

## **Relationship between Element of Truanting Behavior and School Location in Bauchi State, Nigeria**

Aminu Yusuf<sup>1</sup> & Sa'adatt Abubakar Mohammed<sup>2</sup>

1 Department of Educational Foundations, Faculty of Technology Education, Abubakar Tafawa

Balewa University, Bauchi-Nigeria 0803394471, yusufaminu59@yahoo.com

2 Department of Science Education, Faculty of Technology Education, Abubakar Tafawa Balewa

University, Bauchi-Nigeria 08036907114, abubasaadat@yahoo.com

### **Abstract**

The study hoped to come up with the solution towards minimizing truanting behaviour among SS students through determining the relationship between anelement of truanting behaviour and school location among Secondary School (SS) students in Bauchi State Nigeria. Specifically, the study determined differences in percentages in theelement of truanting behaviour between urban and rural secondary school students. A survey design was used for the study. The population of thestudy consists of 1000(537 male and 463 female). Proportionate stratified random sampling technique was used to select 278(149 male and 129 female) SS students. The adaptation was made on the Questionnaire for a Truant (QT) developed by Benty and Janiak (2005). Cronbach's Alpha of 0.87 was obtained the reliability coefficient of internal consistency of the QT items. Hypotheses were tested at  $\alpha = 0.05$  level of significance. The data were analyzed using frequency counts, percentages, and Chi-Square test. Among the findings from the study includes 62.9 % of the urban and 59.7 % of the rural SS students have anelement of truanting behaviour; Urban and Rural SS students differ significantly (Chi-square = 44.952,  $p = .001$ ) on the element of taunting behaviour. Early detection and address of anelement of truanting behaviour among SS student by School Guidance and Counseling unit; monitoring student attendance and follow up in absences were among the recommendations made from the study.

**Keywords:** Relationship, Truanting Behavior, School Location

### **Introduction**

Truanting is a behaviour among pupils/ students at any level of Education that could be observed, assessed, measured and evaluated. It is the type of behaviour displayed by students

that draw the concerns of parents, educators, society and Ministry of Education( Ishak& Fin, 2015) and researchers in the field of Education especially Adolescent Psychology.

Scholars (Jones, Lovrich& Nichole, 2011; Okwakpam & Okwakpam, 2012; Ishak& Fin, 2015) in the field of Education including Harcourt (2016) converged on truancy to be an engagement in unexcused; unlawful; unauthorized and illegal; practice of staying away without permission; absence caused by students on their own freewill; from school without permission from school, parental knowledge or consent. However, thetruantingbehaviour couldrefer to the tendency of the pupils/students to have negative feelings towards school daily routines(curricular or extracurricular activities) that resulted from the influence of peer groups, parents, school environment and schoolAdministrators lapses ( checking student's daily routineregister record). The unchecked accumulated truancy behaviour may likely contribute or lead to truancy among the school students. Ishak and Fin (2015) observed that teacher's behaviour has a significant role in influencing truanting behaviour among students. Osarenren, as cited in Okwakpam and Okwakpam, (2012), observed that home, school environment, peer group, culture and society causes truancy among students. Dahl (2016) observed that home and school can impact the decision of student on truanting.

School location (Urban,Rural) refers to the environment in which the school is built. Urban school location as used in this study refers to the school located at either the State Capital or Local Government Area (LGA) Headquarters while rural school refer to the school located outside the State or LGA Headquarters.School location predicts adolescent delinquent behaviour(Igbo& Ihejiene, 2014) which if unchecked by school administrators' may result in truanting behaviour.In reality irrespective of the school location, Secondary School (SS) student's posses elements of truanting behaviour.

Although, considerable literature on truanting (Jones, Lovrich & Nichole, 2011; Okwakpem & Okwakpam, 2012; Ishak& Fin,2013; Yoep, Tupang, Jail, Kuay Paiwai &ModNor, 2016; Dahl, 2016; Onoyase, 2017) that focused on various topics related to SS student had been documented. The literature on school location and SS student performances are documented(Eraikhuemen, 2003; Sunday & Olatunde, 2011). All these were acknowledged. Yet, asearlier observed by Kerslake, Lange and Bennie (1997) that there has been increasing and community, political and education sector concern over truancy among SS students, this concern still prevails.

There is need to study truanting among SS students in relation to school location especially the element of truanting behaviour as it relates to SS student. This hoped to come up with the solution towards minimizing truanting behaviour among SS studentsthrough determining

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therelationship between anelementof truantingbehaviour and school location among secondary school (SS) students in Bauchi State Nigeria.

Specifically, the study determined in percentages

- i. The element of truanting behaviour among Urban SS students.
- ii. The element of truanting behaviour among Rural SSstudents.
- iii. The difference in theelement of truanting behaviour between Urban and Rural SS students.
- iv. Gender difference in theelement of truanting behaviour among Urban SS students.
- v. Gender difference in theelement of truanting behaviour among Rural SS students.

### **Hypotheses**

The following hypotheses were tested at  $\alpha = 0.05$  level of significance.

H<sub>0</sub>1: There is no significant difference in theelement of truanting behaviour between Urban and Rural SS students.

H<sub>0</sub>2: There is no significantdifference in theelement of truanting behaviour among Male and Female Urban SS students.

H<sub>0</sub>3: There is no significant difference in theelement of truanting behaviour among Male and Female Rural SS students.

### **Methodology**

A surveydesign was used for the study. The population of the study consist of all Secondary School (SS) Junior and Senior studentswithin the 20 Local Government Areas (LGA) of Bauchi State. Multi-stage random sampling technique was used. For the first stage, 5 ( Alkaleri, Bauchi, Dass, Ganjuwa and Kirfi) LGAswere selected at random. The second stage involved selecting within each sample LGA selected4 (2urban and 2 Rural) Junior and Senior SS. This made the total population of the SS used in the study to be twenty with students' population of 1000(537 male and 463 female) whose average age stood at 15 years. The last stage was the used of Proportionatestratified random sampling technique to select 278(149 male and 129 female) SS students.

**Table 1. Sample of SS students as used in the study based on LGA**

LGA	Type	Name of School	Male	Female	Total
Alkaleri	Urban	GDSS Alkaleri	7	5	12
		CJSS Alkaleri	10	7	17
	Rural	GDSS Gwaram	8	4	12
		GJSS Gwaram	8	6	14
Bauchi	Urban	GDSS Kofar Idi	6	8	14
		GJSS KofarWambai	7	7	14
	Rural	GSS Inkil	8	6	14
		GJSS Tudun Maliki	7	7	14
Dass	Urban	GDSS Dass	6	5	11
		GSSS Dass	9	8	17
	Rural	GDSS Wandu	8	6	14
		GJSS Wandu	6	8	14
Ganjuwa	Urban	GDSS kafinMadaki	8	6	14
		GJSS kafin Madaki	9	5	14
	Rural	GDSS Fero	8	5	13
		GJSS Kafin Liman	7	7	14
Kirfi	Urban	GDSS Kirfi	6	6	12
		GJSS Kirfi	8	7	15
	Rural	GDSS Badara	6	8	14
		GJSS Badara	7	8	15
Total			149	129	278

Table 1 above, shows the sample of LGA, School location ( Urban or rural) and Gender as used in the study.

The adaptation was made on the Questionnaire for a Truant (QT) developed by Bentyn and Janiak (2005). The Bentyn and Janiak (2005) QT, contains twenty-seven items structured to focus on 6 (School, Play, Peer group influence, family influence and the student himself) components or agents of truanting that requires the respondent to complete the statement on unfinished sentences on each item. The Bentyn and Janiak (2005) was modified to consist of 25 items (Item 1, 3, 12, and 24 focus on school influence towards truanting, ; item 5, 9, and 15 on learning environment influence on truanting; item 2, 8, 11, 13, 17 and 18 on playing truant; item 4, 14 and 20 on peers group influence; item 6, 10, 19, 21 and 23 on family while item 7, 16, 22, and 25 focus on student himself) using 5 points Likert scale format that requires respondent to indicate level of agreement or disagreement with each item statement on the QT.

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The scoring was made based on a frequency count of the response continuum. The sum of percentages of frequency count on the response continuums (SA and A, SD and D or U) were interpreted as the Agreement<sub>score</sub>, Disagreement<sub>score</sub> or Undecided<sub>score</sub> on SS student's element of truancy behaviour. The modified QT was validated by 2 experts from Educational Psychology and Measurement and Evaluation. Although at the initial pilot testing using students from Hassan Usman Unity Secondary school Bauchi, a Cronbach's Alpha of 0.68 was obtained as the reliability coefficient of internal consistency of the items. However, re-simplifying the language on the questionnaire items based on secondary school English teacher advice revealed a Cronbach's Alpha of 0.87 on the second pilot testing of the QT items.

Thirty, 2015/2016 contact 3 Long Vocation Training (LVT) students offering the course Educational Research Methods and Statistics were used as research assistants for data administration and collection. The data were analyzed using frequency counts, percentages while the hypotheses were tested using Chi-Square test.

**Results**

**Table2. Urban SSstudents’responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	71	23	13	9	5
2.	I play truant because my colleagues harassed me.	39	42	22	16	8
3.	I don’t like teachers who are too demanding.	31	45	21	13	10
4.	My poor performance resulted from my frequent absenteeism	40	34	27	13	8
5.	My parents think I am a Weirdo	29	35	28	9	14
6.	I am happy when somebody helps me	52	30	16	8	10
7.	Sometimes I regret that I played truant.	38	34	26	7	7
8.	I feel OK when the simple assignment is given.	46	32	15	16	9
9.	My parents don’t understand that I like Joking.	31	37	18	15	10
10.	I am truant so my colleagues do not harass anymore.	31	40	14	13	14
11.	I like a teacher who is lenient and do not shout to me.	44	32	26	7	13
12.	When playing truant I like going to an internet café.	38	31	21	16	10
13.	The student who is not my friend thinks I am weak.	30	32	23	23	6
14.	I don’t feel comfortable in class when somebody harasses me.	47	24	29	10	11
15.	I don’t care about obtaining good marks.	33	31	19	10	18
16.	I rather miss a class than to miss international league match.	31	27	23	17	17
17.	I am truant so, I lost the trust of the teacher.	39	32	19	19	7
18.	The person who cares most about me is my friend.;	49	31	18	11	9
19.	I wish my peer friends were a bit more intelligent.	41	34	18	8	11
20.	The person who devotes most time to me is a female friend from my neighbourhood.	38	34	21	13	14
21.	If I could change something I would be less nervous.	33	37	23	8	8
22.	I wish other people were my friends and supported me.	44	28	27	10	4
23.	I don’t like harassment in school.	39	37	16	13	9
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	38	39	17	14	4
25.	I get upset when somebody is laughing at me	40	31	23	7	10
	<b>Total</b>	<b>992</b>	<b>832</b>	<b>523</b>	<b>305</b>	<b>246</b>
	<b>Percentage</b>	<b>34.2</b>	<b>28.7</b>	<b>18.1</b>	<b>10.5</b>	<b>8.5</b>

Table 2 above shows the Urban SS students’ responses in frequency count and percentages (SA = 34.2 %, A = 28.7 %, U = 18.1 %, D = 10.5 %, and SD = 8.5 %.) on element of truanting behavior.

**Table3. Rural SSstudents’ responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	91	32	11	6	8
2.	I play truant because my colleagues harassed me.	38	57	28	13	6
3.	I don’t like teachers who are too demanding.	57	31	24	10	14
4.	My poor performance resulted from my frequent absenteeism	59	38	32	16	11
5.	My parents think I am a Weirdo	46	33	23	14	17
6.	I am happy when somebody helps me	62	32	17	20	8
7.	Sometimes I regret that I played truant.	66	31	19	15	10
8.	I feel OK when the simple assignment is given.	64	30	23	14	8
9.	My parents don’t understand that I like Joking.	40	33	20	15	10
10.	I am truant so my colleagues do not harass anymore.	43	36	17	19	18
11.	I like a teacher who is lenient and do not shout to me.	46	48	21	20	13
12.	When playing truant I like going to an internet café.	48	30	22	22	16
13.	The student who is not my friend thinks I am weak.	34	31	22	20	14
14.	I don’t feel comfortable in class when somebody harasses me.	63	27	23	19	13
15.	I don’t care about obtaining good marks.	49	30	23	15	22
16.	I rather miss a class than to miss international league match.	40	28	21	16	28
17.	I am truant so, I lost the trust of the teacher.	48	29	22	17	21
18.	The person who cares most about me is my friend.;	42	22	29	15	14
19.	I wish my peer friends were a bit more intelligent.	41	26	25	18	22
20.	The person who devotes most time to me is a female friend from my neighbourhood.	45	31	30	19	9
21.	If I could change something I would be less nervous.	58	36	27	7	12
22.	I wish other people were my friends and supported me.	47	30	27	107	12
23.	I don’t like harassment in school.	62	22	24	9	22
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	45	29	28	9	26
25.	I get upset when somebody is laughing at me	71	29	24	14	16
	<b>Total</b>	<b>1305</b>	<b>801</b>	<b>582</b>	<b>469</b>	<b>370</b>
	<b>Percentage</b>	<b>37.0</b>	<b>22.7</b>	<b>16.5</b>	<b>13.3</b>	<b>10.5</b>

Table 3 above, revealed the Rural SS students’ responses in frequency count and percentages (SA = 37.0 %, A = 22.7 %, U = 16.5 %, D = 13.3 %, and SD = 10.5 %) on the element of truanting behavior.

**Table4a. Male Urban SSstudents’ responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	37	7	11	4	5
2.	I play truant because my colleagues harassed me.	22	24	10	5	4
3.	I don’t like teachers who are too demanding.	23	15	13	7	3
4.	My poor performance resulted from my frequent absenteeism	21	17	14	7	4
5.	My parents think I am a Weirdo	12	18	12	5	9
6.	I am happy when somebody helps me	25	14	12	2	6
7.	Sometimes I regret that I played truant.	18	19	13	3	2
8.	I feel OK when the simple assignment is given.	23	16	9	7	5
9.	My parents don’t understand that I like Joking.	15	18	9	9	6
10.	I am truant so my colleagues do not harass anymore.	15	25	5	5	3
11.	I like a teacher who is lenient and do not shout to me.	23	16	12	3	7
12.	When playing truant I like going to an internet café.	23	16	9	7	5
13.	The student who is not my friend thinks I am weak.	12	16	12	10	4
14.	I don’t feel comfortable in class when somebody harasses me.	21	10	14	5	5
15.	I don’t care about obtaining good marks.	20	15	10	4	5
16.	I rather miss a class than to miss international league match.	15	13	14	9	7
17.	I am truant so, I lost the trust of the teacher.	22	15	10	9	4
18.	The person who cares most about me is my friend.;	21	18	8	4	6
19.	I wish my peer friends were a bit more intelligent.	17	19	11	5	6
20.	The person who devotes most time to me is a female friend from my neighbourhood.	18	17	13	7	5
21.	If I could change something I would be less nervous.	18	13	14	6	3
22.	I wish other people were my friends and supported me.	19	15	14	5	2
23.	I don’t like harassment in school.	15	22	5	9	7
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	18	19	7	7	1
25.	I get upset when somebody is laughing at me	17	18	13	4	4
	<b>Total</b>	<b>490</b>	<b>415</b>	<b>274</b>	<b>148</b>	<b>118</b>
	<b>Percentage</b>	<b>33.9</b>	<b>28.7</b>	<b>19.0</b>	<b>10.2</b>	<b>8.2</b>

Table 4a above, shows male Urban SS students’ responses on element of truanting behavior tabulated in frequency count and percentages ( SA = 33.9 %, A = 28.7 %, U = 19.0 %, D = 10.2 %, and SD = 8.2 %).



**Table4b. Female Urban SSstudents’ responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	34	16	2	5	0
2.	I play truant because my colleagues harassed me.	17	18	12	11	4
3.	I don’t like teachers who are too demanding.	8	30	8	6	7
4.	My poor performance resulted from my frequent absenteeism	19	17	13	6	4
5.	My parents think I am a Weirdo	17	17	16	4	5
6.	I am happy when somebody helps me	27	16	4	6	4
7.	Sometimes I regret that I played truant.	20	15	13	4	5
8.	I feel OK when the simple assignment is given.	23	16	6	9	4
9.	My parents don’t understand that I like Joking.	16	19	9	6	4
10.	I am truant so my colleagues do not harass anymore.	16	15	9	8	11
11.	I like a teacher who is lenient and do not shout to me.	21	16	14	4	6
12.	When playing truant I like going to an internet café.	15	15	12	9	5
13.	The student who is not my friend thinks I am weak.	18	16	11	13	2
14.	I don’t feel comfortable in class when somebody harasses me.	26	14	15	5	6
15.	I don’t care about obtaining good marks.	13	16	9	6	13
16.	I rather miss a class than to miss international league match.	16	14	9	8	10
17.	I am truant so, I lost the trust of the teacher.	17	17	9	10	3
18.	The person who cares most about me is my friend.;	28	13	10	7	3
19.	I wish my peer friends were a bit more intelligent.	24	15	7	3	5
20.	The person who devotes most time to me is a female friend from my neighbourhood.	20	17	8	6	9
21.	If I could change something I would be less nervous.	15	24	9	2	5
22.	I wish other people were my friends and supported me.	25	13	13	5	2
23.	I don’t like harassment in school.	24	15	11	4	2
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	20	20	10	7	3
25.	I get upset when somebody is laughing at me	23	13	10	3	6
	<b>Total</b>	<b>502</b>	<b>417</b>	<b>249</b>	<b>157</b>	<b>128</b>
	<b>Percentage</b>	<b>34.6</b>	<b>28.7</b>	<b>17.1</b>	<b>10.8</b>	<b>8.8</b>

Table 4b above, shows the frequency count and percentages ( SA = 36.1 %, A = 22.8 %, U = 19.5 %, D = 11.6 %, and SD = 10.1 %) of the female Urban SS students’ responses on element of truanting behavior.

**Table 5a. Male Rural SS students' responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	49	19	4	5	4
2.	I play truant because my colleagues harassed me.	25	22	20	7	3
3.	I don't like teachers who are too demanding.	36	11	11	5	10
4.	My poor performance resulted from my frequent absenteeism	31	22	13	6	8
5.	My parents think I am a Weirdo	24	21	14	8	9
6.	I am happy when somebody helps me	36	15	8	12	3
7.	Sometimes I regret that I played truant.	36	19	11	9	3
8.	I feel OK when the simple assignment is given.	36	13	15	4	4
9.	My parents don't understand that I like Joking.	27	21	9	8	4
10.	I am truant so my colleagues do not harass anymore.	24	22	7	10	7
11.	I like a teacher who is lenient and do not shout to me.	17	23	10	14	7
12.	When playing truant I like going to an internet café.	31	15	8	12	11
13.	The student who is not my friend thinks I am weak.	18	18	16	10	7
14.	I don't feel comfortable in class when somebody harasses me.	33	9	10	8	8
15.	I don't care about obtaining good marks.	31	14	13	6	9
16.	I rather miss a class than to miss international league match.	25	19	7	6	15
17.	I am truant so, I lost the trust of the teacher.	27	18	7	7	12
18.	The person who cares most about me is my friend.;	23	12	14	7	8
19.	I wish my peer friends were a bit more intelligent.	26	16	12	9	20
20.	The person who devotes most time to me is a female friend from my neighbourhood.	26	16	12	7	7
21.	If I could change something I would be less nervous.	30	22	12	5	7
22.	I wish other people were my friends and supported me.	26	16	10	20	7
23.	I don't like harassment in school.	32	13	9	8	9
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	24	14	14	4	18
25.	I get upset when somebody is laughing at me	42	20	8	9	11
	<b>Total</b>	<b>735</b>	<b>430</b>	<b>274</b>	<b>206</b>	<b>211</b>
	<b>Percentage</b>	<b>39.6</b>	<b>23.2</b>	<b>14.8</b>	<b>11.1</b>	<b>11.4</b>

Table 5a above, shows the male Rural SS students' responses on element of truanting behavior tabulated in frequency count and percentages (SA = 39.6 %, A = 23.2 %, U = 14.8 %, D = 11.1 %, and SD = 11.4 %).

**Table5b.Female Rural SSstudents’ responses in frequency count and percentages on element of truanting behaviour**

S/N	Statement	SA	A	U	D	SD
1.	What I like most at school is mathematics.	42	13	7	1	4
2.	I play truant because my colleagues harassed me.	13	35	8	6	3
3.	I don’t like teachers who are too demanding.	21	20	13	5	4
4.	My poor performance resulted from my frequent absenteeism	28	16	19	10	3
5.	My parents think I am a Weirdo	22	12	9	6	8
6.	I am happy when somebody helps me	26	17	9	8	5
7.	Sometimes I regret that I played truant.	30	12	8	6	7
8.	I feel OK when the simple assignment is given.	28	17	8	10	4
9.	My parents don’t understand that I like Joking.	13	12	11	7	6
10.	I am truant so my colleagues do not harass anymore.	19	14	10	9	11
11.	I like a teacher who is lenient and do not shout to me.	29	25	11	6	6
12.	When playing truant I like going to an internet café.	17	15	14	10	5
13.	The student who is not my friend thinks I am weak.	16	13	6	10	7
14.	I don’t feel comfortable in class when somebody harasses me.	30	18	13	11	5
15.	I don’t care about obtaining good marks.	18	16	10	9	13
16.	I rather miss a class than to miss international league match.	15	9	14	10	13
17.	I am truant so, I lost the trust of the teacher.	21	11	15	10	9
18.	The person who cares most about me is my friend.;	19	10	15	8	6
19.	I wish my peer friends were a bit more intelligent.	15	10	13	9	2
20.	The person who devotes most time to me is a female friend from my neighbourhood.	19	15	18	12	2
21.	If I could change something I would be less nervous.	28	14	15	2	5
22.	I wish other people were my friends and supported me.	21	14	17	87	5
23.	I don’t like harassment in school.	30	9	15	1	13
24.	When I think about the future, I would be like to become a policeman, firefighter or lawyer.	21	15	14	5	8
25.	I get upset when somebody is laughing at me	29	9	16	5	5
	<b>Total</b>	<b>570</b>	<b>360</b>	<b>308</b>	<b>184</b>	<b>159</b>
	<b>Percentage</b>	<b>36.1</b>	<b>22.8</b>	<b>19.5</b>	<b>11.6</b>	<b>10.1</b>

Table5b above shows female Rural SS students’ responses in frequency count and percentages (SA = 36.1 %, A = 22.8 %, U = 19.5 %, D = 11.6 %, and SD = 10.1 %) on element of truanting behavior.

**Table6a. Chi-square test computed on testing H<sub>0</sub>1**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>44.952<sup>a</sup></b>	<b>4</b>	<b>.001</b>
Likelihood Ratio	44.994	4	.001
Linear –by –Linear Association	4.741	1	.029
N of valid cases	6425		

a.0 cells (.0 %) have expected count less than 5. The minimum expected count is 277.85

Table 6 above, shows the Chi-square test ( Chi-square = 44.952, df = 4, p = .001) computed to determine the differences on the element of truanting behaviour between urban and Rural SS students.

**Table6b. Chi-square test computed on testing H<sub>0</sub>2**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>1.995<sup>a</sup></b>	<b>4</b>	<b>.737</b>
Likelihood Ratio	1.996	4	.737
Linear –by –Linear Association	0.016	1	.900
N of valid cases	2898		

a.0 cells (.0 %) have expected count less than 5. The minimum expected count is 122.66

Table 7 above, shows the Chi-square test ( Chi-square = 1.995, df = 4, p = .737) computed to determine the difference in gender on element of truanting behaviour among Urban SS students

**Table 6c. Chi-square test computed on testing  $H_03$**

	Value	df	Asym.sig(2-sided)
<b>Pearson chi-square</b>	<b>15.697<sup>a</sup></b>	<b>4</b>	<b>.003</b>
Likelihood Ratio	15.663	4	.004
Linear –by –Linear Association	1.346	1	.246
N of valid cases	3437		

a.0 cells (.0 %) have expected count less than 5. The minimum expected count is 170.20

Table 8 above, shows the Chi-square test ( Chi-square = 15.697, df = 4, p = .003) computed to determine the difference in gender on the element of truanting behaviour among Rural SS students.

### Findings

- A higher percentage (62.9 %) of the Urban SS students have an element of truanting behaviour.
- 59.7% of the Rural SS students have an element of truanting behaviour.
- Urban and Rural SS students differs significantly (Chi- square= = 44.952, p = .001) on the element of taunting behavior.
- There is no significant (Chi-square = 1.995, p = .737) difference in gender in element of truanting behavior among Urban SS students.
- There is significant (Chi-square = 185.697, p = 0.003) difference in percentage score in the element of truanting behaviour in gender among Rural SS students.

### Discussion

In discussing the results from the study, limitation on SS students truanting based on school records (Classroom register and Bed check register) must be acknowledged, the QT used for data collection was designed to assess element of truanting behaviour among SS students.

To achieve objective i of the study, result on Table 2 was used. From the result (Table 2), Agree<sub>score</sub> = 62.9% (Sa = 34.2 %, A = (28.7 %)); Disagree<sub>score</sub> = 149.0 % (SD = 8.5 %) ; Undecided<sub>score</sub> = 18.1 %. Finding from this, revealed that higher percentage (62.9 %) of the Urban SS students have element of truanting behavior.

The result in Table 3 was used in determining the objective ii of the study. From the result tabulated on the Table 3, the element of truanting behavior among Rural SS students was obtained to be Agree<sub>score</sub> = 59.7 5 (SA = 37.0%, A = 22.7 % ) ; Disagree<sub>score</sub> = 23. 8 %n (SD =10.5 % , D = 13.3 % ); Undecided<sub>score</sub> = 16.5 %. Finding from this, revealed that 59.7% of the Rural SS students have anelement of truanting behaviour while 23. 8 % do not have anelement of truanting behaviour.

To achieve objective iii of the study, **H<sub>01</sub>** was tested using results on Table 2 and Table 3. Although, the result on Table 2 revealed, Agree<sub>score</sub> = 62.9 % , Disagree<sub>score</sub> = 19.0 % , Undecided<sub>score</sub>= 18.1% and Table 3 revealed Agree<sub>score</sub>= 59.7 % , Disagree<sub>score</sub>= 23.8 % and Undecided<sub>score</sub> = 16.5 % as the percentages score for Urban and Rural SS students obtained on the element of truanting behavior . However, this difference in percentages of thescore between urban and Rural SS students anelement of truanting behaviouris statistically significant (Chi-square = 44.952, df = 4, p = .001) as shown in Table 6. Thus, the **H<sub>01</sub>** was rejected at  $p < \alpha$ . Finding from this revealed that Urban and rural SS students differ significantly (Chi-square = 44.952, p = .001) on the element of truantingbehaviour. Although, the finding is in contradiction of theprevious finding by Igbo and Ihejiene (2014) who reports that SS students from rural schools behaved differently in truanting behaviour from students in urban location, its, however , Support Onoyase (2017) who observed no significant difference between rural and urban students in their indulgence in truanting.

To determine the gender difference in theelement of truanting behaviour between Urban SS students (objective iv), the result on Table 4a and Table 4b were used. From the result on Table 4a , Agree<sub>score</sub> = 62.6% ( SA = 33.9 % , A = 28.7 % ) , Disagree<sub>score</sub> = 18.4 5 (SD = 8.2 5 , D = 10.2 % ) , Undecided<sub>score</sub>= 19.0 % were obtained while the result on Table 4b, revealed Agree<sub>score</sub> = 63.3 % ( SA = 34.; 6 % , A = 28.7 % ) , Disagree<sub>score</sub> = 19.6 % ( SD = 10.8%, D = 8.8%),

Undecided<sub>score</sub> = 17.1 % as the percentages score on the element of truanting behavior in gender among Urban SS students. However, this difference in percentages score in the element of truanting behaviour in gender among Urban SS students is not statistically significant (Chi-square = 1.995, df = 4, p = .737) at  $\alpha = 0.05$  level of significance as shown in Table 7. Thus, the  $H_02$  is not rejected at  $p > \alpha$ . Finding from this, revealed that there is no significant (Chi-square = 1.995,  $p > \alpha$ ) difference in gender in the element of truanting behaviour among Urban SS students. The finding is in support of Onoyase (2017) who reports no significant difference between male and female students in their indulgence in truanting but contradict Jones, Lovrich and Nichole (2011); Yoep et al., (2016) who reports that prevalence of truancy was significantly higher among male than female students.

To determine the gender difference in element of truanting behavior among Rural SS students, results on Table 4a and Table 4b were used. From the results (Tables 4a and 4b), Agree<sub>score</sub> = 62.8 % (SA = 39.6 %, A = 23.2 %), Disagree<sub>score</sub> = 22.5 % (SD = 11.4 %, D = 11.1 %) Undecided<sub>score</sub> = 14.8 %; and Agree<sub>score</sub> = 58.9 % (SA = 36.1 %, A = 23.8 %), Disagree<sub>score</sub> = 21.7 % (Sd = 10.1 %, D = 11.6 %), Undecided<sub>score</sub> = 14.8 % were obtained as the percentages of elements in truanting behavior in gender among Rural SS students. Although the result on Table 5a and Table 5b revealed difference in percentage score in elements of truanting behavior in gender among Rural SS students. However, this difference in percentage score in elements of truanting behavior in gender among Rural SS students was statistically significant (Chi-square = 15.697, df = 4, p = 0.003) at  $\alpha = 0.05$  level of significance as shown on Table 6. Thus, the  $H_03$  was rejected at  $p < \alpha$ . Finding from this revealed that there is significant (Chi-square = 185.697, p = 0.003) difference in percentage score in element of truanting behavior in gender among Rural SS students. This finding contradicts Onoyase (2017) who reports no significant difference in gender in their indulgence in truanting but support previous findings by Jones et al., (2011); Yoep et al., (2011).

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## Conclusion

The study discussed the relationship in term of school location and gender difference among SS students in Bauchi State. Survey design through using the appropriate instrument for data collection was carried out within the 20 LGA of the State. Finding from the study had shown that both (urban and rural) SS students had elements of truanting behaviour (urban =62.9 %;rural = 59.7 %). However, unlike rural SS students, no significant difference in gender was observed in the element of truanting behaviour among urban SS students. Recommendations were made from the findings of the study.

## Recommendations

- Early detection and address of an element of truanting behaviour among SS student by School Guidance and Counseling (SGC) unit.
- School administrators in charge of monitoring students regular attendance to daily schools routine activities such as Year group master, Housemaster and Form master to monitor student attendance and follow up in absences.
- Establishment of truancy program by the school in collaboration with parent Teachers Association (PTA).
- A similar study to be carried out on stakeholders perception on truanting behaviour among SS students.

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