

Factors Contributing to Truancy Among Secondary School Students in Karak District, Pakistan

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Abstract

The current research paper investigated the factors contributing to truancy among secondary school students in Karak District, Pakistan. A sample of 150 secondary-school-teachers was used for gathering required information regarding factors contributing to truancy among secondary- school-students. The study was descriptive and a self-developed structured questionnaire based on five point likert's scale was used to seek the responses of the respondents. Statistical tools i.e., mean and standard deviation were applied. The findings revealed that electronic media factors are the most influential factors contributing to truancy. Furthermore, family background factors, students' factors, peer group factors, and school environment factors were also found contributory to students' truancy. On the other hand, teacher factors were found the least contributory factors to students' truancy. Based on findings, it was recommended that children should not be permitted to use electronic devices. Friendly, encouraging and facilitated environment in school and home might be ensured for students.

Keywords: Electronic Media Factors; Students Factors; Family Factors; School Factors; Teacher Factors; Peer Factors; Truancy; Secondary School Students;

Introduction

Truancy is increasingly observed an evolving and emergent problem which is a delinquent act of a students to miss one or more classes intentionally. All over the world, truancy has been considered as a cankerworm that destroys the fabrics of the educational programmes which has instigated a number of hindrances and obstruction for the secondary school students in their educational career (Adeyemi, 2011; Animasahun, 2007). Truancy is considered any planned and intentional unlawful and illegal absence from compulsory schooling. It may also refer to those students who attend school but do not take their classes. Truancy is regarded as irregular and non-school attendance behaviour and also considered as a delinquent and anti-social behaviour (Animasahun, 2009). Truancy is an academic delinquent, social and law execution problem. Truancy among juveniles threatens the chances of accomplishing their educational aims (Siziya, Muula, & Rudatsikira, 2007). According to Kee (2001), truancy is intentional, premeditated and planned absence of the learners from educational institutes without their parents' permission or without a reasonable reasons or justifications. Defining truancy, Rothman (2001) writes, "truancy is an act of staying away from school without leave". Similarly, Chukwuka (2013) defines truancy as "absence from school for no legitimate reason". Discussing on truancy, Adekunle (2015) states that truancy involves deliberately absenting of an individual from school without the consent, leaving and escaping of specific lesson periods without permission.

Research reveals that there are number of causes of truancy among the students. Rohrman (1993) and Kinder et al. (1995) stated that truancy is caused by child personality, family background, and concerned community. Ubogu (2004) found that illness, age, financial crises, social class, geographical area and institutional factors like teachers' attitude, ineffective administration, high cost of education are the contributory factors that cause truancy. Exploring the causes of truancy, Siziya, Muula, & Rudatsikira (2007) found that sometime most of the students go to school without taking food due to scarcity of food at home as they belong to poor families. Consequently, they miss classes as they need an opportunity to take care for themselves. Reid (2005) while conducting research study regarding causes, views and traits of school absenteeism and truancy, he found that peer group, relations with teachers, curriculum design, family background and mistreatment are the factors that contribute to truancy. Further, he established that truancy is similar to absenteeism, but truancy is an unexcused absenteeism from school or periods without the permission of parents and even parents are unaware of their children truancy.

School system and environment plays a crucial role in improving or devastating the performance of a student. According to Smith (1996), school environment itself may be a significant influence in making a student to be truant. There may be some factors in school that are responsible for the developing truant behaviour among the students. Commenting on the causes of truancy, Epstein & Sheldon (2002) explained that truancy is common in those schools where there exists poor implementation of truancy policy, poor communication between parents and school workforces, uncooperative teachers, uncompromising class homework/assignment and low sensitivity

to variety of concerns. Msynard (2006) established that different teaching and learning styles, teachers' absenteeism, low teacher expectations, poor discipline and poor communication between teachers and students have an important relationship with truancy.

Lack of parental supervision, poverty, misuse of drug and alcohol, lack of family support, household problems, broken homes, and households care duties are the contributory factors that make a child get involved in truant behaviour (Hopskins, Green, & Burns, 2011; Maduabuchi, 2013; Van Breda, 2014). Likewise, students' homework or assessment tasks, ailments, social incompetence, abnormal physical and mental health, lack of self-esteem, poor peer relationships, poor academic performance are some of the factors that contribute to truancy (Raid, 2006; Maduabuchi, 2013; Gosain, 2013). Wall (2005) stated that lack of parental supervision or guidance, parental joblessness, drugs and alcohol abuse by parents, parental unawareness of attendance rules and contradictory views about the significance of education are the most serious underlying and contributing factors leading to truancy. Identifying factors leading to truancy among adolescent students, Gosain (2013) found that school and family environments are the most influential factors in generating truancy among the students. While Raju & Rao (2007) state that socio-economic background, television, cinema, defective child rearing practices are the influential factors that leads to truancy. Further, they added that harsh teachers' attitudes, undesirable school practices such as mistreatment, harassment, tedious, unexciting classes, unfavorable school environment, poor discipline, lack of co-curricular activities are some causes that develop truancy among the students. Siziya, Adamen, Mulla, & Rudatsirikira (2007) found several factors that contribute to truancy and these were; lower school grade, bullying, lack of food at home and lack of parental supervision.

Truancy lead to negative consequences like potential criminal activities, social segregation, or academic failure through suspension, dismissal, or dropping out (Huizinga et al., 2000; Huizinga, Loeber, & Thornberry, 1994). Truancy obstructs effective learning and causes poor academic achievement of truant children. Continuous absenteeism from school lead to serious undesirable consequences both for children exhibiting truancy and for communities which causes deformation in the society (Oluremi, 2013). Similarly, Mac Gillivray & Mann-Erickson, (2006) found that children exhibiting truant behaviour contribute to day time criminalities. Baker & Jansen (2000) believe that truant children exhibit lower academic performance while Garry (2001) opined that truancy lead to criminal and delinquent activities. Investigating the impacts of absenteeism and truancy on the academic performance of secondary school students, Musa (2014) concluded that lack of seriousness on the part of the students; poor academic achievement; poor school performance; problematic behaviour with teachers and parents; missing of classes; possibility of drop-out; threats to life and national development; and insecure and dark future of the students are the consequences of truancy.

Significance of the Study

Truancy is commonly observed among the students especially the students of government schools at primary, secondary and higher secondary levels which has adopted an alarming situation. Indeed, truancy is a great problem for stakeholders and parents as truant students create problems for parents, schools and society. Continuous absenteeism from school lead to serious undesirable consequences both for children exhibiting truancy and for communities which causes deformation in the society (Oluremi, 2013). In this regard, a number of studies have been conducted with the aim to minimize truancy among the students. The current study under investigation have explored various factors that contribute to truancy. Therefore, the findings will be helpful for all concerned i.e., teachers, students, administrators, policymakers and Ministry of Education as it will assist them in minimizing the curse of truancy among secondary school students.

Purpose of the Study

The current research paper investigates the factors that contribute to truancy among secondary school students. Therefore, the purpose of the study was to identify the factors that contribute to truancy among secondary school students in Karak District, Pakistan.

Research Methodology

Population

The target population of the current study was all the teachers at secondary school level in Karak District, Pakistan. According to the Annual Statistical Report of Government Schools published by Elementary & Secondary Education Khyber Pakhtunkhwa (2014), there were total 83 public secondary schools in Karak District in which 58 were boys and 25 were girls. There were total 1,052 working teachers in which 788 were male and 264 were female (EMIS, 2014).

Delimitations of the Study

Keeping in mind the extent of the resources and culture barriers, the current study was restricted to only male secondary schools. There are numerous factors that contribute to truancy among secondary school students but

the current study was restricted to six factors i.e., electronic media factors; family background factors; school environment factors; teacher factors; student factors; and peer factors. In additions, various cadre of teachers were serving in public secondary schools and it was not possible to gather information from all these teachers therefore the study was delimited to only Secondary School Teachers (SSTs).

Sample and Sampling Technique

The current study was carried out in Karak district one of the backward and Sothern districts of Khyber Pakhtunkhwa. A complete list of public secondary schools with teaching workforce was available on the record. That is why, a sample of 150 secondary school teachers was obtained from 58 secondary schools through simple random sampling technique.

Research Design and Instrumentation

The study in hand describes the current state of the affairs i.e. what is? or what exists? Broadly speaking, it investigates the factors contributing to truancy among secondary school students which clearly justifies quantitative and descriptive research design. Keeping in viewing the descriptive research design, a self-designed structured questionnaire was used to ask the responses from the participants. Questionnaire was developed after reviewing existing literature and related research studies. Six different factors i.e., electronic media factors; family background factors; school environment factors; student factors; teacher factors and peer factors regarding students' truancy were included. There were total 45 closed ended items in the questionnaire. The items of questionnaire were designed on five point likert's scale i.e., SA (Strongly Agree), A (Agree), UD (Undecided), DA (Disagree) and SDA (Strongly Disagree) which were rated as 5, 4, 3, 2, 1 respectively.

Pilot Testing

In order to validate the questionnaire, pilot testing was carried out in five public secondary schools in Karak District which were not included in sample schools. For this purpose, questionnaires were distributed among 15 teachers and their responses were gathered. Analyzing the responses, three items were found weak and were reviewed in the light of suggestions given by the experts.

Validity and Reliability

In research, validity and reliability of research instrument are the two fundamental processes because no valid and accurate result is possible without executing these two processes. Therefore, validity was checked through five experts in the field of education in which three had doctorate degrees and two had M.Phil Degrees. In addition, they possess extraordinary experiences in educational research. As the research instrument was designed on five point Likert's scale and therefore, Cronbach's Alpha was deemed to be used for calculating the reliability of the research instrument. Internal consistency reliability analysis was calculated separately for each factor through SPSS. The overall average reliability coefficient of questionnaire was found to be 0.857. The detail reliability analysis for each factor through Cronbach's Alpha was explained in the following table along with graphical presentation:

Table 01:

Showing the Average Internal Consistency Reliability (Cronbach's Alpha) of the Factors mentioned in the Questionnaire

Items	Number of Items	Cronbach's Alpha
Electronic Media-Related Factors	04	0.765
Family Background-Related Factors	11	0.893
School Environment-Related Factors	10	0.869
Teacher-Related Factors	07	0.953
Student-Related Factors	09	0.866
Peer-Related Factors	04	0.798
Average	7.5	0.857

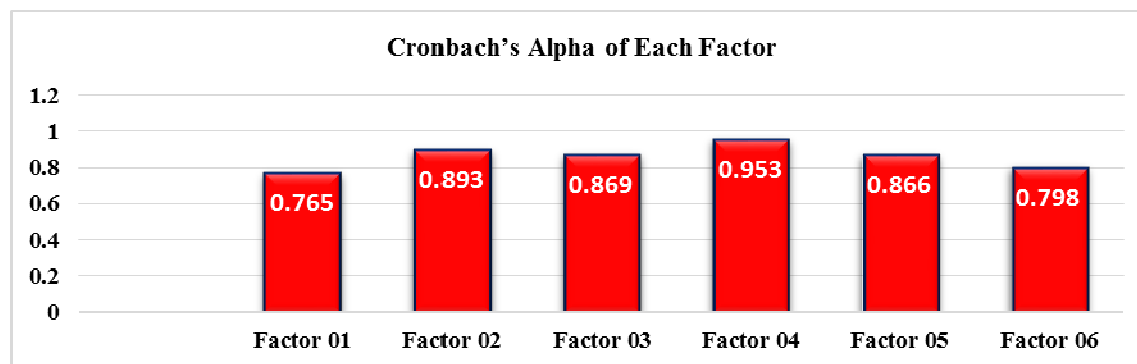


Fig. 01: Showing the Internal Consistency Reliability (Cronbach's Alpha) of each Factor

Data Collection

Data collection process was started in the month of September 2015 and was completed in the month of December 2015. The data was collected through personal visits of the researchers. Before distributing the questionnaires among the participants, the researchers explained difficult terms and purpose of the study. Then questionnaires were distributed among the participants and were requested to respond without any hesitation and free of biasness. In this way, responses were gathered regarding factors contributing to truancy among secondary school students.

Data Analysis

After recording the responses of the participants, these were organized, classified, tabulated and analyzed. Responses i.e., SA, A, UD, DA, SDA were rated as 5, 4, 3, 2, 1 respectively. Descriptive statistics i.e., mean, standard deviation, rank order were employed for the analysis of the data. The mean values 2.5 or above were rated as agreement while mean values less than 2.50 were rated as disagreement.

Results

The purpose of the current paper was to investigate the factors contributing to truancy among secondary school students in Karak District, Khyber Pakhtunkhwa (Pakistan). Quantitative and descriptive research design was used for achieving the research objectives. Information regarding factors contributing to truancy were gathered via self-developed structured questionnaire. Data was analyzed in terms of mean and standard deviation. The statistical process was done through SPSS and the detail of the process was explained as under:

Electronic Media-Related Factors Regarding Students' Truancy

Table 02:

Descriptive Analysis of the Responses of the Respondents Regarding Electronic Media-Related Factors Contributing to Truancy

Electronic Media-Related Factors	n	Mean	Std. Dev:	Remarks
The misuse of electronic devices i.e., mobile phones, TVs, computers etc. cause a student to be truant.	150	4.32	1.23	Agree
24 hours broadcasting television programs can cause truancy among the students	150	4.16	1.33	Agree
Students ignore homework assigned by their teachers due to electronic media.	150	4.24	1.19	Agree
Electronic media negatively affect students' moral character.	150	4.46	1.06	Agree
Average	150	4.30	1.20	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

The descriptive results of table 2 indicate that electronic media-related factors ($mean=4.30$, $SD=1.20$) are the most influential factors of students' truancy. The descriptive analysis revealed that misuse of electronic devices i.e., mobile or cell phones, computers, VCDs, TVs cause not only a student to be truant ($mean=4.32$, $SD=1.23$) but also affect their moral character ($mean=4.46$, $SD=1.06$). Television broadcasts various entertainment programmes ($mean=4.16$, $SD=1.33$) due to which students ignore their homework assigned by teachers ($mean=4.24$, $SD=1.19$) and consequently, they become habitual of truancy.

Family Background-Related Factors Regarding Students' Truancy

Table 03:

Descriptive Analysis of the Responses of the Respondents Regarding Family Background-Related Factors Contributing to Truancy

Family Background-Related Factors	n	Mean	Std. Dev:	Remarks
Parents rarely encourage their children to learn at home.	150	3.86	1.42	Agree
Always Quarreling of father and mother at home can cause a student to be truant	150	3.26	1.38	Agree
Lack of facilities at home causes students' truancy.	150	3.03	1.66	Agree
Parents remain ignorant about their children whether go to school or not.	150	3.72	1.29	Agree
Poverty can cause a student to be truant.	150	3.66	1.22	Agree
Parental death contributes to students' truancy.	150	3.19	1.40	Agree
Divorce in family negatively affects student's performance and even causes his truancy.	150	3.02	1.72	Agree
Lack of parental attention leads toward students' truancy.	150	3.24	1.36	Agree
Parental illiteracy can cause a student to be truant.	150	3.48	1.54	Agree
So much love of grandfather/mother with children can cause truancy.	150	3.42	1.44	Agree
Average	150	3.39	1.44	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

Based on the results of descriptive analysis, table 3 depicts that family background-related factors ($mean=3.39$, $SD=1.44$) contribute to students' truancy. The results revealed that students were not encouraged for leaning by their parents ($mean=3.86$, $SD=1.42$). Their parents always quarrel on ordinary issues ($mean=3.26$, $SD=1.38$) which make them to be truant. The second important factor that parents remain ignorant whether their child attend the school or not ($mean=3.72$, $SD=1.29$). The third important factor investigated was parental poverty ($mean=3.66$, $SD=1.22$) which causes a student to exhibit truancy. Similarly, parental illiteracy ($mean=3.48$, $SD=1.54$) was also found a contributory factor towards truancy. It was also found that so much love of grandfather/mother ($mean=3.42$, $SD=1.36$) make a child to be truant. Other factors i.e., lack of parental attention ($mean=3.24$, $SD=1.36$), parental death ($mean=3.19$, $SD=1.40$), divorce in family ($mean=3.02$, $SD=1.72$) and lack of facilities at home ($mean=3.03$, $SD=1.66$) were also found responsible for students' truancy.

School Environment-Related Factors Regarding Students' Truancy

Table 04:

Descriptive Analysis of the Responses of the Respondents Regarding School Environment-Related Factors Contributing to Students' Truancy

School Environment-Related Factors	n	Mean	Std. Dev:	Remarks
Ineffective curriculum can cause a student to exhibit truancy.	150	3.14	1.44	Agree
Improper placement of students in classroom can cause a student's truancy.	150	2.22	1.66	Disagree
Poor and ineffective instructional process can cause a student to be truant.	150	3.20	1.42	Agree
Boring classroom environment is a contributory factor toward students' truancy.	150	3.29	1.36	Agree
Harsh attitude of teachers can cause a student to exhibit truancy.	150	3.92	1.34	Agree
Poor parents-school communication contributes students' truancy.	150	3.22	1.26	Agree
Rigid administrative rules and regulations can cause a student to become truant.	150	3.36	1.40	Agree
Students' truancy occurs due to poor availability of physical and educational facilitates in school.	150	3.07	1.59	Agree
Autocratic environment within school contributes to students' truancy.	150	3.42	1.46	Agree
Poor performance of PTAs causes students' truancy.	150	3.09	1.42	Agree
Average	150	3.19	1.43	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

The results reveal that school environmental-related factors ($mean=3.19$, $SD=1.43$) play a remarkable role in making a student to exhibit truancy. The descriptive analysis indicate that the most influential aspect of students' truancy is the harsh attitude of teachers ($mean=3.92$, $SD=1.34$). Further the results reveal that autocratic environment within school contributes to students' truancy ($mean=3.42$, $SD=1.42$). The rigid

administrative rules and regulations can cause a student to become truant ($mean=3.36, SD=1.40$). Unexciting and boring classroom environment makes a student to be truant ($mean=3.29, SD=1.36$). Poor parents-school communication contributes students' truancy ($mean=3.22, SD=1.26$). Poor and ineffective instructional process can make a student to be truant ($mean=3.20, SD=1.42$). Other factors i.e., poor performance of PTAs ($mean=3.09, SD=1.42$), lack of facilities ($mean=3.07, SD=1.59$) and ineffective curriculum ($mean=2.82, SD=1.44$) also contribute to students' truancy. On the other hand, respondents were disagreed with statement that improper placement of students in classroom can cause a student's truancy ($mean=2.22, SD=1.66$).

Student-Related Factors Regarding Students' Truancy

Table 05:

Descriptive Analysis of the Responses of the Respondents Regarding Student-Related Factors Contributing to Truancy

Student-Related Factors	n	Mean	Std. Dev:	Remarks
Poor self-concept contributes toward truancy.	150	3.82	1.33	Agree
Students exhibit truancy due to low self-esteem.	150	3.29	1.49	Agree
Disruption in classroom causes students' truancy.	150	2.29	1.73	Agree
Poor academic performance causes a student to exhibit truancy.	150	3.93	1.56	Agree
Extraordinary involvement in co-curricular and other entertainment activities cause a student to be truant.	150	3.86	1.62	Agree
Poor health causes a student to exhibit truancy.	150	2.22	1.83	Disagree
Students' truancy take place due to their inferiority complex.	150	3.06	1.66	Agree
Poor preparation for daily or weekly tests causes a student to be truant.	150	3.56	1.64	Agree
Incomplete homework makes a student to exhibit truancy.	150	3.49	1.58	Agree
Average	150	3.28	1.62	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

Based on the results of descriptive analysis, table 5 indicates that student-related factors ($mean=3.28, SD=1.62$) contribute to students' truancy. The findings revealed that poor academic performance ($mean=3.93, SD=1.56$), extraordinary involvement in co-curricular ($mean=3.86, SD=1.62$) and self-concept ($mean=3.82, SD=1.33$), poor preparation for daily or weekly tests ($mean=3.56, SD=1.64$), incomplete homework ($mean=3.49, SD=1.58$), low self-esteem ($mean=3.29, SD=1.49$) and inferiority complex ($mean=3.06, SD=1.66$) are the contributory factors to truancy among secondary school students. The respondents were disagreed with the statement that poor health causes a student to exhibit truancy ($mean=2.22, SD=1.83$).

Peer-Related Factors Regarding Students' Truancy

Table 06:

Descriptive Analysis of the Responses of the Respondents Regarding Peer-Related Factors Contributing to Truancy

Peer-Related Factors	n	Mean	Std. Dev:	Remarks
Classmates' joke causes truancy when a student fail to answer the teacher's question.	150	3.43	1.29	Agree
Invitation from outsider friends causes a student to be truant.	150	3.11	1.63	Agree
Friendship with disrupting and troublemaking students causes a student to exhibit truancy.	150	3.09	1.50	Agree
Keeping a bad company also makes a student to be truant.	150	3.52	1.26	Agree
Average	150	3.29	1.17	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

Based on the results of descriptive analysis, table 6 show that peer-related factors ($mean=3.29, SD=1.17$) contribute to students' truancy. The results of descriptive analysis indicate that bad company ($mean=3.52, SD=1.26$), Classmates' joke ($mean=3.43, SD=1.29$), friendship with disrupting and troublemaking students ($mean=3.09, SD=1.50$) and invitation from outsider friends ($mean=3.11, SD=1.63$) cause students to be truant.

Teacher-Related Factors Regarding Students' Truancy

Table 07:

Descriptive Analysis of the Responses of the Respondents Regarding Teacher-Related Factors Contributing to Truancy

Teacher-Related Factors	N	Mean	Std. Dev:	Remarks
Harsh and autocratic attitude of teachers compels a student to exhibit truancy.	150	3.22	1.18	Agree
Discriminative relation with students contributes to students' truancy.	150	3.34	1.28	Agree
Too much homework given by teachers leads toward students' truancy.	150	3.18	1.32	Agree
Incompetency of teacher causes students to exhibit truancy.	150	3.22	1.64	Disagree
Teachers uncooperative attitudes with students causes truancy	150	3.12	1.71	Disagree
Teachers' unpunctuality causes students' truancy.	150	3.19	1.58	Disagree
Poor and ineffective teaching methodologies of teachers cause students' truancy.	150	3.04	1.39	Agree
Average	150	3.19	1.44	Agree

Agreement: Mean value above 3.00

Disagreement: Mean value below 3.00

Based on the results of descriptive analysis, table 7 indicate that teacher-related factors ($mean=3.19$, $SD=1.44$) contribute to students' truancy. The results of descriptive analysis depict that discriminative relation of teachers with students ($mean=3.34$, $SD=1.28$), too much homework given by teachers ($mean=3.18$, $SD=1.32$), uncooperative attitude of teachers ($mean=3.12$, $SD=1.71$), harsh and autocratic attitude of teachers ($mean=3.22$, $SD=1.18$) and poor and ineffective teaching methodologies of teachers ($mean=3.04$, $SD=1.39$); teachers' incompetency's ($mean=3.22$, $SD=1.64$) and unpunctuality ($mean=2.39$, $SD=1.58$) contribute to students' truancy,

Discussion

The current study investigated the factors contributing to truancy among secondary school students in Karak district, one of the southern districts of Khyber Pakhtunkhwa (Pakistan). Truancy is commonly observed among secondary school students which has assumed an alarming situation. Truancy is like termite which demolish the educational career of students. Therefore, it was imperative to investigate the factors that contributes to truancy. Electronic media plays a crucial role in the development of a nation but it has some drawbacks and demerits with students' perspective. The result of the study revealed that electronic media factors ($mean=4.30$, $SD=1.20$) are the most influential factors in making student habitual of truancy. 24 hours' television broadcast, misuse of electronic devices i.e., cell phones, computers, VCDs and TVs cause not only a student to be truant but also demolish their moral characters. The findings agree with Suhid, et al. (2012) who found that electronic media factor ($mean=3.64$, $SD=0.56$) is the highest and the most influential factor that contribute students' absenteeism at second level. Further they found that all these would adversely affect the motivation of students to attend school.

Family background play a vital role in student educational carrier. Family-related factors like, divorce, separation, remarriage, joint family, poverty, parental illiteracy etc. are the major factors contributing to truancy by which students get stressed and exhibit truancy. The findings of the current study indicate that family background factor ($mean=3.32$, $SD=1.44$) is the second important factor that contributes to students' truancy. Parental quarreling, lack of parental attention, poverty, parental illiteracy, parental death, divorce and insufficient facilities at home are the contributory factors of students' truancy. The findings agree with Okwakpam & Okwakpam (2012) who investigated that 98% of the respondents agreed that student's family background causes a student to exhibit truancy. Similarly, Gosain (2013) found that family environment as the most influential factors in producing truancy among students. Suhid et al. (2012) also found that family is the second most important factor ($mean=3.04$, $SD=1.36$) contributing to truancy among students. Siziya, Muula, & Rudatsikira (2007) reported that some parents rarely checked homework, neither understood the problems and worries of students nor supervise the students.

Investigating school environmental factors regarding students' truancy, the statistical analysis revealed that school environmental factors ($mean=3.13$, $SD=1.43$) play a remarkable role in making a student to exhibit truancy. Autocratic environment, rigid administrative rules, unexciting and boring classroom, poor parents-school communication, poor and ineffective instructional process, poor performance of PTAs, lack of facilities and ineffective curriculum are the factors that compel a student to exhibit truancy. The findings are consistent with Rothman (2001) and Oyesola (2002) who observed that poor school climate causes truancy among students. Okwakpam & Okwakpam (2012) investigated that school is a contributing factor that causes student's truancy. Further they found that poor curriculum, improper class placement are the contributory factors of students'

truancy. Sigillary, a research study conducted by Foziah & Ab Rahman (1996) who found that unattractive school climate or environment has made students unhappy and lazy to go to school.

Results of descriptive analysis regarding student factors of truancy revealed that student-related factors ($mean=3.28$, $SD=1.62$) contribute to students' truancy. Poor academic performance, extraordinary involvement in co-curricular activities, poor self-concept, poor preparation for daily or weekly tests, incomplete homework, low self-esteem and inferiority complex are the contributory factors of students' truancy. The findings support the findings of Reids (2002) and Uwakwe (1998) who concluded that low self-esteem and lack of self-esteem causes truancy. Okwakpam & Okwakpam (2012) found that poor self-concept causes a student to exhibit truancy.

In order to investigate the contributory factors of students' truancy, the results revealed that teacher-related factors ($mean=3.12$, $SD=1.44$) are the least contributory factors that lead to students' truancy. Furthermore, it was found that discriminative relation of teachers with students, too much homework given by teachers, incompetency's of teachers, uncooperative attitude of teachers with students, harsh and autocratic attitude of teachers, unpunctuality of teachers; poor teaching methodologies are the contributory factors that compel students to be truant. The findings of the study are in agreement with Osarenren (1996) that teachers' discriminative and harsh behaviour causes truancy among students. Further the found that teachers' absenteeism also causes students' truancy. Suhid et al. (2012) who found that although the teacher factor contributes to truancy among students, the mean score for teacher factor items is only 2.54; hence, it has the least influence on student absenteeism.

The findings regarding peer group factors contributing to truancy revealed that peer-related factors ($mean=3.24$, $SD=1.17$) contribute to students' truancy. Bad company, classmates joke, friendship with disrupting and troublemaking students and invitation from outsider friends are the main factors that cause a student to exhibit truancy. The findings agree with Ahmad & Ibran (2000) and Idris (2000) who investigated that peer group causes students to be truant.

Conclusions

After going through findings and discussion, the following conclusions were drawn:

1. Firstly, electronic media factors i.e., 24 hours' television broadcast, misuse of electronic devices i.e., cell phones, computers, VCDs and TVs are the most influential factors in making student habitual of truancy.
2. Secondly, family background factor i.e., parental quarreling, lack of parental attention, poverty, illiteracy, parental death, divorce and insufficient facilities at home are the contributory factors of students' truancy.
3. Thirdly, student factors i.e., poor academic performance, extraordinary involvement in co-curricular, poor self-concept, poor preparation for daily or weekly tests, incomplete homework, low self-esteem and inferiority complex are the contributory factors to truancy among secondary school students.
4. Fourthly, peer group factors i.e., bad company, classmates joke, friendship with disrupting and troublemaking students and invitation from outsider friends are the main factors that cause a student to exhibit truancy.
5. Fifthly, school environmental factors i.e., autocratic environment, rigid administrative rules, unexciting and boring classroom, poor parents-school communication, poor and ineffective instructional process, poor performance of PTAs, lack of facilities and ineffective curriculum are the factors that compel a student to exhibit truancy.
6. Sixthly teacher factors i.e., discriminative and uncooperative attitude of teachers with students, too much homework given by teachers, harsh and autocratic attitude of teachers, incompetency's and unpunctuality of teachers; poor teaching methodologies are the contributory factors that compel students to be truant.

Recommendations

Based on findings and conclusions, the following recommendations were made to reduce truancy among secondary school students:

1. As the outcomes of the current study revealed that electronic media is the most influential factor of students' truancy so, parents are advised to not allow their children for using such electronic devices. They should exhibit themselves as perfect model for their children.
2. Parents are advised to ensure a favorable home environment for their children and pay proper attention on the educational and financial needs of their children. Further, they should monitor their activities effectively and also keep their eyes on the peer group of their children.
3. School principals and teachers are advised to ensure an encouraging, friendly and facilitated environment inside the school for their students to reduce their truant behaviour. Further, they should properly correspond and communicate with parents of students on their activities and performance.

Teachers should treat the students as their own children. Teachers might be trained in identifying the causes of truancy at school to reduce it.

4. Peer counseling should be developed in schools to minimize truancy caused by school factors. As peer counselors can understand their colleagues very well, therefore, they may be properly trained to enable them to minimize their colleagues' truant behaviours.
5. Divorce, separation, re-marriage and combined family system are the major factors contributing to truancy. Majority of the students from such home environment get stressed and sometimes lose meaning to life. Therefore, it is recommended that peaceful and favorable environment in home might be ensured. Father and mother relationship should be friendly and pleasant.
6. Competent and qualified teaching staff should be appointed purely on merit basis through transparent competitive examination. Teachers should be given attractive and handsome salary packages.
7. Independent Monitoring Unit (IMU) should be made effective and functional. Furthermore, check and balance system might be implemented effectively. Political interference should be avoided.
8. It is recommended that this type of study should be conducted at provincial level. Furthermore, such type of study should be carried out in other districts of Khyber Pakhtunkhwa at primary, higher secondary and tertiary level.

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