IMPACT OF PARENTS' FINANCIAL LEVEL, PERSONALITY AND RESIDENTIAL AREA ON SCHOOL TRUANCY AMONG SECONDARY SCHOOL STUDENTS IN ABA

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ABSTRACT

Truancy among secondary school students is the concern of teachers, counsellors, school administrators, parents and members of the public.This study investigated the impact of parents' financial level, personality type and residential area on school truancy among secondary school students in Aba, Abia state of Nigeria. Threenull hypotheses were postulated and tested for the investigation. Using convenience sampling technique,400 participants were selected for the study. They comprised of 200 males and 200 females whose ages ranged from 11 to 20 years with a mean age of 15.02 and standard deviation of 3.03 years. The participants were administered with TypeA Behaviour Scale (TABS) and School Truancy Questionnaire (STQ). Data was collected using a Cross Sectional Survey Design, while a 3-way Analysis of Variance on SPSS version 20 was the major statistic used to analyse the data. Results showed that parents' financial level and residential area did not significantly have impact on truanting behaviour of students while personality type significantly impacted on truancy among secondary school students in Aba. The study recommendsthat personality assessment be made part of the school curriculum in secondary Schools. With this, necessary counselling services would be provided in secondary schools which in turn would aid in reduction of truancy among secondary school students.

KEY WORDS: Parents Financial Level, Personality Type, ResidentialArea, School Truancy.

INTRODUCTION

Class room learning in Nigeria has been challenged by much undesirable behaviours of students. Prominent among such undesirable behaviours is truancy. The researchers simply explained truancy as irregularity in school attendance. Nwana (2004) opines that truancy is an act of intentionally absenting of oneself from school without permission, leaving without authorization and dodging of specific classes. When a child misses some days in school, without permission from either the parents or the school authority, such a child is regarded as a truant. Truancy among secondary school students is the concern of teachers, counsellors, school administrators, parents and members of the public. The issue is an age long problem, as it has been practiced long before this time by older students. Lynn, Alvarenz and Haynes (2015) rightly observed that truancy of the past students cannot be compared with that

of the present students, as such has been recorded as a leading factor preventing children's success in school, graduation from school and inhibits their ability to become productive in the society. Studies from scholars have indicated that a lot of factors play role on students' truanting behaviour (Maynard, 2012; Adefunke, 2015). This present researchers are interested on these three; parents' financial level, personality type and residential area as they influence school truancy. The first variable parents' financial level as used in this study refers to the income status of the respondents' parents per month. Parents actually may have low, average or high income level. Parents' financial level may have a way of affecting school truancy. Olumor, (2002) believes that students whose parents have low financial level are associated with poor interest in school activities, and their activities are often anti-social such as truancy, absenteeism and going against other school rules. Onoyase (2017) studied the impact of financial status on truancy incidence among secondary school students in Epe local government, Lagos State. Using 119 students from senior secondary II (SS2) who were drawn from five(5) public secondary schools and Z-test statistic was used to analyze the data collected. The result indicated that financial status of parents had no significant influence on truancy. Many other studies have established that there is a close relationship between parent economic status and truanting behaviour of their children (Gosain, 2013). The second variable Personality **type**is the pattern of behaviour and the psychological classification of a person. Personality types A and B as explained by Omoluabi (1997), is the focus of this present study. Botlender, and Soyka (2006) posited that students with type A persanality are less prone to school truancy than their

counterparts with Type B personality. Aomo, Raburu and Aloka (2015) studied the relationship between personality types and indulgence in truancy among Kenya students. Using three hundred and seventy-eight (378) students comprising of 270 boys and 108 girls, result showed that there was a statistically significant different of personality types on truancy. Personality had the highest significant influence on truancy among students as reviewed by Ishak and Fin (2015) in their study on factors contributing to truancy among students using 472 students (322 males and150 females). Finally, Residential area refers to environmental location an individual resides with his family. As used in this study, it denotes the different locations and conditions of urban city referred to as government reserved area (GRA) and non-government reserved area (NGRA). Psychologists over the years have opined that an individual's environment significantly forms his behaviour. Akume, Awopetu, and Nongo (2013) in their study noticed that residential area played significant role in truanting behaviour of adolescents. Shata and Samuel (2014) studied the impact of family environment on truanting behaviour and adjustment problems in school using a total of 168 (77 males and 91 females) samples with ages ranging from 16-20 years, drawn from two departments from the school of health and technology, Ketli Nassarawa state. Their result revealed that family environment has no impact on truanting behaviour.

"Good parent" theory - propounded by Adams & Singh (1980) serves as a theoretical framework which explains truanting behaviour among secondary school students. The theory holds that low income hurts Children not because poor families have less money to invest in their children, but because low income

reduces parents' ability to be "good parents". Parental stress and Role model are two versions of the theory and both are relevant to the study in the sense that they tend to explain parents' decision to educate their children which may have a way of either encouraging or discouraging school truancy. The "parental stress" version explains that poverty is stressful and that stress diminishes parents' ability to be supportive, consistent and involved in their children's education. Poor parenting, in turn hurts the social and emotional development of children, which limits their education and social opportunities. When parental income increases parental stress declines and parenting skills improve. Stressed parents may lack concentration as a result, their ability to think positively towards their children's social and emotional development may decline which will have a serious effect on the children's behaviour both in school and elsewhere. The **'role model'** version unlike parental model holds that poor parents are stressed, with low income, parents develop values, norms and behaviours that are "dysfunctional" for success in the dominant culture. Their children in turn adopt their dysfunctional behaviour (as role model) as a result, the children's own chances of success decline. The nature of parents' interaction with their children as well as the nature of their norms, values and behaviour would go a long way influencing their childrens' truant behaviour. A child's personality can be influenced as a result of the interaction with his/her parents. The nature of interaction (healthy or unhealthy) the concerned parents have with their children also may either encourage or discourage school truancy which its root may come from either the environment where the child resides or the personality type of the child.

Statement of the Problem

As the researchers earlier noted, truancy among secondary school students is the concern of teachers, counsellors, school administrators, parents and members of the public. Scholars have made some investigations into factors that influence truancy in schools (Adefunke, 2015; Ishak and Fin,2015; Maynard, 2012).Factors such as Parents' financial level and Residential area seem to have received less research interest. Most research on truancy as it regards to residential area particularly measured urban and rural environments. This present study tried to investigate only the urban environment but in relation to conditions of living in different areas. No doubt, the study will add to the existing literatures on such variables as parents' financial level, personality type and residential. Finally, school truancy is detrimental (Abayomi, 2002; Adefunke, 2015),its detrimental effects cannot be over emphasized. Due to long-lasting consequences associated with it directly on the concerned students and indirectly on the entire society, more research on school truancy becomes very relevant hence this present study.

Purpose of the study

The broad purpose of this study is to investigate the impact of parents' financial level, personality type and residential area on school truancy among secondary school students in Aba. The specific objectives are to determine if:

1. Parents' financial level will have impact on school truancy among secondary school students.
2. Personality type will have impact on school truancy among secondary school students.
3. Residential area will have impact on truanting behaviour of secondary school students.

Hypotheses

1.   Parents financial level will have no statistical significant impact on school truancy of secondary school students.

2.   Personality type will have no statistical significant impact on school truancy of secondary school students.

3.   There will be no statistically significant impact of residential area on truanting behaviour of secondary school students.

METHOD

Participants

The study was conducted in Aba city which is in the southeast of Nigeria and the commercial center of Abia state. Aba is well known for its craftsmen and it's made up of mainly literate population; traders, students and civil servants. Four hundred (400) secondary school students were sampled for the study using convenience sampling technique. They were JSS1 to SS2 students who were drawn from four (4) schools in Aba. Living word Academy Secondary School – 145 participants (65 males and 80 females); Technical College Opobo Junction - 40 participants (all males); Prizemates International School- 141 participants (71 males and 70 females) and Aba Comprehensive Secondary School-74 participants (24 males and 50females). The participants were unevenly selected from different schools based on the population of the concerned school and the fact that participation was voluntary. Among participants sampled were two hundred (200) males and two hundred (200) females. Their ages ranged from 11 to 20 years with a mean age of 15.02 and standard deviation of 3.03 years.

Instruments

Two instruments- Type A Behaviour Scale (TABS) and School Truancy Questionnaire (STQ)were used for the study. The first instrument –TABS is a standardized scale adopted and validated by Omoluabi (1997), used to assess type A behaviour pattern. The scale has 28 items, directly scored on a 4-point likert formatas follows; 1=Never True, 2=Occasionally True. 3=Often True, and 4= Always True. TABS essentially measures three characteristics of Type A Behaviour namely: Speed and Impatience (S), Job Pressure (J) and Hard- driving (H). The psychometric properties were provided for both American and Nigerian Samples. A Cronbach's Alpha internal consistence reliability coefficient for both male and female is .70 while the test re-test reliability coefficients range from .6 to .7 over 1 to 4years intervals. The norms reported are the mean scores obtained by Nigerian University students. Total norm for male is 51.01, female 54.98 while for both is 53.00.The validation of a scale involves the collection of empirical evidence concerning its use (Pallant, 2005). TABS has been reported reliable and valid for secondary school students in an investigation carried out by Ezeagu, 2016 using 238 participants from Owerri, whose ages ranged from 14 to 20 year. A pilot study to revalidate and adopt the instrument to suit the present samples was conducted by the researchers using 55 participants (22 males and 33 females) among secondary school students in Aba. Cronbach's Alpa Coefficient of .70 was obtained. Upon comparing TABS with index of Peer Relations (IPR) by Hudson et al (1986), as well as School Truancy Questionnaire (STQ) developed by the present researchers, a construct (discriminant) validity coefficient of

.63 and .60 were obtained respectively. Domain of Validity coefficient (Uwaoma, Udeagha and Madukwe, 2011) of .84 (square root of .70) was obtained in revalidation of TABS. The total mean reported for the three subscales are: 50.16 (males), 51.11 (females) and 50.64 (both males and females). Scores higher than the norm indicate that the student manifests type A behaviour pattern, while scores lower than the norm indicate that the student manifests type B behaviour pattern. The second instrument –STQ is a 17-item questionnaire developed by the researchers to measure truant behaviour of students. Initially, the instrument was made up of 26 items which were subjected to both validity and reliability processes. The questionnaire was first subjected to content validity, also referred to as face validity (Mcleod, 2013) by five experts in the department of psychology, Imo State University, Owerri, to rate as the test appeared to them (that is at face value). The experts all agreed that the questionnaire is suitable to measure school truancy. As asserted by Nevo, (1985) a test wherein the purpose is clear to experts and even to naïve respondents is said to have high face validity. By this exercise also, some items were modified and 3 were removed leaving the questionnaire with 23 items. The remaining 23 items were further subjected to internal consistency through a pilot study involving fifty-five (55) students (22 males and 33 females) who were both selected from Gift International Secondary School (11 males and 17 females) and Our Lady of Rose Secondary School (11 males and 16 females) in Aba city (the same study used to revalidate TABS). The data collected was used for reliability analysis. When item-total statistics was computed, it was observed in the corrected item-total correlation that the degree to which six (6) items correlated with the total score was low at less than .30. The low value of the items indicated that the items were measuring something different from the concerned construct (school truancy) (Aron & Aron, 1994; Pallant, 2005). The six (6) items were however deleted leaving the entire questionnaire with a total of 17 items which was used for the main study. With 17 items, a Cronbanch's Alpha Reliability Coefficient of .89 and Guttman Split-Half Coefficient of .87 were obtained. In addition to content validity, construct (discriminant) validity coefficient of .60 was obtained by correlating STQ with TABS by Omoluabi (1997) with samples from secondary school. Domains of Validity (Uwaoma, Udeagha and Madukwe, 2011) coefficients of .94 and .93 (square roots of Crombach's Alpha and Guttman Split-half reliabilities respectively) were obtained. STQ is directly scored on 3-pointslikert format; 1-(often), 2- (Rarely) and 3- (not at all). The questionnaire has a mean of 48.38 which serves as the norm and standard deviation of 4.73. Scores higher than the norm indicates school truanting behaviour while scores lower than the norm indicates non-school truanting behaviour. Demographic questions were also combined in STQ which enabled the researchers obtained participants' age, gender, residential area and parents' financial level. The residential area was categorized into two as governmental and non-governmental. The researchers chose the Government and Non-government Reserved Areas because they believe that the type of experience (with parents, neighbours and even peers) children living in Government Reserved Areas (GRA) have may be quite different from the type those living in Non- Government Reserved Areas (NGRA) may acquire as a result of restricted associations. Parents' Financial Level was categorized into three:

Low (below 50,000/month); Average (within 50,000 to 100,000/month) and High (above 100,000/month).The researchers chose these categories because they believe that monthly earnings differ across individuals and families. There are parents who are employed (Government or Private) and those who are self-employed. In whichever category they may fall in, level of income per month differ.

Procedure

The researchers after obtaining both oral and written permission from the concerned school authorities to carry out the research went further seeking the assent of students to participate in the study by presenting them the questionnaire with an attached assent document. Only the students who were readily available in school and willing to participate were involved in the study. The participants were reassured that the study was purely for academic purpose and would have no negative consequence on person. Questions from the participants on the mode of completion of the questionnaire were answered by the researchers. They were guided on how to indicate their genders, ages, residential areas and their parents' financial levels in the categories apportioned for it. Participants who claimed not to know their

parents' financial levels were permitted to go home with the questionnaire, alongside a letter written to their parents to help them complete the questionnaire and return the following day. The letter to the parents introduced the researchers, purpose of study, and an appeal (permission) to help their child complete the questionnaire as appropriate. The questionnaires were distributed and collected after completion the same day (for those who completed theirs) and the next day (for those who needed their parents' permission and guardians) especially in the area where parents' financial level was requested. In all, ethical principles of informed and voluntary consents, assent, anonymity and confidentiality, no deception and beneficence were fully observed throughout the data collection process.

Design and Statistics

A cross sectional survey design was employed in this study because a sample of large population across gender, ages of secondary school students were studied within a specified time frame using questionnaires as the tool for data collection. Both descriptive and inferential (3-Way ANOVA) statistics were used to analyze the collected data on SPSS version 20.

RESULTS

Table 1: Summary of Means and Standard Deviations for Parents Financial Level, Personality Type and Residential Area on School Truancy

Variables	Mean	Standard Deviation	N
Parents Financial Level			
Below 50,000/month	39.05	12.01	60
Within 50,000 to 100,000/month	35.37	11.89	60
Above 100,000/month	35.32	11.83	280
Personality Type			
Type A	38.20	11.52	158
Type B	34.37	11.31	242
Residential Area			
Non-governmental	35.00	11.36	200
Governmental	36.77	11.67	200

From the means obtained in table 1 above, students who reported their parents financial level were below 50,000/month were 60 in number, with a mean of 39.05 and standard deviation of 12.01; those whose parents' financial level fell within 50,000 to 100,000/month were also 60, with a mean of 35.37 and standard deviation of 11.89, while those whose parents' financial level were above 100,000/month were 280 in number, mean of 35.32 and standard deviation of 11.83.

Table 2: Summary Table of Three-way ANOVA showing the Impact of Parents' Financial Level, Personality Type and Residential Area on School Truancy

Source	type III sum of Squares	df	Mean Square	F	Sig
Parent financial level (A)	511.65	2	255.82	2.03	.133
Personality type (B)	594.89	1	594.89	4.72	.030*
Residential Area (C)	426.11	1	426.11	3.38	.067
A x B	24.81	2	12.41	.10	.906
A x C	1897.85	1	1897.85	15.06	.000*
B x C	7.38	1	7.38	.60	.809
A x B x C	10.80	1	10.80	.09	.770
Error	49140.21	390	126.00		
Total	568148.00	400			

Note: * = Significant

The result as presented in table 2 above showed that the first null hypothesis which stated that parents financial level will not significantly impact on school truancy was accepted [f (2, 390) = 2.03, p>.05] at 95% confidence interval.In table 1 also, students who reported that their parents had below 50,000/month financial level scored slightly higher (M= 39.05) than those who reported that their parents' financial level were within N50, 000 to N100, 000/month (M= 35.37) and above N100, 000/month (M=35.32) on truancy at school. This implies that parents' financial level does not significantly impact on students truant behaviours at school.The result of second null hypothesis that personality type will have no significant impact on school truancy was rejected [F (1, 390)= 4.72, p<.05]. In table 1, students with type A personality scored significantly higher (M=38.20) than their type B counterparts (M=34.37) in truant behaviour. The result implies that personality type significantly impacts on school truancy. Finally, the third null hypothesis which stated that there will be no statistical significant impact of residential area on truanting behaviour was accepted. [F (1, 390) = 3.38, p<.05]. Fact in table 1 confirms that students living in governmental residential area scored slightly higher (M=36.77) on truancy than students residing in non-governmental area (M=35.00). This implies that residential area does not significantly impact on students' truancy at school.

Discussion
The first result of this study shows slightly higher mean score on truanting behaviour of students whose parents' had low financial level in comparison with students whose parents had average and high financial level. Upon testing

the hypothesis it was discovered that the slightdifference in mean was not significant hence the null hypothesis was accepted. This simplymeans that parents' financial level does not have impact on school truancy among secondary school students. In other words, students whose parents had low financial level were involved in truanting behaviour asmuch as those whose parents had either average or high financial level. This present result is in line with the finding of Onoyase (2017) whose result indicated that financial status of parents had no significant influence on truancy. However, the present day finding contradicts the observations of previous researchers that parents' financial level had impact on truancy (Olumor, 2002; Gosain, 2013). The differences in these results might be due to differences in the family training, school type (public and private school); school training that is the pattern of discipline administered by the school authorities and even personality type of the students. In addition this present result seems to question Good Parent Theory by Adams Singh (1980)whose general view is that children trained by parents with low financial level are more involved in truanting behaviour than those from high parents' financial level. From the view of the researchers, truancy can be found among students irrespective of their parents' financial status. This is because there are individual differences which manifest in students' interest, motivation, ambition and generally personality type. The second hypothesis was rejected implying that personality type impacts on truancy among secondary school students. The present day study collaborates with other findings (Botllender and Souka, 2006; Aomo*et al.,* 2015) that personality type has a lot of impact on school truancy. However, no reviewed work

contradicts with this present day result. Botllender, and Soyka (2006) in their study also observed that students with type A personalities are less prone to truancy than their counterparts-type B. In the researchers' view type A personalities are more competitive in class than type Bs, this singular attribute can make them not to easily skip classes. They may want to be conversant with class activities and be able to win prizes if and when occasion calls for such. Also, unlike type B personalities, type As tend to feel little or no physical or mental stress as such they may not have reasons to skip classes during school hours. The third hypothesis which was accepted implies that residential area has nothing to do with school truancy among students. In other words, students who reported that they live in government reserved area were involved in truancy as much as those who live in non-government reserved area. The present result is in line with the finding of Shata and Samuel (2014), who reported that family environment, has no impact on truancy. However the work of Akume *et al.,* (2013), reviewed that family location has significant impact on truanting behaviour. The difference in the results might be due to the different schools used in the Study by the researchers, different number of participants, and even age differences among participants.

Implications
The study has implications to the parents, teachers, government, and the entire public.

The impression that children of the poor (low financial background parents) get involved more in school truancy than children of the rich (high financial background) should be removed. The present study has shown that students irrespective of their parents' financial level can indulge in school truancy. Also, the

public should not believe that only students who live in non-governmental areas get involved in truancy, the study has proven that even students who grew up in government reserved areas can get involved in school truancy.

The public should understand that personality type of the students has a significant impact on school truancy; hence blames should not be placed on either teachers, parents or both.

Conclusion
The study examined school truancy among secondary school students using parents' financial level, personality type and residential area as its variables. Results have shown that two variables which are parents' financial level and residential area do not have significant impact on school truancy among students but personality type does. The researchers hereby conclude that school truancy is actually an issue plaguing the education system in Nigeria generally and Aba specifically. Truanting behaviour is manifested by students across different parents' financial status and residential area where personality type of the individual has a significant impact on it. Consequently, some truants may drop out of school and this will constitute a waste of resources to parents as well as the government and a social menace to the society.

Recommendations
The study therefore, recommends that:
1. Government and curriculum planners should make assessment of Student's personality a compulsory curriculum in secondary schools mostly done by the School Psychologists. With this, truancy among different personalities can be identified and necessary counselling

services rendered to individuals concerned which will help reduce truancy.

2. There is a great need for Psychologists and Guidance Counsellors in secondary schools to teach Self-Regulation Skills to all students, such will also help to reduce truancy among students.

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