IJIET, e-ISSN 2548-8430, p-ISSN 2548-8422, Vol. 9, No. 2, July 2025, pp. 368-381

International Journal of Indonesian Education and Teaching
http://e-journal.usd.ac.id/index.php/IJIET
Sanata Dharma University, Yogyakarta, Indonesia

ROLE OF SOCIAL STUDIES INSTRUCTIONS IN CURBING TRUANCY AMONG UPPER BASIC STUDENTS IN KWARA STATE, NIGERIA

Olokooba Issa Nasiru[1*], Balogun Idayat Nike[2], and Adegboye Surajudeen Olayiwola[3]
[1,2,3]University of Ilorin, Nigeria
olokooba.in@unilorin.edu.ng[1], balogun.in@unilorin.edu.ng[2], adegboye.so@unilorin.edu.ng[3]
[*]correspondence: olokooba.in@unilorin.edu.ng
https://doi.org/10.24071/ijiet.v9i2.8871
received 17 June 2024; accepted 30 July 2025

Abstract
Truancy is an anti-social behaviour and its prevalence in upper basic schools in Nigeria is alarming. Social Studies as a problem-solving discipline is one of the best ways of curbing truancy. The study therefore assessed role of Social Studies instructions for curbing truancy among upper basic students in Kwara State in Nigeria. The specific objectives were to investigate the forms, causes, consequences and ways of curbing truancy. A descriptive survey research design was employed. A self-structured questionnaire entitled "Assessment of Social Studies Instructions for Curbing Truancy" with 0.73 reliability index obtained through test-retest method was employed. Four research questions were raised and answered using mean ranking. The findings of the study revealed that the forms of truancy among upper basic students included truant behaviour resulting from dislike of subject teacher and repeated absence from school for a complete term among others. The causes of truancy were peer pressure and overpopulation among others. Consequences of truancy were found to include poor academic performance, student drop out and cultism among others. The discipline inculcated in students' obedience to rules of school, attendance, punctuality and participation in school activities. It was recommended that parents should collaborate with schools on truancy prevention and intervention programs as it is clear that home factors contribute significantly to truant behavior exhibited by students.

Keywords: curbing, social studies instruction, truancy, upper basic student

Introduction
Social Studies is a discipline that teaches values such as honesty, integrity, national consciousness, cooperation among others at the basic level of education in Nigeria. As a large majority of increasing social problems in the society, at home and school, are entwined with values. Teaching the right values at the basic level means setting up a good foundation. As values are ideas which help a student determine if a particular behavior is good and desirable or bad and unacceptable. The importance of Social Studies is eclipsed only by the students' receptiveness

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License.

and internalization of its themes. This receptiveness is depicted in whether the students play truant in school or are willing and ready to learn. In Nigeria, society is saturated with students who deviate from expected behaviours that breed responsible citizenship and contributes to national transformation. From this perspective the need for Social Studies is glaring and demands expedient action. There is an increase in juvenile crimes, corruption in educational sector, school drop-outs, advance fee fraud and substance abuse among students. This deviation from societal acceptable behaviour in Nigeria called for introduction of subjects like social studies and civic education that emphasize character development for responsible citizenship (Atubi, 2021).

To put into perspective, Social Studies at the basic level of education in Nigeria particularly upper basic curriculum that focuses on social problems such as truancy. It also provides tenable solutions to them. The design of the curriculum is aimed towards reflecting cultural heritage, responsible citizenship and values expressed by students at this level. This builds a strong foundation for future application in the society. It is for this consideration that Olagbegi (2015) asserted that this was in reaction to the yeaning and longing of Nigerians and the need to meet the expectations of society. Truancy at a foundational level like basic school undermines the very purpose of education. Students who are not in classes or schools when they are supposed to cannot be taught. Although there are various instances where students have shown some character deficits, Social Studies remains the most appropriate tool toward changing the deviant behaviours of students (Bello, 2020). Ayo-Vaughan (2016) affirmed that Social Studies is a dynamic and problem-solving discipline. Truancy is social and behavioural problems that need to be solved? Similarly, NERDC (2017) maintained that the Social Studies curriculum was designed to help young Nigerians in their formative years and develop in children the values that is important for responsible adulthood.

The increasing dearth of values in the Nigerian society have necessitated the need for Social Studies to treat the root cause of truancy in learners. To this end Social Studies not only provides a powerful tool for reinforcing Nigerian value system, beliefs and attitudes but also provides a medium for understanding the root cause as well as shedding light on societal trends. The true purpose of Social Studies is to prepare students for their future roles. In essence, cultivating the necessary values and skills needed for said roles. Indiscipline, with particular emphasis on truancy, undermines the efforts made in educating the students on the right attitudes. Truancy is a societal issue which affects the quality of education a child receives throughout his life. It was bad behaviour that students exhibit today not only because of negative societal influence but also because some parents/guardians as well as school teachers have failed in the important roles of teaching right attitudes and value education (Adebisi, 2015). To put it into perspective, it is also a result of failure on the part of the parents to cultivate in children's right attitudes that will make them appreciate the society and contribute to the development of society.

Social Studies is taught at the basic level in Nigeria, and it is meant to build a solid foundation of societal values and acceptable attitudes in students. The central idea here is that truancy can be curbed by teaching and learning of Social Studies which transmits pertinent social and national values into learners and links the individual, group and society. Lakshmi and Paul (2018) posited that helping

learners appreciate their cultural differences; teaching learners to avoid insensitive, offensive, embarrassing or damaging language are core values of the discipline. It also emphasises on helping learners view issues from various perspectives, conceptualize and understand behaviours. The subject promotes tolerance and understanding people with different backgrounds and beliefs. it appreciates social responsibilities that go beyond local and national boundaries. It also enables learners to think independently and make sound moral decisions founded on good principles and value education. Therefore, Social Studies has the potential to curb many social vices such as truancy.

Truancy along with poor performance have long been grouped together as a part of a larger deviance or problem-behaviour syndrome (Gerth, 2020). The upwards trends in truancy cases have drawn the attention of educators and family, since truant behaviour often leads to delinquency (Ocak et al., 2017). Truancy is an antisocial issue and Social Studies is the platform from which solutions are proffered from an early stage while teachers deliver the lessons on values. On the supposition that truancy is bad and thus unwanted, there arises a need to formulate Social Studies Education in a compact manner that tackles the issue at its core.

Social Studies can show which morals are bad and good. It brings into sharper focus the generally accepted core values of the Nigerian nation inherent in its democracy. Adediran et al. (2020) are of the opinion that the school is a democratic society which has the responsibility as a socialization agency to help children acquire the values which are necessary for full participation in society. The school as well as teachers are expected to be an agent of transformation to bring out well rounded and polished individuals who not only excel in their academics but also in their morals and values.

In upper basic schools in Nigeria, the children are between teenage stages. A stage where they are easily influenced by peers or the environment. On the other hand, their impressionable minds mean that a carefully crafted Social Studies content with qualified and competent teachers at the helm make for the cultivation of the right values at an early stage. This denotes that truancy and other forms of indiscipline will be curbed. However, the successful implementation of a curriculum depends on the effectiveness of the content. The content of Social Studies needs to embody the values being taught and the proposed educational objectives. Therefore, research on assessment of Social Studies instruction for curbing truancy among upper basic students becomes imperative.

A nation that focuses only on academic and technological development without sufficient attention given to the morals, values and discipline in which the nation is built upon. Such nation is bound to lose its identity and degenerate as there is no foundational structure for the development. For instance, after gaining independence from the British, Nigeria has since discovered the need to not only develop technologically but also ensure the propagation and dissemination of its core national values. This has necessitated the introduction of the National Policy on Education in Nigeria in 1977. Further revisions down the line in 2004, 2017, and 2011 has been done to keep up with the growing trends of misplaced ideas in Nigeria. The latest revision was in 2014 which saw the merger of Social Studies, Civic Education and Security Education as National Value Education (NVE). Hence, what is being taught in NVE comprises of Social Studies, Civic Education

and Security Education. This was done to teach children the morals and values of society. In practice, however, studies have shown that it is wholly inadequate.

A regression on societal value is one of the challenges faced by Nigeria today. Values are the code of conducts and standards of life by which a particular society and the international community in general live by (Oluwagbohunmi, 2017). However, observation has shown that there is a decline in national values among citizens. It is becoming clearer by the day that anti-social behaviour such as truancy, dishonesty, laziness, lack of love, indiscipline, lack of respect for elders and intolerance among others are rampant in society (Osulusi & Ajayi, 2021). Truancy is an anti-social behavioural issue, its prevalence in upper basic schools in Nigeria is rather alarming. Eremie (2015) posited that truancy is a student's deliberate absence from and irregular attendance at school. The effect of this is far reaching as studies have shown that truants suffer from deprivation, isolation, unassertiveness and feelings of rejection. Truants are most likely to become dropouts (Bauer et al., 2018). Truancy at the basic school level is a predictor for bad adult outcomes like aggression, mental instability, employment instability, adult criminality and jail in the long run (Ampofo et al., 2022).

A child missing school without legitimate reasons means that he misses important lessons on values taught in school which have long-achieving effects in the life of the individual. There is a need to examine the content of the subject. The content may or may not be adequate. The question of whether the Social Studies content has considered the emerging trend in the present-day society is important because if the instructions are not progressive, it becomes quite redundant. Therefore, appropriateness of subject content is important for the internalization of Social Studies by students in their behaviour both in schools and society.

In a study carried out by Oladimeji (2022), it was found that Social Studies education curriculum objectives are appropriate for secondary school students and that its content are uniquely positioned to curb societal moral issues among upper basic schools in Ibadan metropolitan. This result is corroborated by Bello (2022) who concluded that it was the Social Studies teachers' general consensus that there are lot of ways by which Social Studies content can curb immorality among upper basic school students in Ilorin metropolis and that its content had both direct and indirect influence on students' behaviour. Akubuilo et al. (2019) found that the effective implementation of Social Studies curriculum would adequately help students who are the present and future leaders with youth character formation and the acquisition of vital skills and attributes required for good morality, stable, peaceful and progressive nation building.

Furthermore, Matthew (2020), found that absenteeism of students was influenced by multi-school-based factors and that parents, school authorities and the government have roles to play in curbing truancy. Isiaku et al. (2020) also found that in order to modify truant behaviour of students in school, there is need to ascertain the effectiveness of bibliotherapy and improve students' reading culture as this would help them gain insights that can be used to solve their problems. The result from a study by Adedigba and Wahab (2015) showed that the place of Social Studies in value reorientation as well as influencing desirable attitudes among the young and upcoming learners remains undaunted. They recommended that to boost the effectiveness of Social Studies, subject specialists should be made available to handle the subject at all levels of education. A study by Njok and Sunday (2014)

found that to realize the concepts of Social Studies, all therapies and techniques that could replace disruptive behaviours in and outside the classroom should be employed while discouraging those behaviours that inhibit effective teaching and learning of Social Studies. More so, Jimoh (2014) found that the primary purpose of Social Studies was to help young people develop the ability to make informed and reasoned decisions for the public good and it requires a good curriculum that connects students in the social world through informal instructional experiences led by qualified teachers.

In a study by Katilmis (2017), it was found that Social Studies teachers perceived Value Education to have an important mission in protecting the societal structure. One such structure is discipline of which truancy is in direct violation. This is in line with the findings of Oparinde and Abdusalam (2018) that children by virtue of birth and environment have significant groups which include friends, family, relatives and teachers who play significant roles in character formation. They asserted that it is not the exclusive purview of the teachers to teach moral and value education. They therefore advised that all stakeholders should work together in providing an environment where a child develops absent deviant behaviours such as truancy and thrives in every aspect of life. Abduhakeem et al. (2021) discovered that truancy is caused by factors such as students' inability to cope with academic pressure, dislike of school environment, problems related to family background, sickness as well as school leadership among others.

Akaneme et al. (2016) who affirmed that factors that cause truancy include poor academic achievement, indiscipline, punishment by teachers and lack of motivation among others. They recommended a good relationship between teachers and students, use of reinforcement in encouraging good behaviour, good teaching plan, making classes interesting as well as use of instructional materials and as some of the teachers perceived strategies for reducing truancy among secondary students. In another study conducted by Osoku (2019), I found out that truancy has destabilized the process of teaching and learning leading to mass failure. He asserted that in this situation, the management skill of the head teacher in curbing truancy and absenteeism as well as the reduction in the rate of anti-social behaviour is imperative.

A study by Nyika and Kurebwa (2014) found that teachers play a significant role in students' truancy. It was also found that corporal punishment was often counterproductive in solving truancy. Salawudeen (2021) submitted that Social Studies is central to the transmission of knowledge, values, culture and customs. He also asserted that the curriculum comprising Civic Education, Security Education and Political Education among others has made it the most effective means of transmitting Nigerian values. In addition, Suleman et al. (2017) reported that factors that cause truancy in schools include electronic media, family background, students' factors, peer group, school environment and teacher factors. Shittu and Oanite (2015) found that some Social Studies teachers have a bad attitude towards Social Studies which translate into poor attitudes of students towards learning Social Studies and lack of motivation while Fareo (2019) found that truancy has a major effect on students' learning and general low academic performance. Students have a higher likelihood of turning to anti-social behaviours like drug abuse, vandalism and stealing. Also, Musa (2014) showed that peer group contributed greatly to truancy and that there is significant impact of absenteeism

and truancy on academic performance. It was recommended among others that parents, teachers and school principals should be concerned with making students responsible and disciplined right from their youth in order to attain national expectations.

The problem of this study, therefore, is to critically assess role of Social Studies in curbing truancy. Social Studies has not seen as much success as it could have as a result of many challenges. One of such challenges is as a result of lack of motivation and positive attitude towards teaching Social Studies. There have been a number of studies carried out on Social Studies in Nigeria, and its assessment in curbing truancy among secondary schools' students in Nigeria. Some of which include: a research carried out by Bello (2022) who examines Teachers' Assessment of the adequacy of Social Studies curriculum contents in curbing moral problems among upper basic school students in Ilorin Metropolis, a study conducted by Oladimeji (2022) who examined teachers' evaluation of Social Studies curriculum contents in reducing moral problems in the 21st century among students in Ibadan metropolitan of Oyo State, Truancy and Academic Performance of Secondary School Students in South Western Nigeria: Implications for counselling studied by Fareo (2013), Absenteeism and Truancy on Academic Performance of Secondary School Students in Ogun State, Nigeria conducted by Musa (2014), Selected Measures for Curbing Truancy Among Secondary School Students in Ebonyi State, Nigeria by Onele (2016) among many others. Little studies exist on the assessment of Social Studies Instructions in curbing truancy among upper basic students.

Research questions

The following research questions guided the study:

1. What are the forms of truancy among upper basic students?
2. What are the causes of truancy among upper basic students?
3. What are the consequences of truancy among upper basic students?
4. How do Social Studies Instructions curb truancy among upper basic students?

Method

The type of research design that was adopted in this study was descriptive research design. The choice of descriptive research is because of Kowalczyk (2015) who asserted that it is all about describing people who participate in a study in order to provide information about the naturally occurring status, behaviour, attitudes or other characteristics of a particular group. Similarly, the descriptive survey method allows the researcher to establish and sustain cordial relationship with the selected area of the study within a period to draw needed respondents. This type of research relies on the use of techniques such as questionnaire, observation and interview to ensure the determination of attitudes, preferences, previous experience and opinions of subjects involved. The choice of using descriptive survey was because of its appropriateness for this study for capturing views and opinion from a large cross section of the population of respondents. This ensured an unadulterated variety of either conflicting or similar views on teacher's perception of national value education for curbing truancy among upper basic students as the researcher used data collected make generalization. The population of this involved upper basic

students in Kwara State in 2022/2023 academic session. The total population of upper basic students was found to be 57, 951 and the total number of upper basic schools was tallied to be 123 schools. A sample of 400 students were drawn as respondents for this study. The respondents have been given informed consent to participate in this study. They had freedom to withdraw from the research process at any time. The respondents were selected randomly from 5 public secondary schools, each in Kwara State bringing the tally to 15 schools. Simple random sampling technique of a ballot type was used to select the fifteen (15) schools by wrapping the names of all the schools in a sheet of paper and was picked one after the other without replacement. Proportional sampling technique was used to select the number of students from each school used in this study. This technique was used to ensure fair distribution of respondents.

The instrument for collection of data was a self-structured questionnaire titled "Assessment of Social Studies Instructions for Curbing Truancy" (ASSICT). The questionnaire comprised of two main sections, A and B. Section A contained demographic information of the respondents captured gender, age range, and others. Section B consisted of 28 items that elicited information in respect to the research questions raised. The questionnaire employed a 4-point Likert rating scale which means that the respondents were asked to tick the options of their choice on a 4-point scale from Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). This utilized system of instrumentation enabled the researcher easily to record the questionnaire and it also helped in keeping the respondents focused as well as minimizing the likelihood of misinterpretation. With respect to the validity of the instrument which is described as the extent to which a measuring instrument measures, and how well it does so, the questionnaire was subject to the scrutiny of the researcher's supervisor and three (3) other experts in the field of tests and measurement in the Department of Social Sciences Education, Faculty of Education for proper evaluation, correction and content validity. The suggestions made were factored in and harmonized in preparing the final version of the questionnaire and resubmitted to the supervisor for approval. With regards to reliability, the researcher adopted the test-retest procedure to achieve the reliability of the questionnaire. The questionnaire was administered to a smaller sample of thirty (30) respondents who were not part of the selected sample for the study. The results obtained were correlated using the Pearson Product Moment Correlation statistics and the reliability coefficient of 0.73 was obtained.

Findings and Discussion

Four research questions were raised and answered in the course of the study.

Research question one: What are the forms of truancy among upper basic students?

Table 1. Mean Ranking showing forms of truancy among upper basic students

Forms of truancy among upper basic students	Mean	SD	Ranking
Students' absence from school for more than two days	2.77	.997	2nd
Students' absence from school as a result of family emergency	2.78	.964	1st

Forms of truancy among upper basic students	Mean	SD	Ranking
Students' absence from a particular class as a result of dislike for subject	2.75	1.042	4th
Students' absence from class as a result of dislike for subject teacher	2.77	.998	2nd
Students' absence from school as a result of long distance and high transportation expenses	2.72	1.040	5th
Repeated absence of students from school for a complete term	2.63	1.110	6th
Chronic absence of students from school for the entire school session	2.57	1.149	7th
Benchmark	2.50		

Table 1 showed the response of respondents on forms truancy among upper basic students. At a benchmark of 2.5, it shows that all presented items were perceived as forms of truancy as their mean values are above 2.50 which is the benchmark. The items were ranked 1st to 7th with mean and standard deviation scores. This implies that the forms of truancy among upper basic students include absence from school and class as a result of; family emergency, absence for more than two days, dislike for subject teacher, dislike for subject, long distance and high transportation expenses, repeated absence for a complete term and absence for entire school session.

Research question two: What are the causes of truancy among upper basic students?

Table 2. Mean ranking showing causes of truancy among upper basic students

Causes of truancy among upper basic students in Ilorin	Mean	SD	Ranking
Peer pressure can lead to truancy	3.32	.799	1st
Overpopulation in my class can encourage truancy	2.84	.959	3rd
Low self-esteem can make me a truant student	2.86	.928	2nd
My dislike for my subject teachers makes me reluctant to go to school	2.73	.999	4th
I have no educational motivation to go to school	2.44	1.072	7th
My family income affects my attendance in school	2.63	.995	5th
Low parental education makes me reluctant to go to school	2.47	1.050	6th
Benchmark	**2.50**		

Table 2 showed the response of respondents on causes of truancy among upper basic students. At a benchmark of 2.5, it shows that low parental education and no educational motivation to go to school were not perceived as causes of truancy among upper basic students since their mean values are above 2.50. Other items were ranked 1st to 5th with mean and standard deviation scores. The causes of truancy among upper basic students include; peer pressure, low self-esteem, overpopulation, dislike for subject teachers and family income.

Research question three: What are the consequences of truancy among upper basic students?

Table 3. Mean ranking showing consequences of truancy among upper basic students

Consequences of truancy among upper basic students in Ilorin	Mean	SD	Ranking
Truancy leads to poor academic performance	3.23	.888	1st
It results into drug abuse	3.17	.816	5th
It leads to teenage pregnancy	3.16	.830	4th
It leads to student drop out	3.23	.816	1st
It fosters gang membership in schools	3.23	.834	1st
It leads to cultism	3.19	.859	6th
It leads to dented family image	3.09	.914	7th
Benchmark	**2.50**		

Table 3 showed the response of respondents on the consequences of truancy among upper basic students. At a benchmark of 2.5, it shows that all presented items were perceived as consequences of truancy among upper basic students as their mean values are above 2.50. The items were ranked 1st to 7th with mean and standard deviation scores. Therefore, the consequences of truancy among upper basic students include poor academic performance, drop out, gang membership, cultism, drug abuse, teenage pregnancy and dents family image.

Research question four: How do Social Studies Instructions curb truancy among upper basic students?

Table 4. Mean ranking showing Social Studies Instructions and curbing truancy

	Social Studies and curbing truancy	Mean	SD	Ranking
1	Understanding other people's culture helps me to desist from Truancy	2.98	.849	7th
2	My tolerance with other students makes it easy for me to go to the classroom	3.16	.821	4th
3	I have a good attitude towards going to school because of experiences gained in social studies class	3.11	.894	6th
4	I learn basic skills that encourage me to go to school promptly	3.18	.798	3rd
5	I participate in school activities and hate to miss any school activities	3.13	.878	5th
6	I think critically before making decisions about life	3.28	.754	2nd
7	I understand that attendance in class is a rule I should obey	3.31	.886	1st
	Benchmark	**2.50**		

Table 4 showed the response of respondents on how Social Studies Instructions curb truancy among upper basic students. At a benchmark of 2.5, it shows that none of the presented items was rejected as a means through which Social Studies Instructions curb truancy as their mean values are above 2.50. The items were ranked 1st to 7th with mean and standard deviation scores. The table shows that; Social Studies instructions helps the students to; understand that attendance in class is a rule that must be obeyed, think critically before making

decisions about life, encourages them to go to school promptly, develop tolerance for others, participate in school activities and hate missing any school activity, develop good attitude towards going to school and show understanding for other people's culture which help them desist from truancy.

Discussion

The findings of the study revealed that the forms of truancy among upper basic students include absence from school and class because of family emergency, for more than two days, dislike for subject teacher, dislike for subject, long distance and high transportation expenses, repeated absence for a complete term and absence for entire school session. This is in line with Lazaro et al. (2020) who found that mentor teachers from each class indicated that 80.43% of students were punctual and more than half did not miss any lessons, or if they had, they had a valid excuse. However, there were children affected by school truancy. More than three quarters of the mentor teachers who participated stated there were students in their classrooms who skipped entire days without a valid excuse. Almost a quarter indicated that some children skipped the afternoons, having attended in the mornings, and 15% said there were children in their classrooms who arrived late in the morning. Furthermore, it was clear that unexcused absence from lessons throughout the whole school day was consistent across all school grades.

The findings further indicated that the causes of truancy among upper basic students include peer pressure, low self-esteem, overpopulation, dislike for subject teachers and family income. The findings were confirmed by Akaneme et al. (2016) who found that among other causes students played truants as a result of dislike for their subject teacher, lack of educational motivation, bullying from other students, hawking goods to support their families and lack of teachers in their classes. Ampofo et al. (2022) in their study also found out that peer influence, poverty, lack of parental supervision, corporal punishment and bullying top the list of causes of truancy among Junior High School students. These findings were also corroborated by Fareo (2019) who found that causes of truancy among secondary school students include late payment of students' school fees, inconducive learning environment, long distance between home and schools and negative peer influence.

The findings of the study showed that the consequences of truancy among upper basic students include poor academic performance, student drop out, gang membership, cultism, drug abuse, teenage pregnancy and dented family image. This is supported by Fareo (2019) who found that the effects of truancy among secondary school students include but are not limited to; low academic performance, students drop out from school, drug abuse, stealing and vandalism, and facing learning difficulties. The findings concur with that of Bajon (2022) who found that the effects of truancy among secondary school students are school dropout, poor academic performance engagement in criminal activities, violent activities, drug abuse, family instability and poor self-esteem. School dropouts and poor academic performance were considered the major effect of truancy. The study concurred with the findings of Kanga and Jagero (2015) who found out that poor academic performance, involvement in delinquent behavior, family instability, social maladjustment, stealing and robbery as well as insecurity in society are among the effects of truancy.

Results of the study indicates that Social Studies instructions help students to understand that attendance in class is a rule that must be obeyed, think critically before making decisions about life, encourages them to go to school promptly, develop tolerance for others, participate in school activities and hate missing any school activity, develop good attitude towards going to school and develop understanding of others people's culture which helps them desist from truancy. These findings are supported by Bello (2022) whose findings showed that the entire component of Social Studies curriculum contents was assessed by the upper basic school Social Studies teachers in the Ilorin metropolis as being adequate for curbing moral issues in society. This is similar to the findings of Oladimeji (2022) who found that Social Studies education curriculum objectives are appropriate for secondary school students and that its content is uniquely positioned to curb societal moral issues among upper basic schools.

Conclusion

This study assessed Social Studies instructions for curbing truancy among upper basic students in Ilorin, Kwara State. It is evident that overall Social Studies instruction is effective as a means for curbing truancy. This suggests that Social Studies instructions provide the appropriate and necessary values and attitudes for teaching upper basic students to desist from truancy. The responses pertaining to the forms, consequences and opinion of students on Social Studies in curbing truancy. Curbing Truancy in schools is an undertaking which requires a targeted approach and Social Studies has proven to be up to the task based on the findings of the study. Social Studies is a subject that teaches values, norms, right attitude and skills development. This needs to be emphasized at the basic schools as students at that age are at their most impressionable. Truancy is a discipline issue, and it is part of the purview of social studies. Since Social Studies is a problem-solving discipline and it undoubtedly uniquely suited to proffering lasting solutions to the problem of truancy through its rich content.

Recommendations

The recommendations were parents and guardians should be encouraged to collaborate with schools on truancy prevention and intervention programs as home factors contribute significantly to truant behavior exhibited by students. Social studies should be allocated more time to buttress their topics for better and effective internalization of Social Studies instructions. School administration should avoid overcrowding of students in a class to prevent fostering student aversion to the school and their classrooms and the contents should be geared towards students' life experiences and be presented orderly in a creative and interesting manner.

References

Adebisi, K.S. (2015). Moral decadence among Nigerian youths as future leaders: A socio-cultural regeneration. *Advances in Social Sciences Research Journal*, 5 (20), 190-199. http://dx.doi.org/10.14738/assrj.52.3179

Adedigba, T. O., & Wahab, E. I. (2015). Degenerated moral values in Nigeria: Challenges of social studies education. *Nigerian Journal of Social Studies*, *18*(1), 246-261.

Adediran, A. A., Atanda, J. O., & Oguntayo, M. F. (2020). Assessing civic education as instrument for building true democratic structures among students of tertiary institutions in Ogun State. *Learning Community: An International Journal on Educational and Social Development*, *11*(1), 41–52, https://doi.org/10.3095414/2231458x.01.2020.5

Akaneme, I.N., Nwosu, E.N., Sunday, E.G., Uloh-Bethels, A.C., Nwosu, P.O., Robinson, A., & Ekwealor, F.N. (2016). Parents' and teachers' perceived strategies for reducing truancy among secondary school students: Implication for students' behaviour modification. *Medwell Journals of Social Sciences*, *11*(14), 3426-3433. http://dx.doi.org/10.3923/sscience.2016.3426.3433

Akubuilo, D. U., Ugo, A. C., Ugo, D. C., Ugochukwu, J. I., & Ikehi, M. E. (2019). Extent of implementation of social studies curriculum in secondary schools in Enugu State. *Creative Education*, *10*(1), 2386-2399 https://doi.org//0.42361/ce.2019.1011170

Ampofo, E. T., Opoku, K., & Opoku-Manu, M. (2022). Truancy as predictor of poor academic performance among junior high school students in Ashanti Mampong Municipality of Ghana. *European Journal of Education and Pedagogy, 3*(2), 70-78. https://dx.doi.org/10.24018/ejedu.2022.3.2.164

Atubi, O. F. (2012). Appraisal of social studies theme in national value education curriculum for transformation in Nigeria. *River State University Journal of Education, 24*(1), 104-113.

Ayo-Vaughan, A. F. (2010). *Effect of case study and puzzle based learning on students' achievements, attitudes and civic competence in social studies and civic education* (Unpublished doctoral thesis, University of Ibadan, Nigeria).

Bajon, R. H. (2022). Causes, effects and remedies of truancy among secondary school students in Jalingo, Taraba state, Nigeria. *Journal of Educational Research in Developing Areas*, *3*(2), 159-167. https://doi.org/10.47434/JEREDA.3.2.2022.159

Bauer, L., Liu, P., Schanzenbach, D. W., & Shambaugh, J. (2018). Reducing chronic absenteeism under the every student succeeds act. *Strategy paper for the Hamilton Project, Brookings Institute*. https://www.brookings.edu/wpcontent/uploads/2018/04/reducing_chronic_absenteeism_under_the_every_student_succeeds_act2.pdf

Bello, M. B. (2020). Teachers' assessment of the adequacy of social studies curriculum content in curbing moral problems among upper basic school students in Ilorin Metropolis. *Kaduna Journal of Educational Studies, 1*(2), 94-102.

Eremie, M. D. (2015). Counsellors and teachers ranking of factors causing truancy among secondary school students in Rivers State Nigeria. *Arabian Journal of Business and Management Review, 5*(6), 1000163. http://dx.doi.org/10.4172/2223-5833.1000163

Fareo, D. O. (2013). Truancy and academic performance of secondary school students in Southwestern Nigeria: Implications for counselling. *International Journal for Cross-disciplinary Subjects in Education, Special Issue, 3*(2), 1424-1428. http://dx.doi.org/10.20533/ijcdse.2042.6364.2013.0198

Fareo, D. O. (2019). Influence of truancy on academic achievements of secondary school students in Maiha Local Government Area of Adamawa State. *East African Scholars Journal of Education, Humanities and Literature, 2*(8), 430-438.

Gerth, M. (2020). Does truancy make the delinquent? A situational and longitudinal analysis of the truancy–delinquency relationship. *European Journal of Criminology, 19*(5), 1205-1224. https://doi.org/10.1177/1477370820952681

Isiaku, W. B, Adama, G. N., Nwankwo, B. C., Abida, A. B., Ali, T. M., & Nweke, B. O. (2020). Effect of bibliotherapy on truant behaviour of schooling adolescents in Northwest Nigeria. *The Journal of Social Sciences Research*, *1*(1), 1-20. https://doi.org//0.32861/jssr

Jimoh, K. I. (2014). *Social studies education as mega-force in promoting good governance in Nigeria.* Paper Presented at 14th Biennial National Conference Ado-Ekiti.

Kanga, B. M., & Jagero, N. (2015). Effects and the possible remedies of students' truancy in secondary schools in Meru South Sub County, Kenya. *Advances in Social Sciences Research Journal, 2*(11), 23-35. https://doi.org/10.14738/assrj.211.1548

Katilmis, A. (2017). Values education as perceived by social studies teachers in objective and practice dimensions. *Educational Sciences: Theory & Practice, 17*(4), 1231–1254. https://doi.org/10.12738/estp.2017.4.0570

Kowalczyk, D. (2015). Descriptive research design: Definitions, examples and types. Study.com. Retrieved from http://study.com/academy/lesson/descriptive-research design-definition-examples-type.html

Lakshmi, V.V., & Paul, M. M. (2018). Value education in educational institutions and role of teachers in promoting the concept. *International Journal of Educational Science and Research, 8*(4), 29-38.

Lázaro, S., Urosa, B., Mota, R., & Rubio, E. (2020). Primary education truancy and school performance in social exclusion settings: The case of students in Cañada Real Galiana. *Sustainability, 12*(1), 1-27. https://doi.org/10.3390/su12208464

Matthew, I. A. (2020). Perception of teachers on school-based factors influencing absenteeism of students in public secondary school in Central Senatorial District of Ondo State, Nigeria. *Asian Journal of Education and Social Studies, 7*(2), 46-55.

Musa, T. (2014). Absenteeism and truancy on academic performance of secondary school students in Ogun State, Nigeria. *Journal of Education and Practice*, *5*(22), 81-87.

Njok, P. C., & Sunday, D. E. (2014). Socio-cultural factors affecting the teaching and learning of social studies in Nigeria. *Journal of Educational Practice*, *5*(24), 153-158.

Nyika, R., & Kurebwa, M. (2014). Strategies employed by primary school teachers in Sadza Cluster in managing truancy. *Greener Journal of Educational Research*, *4*(3), 063-070.

Ocak, G., Ocak, I., & Baysal, E. A. (2017). The causes of absenteeism of high school students. *European Journal of Education Studies*, *3*(4), 331 – 346. http://dx.doi.org/10.5281/zenodo.376841

Oladimeji, T. A. O. (2022). Teachers' evaluation of social studies curriculum in reducing moral problems in the 21st century among school students in Ibadan Metropolitan of Oyo State. *International Journal of Scientific Trends, 1*(1), 45-54.

Olagbegi, A.O. (2015). A critical review of the revised 9-year basic education curriculum (BEC) in Nigeria. *SFU Educational Review, 8,* 1-13. https://doi.org/10.21810/sfuer.v8i.387

Oluwagbohunmi, M.F. (2017). Value re-orientation for youths: An imperative for national development. *European Journal of Education Studies, 3*(5), 705-715. http://dx.doi.org/10.46827/ejes.v0i0.721

Oparinde F.O., & Abdulsalam, A. A. (2018). Curbing students' deviant behaviour through the teaching of value and moral education in Osun State. *Social Science Education Journal (SOSCED-J), 2*(2), 100-107.

Osalusi, F.M., & Ajayi, A.D. (2021). Nigerian national value: What are they and who are their custodians. *Nigerian Journal of Social Studies*, *24*(1), 287-302.

Osoku, A.E. (2019). Minimizing the incidence of absenteeism and truancy in Nigerian public schools through astute school administration. *Akwanga Journal of Educational Studies (AJES), 3*(1) 34-41.

Salawudeen, M.O. (2021). Pre-service teachers' perception of national value education in the curriculum of basic 1-9 pupils in Nigeria educational system. *Nigerian Journal of Social Studies, 24*(2), 29-44.

Shittu, R.O., & Oanite, R.A. (2015). Teachers' attitudes: A great influence on teaching and learning of social studies. *Journal of Law, Policy and Globalization, 42*(1), 131-137.

Suleman, Q., Hussain, I., & Kayani, A. I. (2017). Factors contributing to truancy among secondary school students in Karak District, Pakistan. *Journal of Education and Practice, 8*(25), 65 -74.