

**ASSESSING THE ECONOMIC & ACADEMIC IMPLICATIONS OF LECTURERS' TRUANCY
IN ABIA STATE UNIVERSITY, UTURU AND IMO STATE UNIVERSITY, OWERRI**

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ABSTRACT

Truancy among lecturers does not receive as much attention as that of students. Its causes and impact require an empirical examination. This study focused on the causes of lecturers' truancy and its implications on the academic performance of students and the national economy. The study was anchored on Piaget's theory of human growth and development and Maslow's theory of motivation. It made use of the descriptive research design and the questionnaire for data collection. An estimated population of the academic staff in Abia State University, Uturu was 345 and that of Imo State University, Owerri was 360. The students' population in both universities were estimated at 19,540 and 23,450 for Abia State University and Imo State University respectively. Multi stage sampling was utilized to obtain a sample of 340 lecturers and 680 students. Appropriate test statistics were used for the analyses. The results showed that majority of the student respondents were single (86.8%), males (72.9%), Christian (88.8%) and mean age of 23 years. A majority of staff were males (72.9%) and below senior lecturers (70%). Factors such as financial, logistics and extra activities lecturers engage in were significant causes of truancy. The χ^2 test showed that different opinions on causes of truancy were not independent of the different categories (factors). There is a negative effect of truancy ($\hat{y} = 62.163 - 1.007x$) on the mean performance of the students. The implication of the above result is that the productivity of these sets of students that passed through lecturers who hardly covered their lecture periods would be below expectation thus affecting the over all macro economy adversely. It is recommended that appropriate measures be put in place to checkmate the identified caused of truancy.

Keywords: *Truancy, poor academic performance and Economy*

Introduction

The importance of formal and informal impartation of knowledge in the lives of individuals and the nation cannot be over emphasized. The relationship and interaction between the facilitators and the trainees require efficiency and effectiveness in service delivery. This is because appropriate communication in the training process is most effective when there is regular and sufficient contact between the learners and their lecturers at the formal level and parents and children at the informal level.

Duthileul and Callods (2007 in Onyekuru and Izuchi, 2017) defined truancy of teachers as the inability of teachers to attend school or being in school but fail to visit the class to teach or being in unfit condition to teach the children effectively. There is no doubt that advancement in education at all levels requires sufficient allocation of physical and human capital and most importantly diligence on part of the instructors, the greatest of the needed resources is human capital, which is dominantly the lecturers and has no substitute. It is on this background that Aghata (2000) noted that notwithstanding the extent of development of science and technology, lecturers have not been displaced in the classroom setting and their roles have not declined in any way.

The Nigerian Union of Teachers, NUT (2009) asserts that education, in the life of the nation, is the live wire of its industries. Lecturers are expected to influence the social, political, economic and cultural development of their society given their influence and powers over their students. Every tertiary institution relies heavily on lecturers to attain the goal of education – the high quality of the students as the products of education. Abia State University Uturu and Imo State University, Owerri share the goal of “excellence and service.” It is expected that when lecturers fall short of expectations in the performance of part of their duties (giving lectures) it impacts negatively on students’ performance as well as the national economy. In this year, (2017) the examination body responsible for unified tertiary matriculation examinations (UTME) in Nigeria brought down the pass mark from 180/400 to 120/400. This translates to a pass mark of 30%.

The negative impact of truancy on students could manifest in various ways such as; poor academic performance, frustration and dropping out of school and this filters into the society with its attendant economic consequences. At present (2017) the unemployment rate in Nigeria is as high as 14.2% in the last half of 2016 (NBS, 2017). NBS noted that it was the 9th consecutive quarter that the unemployment rate in Nigeria had increased. This high unemployment rate may be in part, due to unemployability of the graduates. They are termed unemployable because the certificates they possess do not collocate with their abilities and skills. The ugly consequence is that they may be less productive in the system and contribute little or nothing to the national per capita income (Uma, Eboh, Obidike. & Ogwuru, 2015). Truancy, therefore, has repercussions far beyond the individual and can affect the overall success of schools, students and the economy at large.

Statement of the Problem

The general consideration is for the truancy of students and the negative effects on students’ academic performance. The attention of researchers has hardly been drawn to the truancy of lecturers and the effects of such truancy on academic performance of students considering the fact that today’s student will be tomorrow’s national manpower and high students’ achievement is the benchmark, not only for individual’s prosperity but also for the prosperity of the nation, this study looked into the academic and economic implications of truancy among lecturers in two major universities in Abia and Imo States.

Objectives of the Study

The general objective of the study is to investigate the academic and economic effects of truancy among lecturers in Abia State University (ABSU) and Imo State University (IMSU).

The specific objectives include to:

- i. Ascertain the causes of truancy among lecturers in ABSU and IMSU
- ii. Determine the academic impacts of lecturers’ truancy on the academic performance of students.
- iii. Examine the economic effects of truancy among lecturers in the Nigerian economy.

REVIEW OF RELATED LITERATURE

A lot of factors surround the mental and emotional development of adolescents and adults. These factors among others involve the interactions between a guide, adolescents and adults. Obviously, teaching and learning processes involve the relationship between a lecturer and the students.

In Piaget’s (1896-1980) theory of human growth and development, he asserts that human beings are distinctively different from animals because of their ability in abstract reasoning and adaptation to the environment which is controlled through mental organization called Schema and concepts. Schema refers

to mental set of rules that define a particular category of behaviour and how behaviour is executed while concepts refers to mental structures developed from interaction with environment that describe properties of the environment (Iwuh, 2000).

Mcleod, (2015) points out that Piaget advocated learning to be student centered and the role of lecturers is to facilitate learning.

The advocated roles of a lecturer cannot be achieved when a lecturer is absent from the classroom without replacement. In each stage, cognitive development involves a lecturer whose presence is very important. Hence, truancy of a lecturer denies students of regular flow of information capable of effective mental development.

Maslow's (1943) theory of motivation in which needs is hierarchically arranged is believed to be aspired to be satisfied by every human being. Maslow's theory of motivation was developed in the United States of America in the 1940-50s, and it is still relevant today for understanding human motivation, management and personal development. It focuses on the role the employer of labour plays in order to provide a conducive environment or workplace aimed at promoting efficiency on the part of workers so as to attain a predetermined goal of the organization. (Green, 2000)

In his view, the schools' management has to ensure a satisfactory condition of service in place so as to guarantee putting of one's best in the work process. In view of the aforementioned view about Piaget and Maslow's theories, this study will lean on them as the foundation of the investigation of lecturers' truancy and its academic and economic implications in ABSU and IMSU

World Bank (2010) points out that about 20% of total teaching work force in government schools in Nigeria was absent within a particular day.

Adeyemi and Akpotu (2009) studied the cost analysis of teachers' absenteeism in Nigerian Secondary Schools between 1997 and 1999 using survey method. The study revealed that the cost of absenteeism is relatively high at N56.0million. Rosenblatt, Shapira-Lishehinsky and Shirom, (2010) studied absenteeism in Israeli schools: an organizational ethics perspective. They see absence firstly as misbehaviour and secondly, related it to school unethical climate.

Miller's (2007) study shows that teachers' absence reduces students' achievement. Brown and Arnell (2012) found out that teacher absenteeism is harmful to students education and levels of personal attainment; hence; the higher the teachers absence, the lower the achievement of students in reading and tackling mathematics. Rogers and Vegas (2009) found high rates of absence by teachers in countries surveyed such as India, Indonesia, Uganda, Ecuador and Zambia which reduced the quality of schooling children, especially in rural remote and poor areas.

METHODS

The study was anchored on the descriptive research design and made use of the questionnaire for data collection. Two sets of questionnaire were developed for the study (one for the lecturers and the other for students). The lecturers' instrument was divided into three sections. Section one contained both closed and open-ended questions that measured socio demographic characteristics of respondents with fourteen items. Section two contained twenty-two items on causes of truancy. This section was made up of five-point Likert scale based questions. The third section measured the incidence of truancy among categories of lecturers. Based on a five-point Likert scale it contained eight items. The students' instrument was divided into three sections. Section one contained closed and open ended questions with ten items that measured socio demographic characteristics of respondents. Section two measured students' academic performance within the semester preceding the survey. Section three was based on a five point Likert scale that measured causes of truancy as perceived by the students. It contained twenty items.

The population of the study involved all academic staff of the two institutions except graduate assistants who were not officially assigned courses. It also involved all undergraduate students of both institutions except first year students who had gained admission within the semester when the survey was carried out. The exact populations of staff and students in both institutions were not known. An estimated population of the academic staff in Abia State University, Uturu was 345 and that of Imo State University, Owerri was 360. The students' population in both universities were estimated at 19,540 and 23,450 for Abia State University and Imo State University respectively.

Marital status	Frequency	Percent	Cumulative Percent
MARRIED	88	12.9	12.9
SINGLE	590	86.8	99.7
SEPARATED	2	.3	100.0
Total	680	100.0	

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ing the sample size for both academic staff and students was

na =

n= N

$$4N(e)^2$$

Where n= Sample size

N= Total population

e= Level of significance

A total of 340 academic staff were selected for the study while a total of 680 students were selected. Multi stage sampling technique was used for selecting the sample. At the first stage, the Faculties of Education Social Sciences & Humanities and Business were selected. The departments in the Faculty were selected for the study. The individual respondents (staff and students) were selected through purposive and simple random sampling.

The fieldwork involved three researchers (one principal researcher and two co-researchers) and 8 research assistants. The fieldwork lasted for seven weeks (both the pilot survey and the main survey).

The collected data were summarized in tables and charts and analyzed through the SPSS. The hypotheses were tested through the χ^2 and ANOVA regression.

RESULTS

Socio demographic Data

The data in Table 1 show that majority of the student respondents were single (86.8%) while in Table 2, Christianity is the dominant religion among the students sampled (88.8%).

Table 2: Religion of the respondents (students)

Religion	Frequency	Percent	Cumulative Percent
CHRISTIANITY	604	88.8	90.0
ISLAM	48	7.1	97.2
AFRICAN TRADITIONAL RELIGION	19	2.8	100.0
NONE	9	1.3	
Total	680	100.0	

Table 3 shows the mean age of the students sampled to be 23 years.

Table 3: Mean Age of the Students

Question	N	Minimum Age	Maximum Age	Mean Age
HOW OLD ARE YOU?	680	16.00	31.00	22.8426

The sample of the staff respondents showed that a majority were males (72.9%) in Table 4 while the rest were females (27.1%).

Table 4: Gender distribution of the Staff Respondents

Gender	Frequency	Percent	Cumulative Percent
MALE	248	72.9	72.9
FEMALE	92	27.1	100.0
Total	340	100.0	

Table 5 showed that 70% of the respondents were below senior lecturers (Assistant lecturer to lecturer 1) while senior lecturers to professors were 30%. This is in line with the NUC Staff configuration where staff below the level of senior lecturers are more than that from senior lecturers and above.

Table 5: Staff Respondents according to Ranks

Rank	Frequency	Percent	Cumulative Percent
ASS LECTURER	91	26.8	26.8
GRADUATE ASSISTANT	4	1.2	27.9
LECTURER I	68	20.0	47.9
LECTURER II	75	22.1	70.0
PROFESSOR	27	7.9	77.9
READER	13	3.8	81.8
SENIOR LECTURER	62	18.2	100.0
Total	340	100.0	

Data analyses on the thematic issues.

The first specific objective of this study is to ascertain the causes of truancy among lecturers in the study area. This variable was measured in two ways: from the views of lecturers themselves and from the views of students. On the part of lecturers, the variable was measured through a five-point scale containing twenty two items in the instrument. If the response to an item is considered insignificant, then the item is not viewed as a serious cause of truancy. Table 6 contains the lecturers' assessment of causes of truancy.

Considering question items 1-27 and using the five-point Likert scale, any item whose mean response is above 3 is said to be significant. Hence, in Table 6, the asterisks (*) have been identified by lecturers as significant causes of truancy of lecturers.

However, in view of the way and manner question items 28-31 were asked, any mean response that is less than 3 means significant. Hence, in Table 6, the double asterisks (**) have been identified by lecturers as significant causes of truancy of lecturers. This is because since, for example, Lecturers of professorial cadre do not always attend their lectures fully (as shown by the mean being 2.71), the implication is that truancy can be seen amongst Lecturers of professorial cadre

Table 6: LECTURERS' ASSESSMENT OF CAUSES OF TRUANCY										
S/N	CAUSES OF TRUANCY	N	STRONGLY AGREE (5)	AGREED (4)	UNDECIDED(3)	DISAGREE (2)	STRONGLY DISAGREE(1)	TOTAL	MEAN	STD DEV
1	Attendance to meeting	340	34	88	23	155	40	941	2.77	1.24
2	Lack of regular payment of salaries	340	63	197	6	48	26	1243	3.66*	1.16
3	Inadequate size of the salary package	340	38	203	21	58	20	1201	3.53*	1.08
4	Delay in payment of salaries	340	38	246	13	19	24	1275	3.75*	0.97
5	Delay in payment of academic allowance	340	36	207	31	45	21	1212	3.56*	1.05
6	Long distance to school from one's residence	340	19	79	49	169	24	920	2.71	1.07
7	Lack of students' interest and attention in a course	340	16	78	28	165	53	859	2.53	1.14
8	Ineffective supervision by Deans and HODs	340	25	98	39	134	44	946	2.78	1.20
9	Struggle for specific courses among lectures	340	32	103	18	143	53	947	2.79	1.28
10	Handling too many courses by a single lecturer	340	69	137	20	82	32	1149	3.38*	1.30
11	Inadequate classrooms for lectures	340	109	135	8	68	20	1265	3.72*	1.26
12	Lack of offices for lecturers	340	62	179	8	65	26	1206	3.55*	1.21
13	Inadequate laboratories	340	53	152	20	92	23	1140	3.35*	1.22
14	Lack of teaching aids	340	53	132	34	93	28	1109	3.36*	1.24
15	Lecturers' involvement in money yielding ventures outside their jobs	340	53	144	9	94	40	1096	3.22*	1.32
16	Lecturers' involvement in teaching jobs outside their regular jobs	340	25	167	29	89	30	1088	3.23*	1.17
17	Family challenges of Lecturers	340	27	184	21	79	29	1121	3.30*	1.60
18	Personal challenges of lecturers	340	27	170	44	69	28	1121	3.30*	1.13
19	Lack of regular promotion for lecturers	340	57	143	48	67	25	1160	3.41*	1.19
20	Absenteeism to lectures by students	340	39	121	14	130	36	1017	2.99	1.27
21	Lecturers not knowledgeable in the courses they handle	340	28	88	46	137	41	945	2.78	1.19
22	Lecturers are interested in sale of books rather than teach students	340	54	85	50	118	33	1029	3.03*	1.27
23	The use of unofficial Pas by lecturers to teach their courses	340	49	107	26	114	44	1023	3.01*	1.32
24	Some lecturers miss scheduled lectures	340	54	131	36	86	33	1107	3.26*	1.26
25	Some lecturers have less than 10 lecture contacts with students per course	340	66	177	25	57	15	1242	3.65*	1.10
26	Some lecturers notify students of their absence to lectures before hand	340	29	205	24	66	16	1185	3.49*	1.04
27	Some lecturers give	340	39	194	42	50	15	1212	3.56*	1.02

	cogent reasons for missing lectures									
DIFFERENT CADRES/ POSITIONS OF LECTURERS: THEIR EFFECT TO TRUANCY										
28	Lecturers of professorial cadre always attend their lectures fully	340	21	83	45	160	31	923	2.71**	1.12
29	Senior Lecturers always attend their lectures fully	340	22	100	53	125	40	959	2.82**	1.17
30	Lecturers of other cadre attend their lectures fully	340	15	130	45	108	42	988	2.91**	1.17
31	Lecturers who hold administrative positions like HOD, Dean, etc always attend their lectures fully	340	12	88	64	132	44	912	2.68**	1.10

Respondents saw attendance to meetings as not being a serious cause of truancy among lecturers (2.77); lack of regular payment of salaries was significant (3.66). This means that when salaries are not regular, lecturers engage in truancy. Similarly, lecturers may develop low morale, lack of interest in their jobs which results in truancy. Payment of salaries not only provides resources with which to meet personal and family needs but also facilitates movement to the place of work (transportation fare), repair of vehicles etc.

Inadequate salary package was seen as a significant (3.53) cause of truancy. This may be attributable to the rising cost of living without commensurate increase in salaries. The ASUU Federal Government 2009 agreement that gave rise to the current salary package is already due for renegotiation (2017) eight years after.

Delay in payment of salaries was seen as significant (3.75). This result seen as most serious relative to lack of regular payment (3.66) and inadequate payment (3.53) Delays in payment of salaries do not allow workers to plan effectively with their pay package and such workers may be demoralized. Delay in payment of academic allowances was seen as being significant (3.56). These academic allowances provide additional income and incentives for lecturers which facilitate movement to the place of work and the requisite motivation. Its delay in Abia State University is as long as four to five sessions. The above factors are categorized as financial/motivational and will be lumped together in further analyses in this study. They were seen as serious causes of truancy (above the average of 3.00)

Factors such as long distance to school from ones residence (2.71); lack of students' interest and attention in a course (2.53); ineffective supervision by deans and HODs (2.78); and struggle for specific courses among lecturers (2.79) were not significant as causes of truancy among lecturers. This means that respondents did not see these factors as causes of truancy.

Furthermore, handling too many courses by a single lecturer was seen as being significant (3.38). Such situation may lead to heavy load and responsibility which do not give the lecturer ample time to attend to each of the courses being handled in a semester. Excess work load actually requires allocation of time to each segment of work and time itself is a limited resource. Lecturers' involvement in money yielding ventures was seen as a significant cause of truancy among lecturers (3.22). Similarly, lecturers' involvement in teaching jobs outside their regular jobs was seen as significant (3.23). In each of the above instances, there is a further encroachment on the time meant for the regular job of the lecturers which results in truancy.

The study also identified personal and familiar factors as causes of truancy. These include: family challenges (3.30) and personal challenges (3.30). Both factors are likely to cause truancy given that the job requires concentration and personal/family challenges detract one from such concentration. For example, a lecturer whose family members are indisposed may give attention to them to the detriment of attendance to lectures.

Logistics such as inadequate classrooms (3.72), lack of lecturers' offices (3.55) and lack of teaching aids (3.36) were seen as significant causes of truancy among lecturers. Among the three factors above, lack of classrooms was the most serious cause of truancy relative to the other factors. This is because before a lecture can take place a venue must be available no matter its size. Even small classrooms can be used and students overflow to the corridors. Other factors that were seen as significant include: inadequate laboratories (3.55) for those in the sciences, lecturers' interest in sale of books rather than teaching students (3.03); use of unofficial personal assistants (PAS) to teach their courses (3.01);

Lecturers were of the view that distance to school from ones residence was not a significant cause of truancy (2.71). Lecturers from the study areas have always come from major adjoining towns and cities, such as Enugu, Umuahia, Aba, Owerri, etc, to the universities to teach. So distance was not viewed as a cause of truancy. The incidence of truancy was measured among the different cadres of workers in the academic system. There was a significant relationship between the cadre of staff and truancy.

Students' opinions on causes of truancy among lecturers are presented in Table 7. Using the five-point Likert scale, any item whose mean response is above 3 is said to be significant. Hence, in Table 7, the asterisks (*) have been identified by students as significant causes of truancy of lecturers.

Table 7: STUDENTS' ASSESSMENT OF CAUSES OF TRUANCY										
S/N	CAUSES OF TRUANCY	N	STRONGLY AGREE (5)	AGREED (4)	UNDECIDED (3)	DISAGREE (2)	STRONGLY DISAGREE (1)	TOTAL	MEAN	STD DEV
1	Attendance to meeting	680	161	257	85	133	44	2398	3.53*	1.23
2	Lack of regular payment of salaries	680	112	279	71	122	96	2229	3.28*	1.32
3	Inadequate size of the salary package	680	104	223	123	149	81	2160	3.18*	1.27
4	Delay in payment of salaries	680	118	254	109	125	74	2257	3.32*	1.26
5	Delay in payment of academic allowance	680	123	228	126	135	68	2243	3.30*	1.25
6	Long distance to school from one's residence	680	74	230	89	183	104	2027	2.98	1.29
7	Lack of students' interest and attention in a course	680	63	200	96	205	116	1929	2.84	1.27
8	Ineffective supervision by Deans and HODs	680	152	197	72	163	96	2186	3.21*	1.39
9	Struggle for specific courses among lecturers	680	102	177	111	183	107	2024	2.98	1.33
10	Handling too many courses by a single lecturer	680	126	260	74	128	92	2240	3.29*	1.33
11	Inadequate classrooms for lecturers	680	145	229	79	132	95	2237	3.29*	1.36
12	Lack of offices for lecturers	680	109	202	81	184	104	2068	3.04*	1.35
13	Inadequate laboratories	680	97	189	118	194	82	2065	3.04*	1.27
14	Lack of teaching aids	680	110	250	113	135	72	2031	3.28*	1.25
15	Lecturers' involvement in money yielding ventures outside their jobs	680	117	219	101	155	88	2162	3.18*	1.31
16	Lecturers' involvement in teaching jobs outside their regular jobs	680	126	223	146	113	72	2258	3.32*	1.25
17	Family challenges of Lecturers	680	100	216	119	192	53	2158	3.17*	1.21
18	Personal challenges of lecturers	680	101	207	140	149	83	2134	3.14*	1.26
19	Lack of regular promotion for lecturers	680	98	196	149	162	75	2120	3.12*	1.24
20	Absenteeism to lectures by students	680	103	227	117	157	76	2164	3.18*	1.26
21	Lecturers not knowledgeable in the courses they handle	680	118	164	123	211	64	2101	3.09*	1.27

Attendance to meetings was seen as a significant cause of truancy (3.53). Other significant factors identified by students as causes of truancy were lack of regular payment of salaries (3.28); inadequate size of the salary package (3.18); delay in payment of academic allowances (3.30).

On the other hand, long distance to school from ones residence was not significant (2.98); lack of students' interest and attention in a course was not significant (2.84); struggle for specific courses among lecturers was not significant (2.98).

Still on significant causes, ineffective supervision by Deans and HOD was significant (3.21). This was contrary to the view of lecturers on the above subject. Handling of too many courses by a single lecturer was significant (3.29); inadequate classrooms for lecturers was significant (3.29). Other factors that were significant include: lack of offices for lecturers (3.04); inadequate laboratories (3.04); lack of teaching aids (3.28); lecturers involvement in money yielding ventures out side their jobs (3.18); lecturers involvement in teaching jobs outside their regular jobs (3.32); family challenges (3.17); personal challenges of lecturers (3.14); lack of regular promotion for lecturers (3.12); absenteeism to lectures by students (3.18) and lecturers not knowledgeable in the courses they handle (3.09).

Is there any significant difference between the responses in Table 6

Table 8: Test of Difference of Two Means (Mean Responses Of Lectures and those Students) on the same Question items

S/N	CAUSES OF TRUANCY	Average opinion of Lecturers (X)	Average opinion of Students (Y)
1	Attendance to meeting	2.77	3.53
2	Lack of regular payment of salaries	3.66	3.28
3	Inadequate size of the salary package	3.53	3.18
4	Delay in payment of salaries	3.75	3.32
5	Delay in payment of academic allowance	3.56	3.30
6	Long distance to school from one's residence	2.71	2.98
7	Lack of students' interest and attention in a course	2.53	2.84
8	Ineffective supervision by Deans and HODs	2.78	3.21
9	Struggle for specific courses among lectures	2.79	2.98
10	Handling too many courses by a single lecturer	3.38	3.29
11	Inadequate classrooms for lectures	3.72	3.29
12	Lack of offices for lecturers	3.55	3.04
13	Inadequate laboratories	3.35	3.04
14	Lack of teaching aids	3.26	3.28
15	Lecturers' involvement in money yielding ventures outside their jobs	3.22	3.18
16	Lecturers' involvement in teaching jobs outside their regular jobs	3.20	3.32
17	Family challenges of Lecturers	3.30	3.17
18	Personal challenges of lecturers	3.30	3.14
19	Lack of regular promotion for lecturers	3.41	3.12
20	Absenteeism to lectures by students	2.99	3.18
21	Lecturers not knowledgeable in the courses they handle	2.78	3.09

(Lecturers' opinion) and the responses in Table 7 (students' opinion) especially on the common questions 1-21. It is therefore to answer this question that the study tested the hypothesis that there is no significant difference between the mean responses of the lecturers and those of the students on the common factors that cause truancy. The results are contained in Tables 8 and 9.

Ho: There is no significant difference in the mean responses of lecturers and students on the causes of truancy

H₁: There is a significant difference in the mean responses of lecturers and students on the causes of truancy.

Decision rule: Reject Ho if $p \leq 0.05$ otherwise accept Ho

From the paired samples test using SPSS, we discovered from Table 9 that the test is not significant, $p > 0.05$.

This implies the acceptance of the null hypothesis (H_0) that there is no significant difference in the mean responses of lecturers and students on the causes of truancy.

Table 9: Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
MEAN(X) – MEAN(Y)	.03718	.33865	.07390	-.11697	.19134	.503	20	.620

The second specific objective of the study is to determine the impact of lecturers’ truancy on academic performance of students in the study area. Section B of the students’ instrument measured the academic performance of students in the specific courses taught by lecturers in the semester preceding the survey.

Table 10: ANOVA^a in Regression

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	514.946	1	514.946	5.828	.016 ^b
	Residual	34196.588	387	88.363		
	Total	34711.534	388			

a. Dependent Variable: Y

b. Predictors: (Constant), X

Table 10 represents the ANOVA in regression. The regression is significant at $p < 0.05$. This means that the effect of lecturers’ truancy on the academic performance of students is not insignificant. From the regression equation, $\hat{y} = 62.163 - 1.007x$, there is a negative effect of truancy (-1.007) on the mean performance of the students.

For further analysis of the data on the causes of truancy among lecturers, the factors which were significant were categorized into three: Financial, Logistics and Extra-activities and the need to test for independence using chi-square test statistic becomes inevitable.

H_0 : Different opinions on truancy by lecturers are independent of the different categories.

H_1 : Different opinions on truancy by lecturers are not independent of the different categories.

Decision Rule: Reject H_0 if $\chi_{cal.}^2 \geq \chi_{tab.}^2$ where $\chi_{cal.}^2 = \sum \frac{(O_{ij} - e_{ij})^2}{e_{ij}}$

Table 11: Contingency Table on the Opinions on Causes of Truancy by Categories

Category/different opinion	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total
Financial	47 (46.33)	199 (167)	24 (24.67)	47 (75.66)	23 (26.33)	340
Logistics	59 (46.33)	136 (167)	24 (24.66)	97 (75.66)	24 (26.33)	340
Extra-Activities	33(46.33)	166 (167)	26 (24.67)	83 (75.66)	32 (26.34)	340
Total	139	501	74	227	79	1020

Table 11 shows a contingency table on the causes of truancy by categories while Table 12 is the Computational Table for the $\chi_{cal.}^2$.

Table 12: Computational Table for the $\chi_{cal.}^2$

O_{ij}	e_{ij}	$(O_{ij}-e_{ij})$	$(O_{ij}-e_{ij})^2$	$(O_{ij}-e_{ij})^2/ e_{ij}$
47	46.33	0.67	0.45	0.01
199	167	32.00	1024	6.13
24	24.67	-0.67	0.45	0.02
47	75.66	-28.66	821.4	10.86
23	26.33	-3.33	11.09	0.42
59	46.33	12.67	160.53	3.46
136	167	-31.00	961.00	5.75
24	24.66	-0.66	0.44	0.02
97	75.66	21.34	455.4	6.02
24	26.33	-2.33	5.43	0.21
33	46.33	-13.33	177.69	3.84
166	167	-1.00	1.00	0.01
26	24.66	1.34	1.80	0.07
83	75.66	7.34	53.88	0.71
32	26.34	5.66	32.04	1.22
				$\chi_{cal.}^2 = \sum \frac{(O_{ij} - e_{ij})^2}{e_{ij}} = 38.75$

But $\chi_{tab.}^2 = \chi^2_{(0.05,8)} = 15.5$

Decision: Since $\chi_{cal.}^2 > \chi_{tab.}^2$, i.e. $38.75 > 15.5$ we reject H_0 and conclude that Different Opinions on Truancy by lecturers are not independent of the different categories. This means that from the expressed opinion, the way and manner these categories/factors influence/ account for truancy are significantly different from one another.

The result of the above analyses is further buttressed in Table 13 and Figure 1.

Table 13: Opinions on Causation of Truancy by lecturers according to Categories

Category	CAUSES OF TRUANCY	N	STRONGLY AGREE (5)	AGREED(4)	UNDECIDE D(3)	DISAGREE (2)	STRONGLY DISAGREE(1)
Financial	Lack of regular payment of salaries	340	63	197	6	48	26
	Inadequate size of the salary package	340	38	203	21	58	20
	Delay in payment of salaries	340	38	246	13	19	24
	Delay in payment of academic allowance	340	36	207	31	45	21
	Lack of regular promotion for lecturers	340	57 (232)	143 (996)	48 (119)	67 (237)	25(116)
Logistics	Long distance to school from one's residence	340	19	79	49	169	24
	Inadequate classrooms for lectures	340	109	135	8	68	20
	Lack of offices for lecturers	340	62	179	8	65	26
	Inadequate laboratories	340	53	152	20	92	23
	Lack of teaching aids	340	53 (296)	132 (677)	34(119)	93 (487)	28 (121)
Extra activities	Lecturers' involvement in money yielding ventures outside their jobs	340	53	144	9	94	40
	Lecturers' involvement in teaching jobs outside their regular jobs	340	25	167	29	89	30
	Family challenges of Lecturers	340	27	184	21	79	29
	Personal challenges of lecturers	340	27 (132)	170 (665)	44 (103)	69 (331)	28 (127)

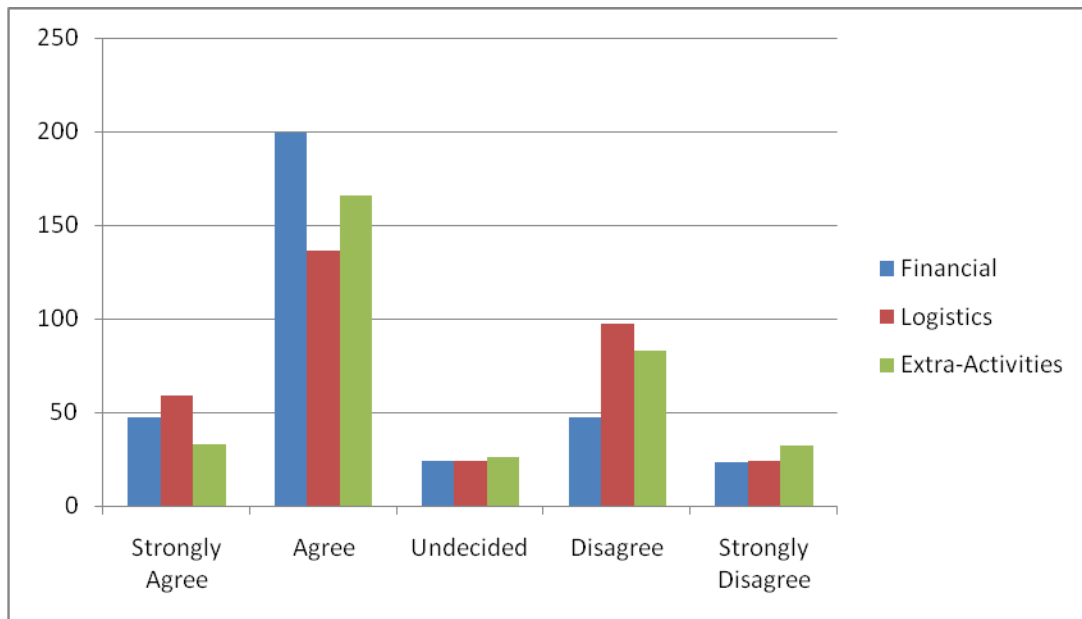


Figure1: Opinions on causes of truancy by categories

From Figure 1, respondents who strongly agreed that logistics cause truancy ranked highest (59) followed by financial factors (47) and the least was extra activities outside the job (33). On the other hand, opinions that financial factors caused truancy ranked highest for agreed (199) followed by extra activities outside the job (166), while the least was logistics (136). In terms of those who do not agree to the categories causing truancy, opinions on logistics ranked highest (97) followed by extra activities outside the job (83) while the least was financial (47). From Table 13 and of course Figure 1, financial factors were seen as the least to be considered when looking at factors that do not contribute to truancy. Put differently, financial factor on the average is the major cause of truancy among lecturers.

The third specific objective of the study was to examine the implications of lecturers' truancy on the Nigerian economy. The discussion of this objective will rely on the outcome of the second specific objectives – the impact of lecturers' truancy on academic performance of students in the study area. The findings based on the above objective showed that lecturers' truancy had a negative effect on the mean performance of the students.

With the poor performance of students, they go into the labour market with less competence and productivity will drop when graduates from the universities are not able to defend their certificates. As noted by Yusuf, Salako, Adedina and Ayelotan (2015) academic performance is the outcome of students' evaluation in the educational process indicating to what level the students have achieved the educational goals as specified in the curriculum which is greatly influenced by internal and external classroom factors.

Conclusion

What is of common concern in the academic circles is the truancy of students and its impact upon their academic performance. The truancy of lecturers hardly received much mention both theoretically and empirically. In the above situation, therefore, the causes and impact of truancy among lecturers deserved a thorough investigation. This study was focused on investigating the causes of truancy in both Abia and Imo State Universities and the impact upon students' academic performance and the national economy in general. The findings show that a lot of factors were responsible for truancy of lecturers in the study area. Such factors included financial matters, logistics and lecturers' extra curriculum activities outside their places of normal work. The χ^2 test further showed that different opinions on truancy were not independent of the different categories of the identified factors. Similarly, there is a negative effect of truancy ($\hat{y} = 62.163 - 1.007x$) on the mean performance of the students. The implication of the findings is that the productivity of these students in the work place would be below expectation with its attendant negative effect on the overall macroeconomic objectives of the country.

Summary

Truancy among lecturers is an act whereby lecturers fail to attend to their lectures (go to class and teach their students) regularly. The results show that a majority of the students respondents were females (55.7%). A majority of the student respondents were single (86.8%). Christianity was the dominant religion among the student respondents (88.8%). The data showed a mean age of student respondents to be 23 years. The data on staff respondents showed that a majority were males (72.9%). Also 70% of the respondents were below the rank of senior lecturers.

The results showed that factors such as finance, logistics and extra activities outside the normal duties lectures were significantly causing truancy among lecturers in the study area.

The χ^2 test showed that different opinions on causes of truancy were not independent of the different categories. There is a negative effect of truancy

($\hat{y} = 62.163 - 1.007x$) on the mean performance of the students in the study area. The implication of the above result is that the productivity of these students would be below expectation have a affecting the overall macro economic objectives of the country.

The study recommends as follows:

- (1) Enhanced remuneration package to motivate staff.
- (2) Adequately addressing the non-financial causes of truancy to minimize same.
- (3) Effective allocation of courses to avoid lopsidedness and overload of some lecturers
- (4) Effective monitoring of staff to ensure optimal service delivery to students.
- (5) The provision of teaching aids such as adequate laboratories, classrooms, befitting offices etc. to enhance optimal service delivery
- (6) Enhance the overall quality of the students' performance for the economy at large hence increased productivity (GDP)

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