

## Assessing Truancy Landscape: The Case of Students in a Rural Secondary School

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**ABSTRACT:-** The study aimed to look into the truancy landscape of the Grade 7 students of Baungon National High School – Danatag Annex in the Division of Bukidnon, Philippines during the academic year 2018-2019. The sequential explanatory mixed methods design and documentary analysis technique were used in the study with the aid of a questionnaire checklist and an interview to validate the answers generated by the questionnaires. Frequency count, percent, and Chi-square test were used to treat the data collected. The study revealed that, in the student factors, the influence from peers, low intelligence, and ill-health were the three elements that made the respondents commit truancy. In the family factors, helping at home whether in the household chores or assisting in the family livelihood, no parental guidance, and educational support were the main reasons why students practiced truancy. In the school factors, the nonchalance of the school administration, indiscipline, and the lack of interesting activities provoked the students to engage in truancy. Furthermore, truancy was practiced by Grade 7 students regardless of their sex, ideal age for Grade 7, family status and size, family monthly income, education of parents, source of income, and the distance of the school from home. Moreover, students, their family, and the school played a significant part in the commission of truancy. The study recommends that the school administration, teachers, parents, students, and stakeholders may adopt the proposed attendance monitoring program to mitigate the truancy problem in the school. It is further recommended that the Division of Bukidnon and the School Board should provide and allocate financial support enough to sustain the strict monitoring and evaluation of the implementation of the intervention.

**Keywords:-** Absenteeism, family factors, school factors, student factors

### I. INTRODUCTION

It is a simple fact that a nation with an educated populace is a nation that has progress. That is the reason why a government, a family, a non-profit organization, or any other individual philanthropist spends so many resources to educate the youth. It is, therefore, a waste of resources if the children do not have the serious attitude towards educating themselves. But instead, the schooling children spend their time playing truant that will eventually lead a nation into a decline.

Stoll (1990) in Darmody, Smyth, and McCoy (2007) defines truancy as “absence from school for no legitimate reason.” In a similar vein, Gosain (2013) in Sa’ad, Sabo, and Dahuwa (2015) averred that the word truancy means “run away from classes” and the students who always tend to keep themselves away from studies and avoid attending classes are called truants. Nwana (2004) in Adefunke (2015) added that truancy involves intentionally absenting of oneself from school without permission, leaving without authorization and dodging of specific lesson periods. Hence, it is clear that truancy is a situation where a student is absent himself from school without any real reason, and the parents are not aware of it. The case is evident among the many Grade 7 students of Baungon NHS – Danatag Annex, which the researcher desires to dig into the causes of such a phenomenon.

Keter (2013) claimed that the accessibility of entertainment facilities like cinemas could divert the attention of some students from the school. Aziz (2013) also asserted that some parents provide internet facilities, video games and other entertainment sources at home for their children, which made them not want to go to school, but instead, to stay at home. Şahin, Arseven, and Kılıç (2016) pointed out further that going to places like internet cafes have significant effects on the students’ absence and dropping out of school. Unarguably, these environs are evident in most secondary schools in urban areas.

However, a different scenario is seen at Baungon National High School – Danatag Annex in which no internet cafes are found in its neighboring establishments because internet reception is still very low in the area. Likewise, Barangay Danatag is a farming community, and the school is located in non-residential vicinity in which no entertainment a student can avail of that would tempt him/her to play truant. In principle, students' truancy is controlled by environmental circumstances and driven by inner-self dispositions, but the current phenomenon has not been assessed in depth.

In this study, an assessment was set up to determine the causes of truancy among Grade 7 students of Baungon National High School – Danatag Annex during the school year 2018-2019. The effort attempted to support that while schools can readily document truancy gaps, diagnosing the root causes of these gaps remained much more elusive. Moreover, seeking to reduce disproportions in truancy does not only need to establish specific targets to reduce such discrepancies intentionally, but the school needs to create individualized strategies to remove barriers to attendance thereby getting students especially those facing disproportionate challenges back into the classroom. Significantly, the researchers attempted to establish an overall understanding of the nature and intensity of learner truant behavior leading to the formulation of an Attendance Monitoring Program.

## II. RESEARCH DESIGN AND METHODS

The study employed the sequential explanatory mixed methods design and documentary analysis technique. The sequential explanatory design was a two-phase design where the quantitative data were collected first, followed by the qualitative data collection (Creswell, 2003). After the quantitative data were gathered through a descriptive survey method of research, the questions that yielded alerting percentage answers were the target for a qualitative approach by interview. It was done to give more authenticity to the data that were collected. The data collection was taken primarily from the 61 Grade 7 truant-students of Baungon NHS – Danatag Annex of the school year 2018-2019 from the three sections, namely: Grade 7 – Garnet, Grade 7 – Ruby, and Grade 7 – Chrysolite. These student-respondents were considered truants when they had committed twenty percent (20%) absences of the mandated number of school days from three quarters of the School Year 2018-2019. That was from the first day of class, which was June 13, 2018 up to January 8, 2019. They were identified through the use of the School Form 2, which showed the Daily Attendance of the students.

The first instrument that was employed in this study was a questionnaire adapted from Saad, Sabo, and Dahuwa (2015). It was divided into three parts with five questions in each part. Every part represented the factor that the researcher wanted to study. All the fifteen questions were answerable by “Yes” or “No.” The instrument was not subjected to reliability testing since the tool was an adapted one which reliability coefficient was already obtained. However, the tool had passed the face validity testing to check the readability of the contents of the instrument, which was instituted by the researchers. The second part of the instrument was an interview based on the alarming answers of the respondents in the questionnaire. The researchers tallied the responses from the surveys floated, and the items that had a 60% or more answer were assessed further in-depth to understand also the nature and root causes of the truancy behavior of the students.

The data that were collected from the instrument were discrete in form. Hence, statistical tools such as frequency count, percent, and Chi-Square test were used in the analysis. However, a transcription was performed based on the qualitative data that were generated and recorded through the interview.

## III. RESULTS AND DISCUSSION

### The Profile of the Truant Respondents

**Table 1. Profile of the Respondents in terms of Sex**

	Frequency	Percent
<b>Male</b>	38	62.3
<b>Female</b>	23	37.7
<b>Total</b>	61	100.0

Table 1 reveals that there were more male truant students compared to female. It means that the Grade 7 male students are more inclined to commit truancy than the female. Adefunke (2015) corroborated that more male students have been absent from school without taking permission from the school authority than female students. Ocak, Ocack, and Baysal (2017) also supported that male students were absent from school more than the female students.

**Table 2. Profile of the Respondents in terms of Age**

	Frequency	Percent
<b>Ideal Age for Grade 7</b>	30	49.2
<b>Overage for Grade 7</b>	31	50.8
<b>Total</b>	61	100.0

Table 2 presents that about 50 percent of the truant students were on the ideal age for Grade 7 while a majority of truants was overage for their year level. Kelly (2018) confirmed that a higher frequency of overage students was less motivated to attend school due to the feelings of humiliation and ridicule which drove them to commit truancy.

**Table 3. Profile of the Respondents in terms of Family Status**

	Frequency	Percent
<b>Living with the mother and father</b>	40	65.6
<b>Living with a solo parent</b>	6	9.8
<b>Living with a second parent</b>	15	24.6
<b>Total</b>	61	100.0

Table 3 discloses that about 66 percent of the Grade 7 truant students were living with both their mother and father. It means that living with both parents is not a guarantee that truancy would not be practiced. It implies that, in today's education, absenteeism is intense even to non-broken families. Suleman, Hussain, and Kayani (2017) affirmed that family status contributed to students' truancy. They further noted that, even if the students were living with both their parents, the students were not encouraged for leaning by their parents since parents always quarrel on common issues which caused them to be truant.

**Table 4. Profile of the Respondents in terms of Family Size**

	Frequency	Percent
<b>Small (1-2 children)</b>	12	19.7
<b>Big (3 or more children)</b>	49	80.3
<b>Total</b>	61	100.0

Table 4 displays that more than 80 percent of the truant students belonged to a family with three or more children. However, the table also shows that a considerable percentage of truant students belonged to a small family. It means that truancy does not only exist to big family size but also visible even to the small one. Jensen (2013) supported that children from big and low-income families were more likely to struggle with engagement in school, and they had a high potential of committing truancy.

**Table 5. Profile of the Respondents in terms of Body Mass Index**

	Frequency	Percent
<b>Below Normal</b>	2	3.3
<b>Normal</b>	59	96.7
<b>Total</b>	61	100.0

Table 5 reveals that almost all of the truant students registered normal body mass index. However, it does not mean that truant students are healthy. It implies that they are also exposed to health risks. Shmerling (2016) opined that it is crucial to recognize that BMI itself is not measuring "health" or a physiological state (such as resting blood pressure) that indicates the presence (or absence) of disease. It is significantly noted that plenty of people have a high or low BMI and are healthy and, conversely, plenty of folks with a normal BMI are unhealthy.

**Table 6. Profile of the Respondents in terms of Family Monthly Income**

	Frequency	Percent
<b>Php 5,000 and below</b>	46	75.4
<b>Above Php 5,000</b>	15	24.6
<b>Total</b>	<b>61</b>	<b>100.0</b>

Shown in Table 6 is that more than 75 percent of the truant students had family monthly income of Php5,000 and below. It means that a more significant proportion of the students was below the average food threshold. It implies that truant students situate in the poverty line. Bersales (2019) reported that in the first semester of 2018-2019, the average food threshold of five members in a family was Php 7,337 to meet the basic food needs for a month. On the other hand, an average of Php10,481 was needed to meet both basic food and non-food needs of a family of five members in a month. However, the table also registered truant students with family monthly income above Php 5,000. It means that truancy is prevalent regardless of family monthly income. Balkis, Arslan, and Duru (2016) affirmed that students with a high-level income of family reported a lower rate of absenteeism more than a student with a lower level income of the family.

**Table 7. Profile of the Respondents in terms of Highest Educational Attainment of the Mother/Father (whichever is the highest)**

	Frequency	Percent
<b>Elementary</b>	18	29.5
<b>High School</b>	38	62.3
<b>College</b>	5	8.2
<b>Total</b>	<b>61</b>	<b>100.0</b>

Table 7 reflects that more than 60 percent of the mother/father reached the secondary level with a negligible frequency of those who entered the college level. It means that truant students belong to a family with a low level of education. Zins (2013) supported the present claim whose study obtained that low level of education of parents was a factor of truancy. Balkis, Arslan, and Duru (2016) also affirmed that students with a high level of education of parents registered a lower rate of absenteeism than students with the low educational attainment of parents.

**Table 8. Profile of the Respondents in terms of Source of Income of Parents**

	Frequency	Percent
<b>Farming</b>	46	75.4
<b>Store Owner</b>	8	13.1
<b>Others</b>	7	11.5
<b>Total</b>	<b>61</b>	<b>100.0</b>

Table 8 presents that farming was found as the number one source of income of parents while store ownership, vulcanizing shop helper, a buddy to a passenger jeepney, and carpentry were indicated as other sources of income of the family of truant students. It means that truant students belong to a family with lower socioeconomic status. It implies that absentees in a rural public secondary school are generally unfortunate. Zins (2013) substantiated that students whose parents had higher socioeconomic status (SES) were less likely involved in truancy compared to students whose parents had lower SES.

**Table 9. Profile of the Respondents in terms of Distance of School from Home**

	Frequency	Percent
<b>Within 3 km radius</b>	28	45.9
<b>Beyond 3 km radius</b>	33	54.1
<b>Total</b>	<b>61</b>	<b>100.0</b>

Table 9 reveals that about 55 percent of the Grade 7 truant students resided beyond 3-kilometer radius. It means that truancy exists in a rural secondary school due to the distance of the school from home. However, truancy is also exercised by students who resided nearer the school. It implies that truancy occurs regardless of the distance of the school from home. Komakech and Osuu (2014) documented that some teachers, politicians, and parents were of the view that students who moved very long distance to school made them tired. The long distance to walk made them too tired to concentrate in class. Students equally learned a few things each day because they, most of the times, reached school late which made them perform poorly at school. The same situation has been observed in Baungon National High School – Danatag Annex.

## Causes of Truancy

**Table 10. Causes of Truancy in Terms of Student Factors**

Student Factors	Frequency	Percent
1. Do your friends or peers influence you to engage in truancy?	37	60.7
2. Does your ill health condition make you engage in truancy?	39	63.9
3. Does your low intelligence or low academic ability make you engage in truancy?	39	63.9
4. Does your poor relationship with your colleagues make you engage in truancy?	16	26.2
5. Does your urge to be economically sound to take care of your education make you engage in truancy?	20	32.8

Revealed in Table 10 are the causes of truancy in terms of student factors. The table shows that peer influence was one of the significant causes of truancy among Grade 7 students. It was supported by the interview which revealed that almost all of the truants responded positively when a peer invited him/her to cut class. One group of truant friends had motorcycles. What they usually did when they cut classes were strolling and taking pictures in the nearby barangays. Sometimes, they even went to a historical cave in Cagayan de Oro City. They disclosed further that they went through what they called “the second gate” at the back of the school. They even had a name for it, “SAKURAGI,” meaning “Sa Kural Mo Agi (Going through the fence).” One interviewee said: “When we cut class, we went through the fence, called “SAKURAGI” meaning “Sa kural muagi.” Then we played basketball, strolled in Danatag, Macahambus, and Mabuhay.”

Another group of truant friends who lived in a farther sitio of barangay Danatag stayed for the whole morning in the class. However, they went home during lunch break and did not come back to school after taking their lunch. One of them said, “We waited until lunch break, and we went home right away.” For this reason, in the afternoon, there was usually less than half of the class present. Another interviewee unveiled that, when he and his friends cut classes, they just went to an area not far from the school with trees, and they were looking at the trees. One interviewee opined that “We just sat and lazed around under a Santol tree.” The landlady of the researchers supported that many high school students were staying/climbing trees in her farm lot near the school. The finding of the study is corroborated by Henry and Yelkperi (2017) whose research divulged that adolescents took friends in the school and spent more time with them than their parents which engagement usually influenced each other to absent themselves from school to play truancy. Rambara et al. (2015) further posited that adolescents sought out friends who are similar to them in terms of their academic functioning, and these friends then served to reinforce their academic functioning over time.

In a similar vein, Jinot (2018) documented that many learners bunked classes since they did not like to do the subject or the face of the educator. A respondent mentioned that when he did not understand the lesson, “I cut class. I did not ask a question because I was ashamed.” Others went out of class to play cards on the playground or to meet at a preplanned point outside the classroom. One interviewee disclosed that “I cut class, went ‘sakuragi,’ and played near the Bajuyo residence.” Furthermore, older girls often skipped classes and played truancy by jumping the school fence and went back to class just before the last school bell to go home.

On the one hand, low intelligence was found as the other major cause for students to commit truancy since they found the lesson difficult to comprehend. One truant-interviewee afforded that when they failed to understand the lesson on a specific subject, he and his friends went to “SAKURAGI” and played outside the school premises near a particular house. He further posited that he and his friends timed the subject they escaped from, then they came back to class for the following subjects. They stayed for the remaining period of the day and went home with the rest of the students. Hence, they seemed to like to be in school the whole day. It was also disclosed in the interview that almost all of them did not ask questions for further clarification from their teacher because they were ashamed and afraid of being scolded.

Suleman et al. (2017) authenticated the present finding whose study revealed that poor academic performance, extraordinary involvement in co-curricular activities, poor self-concept, inadequate preparation for daily or weekly tests, incomplete homework, low self-esteem, and inferiority complex were the contributory factors of students’ truancy. Furthermore, Şahin et al. (2016) also agreed that academic failure and learning disability were highly essential causes of both absences and dropping out of school.

Furthermore, students' ill health was equally the primary cause of students' truancy. The interview affirmed that the Grade 7 truant students had a deficient immune system that even just drinking cold water after they were exposed from the sun caused colds or fever on them. A respondent revealed that "Because of drinking cold water after being exposed from the Sun and because of mud." Some of the interviewees confirmed that when they were out in the rain while going home from school, they caught fever or colds. Further, considering the low economic condition of the locality and its distance from the municipality, the lack of medical assistance and guidance may have led the undesirable health practices among the many families.

Komakech and Osuu (2014) claimed that illness is the primary cause of student absenteeism in secondary schools. Seasonal colds, flu, and assorted other childhood ailments contributed to school absenteeism. The authors further added that acute health conditions were fortunately rare. However, few chronic conditions were not appropriately managed to result in poor students' school attendance. In practice, however, particularly in high-poverty areas, the medical care needed to enable students with chronic conditions, such as asthma, to attend school regularly is not always available at the scale, and the intensity required. Henderson, Hill, and Norton (2014) affirmed that children's health conditions, like asthma or dental disease, can cause absences. Health conditions can be one in a suite of barriers to school attendance. Together, these barriers can have a cumulative impact that results in chronic absenteeism.

**Table 11. Causes of Truancy in Terms of Family Factors**

<b>Family Factors</b>	<b>Frequency</b>	<b>Percent</b>
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	46	75.4
<b>2. Do your parents give you guidance about your education?</b>	13	21.3
<b>3. Do your parents provide all the requirements for your education?</b>	13	21.3
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	31	50.8
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	30	49.2

Shown in Table 11 are the causes of truancy in terms of family factors. The table reveals that the respondents primarily assisted their parents in carrying out much duty at home during school hours. In the interview, it was found out that majority of the respondents were asked by their parents to babysit their younger siblings or nieces/nephews. Quite a number of them also helped in their parents' livelihood such as making charcoal. There was even one interviewee, fourth from the eldest of eight siblings, who said that the reason he went home before classes ended was to help in their household chores, in their vulcanizing shop, and in making charcoal. A respondent divulged that "I cleaned the house and helped my father in his charcoal livelihood." Another interviewee unveiled that, "I worked on the farm, like weeding."

Komakech and Osuu (2014) argued to the present finding when they avowed that family obligations also make some students to be absent from school. They pointed out further that, as children enter early adolescence, family responsibilities can keep them from school. They also noted that, in high poverty environments, young adolescent girls sometimes provide emergency day care for younger siblings or are responsible for getting younger children to school. Likewise, students experience absenteeism that has a socioeconomic character which makes them seek part-time employment, general upkeep, tuition fees, and renting fees instead of applying themselves fully to their studies. Furthermore, they found growing evidence of even young adolescents taking on elder care responsibilities in single parent and multigenerational households. Moreover, adolescents are sometimes pulled into helping with the family business or working to enable family or personal survival. When asked by their parents to absent from school, one interviewee said that "I babysat, did laundry" while another one stated that, "I helped in sowing, fetching water, and gathering firewood." Breda (2015) further substantiated that, in many instances, children are kept at home to work in and around the house or babysit preschool siblings. Machado, Milcent, and Huguenin (2013) added that if the household income falls short of the subsistence consumption level, children are sent to work instead of going to school or having more leisure time.

Furthermore, about 79 percent of the truant students indicated that their parents did not guide their education. It means that their parents were not helping them in their homework/assignments. When a respondent was asked who helped him in her school work, she answered, "No one." It means further that they were doing school tasks at home by themselves without any help from other members of the family. It may be because most of the respondent parents' educational attainment was only high school level, and some were even until elementary level only. It was found out during the interview that almost all of the interviewees did not have reference books at home. What they mostly had were only Bible and biblical literature. Very few of the

interviewees had dictionaries at home. One interviewee declared that “We do not have any books at home aside from a Bible.” Even if a parent desired to help his/her child in homework, she/he would be hindered by the lack of reference materials.

Clark (2017) asserted how learners could avoid truancy by completing their schoolwork sufficiently and on time, firstly by heeding to parents’ guidelines concerning study habits at home and secondly by splitting the assignments into several sections and deadlines. It requires parents/caregivers to demonstrate interest, guidance, supervision, and expectations upon children and play an active role in ensuring that academic work was completed. This parenting strategy also helps to ensure that students do not fail during exams because of a lack of preparation or absence of a balance between studies and other activities. Aqeel et al. (2016) highlighted that parents’ involvement on the homework of her/his child had an incredible impact on the academic achievement and accomplishment which successfully assists in curtailing the dropping of the students. Regular parent-child conversations regarding school and expectations about the grades had a remarkable influence on academic outcomes of adolescents, which include truancy and dropping out of the school.

In a similar vein, about 79 percent of the truant students who indicated that their parents did not provide all the requirements for their education. It means that the parents failed to supply their students with their school needs like notebooks, projects, school fees, and other school financial obligations. Although the majority of the respondents was members of the Pantawid Pampamilyang Pilipino Program (4P’s), the truant students averred that their family prioritized their daily needs and very little went to school materials. Orbeta and Paqueo (2016) reiterated that remote households of 4P’s beneficiaries could use their education grants to pay for the children’s school materials and transportation cost, and those close to schools can use their grants to buy educational materials instead. They posited further that significant part of the government subsidy is allocated for the students’ school needs. However, it is not the case for many students involved in the current study, as a respondent uttered that, “My mother bought my school needs from 4P’s support, but not all the time because of lack of money.”

Moreover, Malaluan et al. (2018) refuted the present finding whose study revealed that almost all of the respondents were able to pay school fees on time and school supplies were provided for them as well as school uniforms and other school needs.

**Table 12. Causes of Truancy in Terms of School Factors**

School Factors	Frequency	Percent
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	14	23.0
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	12	19.7
<b>3. Is your school management’s nonchalant led you to engage in truancy?</b>	39	63.9
<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	37	60.7
<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	40	65.6

Presented in Table 12 are the causes of truancy in terms of school factors. It was evident and alarming that the lack of co-curricular activities in the school made students to commit truancy. Further, it was revealed in the interview that many of the respondents did not know of any activities/programs held in the school. They did not even know the names of the clubs per subject like that of YES O!, Filipino Club, MAPEH Club, and the like. A certain interviewee said that “I do not know any program or activity in school.” They found co-curricular programs/activities as very strange to them.

Girch (2015) revealed that students who participated in school-sponsored extracurricular activities had a higher attendance rate than non-participants. Accordingly, extracurricular activities provided meaningful opportunities for student engagement and participation. The extra time that students with teachers and leaders spent the extra-curricular activities led to a positive learning and social environment and additional mentoring and relationships with adults. Likewise, the students who participated in extracurricular activities experienced enormous positive benefits with parents, coaches, and leaders who participated in at an equal level.

Lazaro and Anney (2016) also disclosed that there was a difference between students who participated and not participated in co-curricular activities. The study revealed that the students who participated in were more advantageous to develop talents compared to those students who were not participating. Moreover, students who actively participated in school activities were able to use time properly and socialize with other students.

Secondly, truant students indicated that school management's nonchalant led them to engage in truancy. One student in the interview bared that the administration just scared the truant students to fail, but they were not failed. An interviewee pronounced that "My adviser scolded and threatened us of failing grades, but we still passed. I do not know what a guidance counselor is, and I do not know what the school head did." A revelation of a Danatagon supported that truant students were still promoted even they were absent for a long time. It means that the idea of the school of not failing a truant student was already known in the community. Saad et al. (2015) substantiated the current finding when they revealed that it was the nonchalant attitude of the school administration toward all matters affecting the school that made the respondents engage in truancy. The third primary reason why the students engaged in truancy was the high level of indiscipline in the school. The truant students identified drinking, smoking, fist fighting, and bullying as misbehavior. When questioned what were considered as school offense, one respondent answered, "Drinking and smoking in school." Another said, "Stealing, drugs." A very few considered truancy as misbehavior. The students who were caught doing the misconduct as mentioned above were immediately taken to the prefect of discipline then to the school head's office. No one they knew was called to the guidance counselor's office for a counseling session. All of the respondents interviewed did not know about a guidance counselor.

Ishak and Fin (2013) supported that many teachers were not concerned and did not care about the problem among the truant students. Jinot (2018) asserted that educators' lack of classroom management skills and poor discipline management skills, teachers' feeling of disempowerment to use their authority over the learners, and teachers' unwillingness to discipline learners were the attitudes that encouraged learners to manifest a lack of discipline.

However, Gitome, Katola, and Nyabwari (2013) refuted the present finding, whose study disclosed that undisciplined students, especially the truant ones, were guided and counseled by the guidance and counseling teachers. Truant students were helped to get rid of their delinquent behavior and learned the proper way of responding to social situations and conditions.

#### **Test of Differences in the Causes of Truancy as to Students' Profile**

**Table 13. Test of Difference in the Causes of Truancy as to Sex**

<b>Student Factors</b>	<b><math>X^2</math></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do your friends or peers influence you to engage in truancy?</b>	10.357	0.001	Significant
<b>2. Does your ill health condition make you engage in truancy?</b>	1.594	0.207	Not Significant
<b>3. Does your low intelligence or low academic ability make you engage in truancy?</b>	0.026	0.871	Not Significant
<b>4. Does your poor relationship with your colleagues make you engage in truancy?</b>	1.396	0.237	Not Significant
<b>5. Does your urge to be economically sound to take care of your education make you engage in truancy?</b>	0.093	0.761	Not Significant
<b>Family Factors</b>	<b><math>X^2</math></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	0.045	0.833	Not Significant
<b>2. Do your parents give you guidance about your education?</b>	0.502	0.479	Not Significant
<b>3. Do your parents provide all the requirements for your education?</b>	0.004	0.949	Not Significant
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	0.027	0.869	Not Significant
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	1.492	0.222	Not Significant
<b>School Factors</b>	<b><math>X^2</math></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	0.205	0.650	Not Significant
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	0.961	0.327	Not Significant
<b>3. Is your school management's nonchalant led you to engage in truancy?</b>	2.215	0.137	Not Significant



<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	0.001	0.979	Not Significant
<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	0.261	0.610	Not Significant

Table 13 shows the test of difference in the causes of truancy as to sex. The table reflects that male and female truant students differed significantly on their responses that their friends or peers influenced them to engage in truancy. It means that male and female truants were not homogenous on the decision that their friends or peers influenced them to be absent from the class. It can be noted that there were more male truants than their counterpart. The analysis showed further that more male truants subscribed that their friends/peers induced them to commit truancy.

Fareo (2013) affirmed the present finding that the boys were more involved in truancy than girls. Accordingly, truancy is evident for boys since their aggressive nature tends to push them to manifest various acts of misbehavior. On the contrary, however, Obiunu and Ozuri (2018) posited that female students at adolescent practice more of truant acts with their peers than the male students because they believe at this stage they are a complete adult or becoming adult responsible for personal decision and tend to behave more disobediently as their mental ability cautions them.

On the other hand, male and female truants did not significantly differ on their claims about the other student factors, including the family and school factors that caused them to engage in truancy. It means that the two groups were homogeneous on their assertion that the delineated causes prompted them to commit truancy. It implies that truancy is equally a business among truant students regardless of sex.

Baier (2016) helped prove that absenteeism, neither in German-speaking nor in English-speaking research, was seen as clearly the domain of either male or female students. But according to Teuscher and Makarova (2017) concerning sex, studies consistently reported that boys are less engaged in school than girls.

**Table 14. Test of Difference in the Causes of Truancy as to Age**

<b>Student Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do your friends or peers influence you to engage in truancy?</b>	7.423	0.006	Significant
<b>2. Does your ill health condition make you engage in truancy?</b>	0.191	0.662	Not Significant
<b>3. Does your low intelligence or low academic ability make you engage in truancy?</b>	4.150	0.042	Significant
<b>4. Does your poor relationship with your colleagues make you engage in truancy?</b>	1.540	0.215	Not Significant
<b>5. Does your urge to be economically sound to take care of your education make you engage in truancy?</b>	1.394	0.238	Not Significant
<b>Family Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	0.137	0.711	Not Significant
<b>2. Do your parents give you guidance about your education?</b>	0.144	0.704	Not Significant
<b>3. Do your parents provide all the requirements for your education?</b>	0.144	0.704	Not Significant
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	0.407	0.523	Not Significant
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	1.324	0.250	Not Significant
<b>School Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	0.005	0.944	Not Significant
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	0.004	0.949	Not Significant
<b>3. Is your school management's nonchalant led you to engage in truancy?</b>	0.191	0.662	Not Significant
<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	0.011	0.918	Not Significant

<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	1.575	0.210	Not Significant
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Table 14 reveals that truant students with ideal age for Grade 7 and those with overage differed significantly on their responses that their friends or peers influenced them to engage in truancy. It means that those truants with the ideal age and the overage were not homogenous on their claim that their friends or peers influenced them to be absent from the class. Further analysis disclosed that overage students assented more that their friends/peers bred them to play truant than those with ideal age for Grade 7. The result is supported by Maynard, Vaughn, Nelsonh, Salas-Wright, Heyne, and Kremer (2017), whose study divulged that truancy was significantly higher for older adolescents compared to younger adolescents.

In a similar vein, truant students with ideal age for Grade 7 and those with overage differed significantly on their claims that low intelligence or low academic ability brought them to engage in truancy. It means that those truants with the ideal age and the overage unfairly manifested that low intelligence or low academic ability invoked them to play truant. Further analysis showed that students with ideal age for Grade 7 subscribed more that low knowledge or little academic expertise caused them to play truant than those with overage.

Dutta (2014) attested the present result whose study revealed that the cause of truancy reported by the truants was relating to difficulty in and disliking English, Mathematics, Science, and Social Science. Further, students' performance in these subjects was found to be very poor. In some cases, fear of failure in these subjects was found contributory to the inclination towards truancy.

On the other hand, age did not significantly differ on truants' assertion about the other student factors, including the family and school factors that induced them to engage in truancy. It means that truant students of different age levels were homogeneous when they professed that the listed causes brought them to commit truancy. It implies that truancy is common to students without reference to age requirement for Grade 7. In support of the present result of the study, Maynard et al. (2017) described that, in today's education, the patterns of truancy are generally similar regardless of age.

**Table 15. Test of Difference in the Causes of Truancy as to Family Status**

<b>Student Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do your friends or peers influence you to engage in truancy?</b>	1.557	0.212	Not Significant
<b>2. Does your ill health condition make you engage in truancy?</b>	1.854	0.173	Not Significant
<b>3. Does your low intelligence or low academic ability make you engage in truancy?</b>	0.780	0.377	Not Significant
<b>4. Does your poor relationship with your colleagues make you engage in truancy?</b>	0.835	0.361	Not Significant
<b>5. Does your urge to be economically sound to take care of your education make you engage in truancy?</b>	1.474	0.225	Not Significant
<b>Family Factors</b>	X <sup>2</sup>	p-value @ 0.05	Interpretation
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	3.150	0.076	Not Significant
<b>2. Do your parents give you guidance about your education?</b>	0.098	0.754	Not Significant
<b>3. Do your parents provide all the requirements for your education?</b>	0.98	0.754	Not Significant
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	3.218	0.073	Not Significant
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	1.575	0.210	Not Significant
<b>School Factors</b>	X <sup>2</sup>	p-value @ 0.05	Interpretation
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	0.013	0.908	Not Significant
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	0.008	0.929	Not Significant

<b>3. Is your school management's nonchalant led you to engage in truancy?</b>	0.104	0.747	Not Significant
<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	1.557	0.212	Not Significant
<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	0.017	0.896	Not Significant

The test of difference in the causes of truancy as to family status is presented in Table 15. Truant students equally agreed on student, family, and school factors that caused them to engage in truancy regardless of whether they stayed with both mother and father, solo parent, or living with a second parent. It means that students can perform truancy without reference to their family upbringing. Dutta (2014) confirmed that most of the truants (66%) were coming from nuclear families and the rest from joint ones. It was also found out that truants who were living with both supportive parents still played truancy.

**Table 16. Test of Difference in the Causes of Truancy as to Family Size**

<b>Student Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do your friends or peers influence you to engage in truancy?</b>	0.034	0.854	Not Significant
<b>2. Does your ill health condition make you engage in truancy?</b>	0.048	0.826	Not Significant
<b>3. Does your low intelligence or low academic ability make you engage in truancy?</b>	0.048	0.826	Not Significant
<b>4. Does your poor relationship with your colleagues make you engage in truancy?</b>	1.840	0.175	Not Significant
<b>5. Does your urge to be economically sound to take care of your education make you engage in truancy?</b>	0.411	0.521	Not Significant
<b>Family Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	5.202	0.023	Significant
<b>2. Do your parents give you guidance about your education?</b>	3.691	0.055	Not Significant
<b>3. Do your parents provide all the requirements for your education?</b>	0.192	0.661	Not Significant
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	0.004	0.949	Not Significant
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	0.501	0.479	Not Significant
<b>School Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	0.334	0.564	Not Significant
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	1.215	0.270	Not Significant
<b>3. Is your school management's nonchalant led you to engage in truancy?</b>	0.793	0.373	Not Significant
<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	1.288	0.256	Not Significant
<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	0.588	0.443	Not Significant

Reflected in Table 16 is the test of difference in the causes of truancy as to family size. It can be seen in the table that truant students who belonged to big and small family assisted their parents differently in carrying out any duty at home during school hours. The analysis revealed further that students who belonged to a big family assisted more their parents in carrying out any task at home than those in a small family. Dutta (2014) averred that truancy was more prevalent in families having a large number of children due to lack of proper attention to all children and resources available with the family.

In general, however, truants affirmed that student, family, and school factors caused them to engage in truancy regardless of family size. It means that students play truancy whether they are in a small or big family. Şahin et al. (2016) also confirmed the present finding.

**Table 17. Test of Difference in the Causes of Truancy as to Family Monthly Income**

Student Factors	$X^2$	p-value @ 0.05	Interpretation
1. Do your friends or peers influence you to engage in truancy?	0.301	0.583	Not Significant
2. Does your ill health condition make you engage in truancy?	0.762	0.383	Not Significant
3. Does your low intelligence or low academic ability make you engage in truancy?	0.064	0.800	Not Significant
4. Does your poor relationship with your colleagues make you engage in truancy?	0.519	0.471	Not Significant
5. Does your urge to be economically sound to take care of your education make you engage in truancy?	0.003	0.959	Not Significant
Family Factors	$X^2$	p-value @ 0.05	Interpretation
1. Do you assist your parents in carrying out any duty at home during school hours?	0.046	0.830	Not Significant
2. Do your parents give you guidance about your education?	1.714	0.190	Not Significant
3. Do your parents provide all the requirements for your education?	0.020	0.886	Not Significant
4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?	0.137	0.711	Not Significant
5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?	0.137	0.711	Not Significant
School Factors	$X^2$	p-value @ 0.05	Interpretation
1. Are your teachers harsh to you in such a way that makes engage in truancy?	1.213	0.271	Not Significant
2. Is your school environment not conducive in such a way that it makes you engage in truancy?	0.001	0.971	Not Significant
3. Is your school management's nonchalant led you to engage in truancy?	0.134	0.715	Not Significant
4. Does a high level of indiscipline in your school make you engage in truancy?	1.631	0.202	Not Significant
5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?	0.531	0.466	Not Significant

Table 17 shows the test of difference in the causes of truancy as to family monthly income. Truant students indicated that student, family, and school factors similarly bred them to engage in truancy without reference to the financial status in the family. It means that students who have financially and non-financially stable family equally participate in truancy. It implies that absenteeism is now common to both poor and wealthy families. Şahin et al. (2016) indicated that unfortunate economic situations of families translated the students' absenteeism and then dropping out of school. Further, students who lacked school supplies and failed to do their homework due to the absence of a suitable study environment at home preferred not to go to school and were often absent from school. The insufficiency of pocket and traveling money highly emerged as a cause of school absenteeism.

However, Coughlan (2014) repudiated the present finding whose study showed that there was no apparent difference between rich and poor pupils in the likelihood of playing truant. It was revealed further that, in a number of countries including Germany, Switzerland, and the Netherlands, more affluent pupils were more likely to miss lessons.

**Table 18. Test of Difference in the Causes of Truancy as to Highest Educational Attainment of the Mother/Father (whichever is the highest)**

Student Factors	$X^2$	p-value @ 0.05	Interpretation
1. Do your friends or peers influence you to engage in truancy?	0.002	0.962	Not Significant
2. Does your ill health condition make you engage in truancy?	0.083	0.774	Not Significant
3. Does your low intelligence or low academic ability make you engage in truancy?	0.777	0.378	Not Significant
4. Does your poor relationship with your colleagues make you engage in truancy?	0.212	0.645	Not Significant
5. Does your urge to be economically sound to take care of your education make you engage in truancy?	0.431	0.511	Not Significant
Family Factors	$X^2$	p-value @ 0.05	Interpretation
1. Do you assist your parents in carrying out any duty at home during school hours?	0.865	0.352	Not Significant
2. Do your parents give you guidance about your education?	1.584	0.208	Not Significant
3. Do your parents provide all the requirements for your education?	0.637	0.425	Not Significant
4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?	0.415	0.519	Not Significant
5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?	0.007	0.934	Not Significant
School Factors	$X^2$	p-value @ 0.05	Interpretation
1. Are your teachers harsh to you in such a way that makes engage in truancy?	2.024	0.155	Not Significant
2. Is your school environment not conducive in such a way that it makes you engage in truancy?	0.105	0.746	Not Significant
3. Is your school management's nonchalant led you to engage in truancy?	2.122	0.145	Not Significant
4. Does a high level of indiscipline in your school make you engage in truancy?	5.070	0.024	Significant
5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?	1.135	0.287	Not Significant

Table 18 presents that truant students differed significantly in their responses that a high level of indiscipline in school made them engage in truancy when they were grouped according to the educational attainment of their parents. The analysis revealed further that the truants whose parents were high school level asserted more that truancy was due to a high level of indiscipline in school. It means that truants with parents who attended high school heavily looked indiscipline in school to be the root cause of absenteeism. Henry and Yelkperi (2017) pronounced that the non-enforcement of disciplinary measures encourage students to engage in truant behaviors.

In totality, however, truants confirmed that student, family, and school factors caused them to engage in truancy whatever their family size. It means that students play truancy whether they are in a small or big family. Saad et al. (2015) were of the same view that the bigness or the smallness of the family size did not matter. They further averred that the causes of truancy were many and varied, and were commonly drawn from the child, home (family), school, society, and government at large.

**Table 19. Test of Difference in the Causes of Truancy as to Source of Income**

Student Factors	$X^2$	p-value @ 0.05	Interpretation
1. Do your friends or peers influence you to engage in truancy?	0.447	0.504	Not Significant
2. Does your ill health condition make you engage in truancy?	0.064	0.800	Not Significant
3. Does your low intelligence or low academic ability make you engage in truancy?	0.134	0.715	Not Significant
4. Does your poor relationship with your colleagues make you engage in truancy?	0.519	0.471	Not Significant
5. Does your urge to be economically sound to take care of your education make you engage in truancy?	0.003	0.959	Not Significant
<b>Family Factors</b>	$X^2$	p-value @ 0.05	Interpretation
1. Do you assist your parents in carrying out any duty at home during school hours?	0.046	0.830	Not Significant
2. Do your parents give you guidance about your education?	0.340	0.560	Not Significant
3. Do your parents provide all the requirements for your education?	0.020	0.886	Not Significant
4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?	0.671	0.413	Not Significant
5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?	4.034	0.045	Significant
<b>School Factors</b>	$X^2$	p-value @ 0.05	Interpretation
1. Are your teachers harsh to you in such a way that makes engage in truancy?	0.155	0.694	Not Significant
2. Is your school environment not conducive in such a way that it makes you engage in truancy?	0.506	0.477	Not Significant
3. Is your school management's nonchalant led you to engage in truancy?	0.762	0.383	Not Significant
4. Does a high level of indiscipline in your school make you engage in truancy?	5.639	0.018	Significant
5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?	0.011	0.918	Not Significant

Table 19 presents the test of difference in the causes of truancy as to the source of income. The table shows that truant students whose parents were farmers, store owners, and others (vulcanizer, charcoal producer, etc.) differed significantly on their responses that the indulgence of parents in alcohol or drug abuse influenced them to engage in truancy. It means that truants were not homogenous on the decision that the indulgence of parents in alcohol or drug abuse motivated them to be absent from the class. The analysis showed further that truants whose parents were farmers subscribed more that the indulgence of their parents in alcohol or drug abuse induced them to commit truancy. It implies that the indulgence of parents in alcohol or drug abuse did not encourage for some of the truants to playing truancy.

Likewise, truant students differed significantly in their affirmation that a high level of indiscipline in school made them engage in truancy when they were grouped according to the source of income of parents. The analysis revealed further that the truants whose parents were farmers asserted more that truancy was due to a high level of indiscipline in school. It means that truants with parents who are farmers heavily considered indiscipline in school to be the cause of absenteeism. Demir and Karabeyoglu (2015) once emphasized that

school's attitude and rules against absenteeism were factors that contributed to massive absenteeism of students. They noted that schools' procedures were inconsistent and failed to produce meaningful results in reducing absenteeism. Likewise, students were not receiving clear messages from the school about the importance of attendance. Furthermore, liberal policies or lack of firm implementation for existing systems provided the wrong message to students and parents about the importance of attendance.

On the other hand, truants, when grouped according to the source of income of parents, did not significantly differ on their claims about the other family and school factors including the student factors that caused them to engage in truancy. It means that the truants, regardless of the sources of income of parents, were congruent on their assertion that the delineated causes prompted them to commit truancy. It implies that truancy happens in any form of income sources of the family. García and Weiss (2018) contended that low-income students and families disproportionately face socioeconomic challenges which amplified or reinforced the distinct adverse effects of absenteeism on educational outcomes of students.

Panizzon, Paige, Geer, and O'Keeffe (2018) found that students from low socioeconomic status backgrounds had higher rates of absenteeism that were often impacted by family issues, such as poverty, domestic violence, parents working long hours, and/or unsupportive parents due to their own unfavorable school experiences. Cutillo (2013) also reported that, in low-income communities, a quarter of the class missing every day with some students missing 30 to 40 days a year. Whitney and Liu (2017) added that lower-income students tended to have more full-day absences than their higher-income peers.

However, Zinshteyn (2016) reported that districts with high levels of chronic absenteeism were located in diverse settings, from large urban centers and affluent suburbs to small post-industrial towns and rural enclaves. Some schools with high levels of chronic absence had more resources than others. Wealthy suburban areas, such as those in Fairfax County, Virginia, and Montgomery County, Maryland, posted some of the highest absenteeism numbers in the country.

**Table 20. Test of Difference in the Causes of Truancy as to Distance of School from Home**

<b>Student Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do your friends or peers influence you to engage in truancy?</b>	0.268	0.605	Not Significant
<b>2. Does your ill health condition make you engage in truancy?</b>	0.003	0.958	Not Significant
<b>3. Does your low intelligence or low academic ability make you engage in truancy?</b>	1.261	0.262	Not Significant
<b>4. Does your poor relationship with your colleagues make you engage in truancy?</b>	0.040	0.841	Not Significant
<b>5. Does your urge to be economically sound to take care of your education make you engage in truancy?</b>	0.201	0.654	Not Significant
<b>Family Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Do you assist your parents in carrying out any duty at home during school hours?</b>	0.005	0.945	Not Significant
<b>2. Do your parents give you guidance about your education?</b>	0.001	0.984	Not Significant
<b>3. Do your parents provide all the requirements for your education?</b>	0.420	0.517	Not Significant
<b>4. Do you face any form of abuse from home (Broken home) which forces you to engage in truancy?</b>	2.027	0.154	Not Significant
<b>5. Do the indulgence of your parents in alcohol or drug abuse makes you engage in truancy?</b>	0.828	0.363	Not Significant
<b>School Factors</b>	<b>X<sup>2</sup></b>	<b>p-value @ 0.05</b>	<b>Interpretation</b>
<b>1. Are your teachers harsh to you in such a way that makes engage in truancy?</b>	0.068	0.795	Not Significant
<b>2. Is your school environment not conducive in such a way that it makes you engage in truancy?</b>	0.101	0.751	Not Significant
<b>3. Is your school management's nonchalant led you to engage in truancy?</b>	4.809	0.028	Significant
<b>4. Does a high level of indiscipline in your school make you engage in truancy?</b>	0.268	0.605	Not Significant

<b>5. Does the lack of interesting co-curricular activities in your school make you engage in truancy?</b>	6.294	0.012	Significant
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Presented in Table 20 is the test of difference in the causes of truancy as to the distance of the school from home. The table shows that truant students who resided within and beyond three kilometers radius from school differed significantly on their responses that nonchalant school management led them to engage in truancy. It means that truants were not homogenous on their claim that nonchalant school management encouraged them to be absent from the class. The analysis showed further that the truants who resided within three kilometers radius from school favored more that nonchalant school management caused them to commit truancy. Komakech and Osuu (2014) authenticated that students committed truancy when they felt the nonchalance of school management. They added that, when students perceived that their teachers did not care enough to follow up on absences, their motivation for attendance was poor.

Similarly, truant students differed significantly in their assertion that the lack of interesting co-curricular activities in the school made them engage in truancy when they were grouped according to the distance of home from school. The analysis revealed further that the truants who lived within three kilometers radius from the school confirmed more that truancy was due to lack of exciting co-curricular activities in school. It means that truants residing near the school heavily considered the lack of exciting co-curricular activities in school to be the cause of absenteeism. Şahin et al. (2016) substantiated that students tended to commit truancy in schools with non-interesting places for students and non-offering of socio-cultural activities.

On the other hand, truants, when grouped according to the distance of home from school, did not significantly differ on their claims about the other school factors including the student and family factors that caused them to engage in truancy. It means that the truants, regardless of where they lived in were parallel on their judgment that the enumerated causes brought them to commit truancy. It implies that truancy happens at any distance of the school from home.

Zuel (2017) attested that students living near the school were often reluctant to go to school on time, which, when they found late, they resorted to refuse to come to school. It was pointed out further that transportation was related to absenteeism for those students residing far away from school. Whitney and Liu (2017) supported that transportation problem caused higher absence rates among students from disadvantaged backgrounds.

#### IV. CONCLUSION

Based on the findings of the study, the researchers hereby conclude that truancy is practiced by Grade 7 students regardless of sex, age, family status and size, family monthly income, education of parents, source of income, and the distance of the school from home. Further, the proportion of truant students is serious that needs to be addressed. Moreover, it can be concluded that students, their family, and the school play a significant part in committing truancy.

#### V. RECOMMENDATION

Based on the findings and conclusions, the study recommends the following:

1. The school administration, teachers, parents, students, and stakeholders may adopt the proposed Attendance Monitoring Program or design a comprehensive program to mitigate the truancy problem among the Grade 7 students of Baungon National High School – Danatag Annex.
2. Strict monitoring and evaluation of the implementation of any intervention program to be initiated by the school should be conducted regularly to assess its effectiveness.
3. The school may provide school security guard to be visible at the exit points of the school during school hours to prevent students from going out of the school premises. The school administration may ask financial assistance from the local government unit of the barangay or the municipal school board or from school governing board to pay the honorarium of the security guard.
4. It is further recommended that the Division of Bukidnon and the School Board should provide and allocate financial support enough to sustain the implementation of the Attendance Monitoring Program.

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