SCHOOL ENVIRONMENT AS CORRELATE OF TRUANCY BEHAVIOUR AMONG SECONDARY SCHOOL STUDENTS IN JIGAWA STATE, NIGERIA: IMPLICATIONS FOR COUNSELING

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Abstract: *The study investigated the school as correlate of persistent truancy behaviour among students of Jigawa State Secondary Schools. The objective of the study was to determine the extent of truancy among the students. It was also to discover the types of school environment, leadership styles among the principals and the adequacy of curricular offerings and their relationship with the students' truancy behaviour. The design was a correlational study whose population consisted of all the truant students of Jigawa State secondary schools who were estimated to be 4664 in number, their teachers and the principals. Out of the total population 200 truants and 60 teachers (class masters of the six most truanting class in each school) were purposely selected through simple random sampling technique from the ten surveyed schools. The Principals of the ten selected schools were automatically included in the study .Thus the sample size of the consisted of 270 respondents. A researcher constructed questionnaire tagged: School Related Factors and Truancy Assessment Questionnaire (SRFTAQ) which was designed and developed by the researchers was used for data collection. Four research questions were raised and answered, three hypotheses were formulated and tested at 0.05 level of significance. Frequency counts and percentages were used to answer the research questions, Pearson Product Moment Correlation Co-efficient and were used to test the three hypotheses formulated at 0.05 level of significance. The result from the research questions showed that the rate of truancy is high among Jigawa State secondary school students. It was also revealed that the types of leadership styles available are democratic, authoritarian and laissez faire .It was also considered that curricular offerings is not adequate in the schools. From the hypotheses the result shows that significant relationship exists between the three schools related factors and truancy behaviour by the students. Among the recommendations offered were that authorities should work on the school environment so that it can provide good atmosphere for teaching and learning. There should also be some form of flexibility in the curriculum and its implementation.*

Keywords: *Truancy, School Environment, Leadership Styles, Curricular Offerings, Counseling*

Introduction
Truancy is one of the problems that exists in schools and affects learners' performance. It is about learners who have not been attending schools regularly as required by the school, parents and even authorities. Truant behaviour is a problem for the individual, the family, the school and the society in general. The funding

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allocations for public schools are made available on the assumption that there will be learners in schools to be taught. Truancy has negative financial implications such as the waste of public resources due to large number of truanting students. Other negative implications include loss of learning opportunities, poor academic performance and eventual dropout. Truancy may have both short term and long term effects on the society. There is evidence that truancy is linked to delinquent behaviours and juvenile crime (Sambo, 2009:34). It is reported that 75% of the prisoners in the United States of America were once truants and that the percentage of juvenile offenders who started as truants is increasing (Gale research, 1998). Truancy is associated with subsequent marital and psychological problems (Fogelman& Hebbert, 1999:179). Sara (2014:16) remarked that the rate of truancy has negative implications to manpower development in any nation.

School has been rated by many scholars such as Mburza (2002) as one of the socialization agents in the society. It is a place where instruction, teaching and learning take place. The school is basically a place for preparation for life and where knowledge, disciplined habits of worth and vocational skills are acquired. There is therefore the general belief that the school is an interesting place for children, so it is not abnormal for children to aspire and be anxious as well to attend school. In the opinion of Reid (1999) apart from home, the school is the second world of children. At school, for instance, there are more children to play, dance, chat, discuss, and make friends. The school atmosphere should be conducive with beautiful environment, fairly, furnished and well equipped classrooms. In a study by Ross (1996) found that students, who perceived that they were in an orderly, organized school and felt a strong affiliation with kind involvement, also reported enhanced self-control, more positive mood and greater peer popularity.

It was argued by Carol (1996) that most schools do not provide the right atmosphere, in an interview he conducted it was found out that children do not like school because of the frequent curriculum changes. Some do not like such schools because of the stress and harsh rules and regulations. Some of the truants interviewed on the same issue of the school have the following statement or responses: That the schools should prevent bullying, allow us (students) to choose our timetable, allow me to come and go from school as I like. In a survey conducted by Eric (1992) students cited boredom and lost of interest in school, irrelevant courses and suspensions as factors in their decision to skip school.

Shehu (2007) reported that adolescents absent themselves from school because they feel that the school is offering them little. Nevertheless, Reid (1999) highlighted four reasons why a child must go to school regularly. The reasons are: Having a good education will help to give your child the best possible start in life, If your child does not attend school regularly, he or she will not be able to keep up with work, children who have not attended their school regularly have less chance of getting a good job. Young people who are off school for no good reason are at risk of becoming victims of crime or abuse. They may also be drawn into anti-social or criminal behavior.

Shehu (2007) further opined that in Nigerian context not all anti-socials are aware of the fact that the school offers little. However, some may perceive very little in a situation where students realize that what school offered is very little that they tend to be absent from school. Alhassan (1992) stated that it is the failure of schools to measure up to their expectations which produces high level of truancy among vulnerable adolescents. It is also argued by the above writer that the kind of environment in which the schools are set and the culture or tradition as well as community behaviour will have some demands and the attitudes of the child towards authority and the teachers within the school.

According to Carol (1996), it is that, a child who enjoys school is unlikely to get involved in truancy, but a child may not enjoy school if he/she records a failure in his/her school work, if the child performs badly, he becomes frustrated and depressed and this causes him to develop feelings of inferiority. These feelings as noted by Shehu (2007) in turn leads to general failure particularly in school work. The child may then become rebellious and try to escape by playing truancy. Furthermore, the more in school work increased, the more the truant dislikes to school; this is the reason why Mora (2007) found that truancy was an escape route from embarrassment in school as a result of failure.

In a separate study conducted by Nwosu (2007), it was found out that schools that lack consistency and uniformity to attendance and attendance policy contribute to truancy. There is no doubt that school contributes significantly to the problem of truancy. In Nigeria most of the rules and regulations set by schools are not enacted with understanding of student's problems. For example how can a student be punished throughout school period for coming late to school? Rogers (1994) argued that the fact that child's withdrawal from school means that there is something about the experience that he finds painful. In most cases the school is unable to alleviate the pain in order to keep him/her attending school regularly. Reid (1999) suggested that disaffection with school is a common experience in young people and is fostered by the use of average rules and regulations. Reid further argued that more reforms are needed.

School environment as used in this study implies all aspect of school structure and happenings in the school on a daily basis. The secondary school is a community on its own with its own rules and regulations binding on the members. The school environment consists of the physical structure, facilities, learning materials and human resources. Alhassan (1992) states that the school environment include the school buildings, school farm and garden, sports ground, laboratories, libraries, workshops, water, electricity, communication gadgets, desks, seat arrangement, and the inter-relationship that exists between them. These interactions also produce good learning environment. Any learning environment according to Ross (1991) that does not seem gratifying to the learner tends to inhibit certain desirable responses from occurring. This can create a barrier for effective learning to take place and this would make students to dislike schools.

Any learner according to Carol (1996), who has a desire to learn needs an environment where

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everything needed is supplied and maintained. A good school environment in the opinion of Nwosu (2007) need good quality teacher to interact and pass on knowledge to the children. All facilities and equipments must be provided and used by the teachers for adequate learning to take place. The teacher and his students according to Mora (2007) meet in the classroom on a daily basis to interact. For effective learning to take place the size, shapes, arrangement of seats, positioning of fitting, availability of furniture, quality of teaching aids, ventilation and all the physical arrangement must be well-considered. Looking closely at most of the secondary schools in Jigawa State, most of these structures and equipment are either inadequate or not available. Shehu (2007) argued that the school environment is nothing to write home about and this may aid truancy.

Leadership style is another variable of concern in this study. There are various leadership styles available in our secondary schools in Nigeria. Sara, Shuaibu & Ismail (2012) in their study they conducted identified six types of leadership styles. They are authoritarian, paternalistic, democratic, laissez faire, transactional and transformational leadership styles. For the purpose of this research work only three can be explained because they are the areas identified by the respondents of this study. Authoritarian leadership style is an autocratic way of leadership. They keep strict and close control over the followers. The main emphasis of these leaders according to Martindale (2011) is strictness and harshness. They are as well no-nonsense and make the school environment to be tense and fearful. Carol (1996) concluded that students do not feel at ease under such leadership.

The other style of leadership in operation in the secondary schools is the democratic type. This according to Foster (2002) is a leader who shares decision making with teachers and other members of staff. This leader also promotes the interests of the group members by practicing social equality. The democratic style encompasses the notion that everyone by virtue of their human status and dignity should play a part in the school decision. Shitu (2004) expressed that students under the leadership of a democratic principal feels at ease and there is an atmosphere of belonging in this type of leadership. The Laissez faire type of leadership is where all the rights and power to make decisions is fully given to the teachers and the students. This type of leadership is sometimes described as "hands off" style of leadership because the leader delegates the tasks to the followers while providing little or no direction to the followers. It follows that this type of style accords followers high degree of autonomy and self rule. This type of leadership style may not essentially be the best for the school settings because teachers and students may take it for granted. Sara, Shuaibu & Ismail (2012:10).

The issue of what the curriculum offered to the students is another focus of this study. Is it adequate and appropriate? Most of the education systems in the Nigeria context do not offer good curriculum for Nigerian students. The curriculum of any nation needs to be geared towards general transformation of the society particularly in the areas of life skills and vocations. It is argued by Sambo (2009) that curriculum planners did not recognize these vital aspects. These compounded the major problem in the current education systems even though how noble they may look. There is therefore the serious outcry that the curricular offering in most

of the schools is not adequate. The content of the curriculum do not stimulate the imagination of the learners in most cases as expressed by Nwosu (2007) and this makes it possible for the learners to show apathy in school attendance.

Truancy is a school offence which means absence from school without the permission of parents, guardians or the school authority for a period of two (2) days in a week or eight (8) days in a month as considered in this study. If left unchecked, it can lead to other vices like petty theft, burglary, smoking, drug abuse, teenage pregnancy and academic under achievement. Counseling is a process through which an individual who need help is assisted by a professionally prepared individual so that he can be helped to make necessary adjustment to life and to his environment. Shitu (2004). Sambo (2009) maintained that truant students needs counseling so as to make necessary adjustment that will make them to drop their truancy behaviour. Mora (2007) also remarked that because counseling is a helping process which involves two or more persons in a one-one relationship and truancy is an anti-social behaviour, the services of counseling is highly needed so as to change the undesirable behaviour of truancy. This study therefore tries to unveil the main role played by the school in aiding truancy with particular reference to the effect of the school environment, curricular offerings, and leadership styles of the schools on truancy. Other researches in the area conducted by Shehu (2007), Shitu (2004), Hassan (2008) and Sara, Shuaibu and Ismail (2012) all looked at other variables like peer group influence and home conditions. It is against this back drop that this study is conceived to discover the correlation between truant behaviour and school environment, curricular offerings and leadership styles of principals in secondary schools and the counseling implications in Jigawa State secondary schools, Nigeria.

Statement of the Problem
Truancy is a major feature of many secondary schools in Jigawa State with its attendant multi_ dimensional problems to the schools, homes and the entire educational system of the nation. Understanding its magnitude and extent as well as discovering how school environment in general play a significant role in abating truancy with particular reference to school leadership styles, school environment and the curricular offerings and the major implication for counseling. In other words problem which is sought to be observed by this study is the extent to which school happens to be a major factor in aiding truancy after which a solution could be offered to a truancy problem in Jigawa State. It is indicative that school environment may not be conducive for the learner likewise the leadership styles of the principals maybe harsh and also what the curricular may offer may not be favourable to the students' learning and therefore, these factors may aid and abate truancy behaviour by the students. Examining the above mentioned factors and providing the major implications for counseling is the problem of this study.

Purpose of the Study
The main purpose of this study is to examine school environment as a correlate of truancy behaviour among secondary school student, implications for counseling. The specific

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objectives to achieve include:-
i.   Determine the extent of student truancy in Jigawa State secondary schools
ii.   Examine the types of school environment in Jigawa State secondary schools
iii.   Determine the type of leadership styles in Jigawa State secondary schools
iv.   Examine the curricular offerings in Jigawa State secondary schools
v.   Determine the relationship between students' truancy and school environment
vi.   Determine the relationship between student's truancy and leadership styles of the principals in the schools
vii.   Determine the relationship between students' truancy and the curricular offerings in the schools

Research Questions
i.   What is the extent of students' truancy in Jigawa State secondary schools?
ii.   What is the kind of school environment in Jigawa State secondary schools?
iii.   What are the leadership styles among principals in Jigawa State secondary schools?
iv.   What are the curricular offerings available in Jigawa State secondary schools?

Hypotheses
The following three null hypotheses were formulated and tested at 0.05 level of significance.

HO_1:   There is no significant relationship between students' truancy and school environment in Jigawa State secondary schools

HO_2:   There is no significant relationship between students' truancy and leadership styles of principals in Jigawa State secondary schools

HO_3:   There is no significant relationship between students' truancy and curricular offerings in Jigawa State secondary schools

Methodology
This research has a correlational design. A correlation is the relationship between two or paired variables or two or more sets of data. The degree of relationship is measured and represented by the co-efficient identified by the letter. Toluchi (2001) and Nworgu (2006). A correlation design is adopted because the research seeks to establish what relation exists between two or more variables. The degree of relationship according to Osuala (2001) is expressed as a correlation coefficient. Emaiku (2007) noted that correlation study only indicates if a relationship exists or does not indicate causation. The design fits into this study because it seeks to establish relationship between the variables under consideration which are truancy behaviour and school environment, leadership styles of principals and curricular offerings in the schools as related factors.

The target population of the study comprises all the truant students in Jigawa State secondary schools across the Twenty Seven (27) Local Government Areas. The students were estimated to be about four thousand six hundred and sixty four (4,664) according to Seimu (2013). The truants' students were identified by using attendance

registers and nominations by their class masters/mistresses and class monitors in the schools and the researchers verified their submissions by observing the attendance register of all the classes in the schools. Out of the total population two hundred truants, sixty teachers (class masters of the most truanting class) and ten principals were purposely selected for the study from the ten schools sampled. The schools selected were across the five (5) emirates of Jigawa State in which each emirate has been represented with two (2) schools, the sample of the study thus comprises 270 respondents (200 students, 60 teachers and 10 principals).

The instrument was a questionnaire tagged "School Related Factor Truancy Assessment Questionnaire" (SRFTAQ) developed and constructed by the researchers. It consists of 2 sections A& B. Section A is made up of the respondent's bio-data and school address. Section B consists of 16 item statements on truancy, school environment, curricular offerings and the principals' leadership styles in the schools. The items were placed on four points Likert scale (most often, often or always, seldom or never and no response) The instrument was validated in Sule Lamido University , Kafin Hausa, Jigawa State, Psychology of Education unit- It was also given to colleagues in the Faculty of Technology Education, Abubakar Tafawa Balewa University, Bauchi who confirmed its validity. It was pilot tested in one Government Girl's Secondary School (GGSS Gwaram) using 50 respondents. Test re-test method was used to estimate the reliability and the correlation co-efficient which was found to be 0.89 and was adjudged to be sufficient enough by experts for the study.
The researchers used three weeks to collect the data for the study by going round the sampled schools. In each school the respondents were gathered in a separate classroom. Instructions were given on how to fill the questionnaire; forty minutes were also allocated for the exercise which was largely successful. The completed questionnaires were collected instantly in order to avoid delay and misplacement. The research questions were analyzed using frequencies and percentages while the three hypotheses were analyzed using Pearson Product Moment Correlation.

Results
The result of the study is hereby presented based on the research questions raised and the hypotheses formulated one by one: All the three hypotheses were tested at 0.05 level of significance

Research Question One: What is the extent of students' truancy in Jigawa State secondary schools?

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Table I: Extent of Learners Truancy in Jigawa State Secondary Schools as Expressed by the Respondents. N=270

Item	Description	Frequency	Percentage	Extent
1. To what extent learners in your school stay absent without the permission from parents and the school?	Most often Often or Always Seldom or Never No Response	189 65 14 3	70% 24% 5% 1%	Great Moderate Lower Not significant
	Total	**270**	**100%**	---------

Table I Indicates that the majority of the responded are aware of the occurrence of truancy at their schools. According the table 70% of the learners are most often absent from school, 24% are always or often absent from school, 5% are seldom or never absent from school without the permission of their parents/guardians or school authority. Their report confirmed that truancy is as much a problem at their schools, as it is at many secondary schools in the state. This also indicates that truancy is serious in Jigawa State secondary schools.

Research Question Two: What is the kind of school Environment available in Jigawa State secondary schools?

Table II: Environmental Conditions of Secondary Schools Available in Jigawa State

Item Description	Yes Freq. %	No Freq. %	Total Freq. %
2. Students – Teachers and student- student relationships are cordial	20 (7.39)	250 (92.60)	270 100
3. All teaching and learning materials are readily available and heavily utilized	24 (8.92)	246 (91.13)	270 100
4. Conducive, serene environment that makes learning interesting.	10 (3.84)	260 (96.15)	270 100
5. School buildings are good and adequate, teachers" methodologies are excellent.	17 (6.21)	253 (93.79)	270 100

Table II indicates that majority of the respondents' suggestion in favour of an un favourable and not conducive environment for learning in Jigawa State secondary schools. All statements were written to be in favour of favourable school environment but their responses to the items suggested negative and unfavourable learning environment. The **yes** answer to the statements on a general note showed lower frequencies and percentages of 20 (7.40%), 24 (8.92%), 10 (3.84%), and 17 (6.21%). On the other hand the **no** answer recorded higher frequencies and percentages of 20 (92.60%), 246 (91.15%) and 260 (93.79) which indicated not conducive school environment in the area of the study

Research Question Three: What are the leadership styles that are available among the Principals of Jigawa State secondary schools? N = 270

Table III: Ranking of Leadership Styles Available in Jigawa State Secondary Schools

S/N	Leadership style	Frequency count. %	Rank
6.	Democratic	143 (53.25)	1st
7.	Authoritarian	68 (26.04)	2nd
8.	Laissez faire	37 (12.42)	3rd
9.	Transactional	10 (3.85)	4th
10.	Transformational	9 (3.55)	5th
11.	Paternalistic	8 (2.96)	6th
12.	Others (if any)	__ (0.00)	7th
13.	**Total**	**270 100%**	

Table III indicates the leadership style available in Jigawa State secondary schools. Based on the responses democratic leadership style came 1st with 143 frequency counts and a percentage of 53.25%, Authoritarian style came second with 68 (26.04%) followed by laissez faire which polled 37 (12.42%). From the analysis these three proved to be the major leadership styles available in the schools. Transactional 24 (3.8%) , Transformational 22 (3.6%), and Paternalistic 20 (3%) were the other lesser leadership styles available in Jigawa secondary schools.

Research Question Four: What is the adequacy of the curricular offerings in Jigawa State secondary schools?

Table IV: Adequacy of the Curricular Offerings in Jigawa State Secondary Schools: N = 70

S/NO	Items	Yes Freq. %	No Freq. %	Total % Total Freq. %
14.	Does the teaching in the schools stimulates interest and inject practical skills in the learners?	24(34.28%)	46(65.71%)	70(100)
15.	Learners are always carried along in teaching and are taught enough life sustaining vocations for self sustenance?	26(37.14%)	44(62.85%)	70(100)
16.	The value content of the curriculum is adequate in developing effective attitudes in the mind of learners?	22(31.43%)	48(68.57%)	70(100)
17.	Syllabuses are fully covered in core subjects and there are enough practical's in basic sciences as well as inspections from the ministry.	20(28.57%)	50(71.40%)	70(100)

Table IV indicates the adequacy of curriculum offerings in Jigawa State secondary schools. From the table of curricular offerings in Jigawa State appeared to be inadequate because the curriculum contents measured shows negative slide. The responses indicated that the number of responses who affirmed the statements are less than those who ruled against the statements. For instance when it was asked: Do the teaching in the schools stimulates interest in the learners? 24 (34.28%) of responded says "yes" while 46 (65.71%) of the respondents says "no". In all of the four cases similar analysis is evident. Generally speaking, the curricular offerings in Jigawa state secondary schools in not adequate for the learners.

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Hypotheses One: There is no significant relationship between school environment and truancy behaviour among the students.

Table V: Pearson Product Moment Correlation Coefficient between Truancy Behaviour and School Environment in Jigawa State Secondary Schools

Variable	X	SD	Cal. "r" value	Crit. "r" value	Decision
School Environment	4 .26	4.06			Rejected
Truancy Behaviour	3 .22	3.05	.198	.195	

Table IV shows the Person Product Moment correlation coefficient between school environment and truant behaviour among the secondary school students. The calculated "r" which is .198 is greater than the critical "r" value which is .195. The null hypothesis is thus rejected. There is a significant relation between truancy behaviour exhibited by the students and the environment of the school.

Hypothesis Two: There is no significant relationship between leadership styles of Principals truancy behaviour among the student.

Table VI: Pearson Product Moment Correlation Co-Efficient between Truancy Behaviour and Leadership Styles of Secondary School Principals

Variable	X	SD	Cal. "r" value	Crit. "r" value	Decision
Leadership styles	4.68	3.41			Retained
Truancy behaviour	3.22	2.86	.146	.195	

Table VI shows the Pearson Product Moment Correlation Coefficient between leadership style of the Principals secondary schools in Jigawa state and the truancy behaviour of the students.

The calculated "r" which is .146 is less than the critical "r" which is .195. The null hypothesis is those accepted and retained. There is no significant relationship between truancy behaviour exhibited by the students and leadership styles of the Principals of the secondary schools.

Hypothesis Three: There is no significant relationship between the adequacy of the curricular offerings of secondary schools and truant behaviour among the students.

Table VII: Pearson Product Moment Correlation Co-Efficient between Truancy Behaviour and Curricular Offerings/Adequacy of Secondary Schools Students.

Ble	X	SD	Cal. "r" value	Crit. "r" value	Decision
Curricular offerings/adequacy	5.60	4.33			Reject
Truancy Behaviour	3.22	3.94	.212	.195	

Table VII shows the Pearson Product Moment Correlation co-efficient between adequacy of curricular offerings and truancy behaviour of secondary school students in

Jigawa state. The calculated "r" .212 is greater than the "r" critical which is.195. The null hypothesis is thus rejected which means that there is significant relationship between the adequacy of curricular offerings and truancy behaviour among the students of Jigawa state secondary schools.

Discussions

Research question I ask about extent of truancy behavior many of the student of secondary school s in Jigawa State, Nigeria. The result indicates that majority of the respondent are aware that student engage in truancy in Jigawa State secondary schools. The result of this study agrees with Danmalam (2009) who arroborated truancy Wide spread in Jigawa State secondary school.

Research question II asks about the kind of school environment available in Jigawa States secondary schools. The result reveals that most environments of the schools in Jigawa State are not conducive and favourable for learning to take place. Materials for the study are lacking. Conditions of the classrooms are too poor. This study agrees with Sara's (2014) finding who stated that most of the schools lack materials for teaching and learning.

Research question III asks about the type's leadership styles Secondary schools principal in Jigawa State secondary schools. The result reveals that the major leadership style exhibited by the secondary schools principals in Jigawa State are mostly Authoritarian and democratic and to a lesser extent laissez faire. The result agrees with Sambo's (2009) findings who found out that the major leadership styles available in Nigerian secondary schools are mostly Democratic, Autocratic and Laissez Faire.

Research question IV was on the types of adequacy of curricular offerings in Jigawa State secondary schools. The result revealed that the curricular offerings in the secondary schools in Jigawa State are not adequate. Most of the lessons taught in the schools do not promote practical life skills and interests of the learners are not taken care of. The finding of this study agrees with that of the Fogelman (2004) who attributed high performance and attendance to what happens to the curriculum in schools.

The result from hypothesis one revealed that there is significant relationship between schools environment and truant behaviour among the secondary schools students in Jigawa State. The study reveals that unfavourable condition of the schools causes truancy. The result agrees with Shitu's (2004) findings by explaining that unfavourable school conditions like the problem of structure, lack of materials, poor teaching methodologies by the teachers, lack of conducive environment for teaching and learning makes students to dislike schools. This study agrees with Carrol's (1996) study who found that lack of good environment for learning causes truancy among secondary schools students.

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Result from hypothesis two revealed that leadership styles of the schools principals did not correlate with truancy behaviour of students. The analysis shows no relationship between truancy in the schools and the leadership styles exhibited by principals. The result agrees with Sambo's (2009) findings who found strong association between leadership style of the schools and truancy involvement by the students. Results from hypothesis three revealed that there is significant relationship between curricular offerings and adequacy with the truancy behaviour of the students. It means inadequate curricular offering is a major cause of truancy behaviour by the students. This study agrees with the finding of Roger's (1994) who started that lack of lesson preparation rigidity in using teaching methodology by teachers, lack of curriculum review from time to time leads to boring and lack of interest by the students.

Implications for Counseling

From the findings of the study it is clear that there is serious implication for counseling. Truancy behaviour as suggested by various scholars like Carol (1996) and Reid (1999) is a serious problem. School life of the truants may be truncated, they may end up as School drop-outs, delinquents who are engaging in social vices day in day out. This is a very serious counseling implication for the students. If left unchecked the classroom instruction could be seriously hampered, the loss of instructional time may be too much and the students may turn addicts for drugs and other harmful substances. This may be a serious challenge to the school and parents. Counselors should be made to understand that they should evolve measures in order to curtail the problem. There are a lot of theories in counseling which can be used to solve truancy because it is a behaviour problem. To be more specific Rational Emotive Therapy, Reality Therapy, Behaviour therapy and Systematic desensitization have been proven to be effective in the treatment of truancy among students (Sara, 2014:114). This study is of the opinion that since the school administrators are using measures like canning, removal of privileges, detention after school, suspension, and even corporal punishment, there is a serious need to try some counseling strategies in order to nip the problem in the bud. This is essentially because counseling theories and behavior change are critical elements in guidance and counseling education.

Conclusion

Based on the findings of this study the following conclusions are hereby drawn:-
Truancy in Jigawa State secondary schools is widespread. Most of the secondary schools in Jigawa State are associated with unfavourable environment for learning and this aids in truancy behaviour by the students. It was also discovered that three types of leadership are discernible in the schools they are democratic, autocratic and laissez faire which did not have any bearing on truancy behaviour of the students. The curriculum offerings in the state secondary schools are not adequate and this promotes truancy.

Recommendations
Based on the findings of study, the researchers therefore offered the following recommendations:
1. The authorities should provide conducive environment for schools in Jigawa State..
2. Low level of punishment, and teacher- students as well as student-student relationship should be placed on proper footing.
3. Secondary Schools in Jigawa State should consider it necessary to be reviewing its curriculum from time to time.
4. Weak or very rigid administrative policies by the schools should be seriously looked into.
5. The school should need to assess its curriculum to see if it will meet the current challenges posed to the students by the society.
6. Guidance and counseling services that could check the excesses of the truants should be provided by the schools.

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