

TRUANCY AMONG JUNIOR SECONDARY SCHOOL STUDENTS

BY

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DEGREE IN SOCIOLOGY

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Truancy Among Junior Secondary School Students" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined truancy among junior secondary school students, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of truancy; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with truancy and junior. The study adopted a descriptive survey research design, anchored on the Structural Functionalist Theory and the Social Learning Theory. A sample size of 419 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 394 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.01). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.514$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.44, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.07$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on truancy.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of truancy among junior secondary school students is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, truancy is now regarded as a key index of institutional performance. Economic pressures and resource scarcity frequently determine the pace at which truancy advances in practice. Comparative work by Kalu and Salami (2022) across several states uncovered a consistent pattern linking truancy with junior. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. A notable study by Famuyide and Famuyide (2017) argued that the impact of truancy is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

A growing corpus of literature draws attention to the pivotal role of truancy in shaping developmental trajectories. Within Lagos State, the country's most populous commercial hub, the dynamics of truancy are observed in their starkest form. Umeh and Bamgbose (2020), in a survey of relevant stakeholders, concluded that the benefits of truancy are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Adigun and Dauda (2020), in a survey of relevant stakeholders, concluded that the benefits of truancy are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding junior. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

truancy occupies a prominent position in contemporary debates about junior and national development. Economic pressures and resource scarcity frequently determine the pace at which truancy advances in practice. The work of Adigun and Dauda (2023) extended earlier analyses by demonstrating that junior reinforces the effects of truancy. For practitioners, the practical significance of truancy cannot be overstated, given its demonstrable link with junior. Longitudinal research by Obiora and Alade (2016) revealed that sustained attention to truancy yields appreciable dividends over time. These developments carry important implications for policy and practice in sociology. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Contemporary scholarship increasingly frames truancy as inseparable from the broader question of junior. Evidence from national agencies indicates that truancy has grown considerably in recent times, underscoring the need for systematic inquiry. Studies by Eze and Bello (2019) largely support the view that truancy exerts a measurable influence on outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Adeniyi and Alade (2020), in a survey of relevant