DeSocio (2007) indicates that as many as 30% of youth who are absent on a given school day are representative of school disengagement, or detachment. According to Henry (2007),

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students that exhibit school disengagement, lack commitment to the school, are poor achievers, and hold low aspirations for their futures.

Individual or personal characteristics influence whether or not a student attends school. Each student comes to school with different set of personalities, skills, abilities, experiences, interests, goals, and expectations. Based on these qualities and characteristics, a student may be more or less susceptible to problematic absenteeism and/or truancy.

Students' engagement and attitudes towards school have also been identified as an individual factor of absenteeism. Henry (2007) discovered that students who received mostly A's were least likely to be truant, whereas students who got mostly D's or below were more likely to be truant. Reid (2005) found that truant youth tended to like fewer and different subjects, underachieved or performed low in a range of subjects, had negative views towards the school's policies and procedures, and fail to complete their homework. Henry (2007) found that students with low perceptions of the likelihood of graduating from high school had the highest probability of excessive absences from school. Students who had negative beliefs of being successful in school were also less motivated. When students were motivated to do well in school, they tended to spend more time putting a true effort into doing homework correctly or studying, which results in better academic behaviors and therefore, grades. With an increase of grades, another academic behavior that improves is student attendance (Bertrand & Deslandes, 2005).

Some students experience great anxiety and panic over attending school. The excessive anxiety that students experience from attending school results in problematic absenteeism and/or truant behaviors. Researchers have termed this condition school

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phobia or school refusal behaviour (Fremont, 2003; Kearney, 2007). School phobia is associated with a number of mental health conditions, including anxiety, mood, disruptive behavior, and learning disorders (Fremont, 2003).

2.3.6 Community-Related Factors

Social/criminal justice experts have studied external factors related to student truancy. In particular, they have focused on community-related factors, which on a larger scale, are those outside of the school and home settings. Such factors have been described as unsafe neighborhoods, inconsistent law enforcement, media pressure, and a lack of support services (Kearney, 2008).

In some cases, when students have felt unsafe in their neighborhoods, due to violence and high gang-related activities, they have been described as hesitant to leave their homes. This is compounded when students and families have not felt protected by local law enforcement agencies and/or have felt like they do not have access to outside community supports. Overtime, this can have a negative impact on student attendance in schools.

The literature suggested that community and neighborhood factors can influence student attendance (Henry, 2007; Teasley, 2004). Teasley (2004) found that students who live in low-income neighborhood and communities are more likely to be truant, as they are often exposed to violence and drugs. Students from low-income neighborhoods are more likely to attend schools that are poorly funded. Poorly funded schools often have overcrowded class rooms and a lack of resources, making it more challenging for students to have a successful school experience. Peer pressure and negative peer role

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models have also been identified as factors that can influence absenteeism, especially during high school (Epstein & Sheldon, 2002; Hartnett, 2008; Henry & Huizinga, 2007). During high school, teenagers are at a developmental stage where they are prone to environmental influences (Hartnett, 2008). Teenagers are struggling to form their own identity, while they are also struggling for acceptance from their peers. Henry and Huizinga (2007) found involvement with delinquent peers to be one of the main factors that influenced students' decision to skip school.

2.4 Effect of Students' Truancy on Students Life

Henry (2007) indicates that the consequences of truancy are extensive, resulting in negative implications for multiple levels of society. In the short-term, truancy can point to maladjustment, poor academic performance, school dropout, substance abuse, delinquency, and teenage pregnancy.

In the long-term, evidence reveals truancy as a predictor of poor adult outcomes, including violence, marital instability, job instability, adult criminality, and incarceration. Moreover, truancy exerts a negative effect on community because of its correlation with delinquency, crime, and other negative adult outcomes. Student dropout from school is the most obvious result of chronic absenteeism. According to Rodriguez and Conchas (2009), truancy and dropout rates are concentrated and worsening in racially segregated central cities in primarily large high schools attended by mostly low-income youth of colour. Dropout rates in these areas are at twice the national average, nearly 20%, and exceed 50-60% in some areas of the United States. In these areas, more students are dropping out than graduating. What does this say about our society? What is in store for

these students? How do these individuals survive in a country where average income is directly correlated with level of education?

The most logical response: an increase in crime rates and the nation's incarcerated population. The most consistent finding regarding truancy and dropout rates is the correlation the behaviour has to high rates of delinquency (Mueller & Giacomazzi, 2006). These forms of delinquency include substance abuse, gang activity, and later involvement in adult criminal activity such as burglary, auto theft, and vandalism, thus leading to incarceration. For example, 94% of Rhode Island's juvenile offenders are or have been considered truant from school (Byer & Khun, 2007). On any given day, one in 10 male dropouts or one in four black male dropouts are incarcerated or institutionalized.

According to Spelman (2009), the United States houses a greater proportion of its citizens than any other country in the world and the direct costs of incarceration exceed $20,000 per prisoner per year, thus costing the United States (U.S) public billions in tax dollars. The United States Department of Education reported that from 2005-2006 the average spending per pupil in elementary and secondary schools was $9,391.

2.5 Measures to Control Students' Truancy in Junior High Schools

Aside the causes and challenges involved in truancy, there are equally as many control measures.

2.5.1 Well-developed policies

It is essential to have well-developed school policies regarding student attendance (Dougherty, 1999). And, of equal importance is that everyone, meaning teachers, parents,

and students, understand the attendance policy and that the policy is consistently enforced.

Attendance policies need to be reviewed periodically and revamped when daily attendance for the school begins to decline. When developing new policy, it is crucial to know what the causes of absenteeism are in that particular school or district. This would include teachers, parents, and student's perspectives of causes. In addition, Dougherty (1999) recommending a policy with clear definitions of excused and unexcused absences and procedures for how to deal with each type of absence.

2.5.2 Parent and community involvement

According to the Manual to combat truancy (U.S. Department of Education & U.S. Department of Justice, 1996), parents are the most influential when it comes to getting children to school. Therefore, it would seem then that developing a relationship with parents built on trust and respect is essential. Research supports this relationship development as well as other strategies for involving parents in order to reduce absenteeism and truancy (Epstein & Sheldon, 2002).

One of these strategies is communicating with every parent. Although this is an overwhelming task, especially when language can be a barrier, the but when schools communicated with parents via phone, mail, newsletters, or in person, attendance improved. Another strategy identified in the study as having a positive effect on attendance was having a designated contact person for parents to talk with about attendance concerns and other issues.

Community awareness of resources to support the parents and students exhibiting risk factors associated with truancy is another strategy (Dougherty, 1999). School professionals need to not only be aware of, but also know how to access these resources, which may include mental health counseling, parent training, or tutoring.

2.5.3 Attendance incentive programs

Students are motivated to succeed when they are surrounded by a positive school environment. Therefore, school professionals need to provide a safe environment that not only recognizes student successes, but one that challenges their individual learning style as well (Reid, 1999).

Studies show that schools that reward students for attendance have improved attendance records (Dougherty, 1999; Epstein & Sheldon, 2002). Students are rewarded when they have perfect attendance for a predetermined amount of time, usually no more than a quarter or trimester, so that goals seem obtainable.

Tutors and mentors have been used in community and school organizations for hundreds of years. However, research shows that tutors and mentors are not used as much as they could be as prevention and early intervention strategies for truancy (Reglin, 1997).

Tutors assist with academic learning, whereas mentors become a student's friend and advocate. These roles would seem to meet the needs of those students with social and educational risk factors for truancy as identified in the previous section. Tutors and mentors can have an enormous impact in other areas of student's lives as well.

2.5.4 Small groups

Using small groups facilitated by the school professionals trained in small group therapy is another early intervention strategy for students with high rates of absenteeism and truancy. The small group experience gives the students the opportunity to identify their barriers or causes of truancy and empowers them to creatively problem solve (Baker & Jansen, 2000). Small groups often have other residual effects like teaching appropriate social skills, building relationships, and connecting with others with similar experiences.

DeSocio (2007) initiated a mentoring programme 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.

2.5.5 Positive Teacher-Learner Relationships

Positive teacher-learner relationships, according to Paul (2009), have the potential of creating a conducive learning environment in the classroom and in return brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching learning situations. Paul further posits that teachers should be aware of the need for a positive loving relationship if learning is to take place.

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When looking at how the teacher-learner relationship could help in promoting effective classroom discipline and which could also help in keeping acts of truancy minimal in the entire school environment. Paul (2006) observed that behaving consistently and being open and approachable will ensure a healthy relationship. Robertson (1996) also supported this when he contended that using humour, friendly greetings and non-verbal supportive behaviour may help improve such relations, but the teachers should avoid humour targeted at the learners.

2.5.6 Clear Guidelines/Rules

According to Deaukee (2010), one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer and Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the students a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from the students.

Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. It is essential that children understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

2.5.7 Behaviour Contracting

According to Deaukee (2010), the development of behaviour contract as a strategy to control unruly behaviours of students was grounded on the theories of operant

conditioning, which holds that behaviour which are reinforced are likely to be repeated and those which are not reinforced will soon disappear. It is a written agreement between the student and the teacher which commits the students to behave more appropriately and specifies a reward for meeting the commitment. The resulting consequences for not holding to the contract, rewards for meeting expectations and time frame are also specified. Usually a parent is involved in the development of the contract to ensure that the student obtains the necessary support in maintaining the terms stated.

Deaukee (2010) further emphasized the effectiveness of this method when he stated that the contract attempts to control behaviours that are not effectively controlled by normal classroom procedures, to encourage self-discipline on the part of the student and to foster the students' sense of commitment to appropriate classroom or school behaviours.
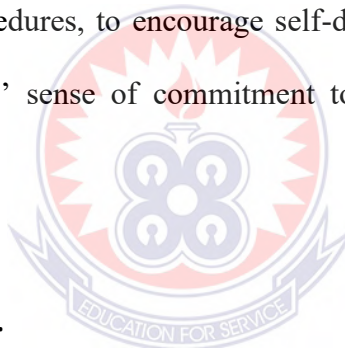
2.5.8 Modeling Behaviour

This is another strategy which researchers consider highly effective for controlling truancy among the students. For instance, Davis-Johnson (2000) claimed that teachers are not always modelling positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish importance of academic achievement. Her view is also shared by Field and Fields (2006) who claim that teacher and parental examples are productive methods of guidance and discipline. Mendler, Curwin, and Mendler (2008) further stated that students learn both morals and immoral based more on what they see than what they hear.

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Fields and Fields also added that sometimes the cause of inappropriate behaviour is that children have learned from inappropriate role models.

Deaukee (2010) further stated that an effective discipline approach involves a united effort by the entire school. They therefore outlined twelve (12) processes that form the foundation of any effective discipline programme as follows:

1. Let students know what you need.

2. Provide instructions that match students' level of ability.

3. Listen to what students are thinking and feeling.

4. Use humour

5. Vary your style of presentation

6. Offer choice – "you can do your assignment now or during recess"

7. Refuse to accept excuses – accepting excuses teaches the students how to be irresponsible.

8. Legitimize behaviour that you cannot stop – e.g. if there are daily paper airplane, buzzing past your ear consider spending 5 minutes a day having paper airplane contests. When certain types of misbehaviours are legitimized the fun of acting out fizzles.

9. Use huge and touching – pat on the back, give handshakes. One of the biggest educational fallacies is the prohibition against using touch because of sexual misunderstanding.

10. Be responsible for yourself and allow the kids to take responsibility for themselves. You are responsible for being on time, being prepared and making your lessons

meaningful. You are not responsible for judging students' excuses or doing their work for them.

11. Realize and accept that you will not reach every child – some students must be allowed to choose failure

12. Start afresh every day.

2.5.9 The School Leaders' Role in Addressing Student Truancy

Throughout history, school leaders have often responded to student attendance and truancy issues by blaming students (Epstein & Sheldon, 2002; Hartnett, 2007). Schools have blamed students rather than seeking to understand their individual needs and those factors which may be driving their truancy. Consequently, one researcher suggested there is a need to intervene in the causes of truancy beyond normative and reactive practices that end up generating more truancy (García-Gracia, 2008). Further, the researcher suggested schools identify and address any internal risk factors within the school which may lead to student truancy. This means schools must be willing and prepared to respond to any internal risk factors and to make change, as deemed necessary, in the best interest of students.

Researchers have suggested school leaders take a more supportive approach to addressing student truancy (Epstein & Sheldon, 2002). This would require school leaders to embrace the complex task of exploring their role in promoting student absence by evaluating their current attendance practices and policies (Hartnett, 2007; Wilkins, 2008). Essentially, in studying their role, school leaders would need to identify and take ownership of their actions related to student attendance, whether positive or negative.

School leaders would need to recognize and respond to the positives and negatives related to their actions with the intent of improving the system.

Dube and Orpinas (2009) suggested school leaders take a comprehensive approach to addressing student truancy alongside students, parents, educators, and community members. It is to put forward that school leaders work hand-in-hand with those most greatly impacted by student truancy. In particular the students and families impacted by student truancy. Hartnett (2007) suggested school leaders get personal with other stakeholders to change the culture of non-attendance. One study in particular pointed to the benefits of going outside the school, of involving others, of understanding more fully the whole experience of the child (Cullingford & Morrison, 1999). The authors suggested there is a need to understand individual students and their parents. In doing so, this involves establishing, building, and maintaining relationships. Taking a comprehensive approach would require school leaders to look beyond the walls of the school by establishing and committing to a strong two way communication system with students and their families (Epstein & Sheldon, 2002).

More than one study suggested school leaders must take into account student voice when addressing attendance problems (Hartnett, 2007; Reid, 2008). This means school leaders must actively engage in reflective conversation with students to gain an understanding of their perspectives related to student truancy. As they build this understanding, school leaders must be prepared to work with students to improve student attendance. Making affective change means getting down to the personal, relationship level and addressing the cultural beliefs and practices" (Hartnett, 2007) with students.

Giving voice to students would likely assist in further connecting them to their learning and to the school, in turn improving their attendance. Reid (2008) suggested student voice is one of ten key variables to improving student behavior and attendance despite the fact some schools are reluctant to seek student input. By accessing student voice, school leaders will be able to better understand the perceptions, language, and thought processes of students regarding their attendance and school practices and policies (Hartnett, 2007). By involving students in the process of addressing student truancy, school leaders have the potential to achieve more effective results.

2.6 Costs of Truancy

The costs of truancy are high. The direct and indirect consequences of truancy for individuals, schools, communities, and society in the short-and long-term are so serious, and truancy is so prevalent, that the Office of Juvenile Justice and Delinquency Prevention named truancy reduction one of its national priorities (Henry, 2007). Truancy has been clearly identified as one of the early warning signs that youth potentially are headed for delinquent activity, social isolation, or educational failure.

Truancy can start early and is associated with poor outcomes both in the short term and in later years. Truancy, the majority of students who suffer from chronic absence come from families who do not possess the resources to help the children make up for lost learning (Chang & Romero, 2008). For urban, low-income students in elementary school, each additional day absent from school correlates with a seven percent lower probability of graduating from high school (Seeley, 2008). These early patterns have long-term costs for both the individual and society at large: according to the

2000 census, while 83 percent of college graduates and 71 percent of high school graduates were employed, high school dropouts had an employment rate of only 52 percent (Walker, 2007).

Studies have also demonstrated a clear link between truancy and substance use. For school children, absence of 20 or more days is associated with poor achievement, delinquency, substance abuse, and school dropout (Seeley, 2008). In the Rochester Youth Study, data comparing 14-year-olds showed that those who skip occasional classes are four times as likely to start using marijuana as those who never skip. Chronic truants (more than 9 days) are 16 times as likely (Henry & Huizinga, 2005). In the Monitoring the Future survey, data show that self-admitted high school truants are more likely to use marijuana than their peers (Heilbrunn, 2007). Recent research shows that truancy is not only the most significant risk factor for predicting first time marijuana use; it predicts 97 percent of first time drug use (Seeley, 2008a). There is a linear relationship between the two; the greater number of days truant, the greater the drug use (Seeley, 2008). Henry and Huizinga (2007) suggests that the strong relationship between truancy and the start of substance use may be largely due to the amounts of unsupervised time that truants spend with peers.

Data from the Rochester Youth study also show the association between delinquencies and self-reports of truancy (Henry & Huizinga, 2007). Students who admitted to occasional or chronic truancy were, respectively, four and 12 times as likely as non-skippers to report having committed a serious assault, about five and 21 times as likely to report having committed a serious property crime, and two and seven times as likely to report having been arrested. The truancy–delinquency connection appears to be

particularly acute among males (Kelley, 1997). In addition, decades of research have also identified a link between truancy and later problems in marriage, in jobs, and with violence, adult criminality, and incarceration (Dryfoos, 1990).

Absenteeism harms more than the individual and his/her prospects: high truancy and absence rates affect the achievement of the school overall, slowing the rate of instruction, which harms all students (Balfanz, 2008). Moreover, the Baltimore Education Research Project found that in such a situation, over time, higher performing students leave the school system, exacerbating the problems. When youth are absent from school, there is increased opportunity to engage in high-risk behaviours. Truancy has an even more direct financial impact on communities: the loss of Federal and State education funding (Baker, 2001; Heilbrunn, 2007). In North Richmond, program over four years raised monthly attendance rates from 89 percent to over 93 percent, resulting in an increase of $470,000 in Average Daily Attendance revenue for the district (Chang & Romero, 2008). Similarly, a program in Fort Worth, Texas, helped raise average daily attendance from 93.8 percent in 2002–03 to 94.9 percent in 2003–04, resulting in an additional $4 million in revenue for the county (Murphy, 2005).

Truancy reduction can also save public monies. Dropouts are poorly prepared to enter the workforce and require greater expenditures for social services and criminal justice processes than do graduates (Heilbrunn, 2007). Unemployment rates for dropouts are generally almost 20 percent higher than for high school graduates. Employed male dropouts earn about 75 percent of what graduates earns, females only 60 percent (Heilbrunn, 2003). The RAND Corporation estimated that each high school dropout costs society between $188,086 and $297,188 (Vernez, Krop, & Rydell, 2000). Lochner and

Moretti (2004) estimate accrued social benefits of $1.8 billion for each one percent increase in the high school graduation rate. Truancy's high societal costs are evident in studies of adults who were frequent truants as adolescents.

2.7 Summary

The body of literature suggests that truancy is a serious, nation-wide, problem for students, schools, and society. Truancy constitutes the possible root causes of problematic absenteeism, social vices and child waywardness in the society which can be prevented when better understood and investigated. The literature puts forward that the causes of problematic truancy is categorized into various factors: students/peers, school, teachers, family, and community factors. However, the major constituent in the challenge of truancy includes parents, teachers and students. They mainly hold valuable information as to why their students are truant. Reducing or preventing truancy requires a balanced partnership between the students' families and their school/teachers. There has been little research done however, regarding parents' perceptions of factors that influence their child's attendance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of the study was to investigate into factors that contribute to truancy among students. Therefore the methodology explains the method employed in the study to enhance the successful investigation into the research topic and the objectives of the study. The chapter explains the research design, population, sample size and sampling technique, data collection techniques, data analysis and ethical considerations adopted.

3.2 Research Design

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

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

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3.3 Population of the Study

Creswell (2003) defines study population as a group of individuals or people with the same characteristics and in whom the researcher is interested. According to Kusi (2012), population is a group of individuals or people with the same characteristics and in whom the researcher is interested. The target population of the study comprised 88 teachers and 357 students from Bantama Circuit.

3.4 Sample and Sampling Technique

Creswell (2005) defined sampling as a technique used for selecting a given number of subjects from a target population as a representative of the population in research. Bantama circuit was selected out of the junior high schools in Kumasi, using the convenience sampling technique. The choice of these schools are based on the fact that the researcher lives in the Bantama Municipality. Moreover, the Bantama Municipality is a very popular and highly populated one in Kumasi, the regional capital of Ashanti. This relationship is a good footing that aids data collection. To this extent, the administration of the data collection instruments was facilitated.

In all, fifty (50) teachers were selected, using the purposive sampling technique to serve as the sample size for the purpose of administering research instruments.

3.5 Data Collection Instrument

This study used questionnaire as instrument for data collection. Questionnaire for the study was designed, using close-ended questions on Likert 5 Rating Scale (1=

Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree) to collect data from the teachers.

According to Cooper and Schindler (2010), factors that influence the use of close-ended questions include the need to classify respondents on some stated point of view and that the participants can develop clear opinions on the topics. Arguably, Cooper and Schindler (2010) add that answering close-ended questions is less risky for respondents.

3.5.2 Pilot Study

A self-constructed research instrument made in a likert scale form was pre-tested, using twenty (20) respondents. Each objective of the study had five main questions, set under them. The pilot survey made it easy to determine the accuracy and strength of the questionnaire.

3.6 Data Collection Procedures

In order to facilitate data collection and to save the time of the respondents, close-ended questionnaires were set. Moreover, the answers were made free from ambiguities such that the respondents could make their choice of answers objectively. To avoid putting pressure on the respondents, adequate time of ten days was given to them within which the call backs were made on them for collection. However, explanations regarding the purpose of the study and the extent to which their responses can be of relevance to the study were given to them.

3.7 Data Analysis

For the Likert-type items, the answers were tabulated and the frequency of the answers analyzed, using the SPSS Percentage to determine the magnitude of the responses to the questionnaire. Tables were used to summarize numbers and figures indicated in rows and columns to ensure the systematic presentation of all the collected data. After that, the descriptive or qualitative analysis was done as the second phase of data analysis aiming at describing characteristics of the sample.

3.8 Ethical Consideration

The researcher obtained informed consent from school heads, teachers and the educational district to conduct the research. The confidentiality of the respondents was assured. The study was conducted in a manner to keep the names of respondents anonymous throughout the study.

It was imperative that no harm was caused, since the aim of the research was to investigate factors that contribute to truancy among students in order to offer intervention guidelines to cultivate better stakeholders' involvement in their children's schooling.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF DATA

4.1 Introduction

The chapter consisted of the findings and discussions of the data that were gathered through the administration of questionnaire, based on the research questions.

4.1.1 Gender of Respondents

As shown in Figure 4.1, the gender designations are defined. It can be seen that 22 (44%) constitute the female gender while the male gender also represents 28 (56%) being the majority. It can be realized that the male respondents outnumber the female ones. This apparently signifies that the male teachers had more relationships with the students, relative to the female teachers, and hence may have encounters with truant students.
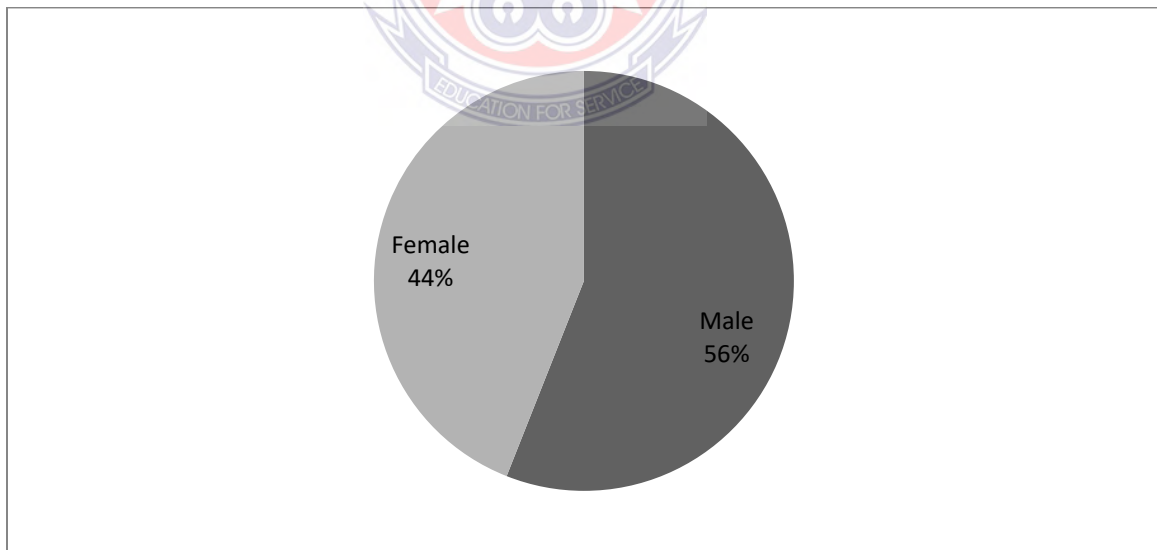
Fig. 4.1: Gender of Respondents

4.1.2 Age of Respondents

As shown in Figure 4.2, the ages of the respondents are categorized from 18 years to 36 and above years. From these age ranges, 11 respondents representing 22% have ages ranging from 24-29. Again, 13 respondents corresponding to 26% are also found between 30-35 years, and 21 respondents representing 42%, being the majority, also have 36 years and above.
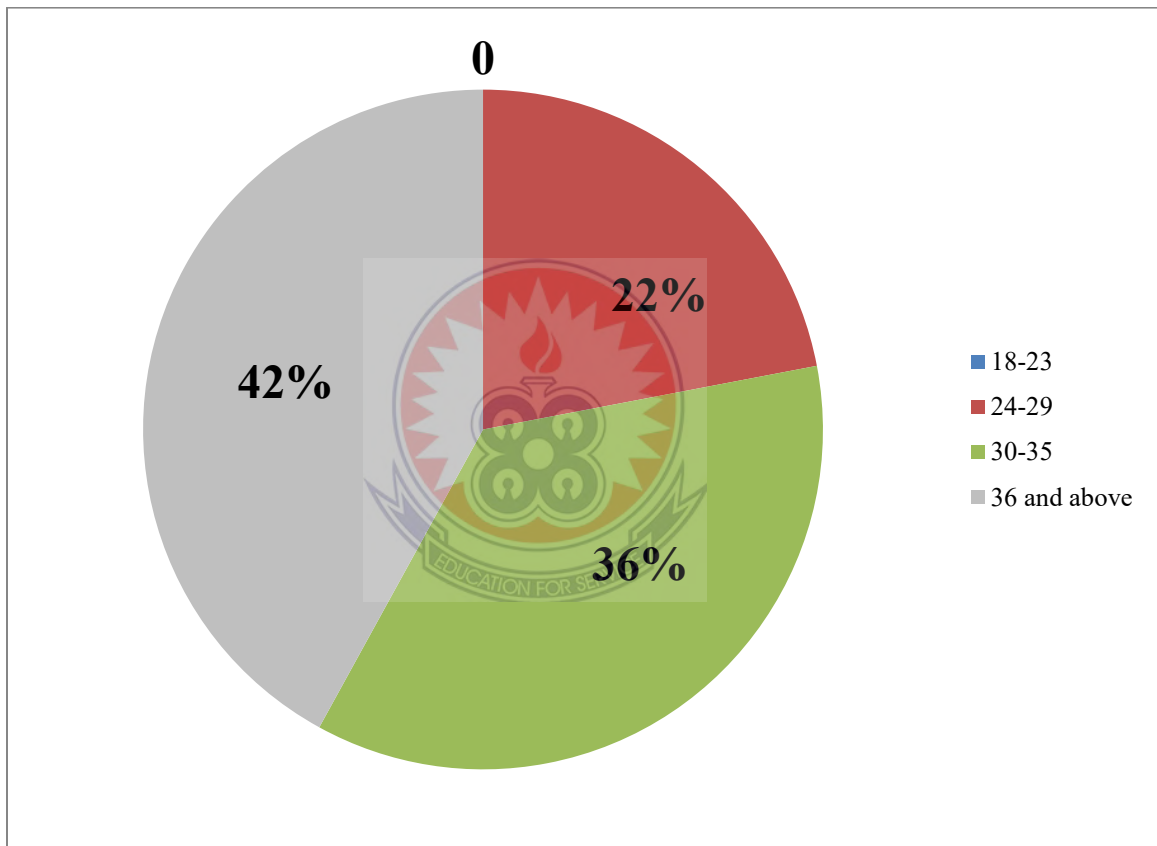
Fig 4.2: Age of Respondents

Research Question 1: What are the causes of students' truancy in junior high

schools in the Bantama Circuit?

The causes of students' truancy in junior high schools in the Bantama Circuit constitute an objective of the study under consideration. The following; lack of parental supervision due to broken homes, poor school policies, teachers' attitudes contribute to the truancy of students, impact of bullying from other students and lack of financial support were however, the diverse opinions of the respondents, regarding the above-mentioned objective.

Table 4.1: Causes of Students' Truancy

Causes of Students' Truancy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Lack of parental supervision due to broken homes	24	20	6	0	0
	48%	40%	12%	0%	0%
Poor school policies, rules, and curriculum	7	16	4	20	3
	14%	32%	8%	40%	6%
Teachers' attitudes contribute to the truancy of students	4	13	8	18	7
	8%	26%	16%	36%	14%
Impact of bullying from other students	12	16	8	7	7
	24%	32%	16%	14%	14%
Lack of financial support	20	19	11	0	0
	40%	38%	22%	0%	0%

Source: Field Study, 2020

Table 4.1 shows that lack of parental supervision due to broken homes was strongly agreed to by 24 respondents constituting 48% being the majority as a prime

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cause of students' truancy in Bantama Circuit. In the same way, 20 respondents representing 40% also concurred to this opinion as a basis for truancy while 6 respondents representing 12% remained neutral. The analysis of the responses demonstrates that broken homes contributes to students' truancies in school. This is because there is the tendency for either parent to be a single parent. This outcome is a confirmation of what Reid (2000) highlighted that individuals with larger numbers of siblings and only one parent present are more likely to demonstrate truant behaviour. In agreement to this, Henry (2007) noted in his study that 33.5% of high school truants did not live with their mother or father, 27.6% lived with their father only, 19.8% lived with their mother only, and 14.4% lived with both parents. Therefore, the likelihood that a student would engage in truancy increases when they lives with only one parent. This makes it clear that parents suffering broken homes may not have adequate love, finance, time and attention for their child's education. Therefore it will not be out of order to put forward that single parenthood arising from broken homes most likely cause students' truancy.

As part of the causes of truancy of students 7 respondents representing 14% agreed strongly to the idea that poor school policies, rules, and curriculum cause students truancy whereas 16 respondents constituting 32% also agree to this idea but 4 respondents denting 8% had no response. Contrary to this, 20 respondents representing 40% also disagree just as 3 respondents standing for 6% also disagree strongly to the preceding ideas. From the analysis, it can be construed that though the policies, rules and curriculum contribute to students truancy but the majority responses suggests otherwise. This explains the fact that, though the school contributes to an extent because educational

and sociological study also suggests that the school system itself may be influencing truancy (Smith, 1996). For instance Ryan (2001) found that institutional factors such as teachers, boring subjects, gang affiliation, and detention contributed to truancy. Therefore, the above discussion makes it evident that school policies, among others, affect students' lives to be truants.

Among other factors strongly believed to be causes of student's truancy from the viewpoint of 4 respondents representing 8% is teachers' attitudes. This same viewpoint is agreed to by 13 respondents representing 26% aside 8 respondents standing for 16% who remained neutral. In a different response, 18 respondents denoting 36% disagree to the idea that teachers contribute to students' truancy same as 7 respondents representing 14% also strongly disagree to. Analysis of the responses brings to the fore that, though minority of the respondents disagree that, teachers are causative agents to student's truancy, however, the majority respondents disagrees. The majority responses therefore emphasizes what Reid (2005) observed that, teachers' characteristics and attitudes are factors that influences students' problematic absenteeism and/or truancy because Lindstadt (2005) also found a correlation between teachers' attitudes and students' truancy. This is because overall students who have positive relationships with their teachers are more likely to have good attendance and academic success (Leyba & Massat, 2009). Therefore, it can be deduced that, any attitude put up by teachers can have a possible impact on the life of students in school.

It can be read from Table 4.1, that 12 respondents representing 24% agree strongly that the impact of bullying from other students affects their colleague students to be truant. To this view 16 respondents denoting 32% also agree but 8 respondents

standing for 16% had no viewpoints to share. In opposition to these viewpoints 7 respondents implying 14% disagree while 7 respondents denoting 14% also strongly disagree to the fact that bullying of students by their colleagues contributes to students truancy. It can be however be read clearly from the analysis that bullying from other students is a major contributory factor to students' truancy. The outcome of the responses emphasizes what Van Breda (2006) has suggested that 55% of truants or escapees from school have histories of abuse or maltreatment. It is therefore not out place to accept that students are their own enemies to the extent that, their actions can deprive their colleagues peace in school.

Lack of financial support is a strong supposition of 20 respondents who represent 40% as a cause of students' truancy. In the same perspective, 19 respondents denoting 38% also agree that students become truant because of finances but 11 respondents constituting 22% remained neutral. From the analysis of the respondents, it is without a doubt that students become truant because of finances. This is to suggest that students who do not get sufficient financial care are most certain to be truant in school because Zhang (2007) linked truancy to household income. This is exactly what Manuatu (2000) believes that many more students miss school and tend to stay home because they are being marginalized due to poverty. The expositions point to a direction suggesting that, students with poor families may suffer poor school attendance.

Research Question 2: What are the effects of students' truancy on the lives of junior high school students in the Bantama Circuit?

In dealing with the effect of students' truancy in junior high schools in the Bantama circuit, it was found that the respondents had various opinions including the fact that; truancy promotes students poor academic performance, students always end up as school dropouts, truancy increase students involvement in criminal activities, teenage pregnancies abound when students become truant and students truancies give bad names to schools.

Table 4.2: Effect of Students Truancy

Effect of Students Truancy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Truancy promotes students poor academic performance	28	10	12	0	0
	56%	20%	24%	0%	0%
Students always end up as school dropouts	25	18	6	4	0
	50%	36%	12%	8%	0%
Truancy increase students involvement in criminal activities	19	21	10	0	0
	30%	47%	23%	0%	0%
Teenage pregnancies abound when students become truant	12	22	10	6	0
	33%	37%	0%	20%	0%
Students truancies give bad names to schools	18	12	7	7	6
	36%	24%	14%	14%	12%

Source: Field Study, 2020

From Table 4.2, it can be read that 28 constituting 56% strongly agreed that truancy promotes students' poor academic performance as an effect whereas 10 respondents representing 20% also agreed to same judgment but 12 respondents representing 24% had no views to share. Upon the responses it can be inferred that,

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students are disadvantaged and suffer academically in the end. It is in line with this that Henry (2007) indicates that truancy's consequences are extensive, resulting in negative academic performance of students. The above mentioned effect highlights the fact that the inability of students to pass creditably in school is mostly attributable to truancy.

From Table 4.2, it can be seen that 18 respondents representing 36% strongly agreed that students always end up as school dropouts when they become truant while 21 respondents, representing 42% also agreed that school dropout amounts to an effect of truancy but 10 (20%) stayed neutral. From the majority response, it can be concluded that school truants end up as dropouts. This behaviour is what Mueller and Giacomazzi (2006) believe brings about student delinquency when they become dropouts. Upon this, it can be inferred that truancy has the potential to lead into delinquent activity, social isolation, or educational failure.

Also, 19 respondents, representing 36% strongly agreed that truancy increases students' involvement in criminal activities. In addition to this, 21 respondents, representing 42%, that is, the majority also agreed to this assertion while 10 respondents, constituting 20% remained neutral. The analysis makes it evident that, truancy has the propensity to end students up in social vices and be miscreants. For example, 94% of students' offenders are or have been considered truant from school (Byer & Khun, 2007).

Again, among the effects of truancy, 12 respondents, representing 24% strongly stood by the fact teenage pregnancies abound when students become truant. In like manner, 22 respondents, constituting 44% also agreed to this idea though 10 respondents, representing 20% had no comments. Despite this, 6 respondents, constituting 12% disagreed, indicating that teenage pregnancies abound when students become truant.

As part of the effects of truancy, 18 respondents, representing 36% strongly agreed that the behaviour gives bad names to schools. This same opinion was agreed to by 12 respondents who also believed that schools get bad names because of truant students but 7 respondents remained neutral. In an opposed response, 7 respondents, constituting 14% disagreed while 6 respondents representing 12% also strongly disagreed to the extent that students' truancies do not affect names of schools.

4.4 research Question 3: What are the measures needed to control students' truancy in junior high schools in the Bantama Circuit?

Diverse and split opinions were advocated as measures needed to control students' truancy in junior high schools. These were that; students should be rewarded when they have perfect attendance, provision of a safe environment that recognizes student successes, strict and instant punitive measures should be instituted, school policies regarding student conduct should be in place and mentoring programme should be designed to improve school attendance and grades.

Table 4.3: Measures needed to Control Students' Truancy

Measures needed to Control Students Truancy	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Students should be rewarded when they have perfect attendance	22	13	10	0	5
	44%	26%	20%	23%	10%

Provision of a safe environment that recognizes student successes	17	18	5	4	6
	34%	36%	10%	8%	12%
Strict and instant punitive measure should be instituted	18	20	9	0	3
	36%	40%	18%	0%	6%
School policies regarding student conduct should be in place	22	21	0	0	7
	44%	42%	0	0%	14%
Mentoring program should be designed to improve school attendance and grades	26	10	14	0	0
	52%	20%	28%	0%	0%

Source: Field Study, 2020

In response to the control measures to truancy, 22 respondents, representing 44% strongly agreed that students should be rewarded when they have perfect attendance while 13 respondents, constituting 26% also agreed while 10 respondents, representing 20% remained neutral. Contrary to the discussions above, five respondents, representing 10% strongly disagreed to the measures opined. Despite the disagreement to the prescribed control measure, majority of the respondents believed reward systems are a recipe for curbing truancy. This cannot be wrong because studies show that schools that reward students for attendance have improved attendance records (Dougherty, 1999; Epstein & Sheldon, 2002). This is to suggest that students who attain a perfect attendance for a predetermined amount of time in a term will be rewarded.

Also as part of the control measures of truancy, 17 respondents, representing 34% strongly agreed that the provision of a safe environment that recognizes student successes will help hold back truants. In agreement to this direction, 18 respondents constituting 36% also backed this approach though five respondents, constituting 10% had no response. In a different opinion, four respondents, representing 8% also disagreed while 6

respondents, constituting 12% strongly disagreed. The majority responses suggest that the provision of a safe environment should be of prime preoccupation of schools. This, according to Paul (2006), have the potential of creating a conducive learning environment in the classroom, and in return, brings about an atmosphere that is devoid of unruly behaviours in the entire school environment and this again will determine whether or not a learner can benefit from teaching learning situations. The students under this atmosphere believably are likely to avoid or minimize truant behaviours.

Moreover, 18 respondents, representing 36% strongly accepted the institution of strict and instant punitive measures. This, according to 20 respondents who represented 40%, is a good approach to monitor truants while nine respondents (18%) remained neutral. In a diverse response, three respondents representing 6% strongly disagreed. Aside the minor disagreements it can be concluded that majority respondents subscribed to the use of strict and instant punitive measures to control truants. From the responses, it can be concluded that, on the spot punishment will be given to truants when caught. This, possibly, can direct their minds to academic activities.

Allowing school policies regarding student conduct to operate, according to 22 respondents, constituting 44% strongly agreed that policies should be in place as a control strategy. In the same way, 21 respondents, representing 42 % also supported the idea. This is to suggest that, as long as school rules and regulations are operational, students will fear to flout them for possible fear of suspension or any kind of stringent, disciplinary measure.

Mentoring programme should be designed to improve school attendance and grades, according to 26 respondents who represented 52% while 10 respondents,

constituting 20% also agreed but 14 respondents, constituting 28% strongly disagreed. It can be deduced from the analysis that, mentoring the students can reduce truancy. It is in this direction that DeSocio (2007) initiated a mentoring program that was designed to improve school attendance and grades.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of the study was to investigate factors that contribute to truancy among students. However, the study was guided by three research questions to determine the causes of students' truancy in in junior high schools, the effect of students' truancy on their lives and establish the measures needed to control students' truancy in junior high schools.

Combined methods of both the quantitative and qualitative research methods were used. The target population of the study comprised the teachers and students from Bantama Circuit. In all, fifty (50) teachers were selected as sample size. A purposive sampling technique was used to select the sample.

5.1.1 Summary of Key Findings

1. Outcome of analysis vis-à-vis the causes of students' truancy in junior high schools showed that; lack of parental supervision due to broken homes, poor school policies, teachers' attitudes contribute to the truancy of students, impact of bullying from other students and lack of financial support were contributory factors in varied degrees of impact.

2. Diverse impacts were noted as effects on the truants. Notable were the fact that truancy promotes students' poor academic performance, ends students up as school dropouts, increases students' involvement in criminal activities, teenage

pregnancies abound when students become truant and students' truancies give bad names to schools.

3. Dissimilar opinions were promoted as measures needed to control students' truancy in junior high schools which were that; students should be rewarded when they have perfect attendance, safe environment that promotes student successes should be provided, strict and instant punitive measures should be instituted, school policies regarding student conduct should be in place and mentoring programmes should be designed to improve school attendance and grades.

5.2 Conclusion

Undeniably, truancy has become a burden in schools, plaguing the lives and education of students who fall victims. It is indeed a syndrome that has become deep seated and perpetuating because various factors contribute to its existence. This is because single parenthood arising from broken homes most likely cause students' truancy just as school policies among others cannot also be exempted from affecting students' lives to be truants. Whereas the attitudes of some teachers affect lives of students in school so have financial considerations made most students susceptible to influences for which reason most students with poor backgrounds suffer poor school attendance.

It was clear, however, that the failure of students to perform creditably in school was mostly attributable to truancy. In the light of this, it was concluded that truancy has the potential to lead into crook ways of life, social deviants or educational failure.

Appropriate measures therefore were needed to control this educational and social challenge. By this, the applications of reward systems as technique would limit truancy because students are bent on improving their attendance to schools when they are motivated. On the other hand, it was unarguable that, students thrived under favourable learning environment both on school compound and in the classroom. Therefore having an atmosphere, devoid of disturbances encourages students to concentrate and learn. There is no doubt therefore that, students under this environment will not avoid or minimize truant behaviours. But in the event of extreme truancy, the application of on the spot punishment was necessary to direct their minds to academic course.

5.3 Recommendations

Considering the analysis of the study, the researcher made the following recommendations;

1. That, teachers should endeavour to build good relationship with their students always. This will enable the teachers identify the causes of truancy and proffer solutions. Students can also share their challenges for effective counselling to be given them where appropriate.

2. That, scholarship support systems must be instituted by the school to help students who, for financial reasons, have become truant. This system will discourage any immoral tendencies among students.

3. Good relationships must be established between the school, parents and community such that collaborative efforts can be garnered to fight truancy, both in the school and at home.

4. Students must be rewarded by the authorities of the school for good school attendance and performances. This will encourage other students to follow suit in practice.

5. That, effective monitoring and control team must be constituted on campus by the school authorities to check truancy. This will put some fear in students who intend to misbehave.

6. That, effective punitive measures must be given to students by teachers when found culpable. This will serve as disincentive to students who practice same and those who intent to follow suit.

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APPENDIX I

QUESTIONNAIRE

UNIVERSITY OF EDUCATION-WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION-KUMASI

QUESTIONNAIRE FOR TEACHERS

Topic: Factors that contribute to truancy among junior high school students in the Bantama Circuit of the Ashanti Region

RESPONDENT'S CONSENT NOTE

I understand the basic nature of the study and agree that any information given is beneficial. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed.
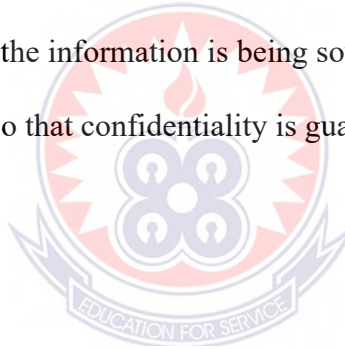
DATE: _____, ____, 2020

PART I: Details of Respondents

1. Gender a. Male (   ) b. Female (   )

2. Age: a.18-23 (   )   b. 24-29 (   )   c. 30-35 (   )   d. Others (specify)……………..

3. Course taught (Please kindly specify)……………………………………………

4. Years of Service (Please kindly specify)……………………………………………

PART II: Causes of Students Truancy among students in St. Anthony JHS,

Bantama

(Please tick the most appropriate answers that best suits your choice)

Statement *What responses do you think best answers the following questions*	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SA)
Lack of parental supervision due to broken homes					
Poor school policies, rules, and curriculum					
Teachers' attitudes contribute to the truancy of students					
Impact of bullying from other students					
Lack of financial support					

PART III: Effect of Students Truancy on Students

(Please tick the most appropriate answers that best suits your choice)

Statement *How do you consider the following as effect of students truancy on academic studies*	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SA)
Truancy promotes students' poor academic performance					
Students always end up as school dropouts					
Truancy increase students' involvement in criminal activities					
Teenage pregnancies abound when students become truant					
Students' truancies give bad names to schools					

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PART IV: Measures needed to control Students Truancy among junior high school students of Bantama Circuit

(Please tick the most appropriate answers that best suits your choice)

Statement *How do you consider the following as measures needed to control students truancy among JHS students in Bantama Circuit*	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SA)
Students should be rewarded when they have perfect attendance					
Provision of a safe environment that recognizes student successes					
Strict and instant punitive measures should be instituted					
Well-developed school policies regarding student conduct should be in place					
Mentoring program should be designed to improve school attendance and grades					

Thank You