INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES

Vol 8, Issue 3, (2018) E-ISSN: 2222-6990

Factors that Influenced the Problem of Truancy among Secondary School Students

Muhammad Azmi Abdullah
Postgraduate student, Faculty of Human Development, Sultan Idris Education University, 35900 Tanjong Malim, Perak, Malaysia
Email: m.azmi68@yahoo.com

Syed Sofian Syed Salim, Mohammad Aziz Shah Mohamed Arip
Associated Professor, Faculty of Human Development, Sultan Idris Education University, 35900 Tanjong Malim, Perak, Malaysia
Email: sofian@fpm.upsi.edu.my, aziz.shah@fpm.upsi.edu.my

To Link this Article: http://dx.doi.org/10.6007/IJARBSS/v8-i3/3934 DOI:10.6007/IJARBSS/v8-i3/3934

Published Date: 16 March 2018

Abstract

This study aims to identify the factors that influenced truancy among the students in Federal Land Development Authority (FELDA) in a secondary school in Pahang. This study was conducted on 200 respondents consisting of 52 students from Form One, 118 students from Form Two and 30 students from Form Four. These respondents have truancy records that have been identified by the school administrators. The respondents' gender have been selected randomly. The researcher had used the method of observing using the technique of questionnaires. In this research, the researcher also used descriptive statistics to find the mean in the contributing factors and T-Test for Independent Samples Test for the gender differences. The factors that need to be observed are from the respondents themselves, socioeconomic factors, peer influence and school environmental factors which is the attitude of teachers that influence and contribute to truancy. Peer influence is seen as the most dominant factor with the mean = 2.0349, followed by socio-economic factors with the mean = 1.0830, next is the school environmental factors that which is the attitude of the teacher that leads to truancy with the mean = 0.2440 and finally the respondents' self factors with the mean = 0.0947 that lead to the truancy in the school.

Keywords: Truancy, Factors Influence, School Students

Introduction

The problem of truancy is one of the never ending problem in schools. The problem has worries many parties day by day. This is because students in school are the legacy of the future generations. The behavior of playing truant is influenced by many factors. Some of the factors are the students' internal factor, socioeconomic status and the environment of the society.

Students are the next generation that plays a big role in developing the nation. Therefore, the Ministry has implied Professional Circular No. 6/ 1995: Handling the problem of truancy that state the report on students disciplinary problems shows that truancy is the highest and most common disciplinary problems that occur amongst the students.

The Ministry is aiming for a 'Zero Defect' in disciplinary problems in school because if the problems do not find its own solution, it will turn out to be worse. Truancy is a disciplinary act that breaks out the rules of the school and if the problems are left untouched, it could affect and gives negative effect to the students, the family, the school and the nation as the students are the pioneer of ensuring the development of the country. This disciplinary act may cause the students to lose their self respect, makes them irresponsible to their studies and it will also lead them to involve in other negative social problems such as loitering and drug abuse.

The phenomena of playing truant has been spreading among the students. FELDA has also been contaminated with students who are involved in behavioral problem cases and also the social problems. Social problems such as drug addiction, selling drugs and other crimes including incest, gambling, rape and illegal racing among the FELDA students cannot be the deny by others. Meanwhile, the problem of playing truant does not only involve the school institution but also had attract the mass media.

Based on the phenomenon, the researcher are interested to study and examine what is the most dominant factor which influenced truancy in the FELDA residence. This study has been carried out in one of the secondary schools in the FELDA residence located in the area of Pahang Darul Makmur, Malaysia.

Background of The Study

The problem of truancy is not a new problem in the school environment. This issue has been talked about for almost decades as there are still no solution to completely overcome the problem. A student is said to be playing truant if he/she did not come to school or class without any solid reason on school days. This problem has been getting more serious now as it has now reach its dangerous level. The mainstream media always show the issue of truancy among the school students that leads to a demand of a big change by the teachers and also the parents to overcome the problem before it gets more serious and out of control.

Mardzelah Makhsin and Mohamad Fadli Ilias (2004), the draft of the juvenile cases that involves school students among the age of 18 years old has increase to 3626 cases in the year of 2000 compared to 3077 cases in the year of 1999. One of the cases is truancy among the school students.

The issue of truancy is getting out of control among the students of the school in FELDA. The FELDA community is an enclosed community. But at the same time, it also faces a rapid development with the influence of positive and negative cultures that is different from the existing culture of the FELDA community. Therefore, the issues among the FELDA students and the community comes from the outside of the FELDA enclosed community such as drug abuse, truancy, smoking among the teenagers and the school students, loitering and more.

The question now is how did such social issues can be spread into an enclosed community group like the FELDA community and why did the issues getting more serious and getting out of hand. Hatta Sidi (1997) relates the social problems that occur among the FELDA community with a weak bond of relationship among the family members.

Based on the phenomenon, the researcher is interested to do a research and observe the dominant factor that influence truancy among the FELDA students. This study has been carried out in one of the FELDA secondary school located in Pahang.

Problem Statement

FELDA students who are involved in disciplinary act often shows a declinement in their studies and it will leads to school dropout. They are also reported to be involved in other social problems such as smoking, playing truant, racing, and loitering. Their aspirations in studies and career are low and they are also lack of the effort to compete with each other. Abdullah (2004) stated that the percentage of the students in one of the FELDA in Terengganu who came to school is only 50% from the actual number of students in the school. The students will only come to the school on Sunday and Thursday. The students act has raised question like why did the students ended up doing things that are toxic to the social peace. This unhealthy phenomenon is risky to the educational fields and it is also a waste to the man power in the long term.

Abdullah (2004) also stated that the social problem among the teenagers in the FELDA community is getting worse. He also said that the community of FELDA should be observant by looking through into the lifestyle, the culture and the aspiration that is been followed by this current problematic group in the FELDA community to gain back the youngsters in the FELDA community back to their own identity which is intellectually strong and not easily affected by their emotion.

The problem has not yet been overcome. Thus the study is to look through the factor that cause the students in the FELDA community to involve in truancy.

Research Objective

This study which involves the secondary school student will be able to give a little hint on the truancy that occurs among the secondary school students. Therefore, this study is to help the most significant party in the children development process which is the parents who need to handle their child's behavior so that one day their children will be able to make them proud.

Apart from that, this study also is hope to give benefits to the school especially to the teachers so that they can get a clearer picture of the students' well-being and their demands and together they can cooperate to help to control and shape the students' attitude so that they can become a useful human being that can contribute to the religion, family, race and country.

The result of the survey can help parents to identify their children' actions and behavior. They also can observe their children's manner and their behavior whether they are behaving positively or negatively. This could be carried out through observation from inside the school and also outside the school. The result of the survey is also to help parents implement the moral values and awareness to avoid the negative behavior among the children so that they will become a positive human being for the sake of their future.

The result of the survey can be used as a guideline to the society in handling the negative behavior of the youth more effectively. The role in shaping and building the students positive behavior is not for the family and teachers only, but the society also plays the role in advising and also controlling so that the negative behavior can be avoided. The society should be able to play the role in managing and shaping teenagers' behavior so they do not act negatively. Therefore, it is important for the society to provide a safe and healthy environment, giving support and educating teenagers who is going through the phase of growing up so that they can have a critical and positive thought.

This study can also help the society in the FELDA residence to play the role in preventing the act of truancy from spreading especially in the area of the FELDA residence which is highly risk and unlikely exposed to negative behavior such as drug abuse, stealing, fighting, extortion, breaking the law and teacher's order and more.

Research Methodology

This research is a quantitative research with the method of observing by using the technique of questionnaire. This form is chosen by the researcher because it is suitable with the research that is observable. According to Noah (2002), he said that the purpose of a research that has been carried out is to look for the possible existing relation by looking for some effect that may exist according to the collected data. In this research, the factors that is taken account is the school environment factor which leads to teacher's attitude, socio-economic, peer influence and also the student's personal factor which relates to truancy.

The research instrument used is a questionnaire on the problem of truancy among the secondary school students in FELDA in the district of Kuala Lipis, Pahang that has been taken from Rozita (2005) and have been customized by the researcher. The questionnaire contains two section which is section A and section B. Section A which have 15 questions is about the background of the respondents and section B is about the four (4) main elements and factor that contributes to truancy which includes self- factor, factors by the parents, factors by their peers and the environmental factors. Each section contains 10 questions that is using the Likert scale which have four choices of answers.

This research instrument has been used by the previous researcher, Rozita (2005). She had used the instrument on 50 respondents and the reliability in the research is at cronbach's alpha 0.910. This shows that the reliability of this instrument is high and reliable. Based on Kaplan and Sacuzzo (1982) the good amount of reliability is between 0.8 to 1.0.

Allport (1937) define validity as the ability of measurement to measure the thing that wanted to be measured. While reliability means that the tests are consistent (Tuckman, 1978). Konting (1990) stated that the reliability of an instrument is affected by the variable. If one of the variables is in the form of physical or quantitative, an individual can easily decide the validity of the variable.

In this research, the researcher uses a physical variable or a quantitative variable. Therefore, the validity and the reliability of the instrument can be decided easily when the tests are being carried out.

This research is carried out in one of the secondary school in a FELDA in Pahang. The researcher had choose the school as a place for research as the school has a high possibility and risk in the problem of truancy. The school is located in Pahang.

This study was conducted on 200 respondents consisting of 52 students from Form One (1), 118 students from Form Two (2) and 30 students from Form Four (4) that had been identified for not coming to school for three days in a row. The choosing of the sample is done randomly by referring to the Daily Register Book.

In this research, the researcher uses the percentage method to look for the demography factor. Apart from that, the researcher also uses the descriptive statistics mean comparison to look whether there is a relation between all the four factors of truancy in school. Researcher also uses the t-Test method which is Independent Sample Test to look whether there are differences between the factors of truancy with the gender.

Study Results

This study was conducted on 200 respondents consisting of 52 students from Form One (1), 118 students from Form Two (2) and 30 students from Form Four (4). In the section A of the questionnaire, the data collected is about the samples of demography. The aspect of findings in this section are about their age, gender, streaming, number of siblings, the father's occupation, the father's income, the mother's occupation, the mother's income, the father's

education, the mother's education, where do they stay, the distance from the house to the school, how they came to school and the frequency of the students being called by the school board for their disciplinary problem.

H^1 :There is no difference between truancy with personal factor according to gender

Table 1:
Difference t-test result between truancy with personal factor according to the gender

Sex	N	Mean	SP	T	Sig.2-End
Male	93	20.5806	4.581	0.149	0.882
Female	107	20.4860	4.396		

Based on test results in Table 1 above, statistically the t-test is been carried out to analyze the differences between truancy with personal factor according to the gender. The T-test result shows that there is no differences between truancy with personal factor according to the gender. Value p sig (2-tailed) = 0.882 > 0.05. Therefore, the null hypothesis is accepted. This means that there are no difference between truancy with personal factor according to the gender.

H^2 :There is no difference between truancy with socio-economic factor according to the gender.

Table 2:
The t-test result difference between truancy with socio-economic factor according to the gender

Sex	N	Mean	SP	T	Sig.2-End
Male	93	18.6344	5.149	1.549	0.123
Female	107	17.5514	4.735		

Based on test results in Table 2 above, statistically the t-test is carried out to analyze the differences between truancy with socio-economic factor according to the gender. The t-test result show that there is no difference between truancy with socio-economic factor according to the gender. Value p sig (2-tailed) = 0.123 > 0.05. Therefore, the null hypothesis is accepted. This mean there is no difference between truancy with socio-economic factor according to the gender.

H^3 There is no difference between truancy with peer influence factor according to the gender.

Table 3:
The t-test result difference between truancy with peer influence according to the gender

Sex	N	Mean	SP	T	Sig.2-End
Male	93	17.8387	5.176	2.822	0.005
Female	107	15.8037	5.008		

Based on test results in Table 3 above, statistically the t-test is carried out to analyze the difference between truancy with peer influence factor according to the gender. The t-test

result show that there are differences between truancy with peer influence factor according to the gender. Value p sig (2-tailed) = 0.005 < 0.05. Therefore, the null hypothesis is rejected. This mean there are differences between truancy with peer influence factor according to the gender.

H^4 There is no difference between truancy with teacher's attitude factor according to the gender.

Table 4:
The t-test result difference between truancy with teacher's attitude factor according to the gender

Sex	N	Mean	SP	T	Sig.2-End
Male	93	2.15	1.010	1.762	0.080
Female	107	1.91	0.947		

Based on test results in Table 4 above, statistically the t-test is carried out to analyze the difference between truancy with teacher's attitude factor according to the gender. The t-test result show that there is no difference between truancy with teacher's attitude factor according to the gender. Value p sig (2-tailed) = 0.080 > 0.05. Therefore, the null hypothesis is accepted. This mean there is no difference between truancy with teacher's attitude factor according to the gender.

Retrieval Summary
What is the most dominant factor that cause student to get involved with truancy at school in FELDA?

Table 5:
The Mean Analysis Results to Observe the Most Dominant Factor

Factor	Mean
Personal	0.0947
Socioeconomic	1.0830
Peer Influence	2.0349
Teacher's attitude	0.2440

Based on Table 5 above, it has shown the mean analysis result on all four factors which are personal factor, socio-economic factor, peer influence factor and the last one is the school environment that leads to the teacher's attitude.
Referring to the result above, it has answered the question of which factor is the most dominant that leads students to play truant in the FELDA residence through the research that has been carried out by the researcher. Peer influence factor is the largest contributing factor that cause truancy among the students with the mean 2.0349. This is followed by the second largest factor which leads students to play truant which is the socio-economic factor of the students themselves with the mean 1.0830. the third contributing factor is the teacher's attitude with mean 0.2440. While the last factor which is the least contributing that leads students to play truant in school with the research been carried out by the researcher is the personal factor with the mean 0.0947.

Discussion

Based on the findings, peer influence is seen as the most dominant factor that influenced students to play truant in this research with the mean of 2.0349. This factor is the highest factor that influenced students to play truant. The effect of promiscuity and negative peer influence will influenced the other students to play truant. Teenagers who is early exposed to the world of society with a complex attitude without guidance and enough control from the parents is one of the factor that leads to demise of their morals.

According to Arip (2004), he also stated that the roles of the peers is the contributor that leads to social problems among the teenagers such as truancy. This phenomena happens mainly to those students with low socio-economic status, left out in studies and to those who is experiencing confusion in the family. The weakness in the family institution and the environment had cause teenagers to expose themselves to the strong peer influence in building their own personalities and as a result they form their own group and create certain rules in the group. Starting from this scenario, the discipline problems such as truancy will happen.

Socio-economical factor is the second largest contributing factors towards truancy based on the research that has been carried out. The mean score acquired from this factor is 1.0830. Teenagers who came from low socio-economic status have higher mean in breaking the school discipline such as playing truant apart from those who came from a high socio-economic status. The students who have disciplinary problems and who is involve in playing truant are mostly those who came from a low-socioeconomic status families and those who came from a family with many siblings.

The students with disciplinary problems are those who chooses to have a negative perception about their future. For example, they had bury in their mind that right after they finished with their school, they have put their own value for themselves that even though they perform well in their academic, they will still would not have a chance for a good profession later on. Apart from that, she also found out that students who came from a poor family is seen as the one of the reason that they are involve in truancy. This is also because of the parents who are unable to provide a proper education for their children. These problems mostly happen among the students in the remote area. The statement is also supported through a study conducted by Wan Zaid (1978) stated that the socioeconomic status and the background of the family as one of the factor that causes truancy among the school students in Kelantan. This is because of the family who could not afford to prepare basic needs for school but they still insist to send their children to school. The effect is shown by the students who starts to show disciplinary act. Transportation and the distance to school is also one of the main problems to the students in the remote area. This resulting to a late arrival to the school and it leads them to not enter the school at all as they are afraid that they might be scolded by the teachers as they are late to class.

The third factor that has become the contributor that leads to truancy among the students is the environmental factor that leads to teacher's attitude in the school. The mean score that has been obtained is 0.2440. Based on the findings, the teacher's attitude factor has become one of the contributor to truancy among students. The characteristics of the teacher influenced the students attitude upon them and the school whether the students are playing truant or not. A good teacher or the non-assertive teacher will influence students to come to school. If the teachers are being assertive and likes to insult the students with words or action, the students will become scared and they are likely to play truant then coming to school. This

show that the role that I being played by the teacher in the process of teaching is important to attract student's interest to come to school.

This research is also supported by Rosenshine (1971) stated that the result of the findings shows that the characteristics of a good teacher according to the students are those who have a high imagination and also who able to attract the students attention such as having a good sense of humor, always uses a different learning strategy and able to use the aids and the activities in their teaching. Through the characteristics shown by the teachers, it will indirectly help to raise the stimulation of students to come to school every day.

One of the factor that leads to the disciplinary act acted by the students and teenagers is because of the attitude of the discipline teachers in school who is too strict and too much in giving punishments to the students without looking out to the reasons on why do the students acted in such ways. This has resulted to the students keeping grudge and hate to the teacher and indirectly it will lead them to play truant.

The last factor that become the main contributor to truancy based on the analysis that has been done in the research is the student's personal factor. The mean result obtained for the personal factor is 0.0947.

This is equivalent to the previous research that has been done by Husin (1972), who stated that students intentionally do not want to go to school, easily bored, feels lazy and wanted to be free from the rules that has been fixed by the school. This factor is caused by the lack of motivation that relates to excellence which is the performance level that needed to be achieve by someone who is hardworking and striving to attain the objective.

This factor is corresponding to the research that has been carried out by Bachman and Green (1971), stated that the problems like lack of interests in anything that related to the school and the difficulty in learning is one of the main reasons the students do not come to the school and been left out. It shows that the students do not have a will to learn and they only focused on things that brings joy to them such as loitering. There is a research on two school in Johor Bahru that has a high disciplinary problem. Roughly, the respondents said that they feel annoyed to come to school because of the labels that have been given to them and it indirectly had change their stands to go to school as some labels them as the useless kids who will never succeed in life.

According to Arip (2004), he stated that the personal factor is also one of the factor that cause students to play truant. . For example, the student's attitude who could not say 'no' when they are influenced by their peers have no interest or motivation to go to school.

Based on the study that has been carried out by the researcher on 200 respondents that have been picked out using random sampling which are 52 students from Form One, 118 students from Form Two and 30 students from Form Four with almost 93 male respondent and 107 female respondents. Through the findings from the t-test it is clearly shown that students who is involved in truancy is cause by the existence of the relation between all the four factors that have been discussed above which are the personal factor, socio-economic factor, peer influence and lastly the school environment factor that leads to the teacher's attitude . All of these factor had influence students to play truant. But the findings that is obtained by the researcher in this research, the highest factor that influenced students to play truant in school is the peer influence factor. Likewise with the selection of the respondents' gender that are selected randomly also clearly shown that there are differences between all four factors that influenced the respondents towards the male respondents and also the female respondents.

Conclusion

Based on study findings above, researcher has made a conclusion that students who plays truant in school where the research has been carried out by the researcher is caused by the first and foremost factor which is the peer influence, followed by the student's socio-economic factor, teacher's attitude factor and lastly is the personal factor. The findings also clearly shown that the peer influence factor is the most highest factor that influence students to act on truancy.

Corresponding Author

Name : Associate Professor Dr Mohammad Aziz Shah Mohamed Arip
Affiliation : Sultan Idris Education University.
Country : Malaysia
Email ID : aziz.shah@fpm.upsi.edu.my
Address: : Faculty of Human Development, Sultan Idris Education University 35900 Tanjong Malim, Perak

References

Allport, G. W. (1937). Personality: A psychological interpretation.

Husin, A. (1972). Truancy. *In the First National Convention on Education, Education for National Development.* Kuala Lumpur.

Sidi, H. (1997). Special Issues: Loose Family Bonds. Women's Magazine. Front page 20 - 23.

Kaplan, R. M., & Saccuzzo, D. P. (1982). *Psychological Testing : Principle, Application and Issues.* California : Brooks / Cole Publishing.

Makhsin, M., & Ilias, M. F. (2004). Social Problems Nowadays Delinquent Youth. Thinking of July - September, 117 - 152.

Arip, M. A. S. M. (2004). *Delinquent Juveniles and Social Prevention, Rehabilitation and Contemporary Issues*. Tanjong Malim, Perak : Sultan Idris Education University.

Noordin, W. M. Z. (1978). *The Malay problem: a case study on the correlates of the educational achievement of the Malays*. University of California, Berkeley.

Rosenshine, B., & Furst, N. (1971). Research on teacher performance criteria. In *Research in teacher education: a symposium. Englewood Cliffs, NJ: Prentice-Hall* (Vol. 81).

Mamat, R. (2005). Factors Affecting Students Skipping School. Unpublished scientific training. Tanjong Malim: Sultan Idris Education University.

Noah, S. M. (2002). *Research Design Philosophy, Theory and Practical*. Serdang : Penerbit Universiti Putra Malaysia

Abdullah, S. (2004). Create Fun Atmosphere to School. Retrieved December 22, 2004 from http: // www.utusan.com.my.

Tuckman B. W. (1978). *Conducting education research*. New York: Harcourt Arack