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AN EMPIRICAL EXAMINATION OF TRUANCY AND ACADEMIC PERFORMANCE AMONG STUDENTS OF SECONDARY SCHOOLS IN OGUN STATE

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Abstract

This study examined the relationship between truancy and academic performance among students in selected secondary schools in Ogun State, Nigeria. Using a survey design and a sample of 396 students selected through stratified and simple random sampling, data were collected via structured questionnaires and analyzed within the framework of Social Control Theory. Findings revealed a high prevalence of truancy, though respondents did not strongly agree on specific causes, suggesting that truancy is influenced by multiple, complex factors. The study established a significant negative correlation between truancy and academic performance, indicating that increased absenteeism is linked to lower academic achievement. It recommends a collaborative approach involving teachers, parents, school administrators, community stakeholders, and students to effectively reduce truancy and improve educational outcomes.

Keywords: Truancy, Academic performance, Ogun State, Secondary schools, Students

Introduction

Education is widely regarded as the bedrock of national development, providing individuals with the intellectual, social, and emotional tools necessary to navigate life and contribute meaningfully to society. It serves not only as a means of acquiring knowledge but also as a critical driver of human capital development, social mobility, and national progress. However, in Nigeria, the education sector is fraught with challenges that hinder optimal student outcomes, one of which is truancy—defined as the habitual or unauthorized absence from school without valid justification.

Truancy has emerged as a significant and recurring concern within the Nigerian education system, particularly at the secondary school level. It poses serious implications for students' academic performance, moral upbringing, and future opportunities. Researchers have consistently highlighted the detrimental consequences of truancy on students' academic achievement, classroom engagement, and behavioral development (Nwaorgu & Adebukola, 2024; Fareo, 2013). Beyond the

individual level, chronic absenteeism compromises the overall quality of education, disrupts school discipline, and increases the burden on teachers and school administrators.

Globally, truancy is recognized as a multifaceted phenomenon influenced by a combination of individual, familial, institutional, and societal factors. It transcends geographical and cultural boundaries, reflecting a deeper problem of disengagement from formal education. In the Nigerian context, especially in Ogun State, truancy among secondary school students has become increasingly common and problematic. Despite efforts by government and school authorities to enforce attendance policies, many students still miss school frequently, often without any formal consequences. This growing pattern raises urgent questions about the effectiveness of school management systems, parental involvement, and societal attitudes towards education.

Understanding the root causes and consequences of truancy is critical to developing effective interventions that can improve student outcomes. Academic performance is a key measure of educational success, and persistent absenteeism has been shown to negatively affect learning outcomes, test scores, and long-term academic trajectories. As such, this study explores the relationship between truancy and academic performance among students of selected secondary schools in Ogun State. By identifying the prevalence of truancy, its underlying causes, and its correlation with academic outcomes, the study aims to generate data-driven insights that can inform strategic educational policies and practical interventions.

The study is guided by the following research questions: What is the level of truancy among secondary school students in Ogun State? What are the contributing factors to truancy in this context? Is there a significant correlation between truancy and academic performance? And what actionable strategies can be employed to reduce truancy and enhance academic achievement?

Problem Statement

Despite numerous policies and interventions aimed at improving school attendance, truancy remains a widespread and unresolved issue among secondary school students in Ogun State, Nigeria. This persistent problem not only hampers individual student success but also undermines the broader goals of educational development and equity. Existing research points to various factors—ranging from socio-economic challenges to ineffective school policies—that contribute to absenteeism, yet there is a lack of consensus on the dominant causes in specific regional contexts. Moreover, the direct relationship between truancy and academic performance remains under-explored in Ogun State, limiting the ability of educators and policymakers to implement targeted and evidence-based solutions. This study seeks to fill this gap by empirically examining how truancy affects students' academic performance, thereby providing a foundation for holistic interventions that address both attendance and learning outcomes.

Objectives

The primary objective of this paper is to investigate the extent to which truancy, or the unauthorised absence from school, affects the academic performance of students in selected secondary schools in Ogun State. In order to accomplish the general objective, the following specific objectives guided the study:

1. to assess the prevalence of truancy among secondary school students in Ogun State, Nigeria.
2. to investigate the factors that contributes to truancy among secondary school students in Ogun State, Nigeria.
3. to examine the relationship between truancy and academic performance among secondary school students in Ogun State, Nigeria.
4. to develop recommendations for addressing the issue of truancy and improving academic performance among secondary school students in Ogun State, Nigeria.

Research Questions

1. What is the level of truancy among secondary school students in Ogun State, Nigeria?
2. Which factors contribute to truancy among secondary school students in Ogun State, Nigeria?
3. Is there a significant correlation between truancy and academic performance among secondary school students in Ogun State, Nigeria?
4. What approaches can be employed to reduce truancy and improve academic performance of secondary school students in Ogun State?

Literature Review

Truancy

Truancy is defined as students skipping school without a valid reason or any intentional, unauthorised, or illegal absence from compulsory education (Ozarks Teen Challenge, 2024). Truancy in schools means a student has unexcused absences for consecutive days at school or a student absent from school for a certain period of time (Woerner & Hamilton, 2023). In Texas, a truant is a student who is required to attend school under Texas' compulsory school attendance law and fails to attend school for 10 or more days or parts of days within a six-month period in the same school year or on three or more days or parts of days within a four-week period (Zinth, 2005). Truancy is seen as skipping, ditching, cutting class, and wagging or absenteeism characterised by students intentionally, unexcused, unexplained absence from school without parent consents, distinguishing it from other types like school refusal (Maynard *et al*., 2017).

A critical examination of the above definitions of truancy share several similarities which include the core concept of unauthorised absence from school. Similarly, all definitions emphasise that truancy refers to intentional, rather than unintentional, absences from school. Again, all definitions recognise truancy as a problem that can have serious implications for students' academic performance. While also, some definitions, such as Ozarks Teen Challenge, emphasise the concept of valid reasons or excuses for absences. Others, like Woerner and Hamilton, focus on the amount of time a student is absent from school. The definition from Zinth is specific to Texas's legal definition of truancy, while other definitions are more general. Maynard et al. differentiate between different types of truancy, such as wagging and school refusal, while other definitions treat truancy as a broader category.

From the foregoing, truancy can be defined as the intentional, unauthorised, and recurrent absence from school, affecting students' academic performance, social adjustment, and future prospects, with prevalence and causes varying across contexts and cultures. It is associated with other behaviour disorders that disrupt the learning environment and undermine teachers' efforts. Absenteeism is linked to negative consequences, including poor academic attainment, low self-esteem and reduced employment prospects (Klein & Sosu, 2024). Addressing truancy is crucial for promoting social values, cultural heritage, and personal development among youth. Absences at school can be excused or unexcused, and can be authorised, medical excused, or pre-arranged. In some country like United Kingdom unauthorised absences are those over 10 for a given semester, unless cleared by medical notes, court documents, or other administration approved considerations (Browne Jacobson, 2024). Chronic absenteeism from school for days within academic school year can have severe implications for a student's education.

Academic Performance

Academic performance is the measurement of student attainment across various educational subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and results from standardised tests (Ballotpedia, n.d.). Academic performance, as measured by continuous evaluation or cumulative GPA, refers to the level of success that a student achieves in

meeting their short-term or long-term learning objectives, as determined by various forms of assessment, such as tests, quizzes, assignments, and projects (Wu *et al.*, 2024). Academic performance can be defined as the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university (Steinmayr *et al.*, 2014). Academic achievement refers to the amount of a student's learning of academic content over a specific period, often measured through testing and assessments (Barowski & Carter, 2023).

Academic performance is a crucial metric that evaluates a student's learning goals, teaching effectiveness, and student development, motivating excellence and providing valuable insights for educators (Zheng & Mustappha, 2022). From the series of definitions above it can be deduced that all definitions emphasise that academic performance is a way of measuring a student's progress and attainment of educational goals. Likewise, various forms of assessment, such as tests, quizzes, and projects, are commonly used to evaluate a student's academic performance. Equally, all definitions highlight the importance of academic performance in shaping a student's learning experience and outcomes. Whereas, some definitions focus on classroom performance, graduation rates, standardised tests, GPA, or a combination of these indicators. While, some definitions emphasise the evaluation of the individual student's progress, while others focus on the effectiveness of teaching or student development in general. And some definitions define academic performance as a measurement of specific academic goals, while others view it as a broader measure of a student's overall learning and progress.

However, these differences reflect the diverse ways in which academic performance can be conceptualised and assessed, depending on the context and goals of the evaluation. From the foregoing, academic performance can be defined as measures of students' learning achievements across various subjects, using evaluation methods like classroom performance, standardised tests, and cumulative GPA, promoting motivation, teaching effectiveness, and lifelong learning skills. Continuous assessment is crucial for students to identify areas for improvement and measure their academic performance. It can help prevent truancy, which can lead to reduced learning opportunities and academic achievement. Addressing truancy requires a holistic approach, including interventions at individual, family, and community levels. Educational institutions should consider continuous assessment for students at risk of truancy, offering personalised feedback and targeted support to promote academic engagement and improve outcomes.

However, there are relationship between socioeconomic status, peer group influence, and school disciplinary policies in truancy development (Adelabu *et al*., 2016). The hypothesis is that these characteristics influence a student's propensity of engaging in truancy, which has a negative impact on academic achievement. Truancy is more common among students from disadvantaged socioeconomic origins and those who are impacted by bad peer groups. Schools with inadequate disciplinary rules are less likely to successfully address truancy, resulting in increasing absenteeism and poor academic performance.

Theoretical Framework

Several theories abound which could be used to underpin the effect of truancy on the academic performance of students of selected secondary schools in Ogun State, Nigeria. However, this paper adopted the Social Control Theory as its framework of analysis. The theory, which was developed by Travis Hirschi in the 1960s, suggests that strong social bonds, attachments, commitments, values, norms, and beliefs reduce criminal behaviour and deviant behaviour. It suggests that individuals with strong attachments to conventional institutions, such as family, school, and work, are less likely to engage in antisocial behaviour (Hepler &

Schubert, 2023). Other researchers that have made significant contributions to social control theory include Albert J. Reiss, Jackson Toby, F. Ivan Nye, Walter Reckless, David Matza, Jack P. Gibbs. The theory helps to understand and how these factors can reduce criminality and deviant acts in individuals. It is relevant in explaining the relationship that exist between truancy and academic performance. To buttress this, Mann *et al*., (2015) contended that Improving family and community connections, closure, and support can effectively prevent truancy and address bullying and victimization in schools, especially as students become more exposed to such issues.

The basic assumption of how social bonds deter criminal or deviant behaviour is that it assumed that people are naturally predisposed towards antisocial behaviour, but social bonds act as deterrents. The theory also contends that different types of social bonds (attachment, commitment, involvement, and belief) have different levels of influence on a person's behaviour, which also means that the relative strength of social bonds varies across social groups and context. In addition, it presumes that social bonds are more effective in controlling behaviour when they are multiple and mutually reinforcing. Likewise, the social control theory presumed that social bonds are weakened by factors such as poverty, instability, and family disruption and that they are not static as they can be weakened or strengthened over time (Schreck & Hirschi, 2009). Social control theory is relevant to the effect of truancy on the academic performance of students of selected secondary schools in Ogun State, Nigeria.

The social control theory can offer a valuable framework for understanding the factors contributing to truancy and its impact on academic performance in Ogun State, Nigeria. This theory posits that social bonds, such as attachments to family, school and community, play a significant role in shaping individual behaviour and preventing deviant acts like truancy. When students have strong attachments to their educational institutions, positive relationships with teachers and peers, and an understanding of societal expectations, they are less likely to engage in truancy. The Social Control Theory offers insights into risk factors for truancy, such as weak social bonds and prevention strategies. It suggests that strengthening social bonds can prevent delinquent behaviours like truancy. Policymakers can use this theory to address social and community factors contributing to truancy, such as poverty and family instability. Individual-level factors, such as self-control, can also be considered in interventions targeting students at risk for truancy. Despite the social control theory's numerous contributions to our understanding of truancy and its implications for academic performance, certain scholars have highlighted the following issues.

One of the major criticisms faced by the social control theory is that it only considers external bonds, such as bonds with social institutions or family. It fails to consider factors like autonomy, impulsiveness or personal choices influencing delinquent behaviours. Some critics argue that social control theory is deterministic in that it assumes that people's behaviour is largely determined by their social bonds and does not adequately account for individual differences in personality or motivation. Likewise, some critics argue that social control theory overlooks other factors, such as biology, culture and subcultural values that may influence deviant behaviour. Again, some argue that social control theory overemphasises social bonds and neglects the role of structural factors, such as poverty, inequality and discrimination, which may contribute to deviant behaviour and reduce social bonds among marginalised groups. More so, critics argue that social control theory has limited empirical support and that other criminological theories, such as Strain Theory or Differential Association Theory, have a stronger theoretical basis (Sun, 2023; Hepler & Schubert, 2023). Despite these criticisms,

Social Control Theory remains a useful framework for understanding the influence of social bonds on individual behaviour and developing interventions to address issues such as truancy.

Methodology

The research methodology employed in this study is survey research design with the aid of a quantitative approach to explore the complex connection between truancy and academic performance among secondary school students in Ogun State, Nigeria. Combining stratified random sampling and simple random sampling techniques, a sample size of 396 participants, at a 5% (0.05) margin of error, which is a 95% confidence level from a total population of 36,810 students from the selected secondary schools of the three (3) senatorial districts within the state, the study utilized Likert-scale items to capture respondents' perceptions and experiences regarding the effect of truancy on academic performance. Cronbach's alpha, ranging from 0.73 to 0.83 based on data collected and analyzed, demonstrates the consistency of the scale. Mean and standard deviation were also used as the basis of analysis.

Result

Research question 1: What is the level of truancy among secondary school students in Ogun State, Nigeria?

Table 1: Level of truancy among secondary school students in Ogun State, Nigeria

S/N	Issue Raised	N	Mean	Std. Deviation	Decision
1	I have skipped school without permission in the past year	263	2.25	1.285	Disagreed
2	I arrive late to school without a valid reason	263	2.58	1.232	Agreed
3	I leave school early without permission	263	2.55	1.349	Agreed
4	I miss class for reasons other than sickness	263	2.73	1.398	Agreed
5	Skipping school is not an acceptable behaviour	263	2.68	1.467	Agreed
	Grand Average		2.56		

Source: Field Survey, 2025

Table 1 presents the respondents' reponses on the level of truancy among secondary school students in Ogun State, Nigeria. Item one in the table has the mean score of 2.25 which implies that the respondents disagreed that they have skipped school without permission in the past year. Item two in the table has the mean score of 2.58 which implies that the respondents agreed that they arrive late to school without valid reason. Item three in the table has the mean score of 2.55 which implies that the respondents agreed that they leave school early without permission. Item four in the table has the mean score of 2.73 which implies that the respondents agreed that they miss class for reasons other than sickness. Item five in the table has the mean score of 2.68 which implies that the respondents agreed that skipping school is not an acceptable behaviour. The grand mean of the table is 2.56 which imply that the respondents agreed that there is truancy among secondary school students in Ogun State

Research question 2: Which factors contribute to truancy among secondary school students in Ogun State, Nigeria?

Table 2: factors contribute to truancy among secondary school students in Ogun State, Nigeria

S/N	Issue Raised	N	Mean	Std. Deviation	Decision
6	I am absent from school because I find the classes boring	263	2.23	1.320	Disagreed
7	I skip school because I have a difficult relationship with my teachers	263	2.30	1.319	Disagreed
8	I miss school because I am more interested in hanging out with friends	263	2.26	1.385	Disagreed
9	My parents are not strict enough about making sure I go to school	263	2.46	1.427	Disagreed
10	I skip school because I don't think my education is important	263	2.17	1.287	Disagreed
11	I am absent from school because I am dealing with personal problems	263	2.75	1.444	Agreed
	Grand Average		2.36		

Source: Field Survey, 2025

Table 2 reveals the respondents' responses on the factors that contribute to truancy among secondary school students in Ogun State. Item six in the table has the mean score of 2.23 which implies that the respondents disagreed that, they absent from school because they find the classes boring. Item seven in the table has the mean score of 2.30 which implies that the respondents disagreed that they skip school because they have difficult relationship with their teachers. Item eight in the table has the mean score of 2.26 which implies that the respondents disagreed that they miss school because they are more interested in hanging out with friends. Item nine in the table has the mean score of 2.46 which implies that the respondents disagreed that their parents are not strict enough about making sure they go to school. Item ten in the table has the mean score of 2.17 which implies that the respondents disagreed that they skip school because they don't think their education is important. Item eleven in the table has the mean score of 2.75 which implies that the respondents agreed that they absent from school because they are dealing with personal problems. The grand mean of the table is 2.36 which imply that the respondents did not agree on the factors that contribute to truancy among secondary school students in Ogun State

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Research question 3: Is there a significant correlation between truancy and academic performance among secondary school students in Ogun State, Nigeria?

Table 3: Correlation between truancy and academic performance among secondary school students in Ogun State, Nigeria

S/N	Issue Raised	N	Mean	Std. Deviation	Decision
12	I perform poorly in exams because I miss a lot of classes	263	2.50	1.336	Agreed
13	When I miss classes, I find it difficult to catch up with the coursework	263	3.14	1.357	Agreed
14	My classmates who rarely skip classes perform better in exams than I do	263	2.74	1.434	Agreed
15	Teachers believe that my poor grades are related to my absences from school	263	3.00	1.429	Agreed
16	I perform better academically when I attend all my classes	263	3.97	.926	Agreed
17	When I miss classes, I struggle to understand the lessons when I read them on my own	263	3.52	1.207	Agreed
	Grand Average		3.15		

Source: Field Survey, 2025

Table 3 shows the respondents' responses on the correlation between truancy and academic performance among secondary school students in Ogun State. Item twelve in the table has the mean score of 2.50 which implies that the respondents agreed that, they perform poorly in exams because they miss a lot of classes. Item thirteen in the table has the mean score of 3.14 which implies that the respondents agreed that, when they miss classes, they find it difficult to catch up with the coursework. Item fourteen in the table has the mean score of 2.74 which implies that the respondents agreed that, their classmates who rarely skip classes perform better in exams than they do. Item fifteen in the table has the mean score of 3.00 which implies that the respondents agreed that, teachers believe that their poor grades are related to their absences from school. Item sixteen in the table has the mean score of 3.97 which implies that the respondents agreed that, they perform better academically when they attend all my classes. Item seventeen in the table has the mean score of 3.52 which implies that the respondents agreed that, when they miss classes, they struggle to understand the lessons when they read them on my own. The grand mean of the table is 3.15 which imply that the respondents agreed that there is correlation between truancy and academic performance among secondary school students in Ogun State

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Research question 4: What approaches can be employed to reduce truancy and improve academic performance of secondary school students in Ogun State?

Table 4: Ways to reduce truancy and improve academic performance of secondary school students in Ogun State

S/N	Issue Raised	N	Mean	Std. Deviation	Decision
18	More engaging classes would reduce my absences from school	263	3.30	1.381	Agreed
19	Access to counseling services would help me cope with personal problems that cause me to skip classes	263	3.40	1.310	Agreed
20	More interactive learning methods in class would improve my academic performance	263	3.81	1.137	Agreed
21	My parents enforcing a strict attendance policy would help reduce my truancy	263	3.83	1.100	Agreed
22	Increased support from my teachers to catch up with missed classes would improve my academic performance	263	3.86	.966	Agreed
23	Community events and activities that highlight the importance of education and attendance would motivate me to attend school more regularly	263	3.87	1.102	Agreed
	Grand Average		3.68		

Source: Field Survey, 2025

Table 4 displays the respondents' responses on the ways to improve truancy and academic performance among secondary school students in Ogun State. Item eighteen in the table has the mean score of 3.30 which implies that the respondents agreed that, more engaging classes would reduce my absences from school. Item nineteen in the table has the mean score of 3.40 which implies that the respondents agreed that, access to counseling services would help them cope with personal problems that cause them to skip classes. Item twenty in the table has the mean score of 3.81 which implies that the respondents agreed that, more interactive learning methods in class would improve their academic performance. Item twenty-one in the table has the mean score of 3.83 which implies that the respondents agreed that, their parents enforcing strict attendance policy would help reduce my truancy.

Item twenty-two in the table has the mean score of 3.86 which implies that the respondents agreed that, increased support from their teachers to catch up with missed classes would improve their academic performance. Item twenty-three in the table has the mean score of 3.87 which implies that the respondents agreed that, community events and activities that highlight the importance of education and attendance would motivate them to attend school more regularly. The grand mean of the table is 3.68 which imply that the respondents agreed that there are ways to improve truancy and academic performance among secondary school students in Ogun State.

Discussion of Findings

Based on the findings presented in Table 1, despite the respondents' disagreement with the first item, the remaining four items indicate a general consensus on the prevalence of truancy among secondary school students in Ogun State. Late arrivals, early departures, class absenteeism for non-health reasons, and a general acknowledgment of truancy as unacceptable behaviour all suggest a presence of truancy within the educational environment. In addition, given the relatively high mean values for the majority of items, the prevalence of truancy appears to be a significant issue that should be addressed through appropriate measures. The high mean value of the second item, indicating respondents' agreement with the

frequency of late arrivals to school, may be indicative of an underlying issue, such as a lack of motivation or discipline among students.

This could potentially be explored further through additional research into the underlying causes of truancy, which could then inform effective strategies for reducing its prevalence. Despite a general agreement that truancy is unacceptable behaviour, as indicated by the high mean value of the fifth item, this does not necessarily imply that students are actively deterred from engaging in truant behaviour. One interesting area for further exploration could be the influence of peer pressure on truant behaviour. While students may understand that truancy is considered unacceptable, social norms and influences within peer groups could override this understanding and contribute to truancy's prevalence. Hence, the presence of truancy among secondary school students has potential implications for their academic performance, not just their attendance records.

Based on the findings in Table 2, the respondents disagreed on most of the factors that possibly contribute to truancy among secondary school students in Ogun State, suggesting that these factors may not play as significant a role in truancy as initially thought. The data set in the sixth item, which elicited a relatively high mean value, indicates that personal problems may be a more prevalent factor in truancy among secondary school students. This finding may warrant further exploration to better understand the nature of these personal problems and how they affect students' attendance. The lack of consensus among respondents on most factors may suggest that truancy is a complex phenomenon that cannot be easily explained by a single factor or set of factors. Instead, multiple factors may interact in different ways for different students, contributing to truancy in varying degrees. Another interesting aspect to explore could be the role of personal problems. While this factor has been identified as significant in contributing to truancy, it is still unclear what types of personal problems these students are facing and how these problems impact their attendance. In relation to the role of personal problems, it may also be worth examining whether there are any gender-specific differences in the types of personal problems that contribute to truancy.

For example, research has indicated that girls may be more likely to skip school due to bullying or harassment, while boys may be more likely to skip school due to issues related to substance abuse or gang involvement (U.S. Department of Health and Human Services, 2025; Henry & Thornberry, 2010). The general disagreement on the factors that contribute to truancy may also suggest a disconnect between students' experiences and perceptions of their own truancy and the perceptions of others, such as school administrators and parents. It is also worth considering whether there are any social or cultural factors that contribute to truancy in Ogun State specifically. For instance, certain cultural practices or social norms within specific communities in the state may influence students' attitudes towards school and their willingness to attend classes regularly. In addition, while the data suggests that boredom, difficult relationships with teachers, and a lack of parental supervision are not major factors in truancy among the surveyed students, it is possible that these factors may play a role in truancy for some students, but may not be universally applicable to all students.

Based on the findings presented in Table 3, the respondents' agreement on the majority of items suggests a clear correlation between truancy and academic performance among secondary school students in Ogun State. Missing classes has negative consequences for exam performance, understanding coursework, and overall academic achievement. The high mean values for the items related to the difficulties in catching up with coursework, understanding lessons when studying alone, and the perception of teachers indicate that truancy negatively affects students' learning processes and academic progress, as well as their relationship

with their teachers. The agreement on the item "My classmates who rarely skip classes perform better in exams than I do" is particularly noteworthy, as it suggests that students are aware of the academic advantages of regular school attendance. The impact of truancy on academic performance is further highlighted by the high mean value for the item “I perform better academically when I attend all my classes.” This indicates that regular school attendance has a positive effect on students' academic performance, confirming the correlation between truancy and poor academic outcomes.

The findings also suggest that truancy may have a cumulative effect on academic performance. Missing classes does not just result in a temporary loss of knowledge or understanding, but rather has a compounding effect that diminishes students' overall performance over time. The negative impact of truancy on academic performance is likely to have broader social and economic implications beyond the classroom. For example, poor academic performance due to truancy may lead to lower graduation rates, reduced job opportunities, and decreased earning potential for affected students. Therefore, the recognition of the negative impact of truancy on academic performance, as demonstrated by the responses in Table 3, may also provide an opportunity for interventions to address this issue. For example, school administrators could implement attendance tracking systems that allow teachers to identify and follow up with students who are regularly absent, providing support and assistance to help them address the underlying reasons for their truancy. On the other hand, parents and guardians could be provided with training on the importance of regular school attendance and ways to monitor and encourage their children's attendance.

The findings in Table 4 reveal that there are multiple strategies that can potentially address truancy and improve academic performance among secondary school students in Ogun State. A consensus was reached among respondents that more engaging and interactive classes could improve attendance and reduce truancy. This finding suggests that educational institutions should consider implementing teaching methods that foster student engagement and interest in learning, potentially through the use of interactive technologies, project-based learning, or other innovative approaches. Access to counseling services was also identified as a means to help students cope with personal issues that may contribute to truancy. The provision of mental health support, either through school-based counselors or external resources, could address underlying emotional or psychological factors that may be contributing to absenteeism. Increased teacher support was highlighted as another potential strategy to reduce truancy and improve academic performance.

By offering one-on-one assistance and alternative learning opportunities for students who miss classes, teachers can help these students catch up with missed content and stay on track with their academic progress. Parental involvement and stricter attendance policies were also identified as potential avenues for improving attendance and academic performance. Parental monitoring of attendance, coupled with regular communication between parents, teachers, and students, can help to create a supportive environment that prioritises regular school attendance. Finally, community-based events and activities that emphasise the importance of education can serve as an additional strategy to motivate students to attend school regularly. These events could be organised by local government agencies, community organisations, or even school-based clubs and associations, with the aim of promoting the value of education and encouraging attendance among students.

Conclusion and Recommendations

This paper concluded that truancy has a momentous negative impact on academic performance among secondary school students

in Ogun Staten and necessitates multi-faceted approaches that encompass partnership among educators, parents, community members and students themselves. More so, it can be addressed through a combination of strategies. To salvage the situation, it recommends that schools should allocate resources towards implementing teaching methods that promote student engagement and interactivity, such as project-based learning and the use of interactive technologies in the classroom. Schools and community agencies should ensure that counseling services are readily available and accessible to students who may be struggling with personal issues that contribute to truancy. Teachers should be encouraged to provide additional support for students who miss classes, including one-on-one assistance and alternative learning opportunities. Parents should be enthusiastically involved in monitoring their children's attendance and communicating regularly with teachers and school administrators to address any worries or problems related to truancy. Community-based events and activities that highlight the importance of education should be organised on a regular basis to inspire students to attend school regularly. These events could involve guest speakers, career fairs, or other interactive learning opportunities. School administrators and policymakers should conduct regular evaluations of truancy-related policies and programs to ensure they are effective and address the unique needs of their student population

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