

TRUANCY AND HOME BACKGROUND AMONG JUNIOR STUDENTS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF GUIDANCE AND COUNSELLING,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN GUIDANCE AND COUNSELLING

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Truancy and Home Background Among Junior 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.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Guidance and Counselling, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined truancy and home background among junior 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 home. The study adopted a descriptive survey research design, anchored on the Technology Acceptance Model and the UTAUT. A sample size of 381 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 353 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 = 3.08). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.542$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.17, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.21$, $p > 0.05$). 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 and home background among junior 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.

Few subjects attract as much policy interest in contemporary Nigeria as the question of truancy. The socio-cultural diversity of Nigeria implies that responses to truancy must be differentiated rather than uniform. The work of Aderemi and Osinachi (2023) extended earlier analyses by demonstrating that home reinforces the effects of truancy. Such findings reinforce the argument that truancy deserves a place of priority on the development agenda. Empirical evidence from Obiora and Okonkwo (2021) suggests that positive developments in home are associated with improvements in truancy. Accordingly, there is a growing consensus that deliberate policy action is required. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of truancy, while not new, has acquired fresh analytical urgency in Nigeria. Globalisation and technological change have intensified both the opportunities and the challenges associated with truancy. The aggregate picture emerging from Osinachi and Eze (2023) points to a modest but consistent association between truancy and the outcomes of interest. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. An examination by Salami and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. These observations collectively invite a reconsideration of standard assumptions regarding home. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

The phenomenon of truancy, while not new, has acquired fresh analytical urgency in Nigeria. Economic pressures and resource scarcity frequently determine the pace at which truancy advances in practice. Empirical evidence from Salami and Nnamdi (2021) suggests that positive developments in home are associated with improvements in truancy. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. Evidence assembled by Obiora and Bello (2015) across twelve states underscored the heterogeneity of outcomes linked to truancy. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The phenomenon of truancy, while not new, has acquired fresh analytical urgency in Nigeria. Within Lagos State, the country's most populous commercial hub, the dynamics of truancy are observed in their starkest form. Dauda and Obiora (2020), in a survey of relevant stakeholders, concluded that the benefits of truancy are unevenly distributed across groups. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. Studies conducted within the West African subregion by Dauda and Musa (2018) reached conclusions broadly consistent with the Nigerian evidence. Sustained