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KEYWORDS	ABSTRACT
Truancy, Causes of Truancy, Secondary Level Schools, District Mandi Bhaudhin, Pakistan	This study investigates the causes of truancy in male students at secondary school level. The main objective was to find out different factors that cause truancy among students at secondary school level. The factors investigated are related to family, teachers, school environment, peers from particular context in Pakistan. A sample of 250 male teachers of the secondary school level were the sample to collect data randomly about the factors that leads towards secondary school students' truancy. The sample of male teachers of secondary school level was selected from 20 Government high schools. The study was descriptive and an adapted questionnaire was used as a tool for data collection based on five-point Likert's scale. Statistical Package for Social Sciences used to analyze data. The findings with family background factors were more influential factors related to the students' truancy. Also, factors like students, peers and teachers were found contributory towards truancy of students. The emerging findings were about school environment factors caused truancy of students. Thus, prominent recommendations were about provisions of facilitated and friendly environment in home & school to be ensured.
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INTRODUCTION

Truancy is a leading and burning issue in all over the world especially in the developing and under developed countries. All the nations though they are developed or developing are worried about their youth. The phenomenon of truancy can become serious issue for our future generations if it will not be solved properly (Ehinderero & Lasisi, 2024). The issue is as old as history of education is itself. When students are out of school in their age of learning they will be expected out of job in future.

This is critical problem of society. A pupil is supposed to be present in any educational institution for a specific time appointed by authorities and administration, so he can fully adopt and absorb the behavioral changes recommended by society and culture. A pupil who is absent from educational institution without acceptable reason or excuse for half of the day, full day or for many days, when classes are going on during study session is called as a truant. [Teasley \(2004\)](#), truancy is unexcused, unethical and unlawful absence from educational institution, usually without parental knowledge and permission.

There are two types of absence from educational institution, first; when a student has some physical problem or reason due to which he/she is not able to attend educational institution. It can be illness of him/herself, family member's illness, protests or strikes, lack of transportation, weather conditions or family member's demise. In these cases, a pupil may not able to come to school ([Crawford, 2000](#)). The other type of absence is called truancy. It means absence of student from the school without any reason or excuse for the full day or a part of the day. It is not a new problem, but in present decade, it has received new attention because absence from school has a direct link with delinquency ([Seeley, 2008](#)). According to a report in 2010 more than two-third of students from all school were absent in Punjab, twenty five percent absents were reported each day who were without any excuse or reason in a few areas of Punjab ([PMIU Report, 2010](#)). Truancy is an alarming educational problem. Truancy leads to further disengagement from school, it can lead to serious problems like crimes and anti-social behaviour as the juvenile delinquency, street crimes, religious extremism, drug addiction and terrorism ([Stover, 2004](#)). This research is designed to investigate the reasons of truancy at the boys' secondary schools.

Research Objectives

1. To find out most common causes of truancy and unexcused absence of students of secondary school students.
2. To determine the aspects of personality of truant student that causes them to remain away from school during school's study session.
3. To explain the family factors that leads towards the students' truancy in particular situation and context.

Research Questions

1. What are most common causes of truancy and unexcused absence of students of secondary school level?
2. How the different aspects of personality of students urge them to flee from concerned school?
3. How much the carelessness of parents and teachers cause truancy in students at secondary level?

LITERATURE REVIEW

Definition & Concept of Truancy

Any unexcused and unreasoned absence from the educational institution is considered as truancy ([Stover, 2001](#)). Without leave, staying away act from school is called Truancy as stated by [Rothman \(2001\)](#). [Adekunle \(2015\)](#) defined, truancy is intentionally and consciously absenting of individual

from school without permission of parents and school administrators, leaving and escaping specific lesson without consent and excuse. [Chukwuka \(2013\)](#) stated that truancy is “absence from school for no legitimate reason”. [Ricking \(2003\)](#) has defined truancy as unjustified intentional absence from school. [Mache and Van \(2001\)](#) define truancy as absenteeism from school without permission. The authors given diverse point of views about truancy. As per International Dictionary of Education in 2002, deliberate absence from school without parental knowledge. [Adeyemi \(2011\)](#) define truancy, as unethical and unacceptable act which occurs when “child often stays away from school without good reasons”. These concepts given by diverse authors show many elements of truancy that must be understood properly.

Difference between Truancy & Absenteeism

The word truant cannot be understood properly without explanation and comprehensive definition. To understand it properly, the word truant should be differentiated from word absent. According to [Teasley \(2004\)](#), the absenteeism may be defined as any reason or excuse when a student does not attend school. Absenteeism can be result of many elements, for example, lack of parental support, severe weather, transport problem, family illness, personal illness, physical limitations and demise of any family member or any other reason ([Teasley, 2004](#)). On the other side, the truancy can be defined as any absence from school which is intentional, unexcused and unlawful; mostly without the parental knowledge and permission. [Lee and Milten \(1996\)](#) said, all the students who flee from school and are truant usually waste their time away from their home because they try to cover their nonappearances from their parents and guardians. Consequently, another form of absenteeism is the truancy that is unexcused and unlawful without the permission and consent of the parents and school authorities.

Types of Truancy

There are different types of truancy that are casual, habitual, chronic, occasional truancy, school refusal and absenteeism. When a student is absent from school continually and constantly without permission or consent of his parents, teachers and school administration. Habitual truants usually miss most of their full days of academic and instructional periods. Their absenteeism from school become regular behaviour or habit. When a student will be absent from school for five consecutive days, seven days in a month or twelve days in a year without any reason or excuse will be defined as habitual truant. When the students are absent from school by chance will be considered as casual truant. In this type of truancy student remain outside the school by chance, it is not on regular and constant bases. The students who remain lurking within sound of the school bell, and they attend only those lessons which are interested for them ([Ezeani, 2006](#)). When a student is not constantly and continually absenting from school is called as occasional truancy as remains absent from school without permission of parents, & teachers is not on regular bases. When mother asks child to remain in home to take care his/her siblings or family tours and meetings are examples of occasional truants ([Ezeani, 2006](#)).

When a student remains absent from school for seven or more consecutive school days, continually ten days in month or constantly fifteen days in a year with reason, legitimate excuse will be termed as chronic truant. Absenteeism is constant, continues or regular pattern of not attending school and

instructional hours. This type of truancy usually happens with a parent's knowledge and permission. These types of truants spend their time at home rather than school. When young students refuse to go to school will be considered as school refusal. It is a serious psychological and emotional problem involves fear of going to school and attending classes or anxiety about leaving home. It is usually different from the truancy. Any young student can show many psychological symptoms like crying, hindrance, violence, tantrum, panic, anger, threats of self-harm (Teasley, 2001). Research indicated that between 1-5% of school going children show such symptoms as they suffer from school refusal, children from 5 to 6 years old and 10 to 11 years old are affected students (Reid, 2004). The students who are suffering from school refusal can have other problems like depression or anxiety disorders (Dougherty, 1999).

Factors of Truancy

Truancy is a multidimensional problem. There are many possible factors that may force the student for not attending the school. The problem of truancy usually stems from the child himself, his family, from his school and from that typical community and society. The problem of truancy in secondary school students is raising day by day which is so alarming. Different authors have different opinion about factors which cause truancy in students. The following factors are considered main reasons of truancy are; bad home upbringing, school environment and circumstances, school curriculum, socio-economic condition of the student and social standards or demands, psychological factors, influence of peer group, attitude of teachers, personality problems, social and government influence. Home upbringing might be the cause of truancy in students. The lack of parental control and supervision, broken homes, poverty, lack of family support, excessive or misuse of drugs and alcohol, household problems, financial crises, responsibilities and duties to fulfil in house are leading factors that rise behaviour of the truancy in child from the early age (Hopskins, Green, & Burns, 2011; Maduabuchi, 2013; Breda, 2014).

Ezekwugo (2005) indicated that training and education of the children starts from their home, and when this training and education starts properly, it will be easy for school to continue the education. On the other hand, authors say that in most cases, the bases of truancy are also laid at home. Odueze (2001) said, "There should be sound co-operation between the home and the school for education to be real and effective". English (1999) supported this view, he wrote that only parents can control their children and children need them most. The Shaw as reported by Odueze (2001) asserts: that without any doubt the main and first influence on child is his home while school is second, so, the child will be happy if there will be positive correlation between the school and home. Gosain (2013) stated that most influential factors of truancy are school and family environments. Ogunwe (2003) studied the school factors that can lead to truancy in his research. He pointed out that the attitude of teacher can cause the truancy, some teachers are very hostile to the children, some teachers do not have interest in teaching as a career and some of them do not attend their classes regularly or skip their periods.

Some teachers are fond of punishing the students, they develop fear in them and they are scared of attending the school. Sheldon and Epstein (2002) examined that truancy rate becomes high in such institutes where a weak interaction between parents and school authorities, poor implementation of

educational and truancy policies, teachers are reluctant and unhelpful toward class, homework and given assignment. Harsh and strict attitude of teachers, uninvited school practices like punishment, mistreatment, harassment, dull and boring work, unfavorable school environment, poor discipline, uninteresting and unexciting classes, shortage of activities like extra-curricular and co-curricular are some of school factors that cause create absence between students of schools (Raju & Rao, 2007). It is closely related to the school factors which cause truancy. Bullying makes school environment unsafe for students. So, if the student does not feel safe in school, they will prefer truancy. Bullying can arise many teachers' inability to control these type of harassment, child's own personality can suffer many problems and causes learning abilities. The parents also call off their children if they are being bullied.

There are many individual and personal factors related to student's truancy. These factors include, the lack of confidence, poor peer relations, unsatisfied special needs, poor self-esteem, lack of social skill, lack of academic ability and lack of concentration on the studies and self-management skills. The students' homework or assignment tasks, illness or ailments, abnormal physical, emotional and mental health, social incompetence, poor peer relationships, inferiority complexes, low academic achievements are some of the main reasons that rise act of truancy (Reid, 2006; Maduabuchi, 2013; Gosain, 2013). The problem of truancy in secondary school students is raising day by day which is so alarming in diverse situations and contexts. Many researchers have identified that continues and constant truant students usually have a job to bear their expenses and to support their families, so they find trouble in balancing school and job, this situation force them to choose between personal life and school. Moreover, if the child develops habits of drug and alcohol, he will surely become an anti-social behaviour and will flee from school. Fear of punishment in school, abuse from teachers and administrators.

Causes of Truancy

Every child is a unique individual so there can be many factors of the truancy. There is not only one reason that cause truancy, but rather blend reasons and factors that leads to truancy (Reid, 1999). Which can be the social, psychological, educational and peer group influence causes. Some studies have indicated that a there is a close relationship between social factors and truancy in school, for example, socioeconomic situation and environment at home (Reid, 1999). All the aspects related to home are included in home environment, like the number of parents, types of their parenting styles, number of siblings, their lifestyle, the climate of home, family conflicts and family status which can cause truancy. All the parents had bad experiences in childhood in school may not be able to value the standing of education and may not care for being in school and getting school work done. They may permit their child to remain home every time. Parenting style also influence child, neglectful style of parenting does not involve in their child's education. Their negligence toward their child's education includes not providing them proper facilities to do work, not admitting child to school, or not coming school to meet their teachers and school authorities in order to check their performance (Woolfolk, 1995).

These students who are suffering neglecting parenting style may miss school because their parent does not take interest. All children who are suffering from physical or verbal abuse by their parents

can also become school truants. Home environment also include parental lifestyle which leads to truancy, parents who abuse alcohol drugs are cause of making their child truant (Reid, 1999). These parents do not support their children. Family conflict is a home environment factor, which includes arguing, separation, violence, physical and verbal abuse, divorce, and poor relationships between parents and children (Reid, 1999). There are socioeconomic factors donate to truancy (Dougherty, 1999). Because of factors children may miss the school, fall behind in studies and performances that leads them to remain away from school. One more factor from social factors can create absence is lower poor socioeconomic status (Reid, 1999). Socioeconomic status can be defined as one's "relative standing in society based on income, power, background, and prestige" (Woolfolk, 1999). Although low socioeconomic status is not directly the high factor of truancy but when it combines with other factors likewise low self-esteem, resistance culture and learned helplessness, that the risk of truancy automatically increases.

The children who come from low socioeconomic status have low self-esteem, which cause inferiority complex in them that they are not "good at schoolwork" (Woolfolk, 1995). Later on, these children become "victims of learned helplessness" (Woolfolk, 1995). So, they become rebels and drop out of school. Mussen et al (2000) said that socio-economic issues and relationship between the child and parents can create the delinquent behaviour in children. Thus, Adeyamo (1999) stated that lack of basic school materials, like no exercise book, stationery, pen and reading books, are reasons to leave studies because they would not like to be punished by the teacher. Therefore, it can be resulted that the socioeconomic status of the family can cause school truancy. While Raju and Rao (2007) said, socio-economic background, social and electronic media, television and cinema are leading social factors which can cause truancy among students. Anxiety, conflicts and fear are normal part of development and growth in the childhood and adolescence but these feelings do not affect regular functioning of students. In some students this anxiety and fear becomes a kind of phobia regarding any specific person, irrational event or situation at school that interferes their attendance (Rettig & Crawford, 2000).

This type of school phobia usually starts when child begins his kindergarten or during his promotion to middle school from primary, elementary school. Some symptoms are prolonged absences or they complain physical outbursts such as headaches or stomach-aches to remain away from school. It has usually two main reasons are heredity and environment (Rettig & Crawford, 2000). Those students who have inherited this disorder, means that both parents or any one of them had anxiety disorder. The second origin is environmental which include family issues like death, divorce, separation of parents, substance abuse, child physical or verbal abuse or bad school experiences as being bullied or insulted from teachers. DeSocio, et al. (2007) identified that mental & physical health problems contribute towards school truancy. They indicated that truancy co-exists with family and students' mental and psychological health issues. It can be a pointer for current cognitive disorders, like, post-traumatic stress disorder, anxiety, depression or substance abuse. To understand reasons of truancy and absenteeism of students, school needs to include enforcement of attendance policies, attitude, personality of the teachers, peer group relation, teacher-student relations, bullying and curriculum (Reid, 1999).

Teacher and school administration should observe and evaluate that it is not the house, but rather school and educational environment leads him to flee from school. A teacher must have abilities and attitude to reflect in teaching, classroom administration evaluates its effectiveness with that the students who are not attending the school. In a report [Nigerian Teachers \(2004\)](#) indicated, that every individual in a peer group put his feelings inside and try to follow directions and orders of classmates for the part of that cluster. This durable sense of attraction also become a reason to act of truancy. According to [Dewey and Humber \(2006\)](#), the need for adolescent to be appreciated from classmates, who can bring him into argumentation and conflicts with his own parents and siblings. The review started by attempting to review the conceptual framework of school truancy which thus included the concept and definitions of school truancy, nature, and different kinds of the school truancy. Further, major aspects that contributes to absence among the institutes of secondary level students under various broad sub-heading were discussed, these sub headings included factors like home upbringing, peer-related factors, education, school, mental and personal factors and student-related factors.

RESEARCH METHODOLOGY

According to [Gauri and Gronhaug, \(2005, pp. 56\)](#), "The research design is overall plan for relating the conceptual research problem to relevant and practicable empirical research." The study used quantitative research design because it examined causes behind absence at institutes of secondary level students that justify clearly descriptive and quantitative research design. The study employed descriptive survey design because a survey research design enables the researcher to get relatively limited and applicable data from relatively large population ([Ndiyo, 2015](#)). [Sambo \(2005\)](#) showed, a survey research design is one in which group of people, items are studied by collecting, classifying and analyzing data from the representative group of people or items of the entire group. Survey research design indicate that the research has wide scope and allows to gather the large amount of information from large population that is widely spread geographically. Numerical data gathered through questionnaire.

The research process was basically involved the development of questionnaire which was adapted as well as the scale to measure the answer and responses. The target population were male teachers working with public secondary schools for boys in all the three tehsils of district Mandi Bahauddin. There was total 73 public high schools for boys of whole district and there was total 1361 male teachers working in whole district. All the male teachers in public high schools for boys located in District Mandi Bahauddin, both from rural and urban areas, were a part of population of the study. Random sampling technique used for collecting information. Random sampling refers to a sample in which members of sample will be selected by chance, but with a known selection probability. Out of total 73 boys' secondary schools in the District Mandi Bahauddin, 20 schools were selected thus randomly, from all the three tehsils of district Mandi Bahauddin. Then the sample size consisted of 250 male teachers from these 20 high schools for the boys was selected randomly. Thus, sample detail is given below:

Table 1 Randomly Selected 20 High Schools for Boys

SN	Tehsils	Names of Schools	Total No. of Sample	Area
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1	Malakwal	1-GHS Majhi	15	Rural
2		2-GHS Haria	14	Rural
3		3-GHS Pind Macco	10	Rural
4		4-GHS Mona Depot	17	Rural
5		5-GHS Wara Alam Shah	9	Rural
6		6-GHS Chot Dheeran	10	Rural
7	2- Mandi Bahauddin	1-GHS Wasoo	13	Urban
8		2-GHS Jholana	13	Urban
9		3-GHS Mangat	12	Rural
10		4-GHS M Mandi Bahauddin	19	Urban
11		5-GHS Mandi Bahauddin	15	Urban
12	3-Phalia	1-GHS Dhoul Rhanjha	10	Rural
13		2-GHS Mamdana	10	Rural
14		3-GHS Z.A.B.S Sainthal	11	Rural
15		4-GHS Z.A.B.S Suleman	9	Rural
16		5-GHS Z.A.B.S Lasoori Kalan	15	Rural
17		6-GHS Ghanian	11	Rural
18		7-GHS Sandanwala	12	Rural
19		8-GHS Chak Jano Kalan	12	Rural
20		9-GHS Dhararkan Kalan	13	Rural

The adopted questionnaire was used to collect the participants responses, according to descriptive research design. In this regard, the questionnaire can be defined as a well-structured technique for collecting primary and basic data. It is generally a series of written questions for which respondents have to provide the answers (Bell, 1999). This questionnaire was adapted by Suleman and Ahmad, (2017) from their study. Content validity is concerned with establishing whether the content of the instrument is measuring what it is supposed to measure. In order to assure face, the content and construct validity of the instrument used for study, the researcher ensured that the questionnaire covered the research questions of the study and then subjected the initial draft to the scrutiny of the experts in the department and the project supervisor. For this purpose, some items were modified based on expert advice before the researcher produced the final copy of the instrument which was used for the study.

RESULTS OF STUDY

This study investigated the causes of truancy at secondary school level male students. To achieve the research objectives, descriptive and quantitative research design was used. Responses related to the factors contributive to absence were collected with the help of questionnaire from the teachers of secondary schools. In this linking, the data was analysis of data was completed with the form of percentage, frequencies, standard deviation and mean. The statistical procedure was done through SPSS version 23.

Table 2 Descriptive Analysis of Factors related to Family Background

Factors related to Family Background	N	Mean	SD	Remarks
1-Rarely children encouraged, x by their parents to learn at home.	250	2.78	1.355	Disagree

2-Always quarreling of father and mother at home can cause a student to be truant.	250	2.37	2.306	Agree
3-Lack of facilities at home causes students' truancy.	250	2.18	1.140	Agree
4-Parents remain ignorant about their children whether gone to school or not.	250	2.06	1.032	Agree
5-Poverty can cause a student to be truant.	250	2.34	1.183	Agree
6-Parental death contributes to student's truancy.	250	2.34	1.259	Agree
7-Divorce in family negatively affect student's performance and even cause his truancy.	250	2.19	1.076	Agree
8-Lack of parental attention leads towards students' truancy.	250	2.33	1.143	Agree
9-Parental illiteracy can cause a student to be truant.	250	2.21	1.153	Agree
10-So much love of grandparents with children can cause truancy.	250	2.37	1.252	Agree
Average	250	2.317	1.289	Agree
Agree: mean value below 2.5		Disagree: mean value above 2.5		

Table 2 depicted family background factors contribute to truancy of male students at secondary school level because average mean value was 2.317 and SD was 1.289 was below 2.5. The findings depicted that student are fortified for inclining with their parents at home (mean=2.78, SD=1.355). Most often fathers' and mothers; quarreling on small issues is the major reason for a students' absence from school (mean=2.37, SD=2.306). The results indicated that secondly factor with importance was the parental ignorance about the absence of their child from school (mean=2.06, SD=1.032). Parental poverty was another important factor that was investigated (mean=2.34, SD=1.183) that proved as truancy of student. Similarly, one factor contributed as parental illiteracy (mean=2.21, SD=1.153). Grandparental love proved to be a factor (mean=2.37, SD=1.252) make a child to remain away from school. Other family factors which lead toward students' truancy at secondary school level i.e., less attention of parents (mean=2.33, SD=1.143), death of parents (mean=2.34, SD=1.259) and parental divorce (mean=2.19, SD=1.076). It was found fewer home facilities (mean=2.18, SD=1.140) responsible for truancy of students.

Table 3 Analysis of Contributory Factors about School Environment

Factors Regarding School Environment	N	Mean	SD	Remarks
1-Curriculum that is ineffective can cause a student to exhibit truancy.	250	2.08	1.117	Agree
2-Improper placement of students in classroom can cause a student's truancy.	250	2.35	1.153	Agree
3-Poor and ineffective instructional process can cause a student to be truant.	250	2.20	1.129	Agree
4-Boring classroom environment is a contributory factor toward student's truancy.	250	2.20	1.060	Agree
5-Harsh attitude of teachers can cause a student to exhibit truancy.	250	2.20	1.127	Agree
6-Poor parents-school communication contributes students'	250	2.35	1.187	Agree

truancy.				
7-A student can become truant if rules and regulations are with rigid administration	250	2.38	1.269	Agree
8-Students' truancy occurs due to poor availability of physical and educational facilities in school.	250	3.02	1.335	Disagree
9-Autocratic environment within school contributes to students' truancy.	250	2.70	1.390	Disagree
Average	250	2.38	1.196	Agree
Agree: mean value below 2.5		Disagree: mean value above 2.5		

The results of table 3 revealed that a remarkable role is school environment in making a student to become truant because the average mean was 2.38 and standard deviation was 1.196 which is below 2.5. The descriptive analysis of school environment factors indicated that ineffective curriculum is the most influential aspect of students' truancy (mean=2.08, SD=1.117). Further the results reveal that harsh attitude of teachers with students contributes to truancy (mean=2.20, SD=1.127). Classroom environment that is unexpected, boring caused student truancy (mean=2.20, SD=1.06). Instructional process that is ineffective and poor can make a student to flee from school (mean=2.20, SD=1.129). It was found that poor parents-school communication also contributes students' truancy (mean=2.35, SD=1.187). In this regard, respondents were also agreeing that improper placement of the students in classroom (mean=2.35, SD=1.153) are contributory factors that create truancy. Thus, on the contrary, autocratic environment within school lead a student to the truancy statements were emerged as disagreed (mean=2.70, SD=1.390). the results show that most of the respondents were also disagree with the statement that students' truancy occur due to the lack of facilities likewise physical and educational in school.

Table 4 Descriptive Analysis of Factors related to Students

Student Factors	N	Mean	SD	Remarks
1- Factors contribute to truancy like poor self-concept.	250	1.98	.981	Agree
2-Due to low self-esteem students exhibit truancy.	250	2.31	1.055	Agree
3-Students' truancy caused by Disruption in classroom.	250	2.21	1.071	Agree
4- Student exhibit truancy due to poor academic performance.	250	2.41	1.099	Agree
5-In co-curriculum activities extraordinary involvement cause a student to be truant.	250	2.35	1.204	Agree
6-Students exhibit truancy due to poor health.	250	2.60	1.288	Disagree
7-Due to inferiority intricate truancy happen in students.	250	2.56	1.317	Disagree
8- For daily or weekly tests poor preparation causes a student to be truant.	250	2.42	1.263	Agree
9- Students exhibit truancy due to incomplete homework.	250	2.31	1.221	Agree
Average	250	2.35	1.166	Agree
Agree: mean value below 2.5		Disagree: mean value above 2.5		

The descriptive analysis showed that, table 4 indicated that factors related to students (mean=2.35, SD=1.166) revealed that secondary level students become more truant. The findings revealed that

poor self-concept is most influential factor in contributing truancy (mean=1.98, SD=.981). The second main factor was related to student himself is disruption in classroom which cause truancy among students at secondary school level (mean=2.21, SD=1.071). Other important factors related to student himself were academically weak performance (mean=2.41, SD=1.099), in the co-curricular activities' extraordinary involvement and other entertainment activities (mean=2.35, SD=1.204) and low self-esteem (mean=2.31, SD=1.055) contribute to exhibit truancy among students. Another leading factor of truancy was poor preparation for weekly or daily test (mean=2.42, SD=1.263). It was found that incomplete homework makes students to remain away from school, be truant (mean=2.31, SD=1.221). The results also revealed that many of the respondents were disagree with this factor that inferiority complex among students cause truancy in male students at secondary school (mean=2.56, SD=1.317). Many participants showed their disapproval with bad or poor health of students towards truancy (mean=2.6, SD=1.288).

Table 5 Descriptive Analysis of Factors related to peers.

Factors related to Peers	N	Mean	SD	Remarks
1-Classmates' jokes cause truancy when a student fail to answer the teacher's questions.	250	2.15	1.116	Agree
2- A student becomes truant due to the invitation from outsider friends.	250	2.40	1.064	Agree
3- Students exhibit truancy due to the friendship with disrupting and troublemaking students.	250	2.37	1.219	Agree
4- A student becomes truant with keeping bad company	250	2.34	1.246	Agree
Average	250	2.31	1.161	Agree

Agree: below mean value 2.5

Disagree: mean value above 2.5

Descriptive analysis revealed, table 5 indicated that peer factors contribute to students' truancy at secondary school level because mean average mean value was below 2.5 (mean=2.31, SD=1.161). The results of descriptive analysis indicated that the classmates' joke when student cannot answer the question of the teacher is main cause regarding peer factors that leads toward truancy (mean=2.15, SD=1.116). According to responses of the respondents, other leading peer factors which cause truancy among male students at secondary school level were keeping bad company (mean=2.34, SD=1.246), with troublesome the students' friends (mean=2.37, SD=1.219) and outsider the friends' invite (mean=2.4, SD=1.064).

Table 6 Descriptive Analysis of the Factors Related to Teacher

Factors Related to Teachers	N	Mean	SD	Remarks
1-Harsh and autocratic attitude of teachers compel a student to exhibit truancy.	250	1.97	1.056	Agree
2-Discriminative relation with students contributes to students' truancy.	250	2.31	1.063	Agree
3-Too much homework given by teachers leads towards students' truancy.	250	2.38	1.207	Agree
4-Incompetency of teachers causes students to exhibit truancy.	250	2.41	1.200	Agree

5-Teachers' uncooperative attitude with students causes truancy.	250	2.48	1.271	Agree
6-Teachers' unpunctuality cause students' truancy.	250	2.39	1.241	Agree
7-Poor and ineffective teaching methodologies of teachers causes students' truancy.	250	2.39	1.338	Agree
Average	250	2.33	1.196	Agree

Agree: mean value below 2.5 Disagree: mean value above 2.5

The descriptive analysis depicted that table 6 explained that teacher-related factors contribute to students' truancy at secondary school level because the average mean value was below 2.5 (mean=2.33, SD=1.196). The results of descriptive analysis depicted that the most influential factor related to autocratic and harsh attitude of the teachers (mean=1.97, SD=1.056) that brought about truancy among students at the secondary school level. The respondents agreed that teachers' discriminative relation with students was one of the cause of students' truancy (mean=2.31, SD=1.063). Most of the responses of respondents indicated that they agreed teacher related factors cause truancy among students, for example; teachers too much homework was a cause (mean=2.38, SD=1.207), ineffective and poor teaching methodologies used by teachers during class (mean=2.39, SD=1.338), teachers uncooperative attitude with students (mean=2.48, SD=1.271), incompetency of the teachers (mean=2.41, SD=1.2) and teachers unpunctuality (mean=2.39, SD=1.241) were contributory factors towards truancy of students.

DISCUSSION

This research revealed that the contributory factors towards truancy among secondary level male institutions in Mandi Bhauddin. In student's educational carrier, family background plays vital role. Factors related to family are, separation, divorce, joint family, parental illiteracy, and poverty are considered prominent factors towards truancy. Current study results revealed that factors related to family background (mean=2.317, SD=1.289) are crucial factors for students' truancy. Contributory factors of students' truancy are quarreling between parents, less attention of parents, illiteracy of parents, death of parents, poverty, divorce between parents, unconditional grandparents love and affection, and less home facilities. The findings are similar to study of [Okwakpam and Okwakpam \(2012\)](#), who concluded that 98% of respondents agreed that family background of students caused truancy of students. [Gosain \(2013\)](#) investigated that family environment is powerful factor among students in producing the truancy. [Suhid et al. \(2012\)](#) study showed, most important second factor is family (mean=3.04, SD=1.36) contributing amid truant student. [Siziya, Muula and Rudatsikira \(2007\)](#) investigated that parent mostly not worried with homework of their children, not understand their issues and problems.

Regarding the students' truancy, school environmental factors were investigated statistical analysis revealed that the environmental factors of the schools were (mean=2.38, SD=1.1196) significantly remarkable to make truant student. Rigid rules of administration, boring and unexciting classrooms, poor communication between school and parents, ineffective and poor instructional curriculum and process are factors that require a student to show truancy. The findings are consistent with [Rothman \(2001\)](#) and [Oyesola \(2002\)](#) who observed that poor school climate causes truancy among students.

Okwakpam and Okwakpam (2012) investigated that school is the contributing factor that causes student's truancy in the diverse situations. Further they found that poor curriculum, improper class placement are the contributory factors towards the students' truancy. Similarly, the research study conducted by Foziah and Rehman (1996) who found that unattractive school climate along with the environment has made students unhappy and lazy to go to school. The findings also revealed that autocratic environment and poor availability of physical and educational facilities are not leading factors of truancy.

CONCLUSION

This study revealed that many factors contributed towards student truancy like family background of the family, fighting between parents, less attention of parents towards their children, illiteracy of parents, poverty of parents, death of the parents, divorce of parents, less facilities at home. Second of them are factors related to students and that are bad or poor performance, extra involvement in co-curricular activities, lack of attention towards weekly and daily tests, low self-esteem incomplete homework were the factors that need improvement for secondary level student institutes. Third of them were factors related to the peers. These included as bad friends' company, jokes of classmates, disrupting friendship etc. Based on the findings, this study concluded that satisfactory home setting should be provided by parents for their children and give complete care on their children's financial and educational desires reassuring, sociable and eased setting in the school. The teachers and head teachers are advised to certify the helpful and sociable setting for their students to decrease their truancy from school.

The curriculum must be attractive and interesting, should properly correspond and communicate with parents of students on their activities and performance. Teachers need to treat students as their own children. Teachers might be trained in identifying the causes of truancy at school to reduce it. Peers counseling should be developed in schools to minimize truancy caused by school factors. As peer counselors can understand their colleagues very well, thus, they may be properly trained to enable them to curtail their colleagues' truant behaviour. Parental divorce, separation, re-marriage and combined family system are major factors contributing to truancy. Teachers who is qualified and competent should be merit basis selected. There is need to provide handsome salary package to teachers. Schools need to develop strong school and community relationship where parents could be given good advice on issue of truancy. There is need to made active and functional Independent Monitoring Unit (IMU). In addition, accountability must be implemented properly. Less political interferences required.

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