

Influence of Socio-economic Status on Truancy among Secondary School Students

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ABSTRACT This study examines the influence of socio-economic status on truancy among secondary school students in Nigeria. The aim of this article is, through a review of literature methodology, to investigate the extent to which the influence of socio-economic status on truancy among secondary school students in Nigeria could be reduced. The findings show that students that came from moderate family socio-economic background stayed at school more than the less privileged students who came from low family socio-economic background. In view of the above points, it is recommended that for vast punctuality of students to be adequately maintained within secondary schools in Nigeria, government should provide the necessary learning materials, conducive environment, sufficient and qualified teachers for effective teaching. In addition, the government should establish the monitoring and evaluating team to visit various schools and assess both teachers and students promptness. The study also recommends that all teachers should create positive interest among their students and encourage them to always show more interest on the school extra-curriculum activities or classroom activities in order to stay in the school. Parents should visits their children at schools for at least once or twice in a month and the students in question should be willing to learn at any point in time.