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ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

MAJOR PROBLEMS CONTRIBUTING TO STUDENTS
ABSENTEEISM IN SECONDARY SCHOOL OF ZONE ONE AFAR
REGION

BY

AHMED HUSSEN

OCT, 2018

ADDISABABA

ETHIOPIA

**MAJOR PROBLEMS CONTRIBUTING TO STUDENTS
ABSENTEEISM IN SECONDARY SCHOOLS OF ZONE ONE
AFAR REGION**

BY

AHMED HUSSEN

**ATHESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND
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Declaration

I, declare that this research work entitled Major Problems contributing to Students Absenteeism and in Government secondary Schools of Zone One Afar Region is the outcome of my own effort and study and that all sources of materials used for the study have been duly acknowledged. I have produced it independently except for the guidance and suggestion of the research advisor. This study has not been submitted for any degree in this University or any other University. It is offered for the partial fulfilment of the degree of MA of Arts in School leadership.

By:

Ahmed hussen

Signature_____

Date_____

**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AL
PLANING AND MANAEMENT MAJOR PROBLEMS COUNTRBUTING
TO STUDENTS ABSENTEEISM IN SECONDARY SCHOOL OF ZONE
ONE IN AFAR REGION**

By

AHMEDHUSSEN

Approved by the board of examiners

_____	_____	_____
Name of Chairman	Signature	Date
_____	_____	_____
Name of Major Advisor	Signature	Date
_____	_____	_____
Name of External Examiner	Signature	Date
_____	_____	_____
Name of Internal Examiner	Signature	Date

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LIST OF ABBREVIATIONS AND ACRONYMS

FGD	FOCUS GROUP DESCUSSION
MOE	MINESTER OF EDUCATION
NELS	NATIONAL EDUCATIONAL LONGITUDIONAL SURVEY
PTA	PARENT TEACHER ASSOCIATION
PTSA,	PARENT TEACHER STODENT ASSOCIATION
RCA	ROOT CAUSE ANALYSIS
RTI	INDIVIDUAL INTRVENTATION
SES	SOCOIOECONOMIC STATUS

ABSTRACT

The objective this study was to assess the major problems to student's absenteeism in government general secondary schools in zone one afar region. More specifically, the research determined the current problems of students' absenteeism in the study areas, identify the major problems influencing student's absenteeism, and gauge the effects of absences on academic performance of students. The study was a descriptive survey research design where questionnaires, interviews, focused-group discussion and document analysis were used to collect both qualitative and quantitative data. Systematic random sampling method was employed to select the sample schools. While simple random sampling technique was used to select sample students, teacher, PTAs. Student's parents, principal werda experts the researcher also used to a systematic random sampling of the population and then determined 130 samples of students. Data were both primary and secondary sources using questionnaire, FGD, interview and document analysis. The major problems of the study were personal factors, family factors, school factors, recreational factors and individual factors. The major effects that respondents identified were poor academic performance, wastage of learning time, poor class and school performance, dropping out of school, poverty to the individual and family in future, involvement with delinquent behaviour, family instability, social maladjustment and insecurity in the family. Finally, recommendations have been forwarded and further studies have been recommended.

CHAPTER ONE INTRODUCTION

1.1. INTRODUCTION

This chapter deals with the introduction. It comprises of the background of the study, Statement of the problem, objectives of the study, significances of the study, Delimitations of the study, limitations of the study, definition of key terms, and organization of the study.

1.1.1. Background of the study

Absenteeism and school dropout rates of students in a country are discussed as an important criterion that shows the quality of education in that country and this is regarded as an important predictor of the existing and future problems of the education system (Graeff-Martins et al., 2006). Absenteeism is one of the most basic indicators of to what extent the educational needs of students are met by schools. If the students are turning their back on the education they are provided, it means that we need to ask ourselves the questions of “What is wrong in this education?” and “Is something happening in our schools and classrooms that distract students from education?” (Shute & Cooper, 2015).

Reason of Students’ Absenteeism in Secondary Schools Periodic studies and anecdotal observations in many countries shohat ‘enrolled’ students are frequently not in schools these are sometimes caused by the following factors: Balfanz & Byrnes, (2012) assert illness as the major cause of student absenteeism in secondary schools. Annual colds, flu, and assorted other childhood ailments clearly contribute to school absenteeism, but they are not the genesis of chronic absenteeism. In their most recent federal survey, whose results indicate fewer than 6 percent of children miss more than 11 days due to illness or injury? The authors further state that, acute health conditions are fortunately rare, and there are few chronic conditions that cannot be appropriately managed to enable school attendance. In practice, however, particularly in high-poverty areas, the medical care needed to enable students with chronic conditions, such as asthma, to attend school regularly are not always available at the scale and intensity required, (Balfanz & Byrnes, 2012). This study agrees with Ubogu as cited by Shahzada, et al., (2011); whose findings identify illness, permitted leave, and voluntary

Absenteeism, as the common forms/causes of absenteeism. In addition, Mervilde, (1981) also reveals that; family health or financial concerns, poor school environment, drug and alcohol use, transportation problems, and differing community attitudes towards education are all conditions that can cause a child not to attend school. This kind of situation is not conducive for a child study. Therefore,

The concern of this study is to establish whether students' absenteeism is attributed to the same factor or not and find its percentage level in government secondary schools in afar.

When students attend at school, it is essential for the students' academic achievements, language development and social development. Students who attend school regularly can be successful in their future professional lives through achieving work-related skills such as persistence, problem-solving, and the ability to work with others to accomplish a goal (Kearney & Graczyk, 2014). It is seen that students who attend school regularly have higher academic success, standardized test scores, graduation averages, university entrance rates and job opportunities (Balfanz &Byrnes, 2012; Ferrell et al., 2013; Kearney & Graczyk, 2014). In contrast, compared to their peers, students who don't attend school regularly have lower academic performance, limited future employment opportunities and will experience social and emotional problems in their future adulthood life (Askeland et al., 2015; Buscha & Conte, 2014; Nolan et al., 2013; Thornton, Darmody & McCoy, 2013).

In addition to the consequences of student absenteeism; there is also a range of factors which contribute to students not attending school from poor teaching styles by teachers, boring teachers, lessons being too long, and the teacher shows favouritism to certain students as critical lecturer characteristics that predispose them towards absenteeism or non-attendance, as suggested by (Wadesango, et al., 2011). Their studies revealed that demeaning teacher attitudes often lead to school avoidance by students.(Wadesango, et al., 2011) says, many students do not attend core learning sessions due to other pressing study related activities that they will be doing. The authors mentioned several activities that are having a bearing on students' non-attendance for lectures, chief among them; being the need to work on assignments, completing assigned projects, researching in the library, preparing for presentations and studying for pending tests.

Therefore, much as they may like to attend their lectures or related learning sessions, they end up not able to do so due to competing educational issues that demand attention. However, (Durden & Ellis, (2003) found that class attendance and motivation were related; and they notes that if motivation is not controlled for, the effect of absence from class on performance may be overstated.

Given the consequences of chronic absenteeism and its prevalence in the nation's schools, researchers from education, counselling, and health fields have invested substantial energy identifying factors that predict student absenteeism as well as estimate the cost of missing School for students both short- and long-term the research suggests that individual, family, and school characteristics can all influence student attendance. Existing research suggests that the effect of missing school may include course failure, disengagement from school, lower test scores, persistent patterns of chronic absenteeism or truancy in subsequent grades, as well as the increased risk of dropping out (Chang & Romero, 2008; Romero & Lee, 2007; Balfanz & Byrnes, 2012). Additionally, students who are chronically absent or truant are more likely to develop serious mental health issues, engage in drug and alcohol use, and become violent or participate in criminal behaviours (Kearney, 2008).

In the school setting, there are certain issues that might ginger students into acts of truancy and these revolve around the nature of the school environment, teacher-student relationship, principals' leadership styles, methodology and the curriculum itself. Commenting on this, Chukwuka (2013) stressed that the harshness of teachers, boring classes, un conducive environment, indiscipline in the school and lack of suitable curriculum are among the causes of truancy in secondary schools. The effects of truancy on secondary school students could be devastating; as a result of their regular absence from classes, students may find it difficult to cope with the demands of school work, experience dwindling performance, lose interest in school and eventually drop out. Geo-Opah (2003), in Sambe, Avangar and Agba (2015), Oluremi (2013) and Boga (2013) observed that truants perform poorly, repeat classes and drop out of school. Undoubtedly, when students are unable to complete their studies, it constitutes a waste of resources not only for parents, but for the government as well. Again, such

individuals miss the opportunity to develop their potentials to the fullest and contribute meaningfully to the development of their communities and/or countries. .

In addition, Balfanz & Byrnes, (2012) says; family obligations also make some students not go to school. As children enter early adolescence, family responsibilities can keep them from school. In high poverty environments, young adolescent girls sometimes provide emergency day care for younger siblings or are responsible for getting younger children to school. This rhyme well with Wadesango, et al., (2011) study which found that; students experience absenteeism that has a socioeconomic character which makes them to seek for part-time employment, general upkeep, tuition fees, and renting fees instead of applying themselves fully to their studies. Plank, et al, as cited by Balfanz & Byrnes, (2012) adds that; there is a growing evidence of even young adolescents taking on elder care responsibilities in single parent, multi generational households.

Adolescents, moreover, are sometimes pulled into helping with the family business or working to enable family or personal survival. In other cases, they are compelled or lured into illegal activities. Students who become involved in the juvenile justice system then often miss additional days of schools while being detained, going to court, and transitioning back into school. It is against this background that, this empirical study is sought to investigate the main family obligations deterring students from attending classes regularly in Afar Secondary Schools in zone one.

When it comes to the study area of zone one, Afar region, where the research is being conducted, the problem of absenteeism is so engrained those schools, it was observe and follow up students their home, many of them don't attend classes. Even in the morning most of the students (80%) have at least ten absent in their record. Even on those who attend, punctuality is still a problem. Many of them either attend few minutes close to entrance time of school or, in some, in 30-40 minutes after being late. Even in the typical normal days, number of absentees is and has been a headache for the school members. As for the zero tolerance rules at times these schools follow, as the number of student's absenteeism increases, student's most likely regard the punishment as a bluff and not be guided by it.

The policy these schools follow points to the direction of strict probation to similar habits and follow up on students who are in the habit of absent, the schools follow the students on the number of days they were absent and punish them accordingly. Starting from the initial follow-up to discussing with students to parents and finally probation and expulsion of frequent absentees is the path the policy follows. But to this day, the problem cannot be fully carved out. For that cause, this research would try to ascertain the causes for the absenteeism seen in four selected schools in zone one Afar region as well as the consequence of the problem seen from social, educational, individual perspectives.

1.2.Statement of the problem

The paucity of research on school practices to improve attendance and reduce absenteeism is striking because absenteeism is associated with several important indicators of student failure and poor adjustment to school. Studies of dropouts show that leaving school is merely the culminating act of a long withdrawal process from school. Absence can be explained as being attributed to various reasons. In addition to reasons for absence, students' attitudes towards absence can play a significant role in explaining absence

Events Students' attitudes towards absence can be considered as a significant premise which affects their absenteeism behaviours. Students' attitudes associated with absence can be their absence predictors. Adıgüzel and Karadaş (2013) have described views which claim that the attitudes towards school for students having less absence than those having more absence are more positive. While students' absence reduces courses' efficiency, it affects students' analytical thinking skills negatively as well. Students' continuation in courses can be considered as a factor to increase the efficiency of the courses. According to Kağıtçıbaşı (2013), attitude is a tendency attributed to an individual; and to Robbins (1994), it is an intention to behave in a certain way toward people or events in a positive or negative manner. Attitudes generally consist of cognitive, affective and behavioural factors. The attitudes of students towards absence can be the determiner of the absence act.

Absenteeism is influenced by a variety of factors. The factors include the influence of student's peers, relations with teachers, school-related, family aspects and bullying. Sa'ad, Sabo and Dahuwa (2015) noted that in a home where there is poverty, lack of concern for the child's

education, child abuse and other improper ways of child upbringing, students could easily indulge in truancy. Issues emanating from students which might be responsible for their truant behaviour could be academic, social, medical and psychological. Hopskins, Green and Burns (2011), Maduabuchi (2013) reiterated that inability to do homework, illness, lack of social competence, physical health, low self-esteem, poor peer relationship and low academic ability are some of the causes of truancy traceable to the learners. Students that have poor or conflicting relationship with teacher were avoiding school in order to avoid their teacher. Often the curriculum can be too easy or too challenging for individuals, in the latter it creates a truancy and absenteeism highly correlate to problem behaviors such as academic failure, dropping out of school, and criminal behaviour. So the most pertinent question then What is the major problem contribute to students absence from school and what can be done to improve school attendance, When examining the related literature, plenty of studies take place about the reasons and effects of student absenteeism in abroad. However, in our country, this issue is not taken into account enough. Then this study gives to better solution students' absenteeism.

Regular attendance at school was essential for the students' academic achievements, language development and social development. Students who attend school regularly can be successful in their future professional lives through achieving work-related skills such as persistence, problem-solving, and the ability to work with others to accomplish a goal (Kearney & Graczyk, 2014). It was seen that students who attend school regularly have higher academic success, standardized test scores, graduation averages, university entrance rates and job opportunities (Balfanz & Byrnes, 2012; Ferrell et al., 2013; Kearney & Graczyk, 2014). Compared to their peers, students who don't attend school regularly have lower academic performance, limited future employment opportunities and were experience social and emotional problems in adulthood (Askeland et al., 2015; Buscha & Conte, 2014; Nolan et al., 2013; Thornton, Darmody & McCoy, 2013).

For student absenteeism, there are a number of interventions that have been implemented within the schools, families, and the community. Within the school setting administrators have implemented interventions and incentive programs with hopes to promote student attachment to school. generally fit under the tier one level of the response to intervention model and are most effective when used in collaboration with

family and community-based interventions (Teasley, 2004; Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2015; Maynard, Kjellstrand, & Thompson, 2013). Schools are a unique entity that can serve as the centre for other intervention methods and generally spark the initiative of such programs. A preventative school approach would be to address the importance of school attendance to all students and faculty. An effective school based program educates teachers about school nonattendance and how they can combat it within the classroom (Maynard et al., 2013; Kearney & Graczyk, 2013). Teachers can also learn how to identify students at risk for school absenteeism and when to address the issue. School-wide interventions that emphasize zero tolerance or harsh disciplinary action for school nonattendance are not effective. Research suggests that a strong school-based intervention method is balanced, addresses student needs and disciplinary actions equally, and focuses on improving school improvement over time (Freeman et al., 2015; Maynard et al., 2013; Pelligrini,).

Individual interventions for school nonattendance are usually assigned to school faculty members as part of a comprehensive school-based approach. As part of the RTI model, individual interventions are generally part of tier two or tier three. Some examples of individual intervention for absentee students are individual counselling, positive reinforcement, and mentor or peer support programs (Enea & Dafinoiu, 2009). Some interventions worked with students using a positive reinforcement method. Students were rewarded for school attendance, and research suggested that this was effective in improving school attendance. Other studies found that individual counselling, such as Cognitive Behaviour-Therapy was effective in decreasing absence rates (Kearney & Graczyk, 2013). In addition, some research suggested that peer or faculty mentors could be effective in decreasing school non-attendance. The common thread between most of the individual interventions is that they can help students address the root of their attendance issues. As counsellors or other mentors become aware of the primary issue, the child can be provided with support for those concerns as well. Often, the primary issue is a huge component to school nonattendance, and when addressed, decreases absenteeism.

Family-based interventions attempt to address attendance issues at the familial level and generally fall under tier two or tier three of the RTI model. Often times, students who struggle with attendance originate from families who struggle in one or more ways. For example, some families are hurting financially or live in rough neighbourhoods. Other families have structures, values, attitudes, and behaviours that negatively impact school attendance. In order to address these family-rooted attendance issues, researchers have implemented a number of family-based intervention methods (Epstein & Sheldon, 2010; Maynard, McCrea, Pigott, & Kelly, 2013).

Some examples of family-based interventions are parenting skills groups, family therapy, interdisciplinary team strategizing meetings, criminal prosecution, and community referrals (Sheldon, 2007; Epstein & Sheldon, 2010; Maynard et al., 2013). Parenting skills groups are suggested to be effective in some studies while others dismiss their effectiveness. Parental training can be particularly useful for parents of students who are bullied or highly anxious. In addition, parent training can be useful to teach disciplinary methods for deliberately non-attending students (Maynard et al., 2013; Sheldon, 2007; Epstein & Sheldon, 2010). Family therapy has been suggested by most researchers to be a positive step towards improving school nonattendance (Maynard et al., 2013; Pellegrini, 2007;). Team strategizing meetings are effective especially when the meetings increase parental knowledge of their child's performance, attendance, and disciplinary measures. Community referrals will be discussed in a following section, but can also be effective if implemented accurately. Criminal prosecution is not thought to be effective for decreasing absences long-term, but it can have short term benefits. Most family-based interventions are effective in decreasing attendance, however, they are often more effective when used in collaboration with other interventions, such as community based interventions (Maynard et al., 2013; Sheldon, 2007).

Community-based interventions are most always used in collaboration with family-based interventions as they tend to support each other. Despite the frequent simultaneous use of family and community-based interventions, there are some community-based interventions that can be effective alone (Sheldon, 2007; Maynard et al., 2013; Epstein & Sheldon, 2010; Community-based intervention is used with higher frequency in low-income neighbourhoods. Low-income neighbourhoods are often populated by single parent, low education, and high risk households. Often there are many barriers to attendance in these neighbourhoods, so a comprehensive, community approach is needed. In order to get kids to school, community members,

organizations, and agencies must all be on board and supportive (Teasley, 2004). Having the community's support is a preventative measure and would be considered a tier one intervention according to the RTI method.

Currently, there lies a knowledge gap to the root causes problem of absenteeism and truancy in the study area. Though the effect of absenteeism in the school system are unfathomable, school's measures to solve the problem are being faced with number of difficulties. One example, as mentioned early is Mille secondary school banning of students from leaving for lunch in the mid-day because students are not coming back after they left. Even though there are strict punishments for missing class in those schools, students don't abide by them. But as more researches like this are done, we will come steps closer to pinpointing to the major cause for their absenteeism and, with that, how to intervene to put a stop to it. Easily, "Knowing the cause is the first step to solution" says it all (Balfanz& Byrne, 2012; Gottfried, 2013)

This study tries to fill the gaps by trying to ascertain the causes for school absenteeism by identifying and analyzing key causes for student's absenteeism in the study area. This is in turn help the schools understand the problem causes and plan an appropriate intervention.

The researcher therefore tries to answer the following questions at the end of this study.

1. What are the major problems that contributing to student's absenteeism?
2. Is there difference in the problems mentioned by the adult community and the students?
3. To what extent does the student's family background acts as a major problems contributing to students absenteeism

1.3. Objectives of the Study

1.8.1. General Objectives

The general objective of the study is to assess the factor that contributing student's absenteeism in government general secondary schools in zone one Afar region.

1.8.2. Specific objectives

In order to achieve the general objective, the research has been tried to address the following Specific objectives;

1. To identify the major problems influencing student's absenteeism,
2. . To find out the difference problems mentioned by the adult community and the students
3. To examine the student's family background acts as a major problems contributing to student's absenteeism.

1.4. Significances of the Study

Student's absenteeism is the matters of great concern for parents, teachers and governments worldwide. The significance of this study is:-

1. As more studies are done, there will be better understanding of the cause and affects of the problem in the area. This study can better ascertain the specific causes for students Absenteeism seen in schools found in zone one Afar region, in four specific Secondary Schools.
2. The results could, potentially, is extrapolated to include similar schools in similar Situations and induce further researches.
3. It could potentially allow ways to improve the factor contribute student's absenteeism and problem by working together with students, parents and other associated school academic and non-academic personnel.
4. This study would also allow schools to check whether their current problems seen in the Vicinity of their school community would apply to others and vice versa.
5. Allow schools to learn lessons, if any, to be learnt and improve the current status of their School system.
6. It may also use as a starting point for further research

1.5. Delimitation of the study

This study is mainly focused in ascertaining the causes for the widespread factor of absenteeism seen in the school. It was involve the student's perspective as well as parent's for the Cause of the major problems contributing student's absenteeism. This would also involve the perspective from other members of the school community, both academic and non-academic.

The study would also try to determine the contributing of student's absenteeism in relation to different perspectives including the personal, emotional and psychological, social and economic aspects.

The result of the research is, therefore, limited to only to the selected Government general Secondary schools in zone one afar.

1.6. Limitation of the study

The main limitations of this study are:-the respondents are too busy to give relevant information, lack of availability recent and valid secondary data and shortage of budget.

1.7. Definition of key Terms

Absenteeism: School absenteeism and school nonattendance are often use to describe a general lack of school attendance (Pellegrini, 2007). Chronic absenteeism is described as missing 10 percent or more of a school year

Disciplinary actions out -of-school suspensions, in school suspension, corporal punishment, expulsion, and non-promotion, (Epstein, J. L., & Sheldon, S. B. (2002). P .39)

High school Refers to school offering a post elementary school program which refers to First cycle of secondary schools having grades (9-10).

Truancy: truancy is the absence of a student from school without the knowledge or permission of parents Cunningham (2005).

1.8. Organization of the study

The study consists of five chapters. Chapter one consists of background of the study, statement of the problem, objectives of the study, delimitation and limitation of the study as well as definition of terms. Chapter two consists of review of related literature. The third and fourth chapters consist of the methods of the study, procedure of the study, presentation and analysis of the data. Chapter five consists of summary, conclusion and recommendations.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

Researchers have formulated different evaluations of the factors that contribute to absenteeism among these pupils. Home, family, schools and the pupils themselves are issues that have been identified as the main reasons that have contributed, and have led pupils to become absentees from their schools.

Specific literatures pertaining to cause, effect, and strategies to minimize with views from different authorities are mentioned below as related to specific factor.

2.1. Importance of Addressing Chronic Absenteeism

School attendance is an important topic to dedicate attention to because it can impact a variety of facets. When students are chronically absent from school, there are negative implications for both the school community and the individual student. Absenteeism is an administrative concern because it affects the status and productivity of the school. Schools with higher rates of absenteeism can lose their school ranking status or other prestigious recognitions (P12, NYSED, 2015). School nonattendance can also be indicative of greater issues within the school environment. School non-attendeess have higher rates of family, medial, anxiety, economic, and school related issues. Students who are chronically absent from school are at higher risk for delinquent behaviour or trouble with the law, which can impact the community at large. Addressing absenteeism at the administrative level can have positive impacts on the overall success and functioning of the school community.

2.2. School Attendance as an academic issue

In order to address the research question regarding grades and attendance, this section will explore the effects of school attendance on grades. Absentee students tend to have overall worse outcomes than their school-attending peers. Students missing school frequently do not achieve as well academically due to missing instruction and other co morbid concerns.

Being in school is directly linked to succeeding in school (Balfanz & Byrnes, 2012). If a student is chronically absent during one year of school, he or she is at risk for chronic Absenteeism in years to follow. Since the information learned in school tends to build on itself, missing vital information can lead to academic difficulty in later years (Balfanz & Bynres, 2012). Chronic absenteeism can explain achievement gaps at any grade level. Research specifically acknowledges the impact of school attendance on math achievement and standardized test scores. One study even found a correlation between 6th grade attendance and high school graduation rates (Balfanz & Byrnes, 2012). Chronically absent students often fail classes, are held back, or drop out of school. Due to the high correlation of academic success and school attendance, absentee students overall do not have as positive of life trajectories (Balanz & Byrnes).

2.3. Students' Absenteeism

Teixeira (2013) explained that “students’ absenteeism is generally defined as deliberate or habitual absence from the class without valid reason, excluding sickness or accidents” (p.2). Moreover, Teasley (2004) explained that students’ absenteeism as a period of time when a student does not attend the class. According to the explanation earlier, the definition of students’ absenteeism is a condition when the student does not attend the class because of some reasons.

Students’ absenteeism happens because students have less of motivation in learning. This reason could trigger students not to be present to the class. Some researchers argued that students’ attitude and motivation for learning was a key factor in student absenteeism (Kottasz, 2005). In addition, Kottasz (2005) found that student with low motivation are absent more than student with high motivation level. Schwartz, Radcliffe, and Barakat (2009) reported that absenteeism negatively related to future-oriented academic goals. Another group authors argued that students’ attitude towards teacher plays important role in students’ absenteeism (Adıgüzel & Karadaş, 2013; Attwood & Croll, 2006; Gökyer, 2012; Pehlivan, 2006;

Veenstra, Lindenberg, Tinga, & Ormel, 2010; Wilkins, 2008). This matter shows that low motivation of students to attend the class could increase bad impacts to academic progress of the students. It would be different for students who attend the class regularly. The students who attend the class regularly will get higher academic progress because they follow all of the lessons and tests.

The students who have followed all lessons in class have lot of preparations and knowledge for doing test. This reason makes the students get a higher score in a test rather than the absent students. Besides, there is another impact of students' absenteeism which is "students' absenteeism could guide the teachers plan in the classroom and motivates other students in that class to absent at the same time" (Thornton, Darmody & McCoy, 2013, p.488). As an example of the explanation earlier, the teacher have made a teaching plan using group discussion. In the teaching plan, the teacher will divide the students into some of group discussion. However, it could not be happen because some of students are not to be present to the class. In this case, the teacher have to change the teaching technique in their plan to be applied in teaching learning process. Furthermore, students' absenteeism could also disrupt students' learning, not only for the absent student but also for the entire students in the class. In this case, the students who often absent from the class could trigger other students to absent at the similar time. It means, they can influence motivated students to do the same thing.

2.4. Definition of Absenteeism,

Absenteeism, according to Merriam-Webster dictionary means chronic absence. In the context of the school it is the habitual or intentional failure from going to school. Absenteeism cannot be denied because every now and then, students may miss some school activities and lessons and it becomes a problem if the student is away from school for many days. According to Balfanz & Byrnes, (2012); chronic absenteeism is typically based on total days of school missed, including both excused and unexcused absences. The authors add that, chronic absenteeism is often defined as missing 10 percent or more of school days; in practical terms this translates into 18 days a year; on the other hand missing 20 percent or more of school, 40 or more days, is defined as severely or excessively chronically absent. In this regard, chronic absenteeism is not the same as truancy. Thus, truancy is typically defined as a certain number or certain frequency of unexcused absences as suggested by, Balfanz & Byrnes, (2012). However, the State Board of

Education (2013) states that; a student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. Therefore, a student who is serving an out-of-school suspension or expulsion should always be considered absent. The State Board of Education, (2013) adopted definitions for excused and unexcused absences for use by schools and districts in order to implement the statutory policies and procedures concerning truants, and the reporting of truancy offers the three forms students’ absenteeism:

2.5. Gender and Cultural Considerations

Current research in the area of school absenteeism varies in regards to cultural considerations. Some studies suggest that absenteeism is heterogeneous in nature, while others suggest that there is distinct gender, socioeconomic, and cultural differences. Teasley (2004), suggests that absenteeism is significantly affected by socioeconomic status (SES). The research implies that higher rates of absenteeism are associated with lower SES. It is suggested that the increase of stressors in low socioeconomic homes plays a contributing role to low attendance rates. Other studies mirror the results of Teasley, (2004).

Supplemental data suggests that low levels of education and parental unemployment are indicators of higher absentee rates (Uppal et al., 2009; Ingul et al., 2012). According to Teasley (2004), ethnic minorities can also be indicators of school absenteeism. Specifically, absenteeism rates are higher in urban areas, predominantly occupied by people of Hispanic and African American heritage.

In addition to the socioeconomic and cultural differences, some research indicates that there is a gender differential for absenteeism. A study by Uppal et al., (2009) suggests that males tend to be absent more frequently. However, a study by Havik et al (2014) suggests that male and female students miss school equally but for different reasons. Males are more likely to miss school for considerably truant reasons, while females tend to miss school for more nonattendance reasons. More specifically, males are more deliberate about missing school, and females tend to experience higher somatic symptoms leading to school absence. The previously mentioned areas of cultural differences are important to take into consideration when addressing absenteeism,

however, the following sections of this literature review will attempt to address school nonattendance on a more generalized platform (Havik et al., 2014).

2.6. Kinds of Students' Absenteeism

As stated by Komakech and Osuu (2014) that students' absenteeism is classified into two classes which are absence with permission and absence without permission. Students Absenteeism with permission commonly known as truancy Mean while, students' absenteeism without permission commonly known as withdrawal?

The first kind of students' absenteeism in this review of the literature is truancy. Truancy is the condition that the absent student absence from the class without permission from their parents (Cunningham, 2005). Furthermore, Sa'ad, Sabo & Dahuwa (2015) explained truancy as being absent for unacceptable reason by teachers. According to Adam, Usman & Msheliza (2017), the reasons are not because of illness, religious holiday and death in family. In addition also explained that truancy is absence from the class without parental knowledge the student who engages in truancy is called truant. In the matter of truancy, the truant student is absent from the class activity without permission from their parents. When the truant students leave their class, the reason of students is because they arrive late to the class. Another reason is because students leave the class early before the activity in their class over. Truancy commonly talks about unexcused, unpermitted, and uncommunicative absences. Absenteeism relates to lack of parental knowledge about the behavior, criminal behavior or academic issues, or social situations such as homelessness or poorness (Fremont, 2003). Besides, truancy identically with social situation of the student for the example is poverty. Poverty problem influences student not to be present to the class because the students are not able to pay their tuition and buy some books.

The next discussion is to explain about withdrawal. In this case, students are not present to their class because their parents ask them to not attend the class. In this case, parents' necessities and importance becomes the common root of students' absenteeism. In line with Cunningham (2005), the researcher mentioned that withdrawal as absence with approval from their parents. The last expert, Bond (2004) stated that the student could absent only be permitted by the teacher and their teacher gives them a reasonable excuse. The explanations from those statements are the reason why the student excuses from their class because of their parents necessities and

priorities. In this case, the students are not present to their class because the student has another importance with their family in that day.

27. Causes of Students' Absenteeism

This review of the literature centers on the causes of students' absenteeism was conferred under certain categories. Etsey (2005) stated the causes of students' absenteeism could be categorized into four. They are family reason, academic reason, community reason, and personal characteristic of the student.

The first cause of students' absenteeism is family reason. In this case, students are not attending their class because their parents are not permitted them to the class. Their family have several reasons not to permit their children to the class because they want to go for vacation, shopping, attend their family wedding party, or attend funereal ceremony. These reasons on the explanation above are in line with Thornton, Darmody, & Mc Coy (2013) who stated that sometimes Irish family are not ask their children to go to the class because they want to go holiday.

The following cause of students' absenteeism is academic reason. This reason involves the teacher, university administrator or even the atmosphere in the class. In their research, Shute and Cooper (2015) stated that students attend to the class but they left some activities during the meeting or left whole meeting. Moreover, Pehlivan (2006) found that the reasons given by students for non-attendance at lecture were bored at the class, dislike of lessons, encouragement of friends, and lack of expectations about education. Both of researchers explained that the finding shows that liking the teacher and their subject also has importance to the student's motivation to attend the classroom. Bad atmosphere of the university and the class could also become the cause of students to absent the class. This matter could be happen because of less number of supporting facilities in the class, limitation of books in library, and the internet connection. The level of students' satisfaction of their university system and facilities could increase their motivation to not attend the class (Gomleksiz & Ozdas, 2013). This statement is in line with the statement from Aküzüm, Tan, Yavaş, & Uçar (2014) that the condition of being dissatisfaction of facilities also becomes the cause of students' absenteeism.

The next category is from the community of students. The relationship among one student to their friends also affects students' absence in their class. In this case, the student not attends the class because the student gets influence from another student. It is in line with the statement from Altinkurt, that is students want to get internet access on the cafe, or get influence from another absent student could be affect student to be absent from their class (Altinkurt, 2008).

The last discussion is the cause of students' absenteeism because of students' personal reason. In this case, students are absent from their class because of several reasons. Health problem could be the biggest cause of students' absenteeism (Yıldız & Kula, 2012).

Sometimes students' health problem makes the student absent from their classroom. Moreover, Teasley (2006) noted some factors that contribute to student absenteeism such as family health, low income, transportation problems, and community attitudes towards education. Another cause is, the distance from students' home to their university and bad condition of the (Ozbas, 2010). In this case, students could not attend the class because of the difficulty to access their university, the limitation number of transportation, and bad condition of the weather such as rain and earthquake. Lastly, the researcher concludes that the student do not present to the class with a lot kind of causes. The causes of students' absenteeism in this review of the literature are for the reason that students' family, academic reason, community reason and the last is for the reason that personal reason of the student.

2.7.1. Family cause of absenteeism

It is critical to examine the influence families have on a student's attendance behaviors as there are a number of family related factors that contribute to this issue (Teasely, 2004). Research on family issues as they relate to attendance has been somewhat inconsistent. Some studies suggest that being from a single parent household is associated with higher rates of absenteeism, however, other studies say that this is not the case (Epstein & Sheldon, 2010). Despite these inconsistencies, most research does suggest that low socioeconomic status (SES) is commonly correlated with school nonattendance. Though

Low SES is associated with lower attendance rates, it is important to note that low SES is not the cause of absenteeism.

Families with lower SES are more likely to experience certain barriers to attendance and different life stressors than their higher SES counterparts. As a result of these barriers and stressors affecting low SES families, there are higher levels of school nonattendance in students from lower SES families. However, this does not mean that families with higher SES cannot experience these stressors or barriers. One barrier that commonly affects families with low SES is parental education. Often, finances and education levels carry over from generation to generation. Therefore, lower SES is often associated with lower levels of parental education. The lower a parent's level of education, the less likely the parent is to value and push education for their child (Epstein & Sheldon, 2010). In addition, low income families face barriers to adequate childcare. Often, care giving and household responsibilities are given to older siblings. While parent(s) are at work it is also suggested that low SES is associated with low parental involvement (Epstein & Sheldon, 2010).

Research suggests that parents who work closely with their children and are involved in their education, motivate their children to attend school and be successful. When parents do not involve themselves in a child's educational career, absenteeism can be the result

Another familial issue that can contribute to school nonattendance is the presence of hostility, fighting, violence, and abuse in a household. (Havik et al., 2014). Students who are exposed to conflict and instability in their family miss more school because it becomes challenging to set routines for going and being picked up from school. Kids who are maltreated or experience hardships within the family system struggle with attendance (Morrissey et al., 2013). As discussed in this section, barriers and stressors that affect family often have a high impact on school nonattendance. A common thread between those barriers is often lower SES, but these barriers do not always discriminate between socioeconomic statuses. When addressing family-related attendance issues, researchers should remember that lower SES is simply more significantly correlated with school nonattendance; it is not a causing factor (Havik et al., 2014).

2.7.2. School Environment cause

Another contributing factor to school nonattendance is the school environment. The term school environment is an all-encompassing term for any school related concerns that might contribute to absenteeism. Bullying, curriculum, student-teacher relationships, and other peer issues are all categorized as school environment concerns (Gastic, 2008; Lannegr and-Willems, Cosnefroy, Lecigne, 2011). Each concern, if unaddressed, can be a factor in absenteeism. One study discussed how some students choose not to attend classes when they believe that a class is irrelevant or that the teacher is not adequately prepared or competent in that area of education (Enea & Dafinoiu, 2009). Lannegr and-Willems, Cosnefroy, and Lecigne (2011), support these findings by stating that absentee students often feel that they lack control over their education. Often these students feel that they are not capable of controlling their success, view the school as an unjust system, and turn to absentee behaviors.

Research suggests that students who feel more connected to the school, teachers, and faculty are less likely to be frequently absent from school than their disconnected counterparts. Ingul et al.,(2012) states that in order for students to value school and attend, they must feel supported and safe. In addition to discusses how the size of the school and the type of community environment both play a role in absenteeism. Absenteeism rates are higher in rural, urban, and larger school districts. Schools that handle absenteeism inconsistently also tend to have higher levels of school nonattendance (Pellegrini, 2007).

Perhaps the most noted in school environment related absenteeism research was the role that bullying played on school nonattendance. There are varying opinions on the role that bullying plays on school attendance. Some research suggests that bullying is not the leading cause of absenteeism, though many parents assume that it is (Pellegrini, 2007). Contrary to this information, other researchers claim that bullying is not the leading cause of absenteeism, though it can play a role (Ingul et al., 2012; Gastic, 2008). Though bullying does increase the possibility for chronic absenteeism, it is not the main cause. In all areas of school environment-related absenteeism, connectedness to faculty was a preventative factor (Ingul et al., 2012; Havik et al., 2014;). All of the afar mentioned

school environment concerns can contribute to absenteeism. At the base of most school environment concerns is the anxiety that can be attributed to those school safety issues.

2.7.3. Medical causes

One of the leading causes of absenteeism is medical illness. Medical reasons for missing school are the most legitimate reasons for school nonattendance (Havik, 2015). Though medical issues range in severity, even the simplest of illness can lead to absenteeism.

Each school has its own set of rules regarding illness and when to miss school. Most schools are in agreement that a student with a fever should not attend school until after 24 hours of the fever subsiding. Influenza out breaks as well as other contagious viruses can be spread quickly and result in a large number of absences (King, Beckett, Snyder, Cummings, King & Mader, 2012). One study in particular determined that the flu vaccine can decrease the number of school absences significantly. More specifically, a 20 percent increase in flu vaccinations leads to a 4 percent decrease in school absences (King et al., 2012).

Other studies look at more severe medical issues and their contribution to school nonattendance. A study by Rappaport, Daskalakis, & Andrel (2010), examines obesity as a predicting factor for school absenteeism. This study suggested that students struggling with extreme obesity were observed to have significantly higher rates of school nonattendance than their non-obese peers. Additionally, this study suggested that students considered overweight but not obese only had slightly higher levels of absenteeism than their non-overweight peers. Though this particular study did not find a significant rate of absenteeism in overweight students, it did find significant differences in absenteeism for students considered obese. Despite their findings, the researchers indicate that it is worth examining attendance rates in students struggling with body weight. This is because there is still a correlation, though not significantly found in this study (Rappaport et al., 2011). This obesity research serves as another example of how medical concerns can play a role in absenteeism.

2.7.4. Anxiety cause of absenteeism

Anxiety is another key factor in school nonattendance, and is linked closely with other variables such as the school environment and other mental health concerns (Kearney & Graczyk, 2013). Anxiety can play a role in daily life; therefore it can also impact school attendance.

In regards to attendance, anxiety is a risk factor predominantly because of the innate human desire to avoid stressful or anxiety provoking situations (Kearney & Graczyk, 2013). For the average student without anxiety concerns, school can still provide a number of stressful situations. For students with anxiety, however, these stressors are often the root of anxiety. Anxiety can be seen in a number of ways in the school setting. For example, students struggling with social phobia might have a harder time in school due to the social nature of being surrounded by hundreds of their peers (Kearney & Graczyk, 2013). Test anxiety and performance anxiety also occur at high frequencies in school settings. For some students, generally at the elementary level, separation anxiety can cause students to struggle leaving their parents to attend school. Lastly, generalized anxiety can cause students to worry constantly about everything all day (Kearney & Graczyk, 2013; Pellegrini, 2007). While some students struggle with only one or two of these anxiety types, others struggle with anxiety across the board. When anxiety is a constant factor for a Child at school, it can lead students to avoid the negative stimulus, therefore becoming frequently absent from school (Kearney & Graczyk, 2013; Pellegrini, 2007).

The anxiety faced by students can be so severe that it leads to somatic symptoms as well. Somatic symptoms are the physical appearance of anxiety. For example, highly anxious students may report suffering from headaches, stomach-aches, or overall achiness (Ingul et al., 2012). These physical symptoms of anxiety often mimic medical illness, and so anxious students do not attend school because they are “sick.” Though being absents from school offers a retreat from anxiety stimuli, absence can also cause anxiety to increase. Students who miss a substantial amount of school also miss school work and information that must be completed upon return. Especially in anxious students, making up work can be overwhelming, and can become another anxiety stimulus to avoid (Ingul et al., 2012).

2.8. The importance of consistent school attendance

Research demonstrates that chronic absenteeism and truancy result in numerous negative consequences for students (Balfanz & Byrnes, 2012). Chronic absenteeism and truancy negatively impact academic performance (Gottfried, 2009). Moreover, chronic absenteeism also impacts students' personal and social well-being. While students miss school for

A variety of reasons, Balfanz and Byrne (2012) suggest that the reasons for student absenteeism can be grouped into three categories. First, students miss school because they *cannot attend* school due to illness, family responsibilities, housing instability, the need to work, or involvement with the juvenile justice system (p. 4). These students face significant barriers to attending school. Second, students are absent because they *will not attend* school to avoid bullying, unsafe conditions, harassment, or embarrassment. These students avoid school or refuse to attend to school because of the way that they perceive the school environment. Finally, students are absent because they simply *do not attend* school. These students choose not to attend school "because they, or their parents, do not see the value in being there, they have something else they would rather do, or nothing stops them from skipping school" (p. 5). Given the consequences of chronic absenteeism and its prevalence in the nation's schools, researchers from education, counselling, and health fields have invested substantial energy identifying factors that predict student absenteeism as well as estimate the cost of missing school for students both short- and long-term.

The research suggests that individual, family, and school characteristics can all influence student attendance. Existing research suggests that the effect of missing school may include course failure, disengagement from school, lower test scores, persistent patterns of chronic absenteeism or truancy in subsequent grades, as well as the increased risk of dropping out (Chang & Romero, 2008; Romero & Lee, 2007; Balfanz & Byrnes, 2012). Additionally, students who are chronically absent or truant are more likely to develop serious mental health issues, engage in drug and alcohol use, and become violent or participate in criminal behaviours (Kearney, 2008).

The research base regarding the effectiveness of specific interventions for students is limited (Lehr, Hansen, Sinclair, & Christensen, 2003). This review revealed numerous descriptive

accounts of individual programs as well as evidence of promising practices but very few of these studies represent the kind of rigorous evaluation or research that supports claims about the widespread efficacy of the interventions. In fact, one discussion of the research suggested that are “minimal differences in effects across program types and modalities, [with] no one program type of modality [standing] out as being more effective than any other” (Maynard, McCrea, Pigott, & Kelly, 2012, p.7). This review reveals that research about interventions that have been shown to decrease the rate of chronic absenteeism and habitual truancy are far-reaching, encompassing approaches that focus on students, families, schools, and communities. What is clear from the literature is that a single strategy is unlikely to fully address student attendance issues. Research suggests

A combination of prevention and intervention is most likely effective (Gandy & Schultz, 2007; Smink & Reimer, 2005) Effective strategies must include prevention and intervention activities at four levels, including: (1) the student; (2) parents and family; (3) school or community; and, (4) the courts (JohnW. Gardner Center, 2012)

2.9. Student Attendance predictors

The causes are divided into Individual Predictors of Student Attendance, Parent and Family Predictors of Student Attendance, School Predictors of Student Attendance and Community Predictors of Student Attendance.

2.9.1. Community Predictors of Student Attendance

Community characteristics and resources can also influence student attendance; however, these factors have received less attention in the literature. Conceptual discussions provide hypotheses that community-based characteristics potentially mitigate the benefits of school-based reforms and academic interventions that could contribute to improved student attendance (Berliner, 2006). While not directly associated with student attendance, these conditions might influence whether students attend school.

Recent empirical analysis suggests that neighbourhood attributes shed light on student attendance patterns. Gottfried (2013) suggests that poverty, family structure, homeownership status, and race all influence student attendance. Drawing on data obtained from the Philadelphia School District, Gottfried (2013) found that “neighbour measures of poverty; family, [home] ownership, and race do significantly predict changes in student absences” (p. 19). Further, his analysis revealed that neighbourhood poverty and student attendance were related to one another. Students in neighbourhoods with higher socioeconomic status attend school more regularly (consistently) than students who reside in neighbourhoods with lower socioeconomic status. Gottfried also found that these neighbourhood factors had greater power to predict student absences when focused exclusive on unexcused absences. This matches previous research that suggests that families who reside in lower socioeconomic status community are less likely to attend school (Chapman, 2003; Crowder & South, 2003; Henry, 2007; Reid, 2005). Further, students who reside in urban neighbourhoods are more likely to miss school and/or become chronically absent (Balfanz & Letgers, 2004; Orfield & Kornhaber, 2001)

2.9.2. Individual Predictors of Student Attendance

Researchers have focused extensively on student-level predictors related to chronic absenteeism. Predictors at the student-level relate to the student’s physical and mental health; perceptions of school; as well as the availability of family and community resources. These predictors offer the most direct link to student attendance whereas other predictors that will be discussed are often mediated. Student predictors broadly include the student’s physical and mental health as well as their perceptions of school.

2.9.3. Parent and Family Predictors of Student Attendance

Parent and family factors (i.e., whether the student resides in a single-parent household, family socioeconomic status, parental unemployment, homeownership, etc.) have also been shown to predict school attendance. Gottfried (2011) noted that it has traditionally been difficult for researchers to disassociate student and family characteristics in analyses that examine school attendance. Indeed, in his analysis of data obtained from Philadelphia, he discovered that past research may have underestimated the influence of parent and family predictors may have been

under-estimated in previous research. Despite this assertion, existing research suggests that there are specific family-related factors that influence school attendance.

2.9.4. Physical health

Issues related to the student's physical and mental health appears directly related to student attendance (Kearney, 2008). Chronic health conditions are among the most significant predictors of student absenteeism.

Research suggests that health issues influence student attendance, as well. For example, obesity, chronic illness, and chronic pain all appear to significantly predict higher levels of student absenteeism (Palermo, 2000; Sato, et al., 2007). Geier and colleagues (2007) studied 1,069 fourth and sixth graders attending nine elementary schools in Philadelphia and found that students who had a higher than normal Body-Mass-Index (BMI) were more likely to miss school than students whose BMI was within normal range. They concluded that obesity was thus a significant predictor of student absenteeism after adjusting for the student's age, race or ethnicity, and gender. Taras and Potts-Datema (2005) reviewed literature related to chronic health conditions in children and disclosed that the literature

Associates student attendance with diabetes, sickle cell anemia, epilepsy, among other chronic illnesses .this research builds on related work suggesting that other chronic conditions have also been attributed to increased student absenteeism, including migraines, abdominal pain, musculoskeletal pain, and juvenile rheumatoid arthritis (Chan, Piira, & Betters, 2005). Roth-Isigkeit and colleagues (2005) conducted a large-scale study of children who experienced chronic pain. They concluded that "30 to 40 percent of children and adolescents with pain reported moderate effects of their pain on school attendance" (p. 153). In addition, researchers have found that teen pregnancy (Kirby, 2002) and drug/alcohol use (Roebuck, French, & Dennis, 2004) are also significant predictors of student absenteeism.

2.9.5. Mental health conditions

Mental health conditions have also been attributed to student attendance. Researchers suggest that mental health conditions often manifest themselves in the form of school refusal or school avoidance behaviors (Egger, Costello, & Angold, 2003; King & Bernstein, 2001). Egger, Costello, and Angold (2003) examined the association between mental health conditions (e.g., anxiety, oppositional defiant disorder, etc.) and both school refusal and truancy. They found that school refusal was typically associated with depression and separation anxiety. Truancy tended to be associated with oppositional defiant disorder and conduct disorder. In children who exhibited a combination of school refusal and truancy, 88.2 percent of the 4,500 school aged children included in the study had a specific psychiatric disorder. A smaller study conducted by Kearney and Albano (2004), found that among 143 youths the most common psychiatric conditions associated with school refusal were separation anxiety disorder, generalized anxiety disorder, oppositional defiant disorder, and depression. The findings obtained by Kearney and Albano mirror those obtained in a smaller study conducted McShane, Walter, and Rey (2001). As Kearney (2008) noted, there is “remarkable consistency with respect to the type of diagnosis most commonly seen in youths with problematic absenteeism, which essentially involves depression, anxiety, and disruptive behavior disorder” (p. 457).

While underlying mental health conditions contribute to school avoidance or refusal behaviors, Kearney (2008) suggested that these conditions are often overlooked. It may also be due to a lack of diagnosis for many psychiatric conditions believed to be influencers or causes of the avoidance behavior, including depression, separation anxiety, oppositional defiant disorder, conduct disorder, and substance abuse (King, Heyne, Tonge, Gullone, & Ollendick 2001; Kearney 2008). Certain other risk factors may also increase anxiety or school-refusal behavior, leading to absenteeism or truancy, such as homelessness and poverty, teenage pregnancy, school violence and victimization, school climate and connectedness, and parental involvement (Kearney 2008).

2.9.6. Personal attitudes

As mentioned previously, various factors constitute causes of absenteeism among pupils. Some of these factors are as a result of the pupil's behavior, actions or inactions. These are pupil-

created causes that can also contribute to truancy. A number of researchers have discussed pupil-related issues which result in absenteeism. Reid (2000, 2002), for instance, reported the characteristics of pupils who are most likely to have attendance related problems. “[They] tend to have fewer friends within their form groups; suffer less parental interest in academic school progress; receive fewer parental visits to schools (i.e. parents’ evening); have lower long term career aspirations; have higher levels of anxiety when in school and when undertaking school work; suffer from psychosomatic illness”.

2.9.7. School culture, climate, and safety

The culture and climate of the school, particularly as it relates to teacher-student relationships and more broadly to issues of student safety, has been associated with student absenteeism. The likelihood that a student will not attend school increases when students feel unsafe or threatened by the school community. Stewart (2008), drawing upon National Educational Longitudinal Survey (NELS) data, disclosed that student outcomes were related to the student’s sense of belongingness or connection to the community. Similarly, Rumberger and Palardy (2005) reported that students who perceived that their school was unsafe had higher rates of attribution. In particular, students who experience bullying and victimization by peers or their teachers tend to miss more school than peers who do not experience these conditions (Glew, Fan, Katon, Rivara, & Kernic, 2005). Dinkes, Kemp, and Baum (2009) reported that seven percent of student’s age 12 to 18 who participated in the 2007 National Crime Victimization Survey reported that they “avoided school Activities or one or more places in school because they thought someone might attack or harm them” (p. 56). The same survey revealed that “approximately five percent of students ages 12-18 reported that they were afraid of attack or harm at school, compared with three Percent of students who reported that they were afraid of attack or harm away from school” (p. 54). The prevalence of fear and avoidance among students appeared greatest among middle school students and high school freshman and sophomores (Dinkes, et al., 2009). These are also the grade levels which research suggests are most likely to predict student absenteeism, truancy, and high school dropout (Balfanz & Byrne, 2012; Gottfried, 2013).

If, however, cooperation between teachers and pupils is lacking then that will have a negative impact on pupils' attendance. Smyth (1999) discovered that pupils who report more positive interaction with teachers tend to do better in exams and are less likely to be absent or show a tendency to drop out. Bullying appears to be a significant predictor of student absenteeism and, at the high school level, a significant predictor for students who ultimately drop out of school. Recent research indicates that bullying (including adversarial relationships with education professionals) is now widely recognized as a significant factor in student academic performance and student attendance as manifest through school avoidance behaviors (Kearney, 2008; Roberts, Zang, Truman, & Snyder, 2012; Swearer, Espelage, Vaillancourt, & Hymel, 2010).

2.10. Effects of chronic absenteeism and truancy

Students who are chronically absent from school are more likely to experience significant personal, academic, and social costs. As Gottfried (2013) noted, "Increased patterns of school absences have been shown to have a pervasive, detrimental relationship to multiple areas of student development "in particular, decreased student attendance has been shown to have important academic, sociological, and economic ramifications (p. 2). Furthermore, the research indicates that there is an important *tipping point* for students who are chronically absent that occurs in fifth or sixth grade Balfanz and Byrne (2012) noted that "Chronic absenteeism begins to rise in middle school and continues climbing through 12th grade" (p.5).

2.10.1. Effect on Academic Performance

Reducing the number of absences of students early in their education are associated with higher test scores, the ability to perform at grade level, and a decreased likelihood that those students will experience high or chronic absence later on in their education (Romero

& Lee, 2007). Students in kindergarten who were chronically absent were found to have lower academic performance in first grade, maintain lower performance with language arts scores in third grade (Applied Survey Research 2011), and experience lower reading and

Math scores in fifth grade (Chang & Romero,2008). The negative effects of absenteeism are amplified in kindergarten through third grade for Latino students and students with a lower SES (Chang & Romero, 2008).

2.10.2. Effect on High School Graduation

Chronic absence and truancy in the later years also have detrimental effects on the educational success of students as measured by high school graduation. Higher rates of absenteeism and truancy have been shown to correlate with higher rates of a student dropping out or not graduating on time (Balfanz & Byrnes, 2012). Those chronically absent in sixth grade have lower graduation rates than their attending counterparts (BERC, 2011), And ninth grade attendance has been shown to more accurately predict the likelihood of graduating when compared to eighth grade test scores (Allensworth & Easton, 2007).

2.10.3. Effect on Behaviour

Chronic absence and truancy can also lead to a myriad of other behavioral issues, including suspension, expulsion, and higher rates of drug use, violent behavior, and delinquency (Alarid, Sims& Ruiz, 2011; BERC, 2011; Dembo & Gullledge, 2009). Researchers have found that students who are chronically absent from school or truant are more likely to engage in risky behaviors (e.g., sexual activity, drug and alcohol use, etc.) or experience serious mental health challenges (Guttmacher,Weitzman, Kapadia, & Weinberg, 2002; Henry &Huizinga, 2007; Kearney, 2008; Kogan, Luo,Murry, & Brody, 2005).

2.10.4. Effect on Economic Status

Economically, researchers have also suggested that truant students are more costly for society. Long-term economic effects also result from chronic absence, truancy, and the associated dropout rate, including higher unemployment rates among dropouts, higher cost of social programs, as well as higher cost of funding for prisons due to the increased likelihood of dropouts being incarcerated(Alarid, Sims & Ruiz, 2011; Baker, Sigmon & Nugent, 2001; Maynard, Tyson-McCrea, Pigott &Kelly, 2011). Smink and Heilbrunn (2005) estimate that

truant students who drop out of high school cost society as much as \$800,000 (in constant dollars) over the course of the individual's lifetime. They also note that truant students are more costly to educate – requiring more counselling support, before and after school programming, as well as other services that students who regularly attend school do not require. Further, students who are chronically absent from school face an increase chance of future unemployment (Broadhurst, Paton, & May-Chahal, 2005; Kane, 2006). Last, there is an economic impact on schools themselves. As most schools are funded on the basis on average daily membership, having students miss school ultimately reduces the resources available to schools (Smink and Heilbrunn, 2005). The performance and graduation rates of other students in the school population, general school performance, and attendance-based school funding also suffer in the presence of chronic absenteeism and truancy (Spradlin, Cierniak, Shi & Chen, 2012). A recent analysis by the State Attorney General in California indicated that students who are chronically absent cost the states

School as much as \$1.4 billion because the state funds school partly basis on student attendance (California Attorney General's Office, 2013).

Given the significant costs – personal, academic, and economic – associated with chronic absenteeism families, schools, districts, and communities can seek out innovative ways to prevent and/or reduce absenteeism. In the next section, evidence-based strategies for reducing absenteeism are discussed. The section includes strategies related to monitoring, prevention, and intervention. The aim the next section is to provide readers with information that can be used to develop effective, research-based programs and attendance plans.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DESCRIPTION OF THE STUDY AREA

This chapter deals with the research method, source of data, sample and sampling techniques, instrument for data collection, pilot testing, procedures of data collection and methods of data analysis

3.1. RESEARCH METHODOLOGY

3.1.2. The Research Design

This study used a qualitative as well as quantitative research method (mixed approach). A qualitative research design was chosen to discover and better understand the students' points of view in regard to truancy. which is concerned with describing the characteristics of an event, community or region, providing data about the population or item being studied by only describing the who, what, how, when and where of a situation at a given time and providing a systematic description that is as factual and as accurate as possible, Amin, (2005). The study also employed both qualitative and quantitative approaches/methods. A quantitative approach was adopted in order to allow the researcher to gather more precise and quantifiable information on the causes and effects of absenteeism whilst the qualitative approach was also appropriate to this study because it allowed the researchers to get the data directly from the subjects themselves by sitting with the respondents and hear their views, voices, perceptions and expectations in detail. Thus, the researcher recognized several nuances of attitude and behaviour that could escape researchers using other methods.

3.1.4. Description of the study area

The schools: Logiya is located north from Semera and serves the educational needs of the nearby areas especially those residing around Semera area. It had 1000 students in both 9th and 10th grade (male 555 and females 445) with 25 teachers. The school was one of the government funded schools and the students come mostly from middle and low income families and because the students come from an area where trade activities area, students usually try to avoid school to either sell goods with their family because of either financial constraint or lack of value placed

by the parents towards the education and spending time on selling goods; and the depth of their absenteeism. Correlates to the above facts, Mille had 500 students in both 9th and 10th grade (male 267 females 233) with 17 teachers. This school is located north direction of Gewane and the south of Logaye and the students come from mainly Mille city, this school is also funded by the government management system and in addition, this area where contraband (illegal trade active takes place then the students enrolled there are known to be frequently absent. Chifra had 405 students in both 9th and 10th grade (male 244 and females 161) with 20 teachers. The school is located of west Weldaya and east of Mille and the students come from the areas around Chifra This school is also government funded The school, compared to the others, has a better rate of attendance because of the school where rural area, the students rearing animals and family not attitude education Adar 160 students (125 male and 35 females the school is located south west direction of Mille and west of Bati and also east of Chifra.

3.1.5. Sources of Data

The sources of data in the study included both primary and secondary sources: the primary sources include Parents, Community, Pupils, Teachers, Directors, PTA's *Woreda* and Education personnel. The secondary sources include Documents such as: school attendance sheets, school curriculum, student's grade sheets and other related written documents.

3.1.6. Population and Sampling Procedure

. This study used random sampling technique as result of random sampling was giving equal chances for all schools. The total of 8 secondary schools where selected four (4) secondary schools by using random sampling technique in zone one afar region secondary schools for this study consisted of 4 secondary schools were selected using simple random sampling technique. Accordingly, Mille secondary school, .logaye secondary school, chifra secondary school and adar secondary school were chosen. The total number student's population were 2065 students were selected randomly 130 students. Out these, 74 (56.9%) males and females 56 (43.1 %) students of the sample schools were included in the study pertaining to the manageable size of the samples.

In addition, four school directors, four woreda education office heads were selected for interview by purposive sampling technique. Similarly, eight parent teacher Association

(PTA) members, 24 members of Student parents and 8 home room teachers were included in the study by purposive sampling for Focus Group Discussion.

Generally, a total of 178 respondents were participated in the study. Out of these 130 students, were selected to fill questionnaire, whereas 4 school directors, 8 home room teachers and 4 worda education office heads were selected for interview, and 8 Parent Teacher Associations members and 24 students parents were selected for FGD.

Table 3.1 Proportional Sample size of students from each school

School	Total Students				Proportional sample size				M	F	T
	9 th		10 th		9 th		10 th				
	M	F	M	F	M	F	M	F			
Mille	143	127	124	106	9	8	8	7	17	15	32
Logaya	280	180	275	265	18	11	17	17	35	28	63
Chifira	110	89	134	72	7	6	8	5	15	11	26
Adar	72	20	53	15	4	1	3	1	7	2	9
Total	605	416	586	458	38	26	36	30	74	56	130

Source Attendance document from record office, 2018

Among the above number of students, 130 students were selected at a random and were provided with the questionnaires. In accordance with the views of Dillman (2000) and Hill et al. (2003), who reported that a sample size of 100 and above is sufficient to present good concise research findings and also, provide good representation of the population or organization or any subject investigated. To take part the focus group and personal interviews, from the above respondents a total of 48 members, (24) student parents,(8) PTA, (8) home room teachers (4) school directors (6) students were selected for interview..

The researcher explored each student’s academic cumulative file to gather information about the student’s academically, primarily focusing on when the student started to develop attendance

issues, what the causes were, and whether services were offered. Then, the researcher interviewed students with higher rates of absents to gain additional understanding of the student's perceptions and the construction of his or her reality. Six (6) students from each school were selected more than ten absent, out of these, three (3) students were from grade 9th and three (3) students from grade 10th, were taken purposive sampling technique, to ensure equal representation of girls and boys of 9th and 10th class.

Teachers, Parents, and administrators were selected for interview from the context for the study based on their connection to the problem. Eight (8) home room teachers, one from each grade level in each school were interviewed to assess the nature of the problem in his/her class as well as from a general perspective and the solution to the problem, and all of the school principals (4) were interviewed. Twenty four (24) parents were selected for interview from the highest absents of students to ten days absents form schooling time record of students to selected parents, three (3) parents in each grade levels. And the total member of (24) parent teacher association to take (8) PTA selected at random sampling technique.

3.2. Data Collection Method

The major concern of this study was to investigate the major problems that contributing students' absenteeism towards education is implemented in zone one afar region secondary schools. Mixed research methods (both quantitative and qualitative methods) are used for this study. The qualitative method employed in this study was be used at interview, questions, under the study.

While the quantitative method focuses on survey method that is aimed at measuring variables in number in order to determine their strength with other variables being tested. Data collection instruments employed in this study are questionnaires, structured interviews, document analysis Observation checklists and school facilities. Questionnaires

Both open ended and close ended items that cover a wide range of themes will be designed and administered to students. Students parents and subject teachers .In attempt to increase reliability of the data interview were conducted to department heads and vice directors.

A document analysis was done to get information about the academic achievement of students in subjects in these instruments are selected to get the reliable, appropriate and adequate information's for this research. This is done by randomly selecting students and teachers used the study area. As a result, a draft questionnaire is administered to teachers, students and student's parents from the school.

3.2.1. Questionnaires

Questionnaire was one of the tools which used to collect data and the questions are self constructed. The questionnaire employs the typical form of fixed-response alternative questions that require the respondent to select from a predetermined set of answers to every question. According to Malhotra and Birks (2003, pp. 224), this survey approach is the most common method of primary data collection in marketing research and the advantages are simple administration and data consistency.

The questionnaire employed the Likert scaling technique. It is a widely used rating scale which requires the respondents to indicate a degree of agreement or disagreement with each of a series of statements or questions (Albaum, 1997). This rating scale is easy to construct and administer and respondents readily understand how to use the scale (Malhotra and Birks, 2003, pp. 305). In the questionnaires, there are 5 choices where answers could be given that give an attitude and response for that question.

The questionnaire had four sections: Section A contained questions about demography (School name, Grade Level, sex, Number of classes missed), and Section B contained questions about the current status of students absenteeism, section "C" questions were about the causes of absenteeism by dividing them to 5 causes of absence (Recreational, Familial, School, Peer and personal causes) and each topic division having 4 to 14 question items below it and section 'D' questions about the effects of absenteeism of students. Since the study focused on factors which caused for students absenteeism and which cause affects most and which affects least, it was better to use rating scale. The questions are a total of 40 and the answers are "agree completely", "agree", "No opinion", "don't agree" and "don't agree at all". The questionnaire was constructed in both Amharic and English. Open ended questions were to engage my research participants in the study would be provided to ascertain the opinions freely. To develop the items in the

questionnaire, the review of related literature was used to get understands, characteristics and patterns of student absenteeism. The items were reviewed and improved based on the findings of the pilot study. The key items include reasons for absenteeism viewed from family, school and personal and recreational sides. In the questionnaire, it hold key items like addiction caused for absenteeism, personal problems, boredom, family work-load, attitude towards school community and the school as a whole, peer pressure and bullying.

3.2.3. Pilot testing

Before administrating instrument of data collection, it was very necessary to test the reliability of the tools as it gives chance to comment on and check its clarity. In other words, the test was done with the objective of checking whether or not the items in the instruments could enable the researcher to gather relevant information. Accordingly, after some colleagues and the advisor reviewed the instruments, the designed questionnaires were tried out at Adaytu Secondary school which was not included in the main study. The testing was conducted with 65 students 4 teachers, 1 principal, 7PTSA, members. The students were selected by simple random sampling from each department, where the other

Respondents were selected purposively due to the same reason explained for the final study. Based on the pilot test, the reliability of the instruments was calculated by using cronbach alpha as it was appropriate to test the reliability of the instruments & the results were 0.89, 0.90, 0.91, 0.92, and 0.89 for students, teacher's principals, and PTSA, members respectively. Therefore, the instrument was found to be reliable as statically literatures usually recommended test results of 0.70 and above is reliable as results of the feedback from the pilot test, few items were modified and some terminologies were simplified.

3.2.4. Interviews and focus group discussions

In seeking a very complete response, interviewed most likely to provide the Depth of information that might be useful interviews were also the best methods to resolve seemingly conflicting information, because the researcher had the direct opportunity to ask about the apparent conflict.

When interested in determining the relative emphasis on an issue, that was, how strongly someone holds an opinion; both questionnaire and interviews permitted the researcher to ask for emphasis. The researcher might directly ask someone how strongly they feel, or might ask them to prioritize issues or assign weights to different issues. Similar to the questionnaires the interview was conducted not only for parents, teachers and directors but also PTA's and Woreda education personnel were include key items like the main reason for students' absenteeism, it's possible solution and from where the solution should come but unlike the questionnaires, it's more elaborate and were allow us to find other causes that don't fit the common pattern. The medium of the interview was Amharic, English and Afarafi.

3.2. 5. Data Analysis Techniques

A mixed methods approach was used to analyze the focus group data. The study was divided into two stages in which the first stage involves analyzing the filled questionnaires of the students to identify the major root causes of absenteeism in this particular setting. The first stage analysis was involved tallying the data and ranking them based on their frequency their so as to 40 identify the major problems and to construct a semi structured questioning method for the second stage of the data collection and analysis which involves student interviews and focus group discussions to have a better understanding of the causes. Then once the stage 2 data is collected, the data was analyzed using Root Cause Analysis (RCA) techniques. The concurrent strategy of quantifying qualitative data was utilized in analyzing the data. Therefore, selected statistical techniques were used to analyze and identify the major problems that contribute student's absenteeism at the secondary educational level. The quantification of qualitative data enabled the comparison of quantitative and qualitative results. Content analysis of the responses from interviews and questionnaires resulted in the identification of four key factors..

3.2. 6. Data Collection Procedures

The data collection procedure was done based on the work plan of the researcher. Before collecting data from the field, the draft of the questionnaire was examined by advisors and commented very well. The comments were included to improve the clarity of statement, and grammatical and typographical errors. Questionnaires, interview questions and observation

Check lists were developed based on the research questions. Then, the questionnaire are tested before distributing it to the respondents and after checking its reliability, similarly, before the questionnaire was administered to respondents, the purpose of the study was explained for them by the researcher. It was distributed to the respondent students and teachers. First the researcher made direct contact with the respondents through the school . Then brief explanation about the purpose of the study was given to the students and teachers, and the date and time for administering the questionnaire was arranged. When the students assemble and ready to participate in the study, the researcher was distribute the questionnaire and remain with them to answer any question that they may have. Teachers filled the questionnaire at their staffroom. The researcher was collect Questionnaires filled by students and teacher respondent. The questionnaire was administered to 130 students in their schools during regular class periods.

Data from interview questions was collected through direct contact with the school principals and Parent teacher Associations (PTA) and student's parents. Data from the school was collected and assess observation by using observation checklist to obtain data with regard to school facilities. Document analysis was used to make the data more reliable in which the researcher recorded average result of the students All grade 9 and grade 10 students of the school at record office using result analysis check list. Therefore, all essential data had been collected for analysis.

3.2.7. Methods of Data Analysis

The information gathered through the various instruments was tallied and summarized. Quantitative and qualitative analysis of data was employed. Quantitative data collected through close-ended questions and content analysis was systematically coded, tabulated and organized, and partly by using statistical techniques, in the form of frequency, percentages and the liker's. Data obtained through open-ended questions and interview questions was analyzed qualitatively by describing (narrating) the information into meaningful explanations.

The analyzed data was presented, interpreted and concluded to answer the basic questions raised under the statement of the problem and to attain the objectives of the study. Finally, the appropriate recommendations were forwarded by integrating information provided by respondents.

Based on the given recommendations the MOE ,Afar Education Biro and other concerned bodies must made intervention through the mechanisms stated in the study to appropriately implement of students absenteeism .

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

The findings in this chapter represented analysis of both quantitative and qualitative data gathered from five different sources: student survey and attendance data from the student record-keeping systems, and interview of students, teachers, principals and parents of students at Mille, Logya, Chifear and Adar schools.

4.1 Respondents information

Demographic characteristics of the sample categorized age and sex gender in their grade levels were shown in Table 4.1 below. As presented in the table below in each the schools, the majority of the studied population were male students which accounted 56.9 percent while the remaining constituted female students 43.1% From the four cluster schools Logya shared the largest sample size both in sex students and grade levels, shared as 22.3 percent in 9th grade and 26.2 percent in 10th grade. In contrary, from the total sample size Adar shared the smallest number, described as 5.4 percent of male and 1.6 percent of female students. Regarding to age distribution, majority of the students were between the ages of 15—20 years old indicated as 77.7 percent and the remaining was 19.2 percent between 21—25 and 3.1 percent above it.

Table 4.1 General information of Respondents

Variables		Mille (%)		Logaya (%)		Chifra (%)		Adar (%)		Total(%)
		9 th	10 th	9 th	10 th	9 th	10 th	9 th	10 th	
Sex	Male	9 (6.9)	8 (6.2)	18 (13.8)	17 (13.1)	7 (5.4)	8(6.2)	4 (3.1)	3(2.3)	74(56.9)
	Female	8(6.2)	7(5.4)	11(8.5)	17(13.1)	6 (4.6)	5 (3.8)	1 (0.8)	1(0.8)	56((43.1)
	Total	17(13.1)	15(11.5)	29 (22.3)	34 (26.2)	13 (10)	13 (10)	5 (3.8)	4(3.1)	130(100)

Age	15—20	14(10.6)	12(9.2)	21(16.2)	25(19.2)	11(8.5)	9(6.9)	5(3.8)	4(3.1)	101(77.7)
	21—25	3(2.3)	3(2.3)	8(6.2)	7(5.4)	2(1.5)	2(1.5)	-	-	25(19.2)
	>26	-	-	-	2(1.5)	-	2(1.5)	-	-	4(3.1)
	Total	17(13.1)	15(11.5)	29(22.3)	34(26.2)	13(10)	13(10)	5(3.8)	4(3.1)	130(100)

Source: Field survey, 2017/2018.

4.2 The current status of students' absenteeism

In the study clusters, grade 9th and 10th school students absenteeism mean results were tabulated (N=130). From the total sample population, the mean number of absences of grade 9th students was 6.975 and grade 10th was 12.225 and the overall absenteeism was figured out 9.6 mean score. The data revealed that each student the school missed 9.6 days of school and grade 10th was the largest absenters.

In order to find differences between student absences at separate grade levels in the study clusters, means were compared across the individual grade levels. Differences in mean absences were found at each grade level. Mille school grade 9th students' absences were the smallest of all schools and the second smallest absences by grade 10th students next to Adar. In the other hand, absenteeism of Mille school students recorded as the mean scores 8.6 days, which the second smallest next to Adar with mean score of 7.6 days. Logaya students data was analyzed to determine if absenteeism varied by grade levels. Simple descriptive statistics showed a mean difference between grade 9th and grade 10th described as mean scores of 11.7 days of absences in both grade levels, which was the highest in the study cluster schools. Logaya grade 10th absences were the highest in the study clusters with mean scores of 15.8 days while grade 9th was the second largest next to Chifira. This means students of Logaya had the lowest school participation in learning situations in the current year. In the same manner, Chifira school students were the second highest absenteeism by grade 10th and the first highest absenteeism by grade 9th described as mean scores 12.2 days and 8.8 days respectively. When we see absenteeism of students of Adar, students had the lowest absences expressed as mean scores of 7.6 days in both grade levels, of this mean of 5.8 days and 9.4 days were for grade 9th and 10th respectively.

Table 4.2. The current status and trends of students' Mean Absences

Grade level	Mean Absences by Grade Level and school				Mean
	Mille (32)	Logaya (63)	Chifira (26)	Adar (9)	
9 th	5.7	7.6	8.8	5.8	6.975
10 th	11.5	15.8	12.2	9.4	12.225
Mean	8.6	11.7	10.5	7.6	9.6

Source Attendance document from record office 2018

In the study cluster, absenteeism of students data were also analyzed to determine if absenteeism varied by sex. As a bar graph showed a mean difference between male and female students in the overall study clusters, absences were higher for female students expressed as a mean scores of 11.25 days and while boys was 7.95, described as with the overall absenteeism of with mean score 9.6 days. With regard to grade levels of sex, grade 9th both male and female students recorded the smaller absenteeism recognized as by mean score of 6.2 days and 9.2 days respectively with their overall absences of 7.7 mean days absences. On contrary to this, 10th students attend in school in the lower days in both sexes as compared to grade 9th described as mean scores of 9.7 days and 13.3 days respectively with their overall mean of 11.5 day absences. This simple descriptive statistics showed 3.3 mean differences between male and female students, which was higher variation and leads to higher variation in students achievement. .From the statistics it was clear to spot that whenever the mean absenteeism increased, there was a decreases in educational achievement.

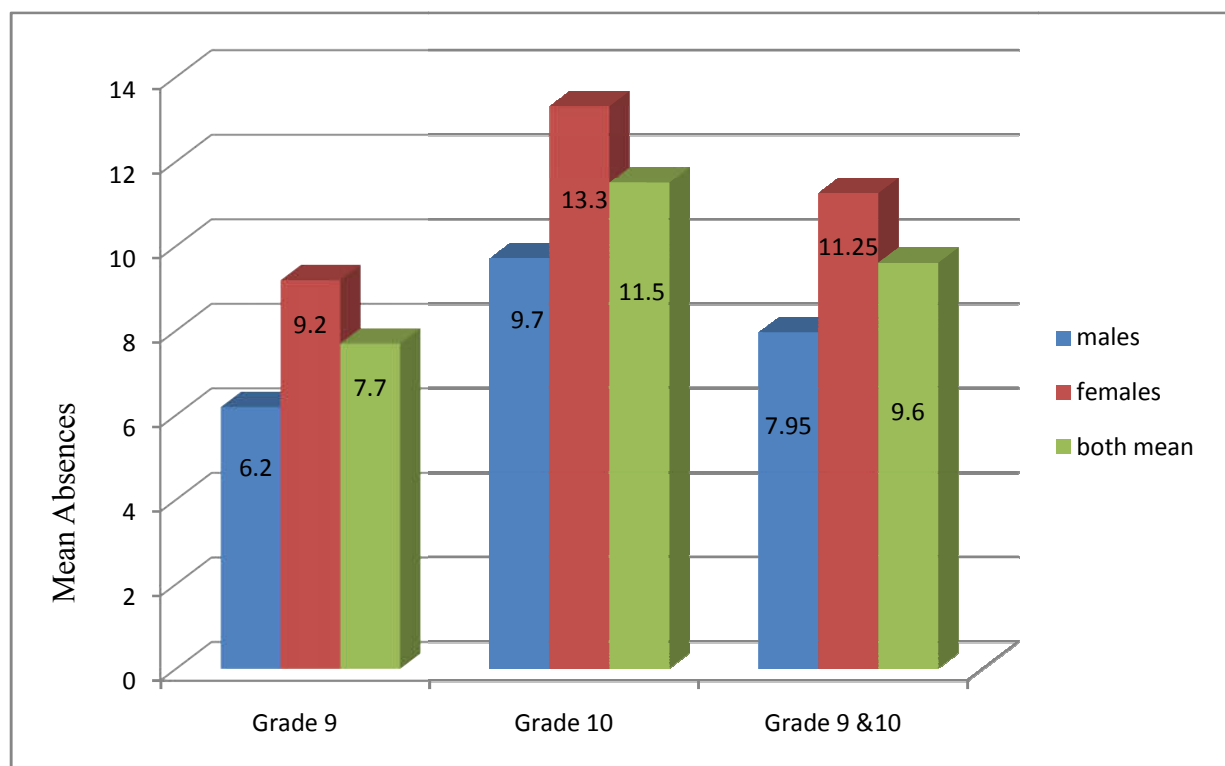


Figure 2 Students' absences by sex and grade.

Source: Attendance document from record office, 2018

4.3. The major problems influencing student's absenteeism

Findings bring into light many factors which can be combined as personal, institutional, parental, recreational, and financial and health factors. The different segments of the sample for this research: students, parents, teachers and heads of the schools highlighted some pertinent factors contributing in the students' absenteeism from school. Though, the weight age and significance of different factors was different to each segment of the sample. For example, students rated social factors as most significant contributor followed by parents' factors and school environment factors to trail.

4. 4. Analysis of student questionnaire responses

One of the specific objectives for this study is finding the major cause for absenteeism and truancy. Various statements on the reasons why students absented themselves from classes

were presented to respondents in order for them to indicate the extent to which they agreed or disagreed with them.

4.4.1. Recreational factors

As demonstrated in Table 4.2 the questionnaire designed to be rated by prioritizing the extent of major absenteeism factors of students from school employed by using the percents of five prioritizing based on the degree to which the activities carried out in the school by students. In this regard, the survey of students was confirmed that the implementation of different recreational activities during their school time was observed.

When asked to students regarding to their absenteeism related to recreational factors on the question that I would instead spend my time recreating in my house than going to school, as indicated in Table 4.3, with the percents of 34.6 % students were undecided 26.9 % percents students were disagreed while their value of 18.12 % figure out by neither agree nor disagreed, or undecided on the idea. Parallel to this idea, students of the study area were undecided for the causality of their absenteeism on the idea that “entertaining myself the whole day gets rid of my boredom and stress”, described by their percents of 39.33% the scale.

Table 4.3: Responses for Recreational causes for school absence

N_o	Causes for school absence	S.A	A	S.D A	D.A
1	Recreational causes absence	41.23%	30.26%	18.19%	1356%
1	I would instead spend my time recreating in my house than going to school	30.9	26.8	11.5	10
2	Entertaining myself the whole day gets rid of my boredom and stress	39.33	29.13	19.4	11.7
3	Going to my recreation place instead of school is more enjoyable for me	34.6	26.9	13.5	9.2
4	There are enticing recreational centers or items that keep from going to school.	32.8	24.6	13.84	9.23

Recreational causes for school absenteeism took one of the lowest percentages for the reasons for school absence along with familial causes. It took a total of 25.81 %, and of the recreational causes, the use of recreation to get rid of boredom or stress took the highest percentage with 39.33 %. And spending time home for recreation took the lowest with 30.9%

4.4.2. Status of Parents putting a value on education

Parental factors were those issues that impact on student absenteeism which were within the control of the parents. Also, society holds the parents responsible for providing sufficient finances, discipline, and education for their children.

Students of the study area were believed that their parents putting a low value on education were the most frequently cause of truancy in all but the rural students as during the interview indicated. Interestingly, all the school teachers and directors in the other hand thought that independent truancy, i.e., pupils missing school without the knowledge or collusion of their parents was virtually unknown. They expressed, arguably more seriously, it was associated with parents taking their children out of school during term time, sometimes during crucial crop harvesting calendars.

According to the students thought, it was on top of the 10 lists (Table 4.4) as a contributor of their absenteeism emerging from their parents. Sample students importantly expressed by neither disagreeing nor agreeing on the rating scale of “my family is not home to know whether I go to school or not and there is quarrelling at home that stresses me”, with their 32.3%. In the same fashion, students were undecided about their parents on the idea, that “my family doesn’t want me to go to school and my family doesn’t care whether I go to school or don’t” revealed by their 33.8 % respectively.

Work load in the house forces me to stay at home were a basic factor for students’ absenteeism that was why most of the students strongly agree on it by their percentage of 36.9 %. In similar option with slightly downwards, survey students weigh about their parents giving value for their learning situation on the ideas of “my family would rather have me work than go to school and I am a source of income for my family so that I can’t always attend school” strong agree and agree by their 35.4 and 26.2 % respectively.

However, on contrary to the above, the survey found that most of the students strongly disagree by their value of 29.2% on the idea of “my family separation or divorce doesn’t encourage me to go to school” and disagree about the questions of I don’t have aid from home on my school work and I have no financial support from home which prevents me from properly attending school clearly expressed by 30.8% respectively. Related financial support during interview, their teachers noted that some parents keep their children off school because they claimed to be unable to afford school uniforms or necessary equipment for their children. This could result in students’ absence from school or constant tiredness when they did attend.

Table 4.4: Responses for school causes for school absence

II	Familial Causes from school absence	36.9	34.15	17.5	11.5
5	My family is not home to know whether I go to school or not	32.3	24.6	16.9	7.7
6	There is quarrelling at home that stresses me	32.3	24.6	15.4	7.6
7	My family doesn’t want me to go to school	33.8	27.7	9.2	4.6
8	My family doesn’t care whether I go to school or don’t	34.6	26.9	13.8	7.7
9	My family separation or divorce doesn’t encourage me to go to school	29.2	24.6	15.4	7.7
10	Work load in the house forces me to stay at home	36.9	30.8	9.2	1.5
11	My family would rather have me work than go to school	30.8	24.6	13.8	9.2

12	I am a source of income for my family so that I can't always attend school	35.4	26.2	17.14	14.03
13	I don't have aid from home on my school work	32.3	28.64	15.4	7.6
14	I have no financial support from home which prevents me from properly attending school	30.8	29.2	12.3	10.8

The familial causes took one of the lowest percentages for student's absenteeism with a total percentage of 25 %. The highest of the causes, not getting aid for the school work took the highest percentage with 36.9 %. Whilst family not wanting to go to school took the lowest with 4.62%.

4.4.3. Community factors for students' absenteeism

Several of the students who participated in the focus groups lived within walking distance of the schools. Transportation was one of a big problem while students came at a long distance to their school thereby affected to school time as detail interviews were carried out from all sample groups. Analyses of the survey revealed that (table 4.5); respondents were asked to express their agreement/disagreement on the statement that, "there are people who threaten or bully me on my way to school", were undecided as described by their percent of 29.2 % Sample respondents in the study cluster schools indicated that 33.4% students agreed about the statement that there are a lot of people who don't go to school who have influence on me not to go to school in the way it upsets educational motivation of us. However, students strong agree about the negativity attitude of their Community towards attending school as a percentage of 32.4% sample respondents rating the state of affairs.

Table 4.5: Responses for Community causes for school absence

III	Community Causes of absenteeism	33.7	31.2	19.73	21.6	16.7
15	There are people who threaten or bully me on my way to school	29.2	24.6	19.2	19.2	11.2
16	There are a lot of people who don't go to school who have influence on me not to go to school	32.8	35.4	20	14.3	12.8
17	My community attitude towards attending school is negative	34.4	22.8	20	20.5	15.4

4.4.4. School Factors for students Absenteeism

Problems related to school factors for students' absenteeism were student-teachers relationship, school physical materials to utilize it, school rules and regulations styles. The school factor for students' absenteeism, were a tremendous internal challenge for students rate of absenteeism as many of the students, teachers and principals suggested. The sample survey analysis revealed that many of the students were neither disagreed nor agreed (undecided) regarding to the ideas of, "the school table and chair are not comfortable which are not incentive for attending and there are people who bully me inside school expressed by their percentage of 33.8 % and 27.7 % respectively. In the same manner students also 20 % undecided on the idea, that "students who disturb them that keep from attending regularly and I have a quarrel with my teacher or teachers that prevents from attending regularly", defined with 13.6 %. However, the teaching style of their teachers were welcoming as if 34.8 % of students were agreed up on it.

Students were bitterly strongly agree that their absenteeism were exasperated due to the school did not have enough teaching materials as they mention by 34.9 % and disagree by the school's rules for following up and punishing absentees was not that strict them as Indicated by 26.2% of their influence. Sample respondents with 30.8% suggested by agreeing that they don't feel like to going to school on Fridays and in general they confront with the school's environment is not a

welcoming place, thereby which causes their rate of absenteeism described by 34.8% . In contrary, students were disagreeing on the statement, that “there are people who discriminate or stress me inside school”, with their percent of 20.8% as expressed.

Table 4.6: Responses for School causes for school absence

IV	School causes for absenteeism	32.6	23.34	18.4	8.78
18	The table and chair are not comfortable which are not incentive for attending	29.2	23	15.4	11.5
19	There are students who disturb me that keep from 1, 2, 3, 4, 5 attending regularly	30.8	33.4	15.3	12.6
20	I have a quarrel with my teacher or teachers that prevents from attending regularly	13.6	15.3	26.2	30.8
21	The teaching style of my teachers is welcoming	26.2	30.8	10.6	12.3
22	The school’s rules for following up and punishing absentees is not that strict	26.3	30.8	10.6	12.3
23	The school’s environment is not a welcoming place	34.8	26	12.3	10.6
24	The school does not have enough teaching materials	34.9	27.7	131	10
25	There are people who bully me inside school	33.8	27.7	9.2	4.6
26	I don’t feel like to going to school on Fridays	29.2	24.6	23.1	15.4
27	There are people who discriminate or stress me inside school	20.8	18.7	10	3.9

Community causes also placed less gravity with a percentage of 22.5%. The highest was 32.4%, Negative attitude of community towards education. And the lowest cause being bullying on the way to school with 29.2 %

4.4.5. Peer Pressure Factors

As the saying goes that; *“Birds of the same feather do flock together.”* Similarly students with low ambitions and interest tend to dodge going to school and remain drinking, watching video, sport betting, prostitution/ trading for sex as a way of making money earlier and looking at studying as a waste of time. Some had been influenced by promises of getting better jobs/scholarships and ended up being trafficked in sexual or forced labor.

The sample Study found that, the motivation for their absenteeism from classes was the need to be with their friends and peers which equally rhythms with, as most of them agreed up on the idea, “my friends call me to enjoy myself in school hours”, as 33.8% their stated. As Reid, (2005) whose findings reveals that; truant individuals are influenced by their peers to not attend school and encourage peers to engage in activities outside of the school with them.

However, students disagreed when their peers laugh at them when he/she answering questions was not the factor for absenteeism and strongly disagreed people laugh ridicule them when they go to school as explained by their 9.2 %. In addition they were neither disagreed nor agreed up on the idea that “It is below my friends to attend school which lessens my attitude toward attending school”, defined as 29.2%.

Table 4. 7: Responses for School causes for school absence

V	Peer pressure causes for absents	31.2	26.15	16.9	16
28	Students laugh when I answer questions	19.4	15.8	34.3	11.2
29	My friends call me to enjoy myself in school hours	33.8	27.7	17.4	5.8
30	People laugh and ridicule me when I go to school	23.1	18.9	27.7	15.4
31	It is below my friends to attend school which lessens my attitude toward attending school	29.2	26.2	20	15.4

4.4.6. Individual factors

A final group of reasons for students' absenteeism had to do with pupils' individual personalities. More information about all of these reasons is given below. As data from students of FGD grasped problems with lessons stated that, many of students wanting to miss particular subjects was common, and in two cases was clearly associated with 'internal' truancy rather than skipping school entirely. As one girl student explained, 'sometimes when I'm at school I go to the first lesson but don't go to the second and third, if it's boring and friends are leading me on at the time'. Several students in the interview case study blamed missing school on various characteristics of their own personalities, such as laziness, curiosity or temper. And one outshining girl attributed her truancy to her temper, and said that sometimes she needed time to 'cool off' after a particularly stressful incident at school. 'If you're at school you can't concentrate, it makes you feel ill,' she said In the studying school clusters, regarding of personal causes of students their own absenteeism from school revealed in table 4.8, that students disagree on the statement "I go to school just because someone else forces me" and "I don't like reading and that discourages me from attending" rating as with their percent value of 21.5%. And most

of the students were strongly disagree that the state illness that prevents them from attending school at one time or another was not a matter described their 23.3 %.

Sample students were neither disagree nor agree for their absenteeism about the idea of, “I don’t care about my school work” and “I don’t like attending on teachers who are strict or have a negative attitude”, as significantly rating by 33.1%. In the same fashion they had undecided about whether they have personal stress that prevents them from going to school or not as they realized by 29.2 % scores

Table 4. 8: Responses for Personal causes for school absence

VI	Personal causes for absenteeism	28.3	26.67	12.65	10.13
32	I go to school just because someone else forces me	21.5	24.6	14.6	24.6
33	I don’t like my school results which have a negative influence on me	29.2	26	20	15.4
34	I don’t care about my school work	33.8	30.8	11.5	11.5
35	There are some subjects I don’t like that discourage me from attending	30.5	30.8	9.2	6
36	I don’t like reading and that discourages me from attending	33.6	33	13.1	3.1
37	I don’t like attending on teachers who are strict or have a negative attitude	33.1	30.8	3.8	1.5
38	I don’t wake up early to go to school	34.8	29.2	12.3	10.3
39	I have an illness that prevents me from attending school at one time or another	23.3	24.8	16.6	9.7
40	I have personal stress that prevents me from going to school	29.2	27.7	16.4	10.2

The personal causes were also one of the highest with 33.89%. The highest was 34.8 % in not waking up early to go to school and not liking reading not to go to school with 33.6 %. The above Table shows that lack of enjoyment of the schools recreational areas takes the highest percentage with 25.81 %, followed by lack of strict rule the school has on punishing absentees Entertaining myself the whole day gets rid of my boredom and stress 34.8 % the community attitude towards attending school is negative (32.4 %), students don't wake up early to go to school have a negative influence on students attendance (34.8 %) The school does not have enough teaching materials,(34.9 %), and lack of appeal to the school's environment were among the top reasons for students absenteeism and truancy. And based on causes, community causes take the highest percentage with 30.8 %, followed by school cause for absenteeism (29.2 %).

4.5. Analysis of Interviews

The following key causal factors have been identified from interviews: parental factors, school factors, student factors, and community factors. Responses from the focus group interviews with the students were categorized using one of these factors. Each key causal factor was broken down into subsidiary factors. The causal factors and relevant subsidiary factors in that emerged from the data are as outlined below: *Parental factors*: financial constraints, parent's negligence towards student's attendance, parents' lack of control of their children and poor attitude on the value of education. *Student factors*: poor value towards education, student indiscipline, Non critical activities on Fridays at the schools, and poor grades *Community factors*: poor attitude towards education and poor transportation. *School factors*: unattractive school environment, lack of recreational area in school, lack of strict punishment for absentees, discouraging subjects.

Table 4.9: Interviewees identified causes of absenteeism- useful 17 causes

No	Causes of absenteeism	Percentage
1	Lack of strict school rule	52
2	Little or no value placed on education	38
3	“Friday mentality” that students don’t have to go to school on Fridays	25
4	Poor students grades	23
5	Financial constraints (high unemployment rate): influence ability to find bus fare and lunch money	22
6	Lack of parental control	21
7	Lack of proper recreational areas in school	13
8	Peer pressure	11
9	Unattractive school environment	6
10	Students have to stay home and take care of siblings	5
11	Lack of community value towards education	4
12	Lack of aid in school work	3

13	Lack of welcoming teaching ability of teachers	2
14	Common culture of being absent in school	1
15	Not waking up early	1
16	Quarrel with teachers	1
17	Uncomfortable tables and chairs	1
13	Lack of welcoming teaching ability of teachers	2

Based on the focus group interviews, interviewees at all 4 schools (75%) complained that the lack of strict school rule caused students to forgo their education and become frequent absentees and truants. The schools habit of sending off students with warnings has made students more daring to break the school's rules. This accompanied by the student's lack of value for their education makes the issue a far reaching problem.

The idea of not placing education as top priority this is clearly supported in the data as there was recurring evidence of parents keeping their children home on Fridays as well as student's attitude that reflect that of their parents. The lack of value for education is further compounded by the young age of some parents in the community or the ones that follow old traditions. Student absenteeism needs to be recognized as a symptom of something that is affecting a student's life. When a school is developing strategies for eliminating absenteeism and improving attendance it is very important to have a detailed understanding of the different causal factors affecting absenteeism in the school. The following key causal factors have been identified: parental factors, school factors, student factors, and community factors. All 48 responses from the adults' interviews were categorized using one of these factors. There are at least five subsidiary factors for each key causal factor.

4.6. Main Factors identified based on interviews and questionnaires

4.6.1 Parental factors

Parental factors are those issues that impact on student absenteeism which are within the control of the parents. Also, society holds the parents responsible for providing sufficient finances, discipline, and education for their children. Parents who lack financial resources cannot provide for their children's basic educational needs. The recurring theme in the interviews with children was the lack of financial resources on the part of parents/guardians.

Some recurrent indicators of financial constraints were: lack of money for transportation, lack of money for lunch. The responses indicated that lack of money caused them to miss school as they cannot afford other modes of transportation other than the bus. One interview revealed that for those students who live outside walking distance has great trouble in punctually attending school. Other interviewees mentioned that the cost ranges from 1.35 to 8 birr which is a great amount of money for a low income family.

Based on student's questionnaires and student interviews, it was evident that the issue of money was not on the top of their list but still was mentioned as a factor for poor attendance rate. The number one issue on this topic comes from those who are in need of transportation for commuting from school to home. Those students mention that they needed 2.5 birr to 8 birr for a round trip. "The bajaj fill up so fast and so early and I cannot afford to go with a taxi" And those asked if walking was an option "I can walk to school if I wake up early but the problem lies on returning home after being tired on a whole day of school" But the benefit here, student's say "the schools go easy on us when they realize the reason for our absenteeism is financial causes, at least in the first few cases" On the other hand, Adult interviewees, especially parents put financial cause as a cause to be dealt with. Most of them have a point of view that "even when we give them money, they end up wasting it on some game or any other wasteful habit because they don't care if they have enough money to go to school.... All the more reason to be absent" From this we can deduce that even though financial constraints hinder some students from attending regularly, some don't have the interest to put their money towards ways that benefits them in their school work.

The lack of control of their children is a subset to the fact that, for some, it is stemmed on their poor attitude towards education. Based on the responses, it was apparent that those whose parents have poor attitude towards education, their children also became frequent absentees and truants.

In an interview with an official from one of the schools, he explains that; “There are families who do not value education and they enjoy staying with their children together at home regardless of their behavior. Some parents don’t ask their children why they are absent from School even if they have attended in the month or what upcoming events are at the school. They just don’t want to be involved in the scenarios of having to deal with their child’s education. And taking this advantage, the student becomes a frequent absentee.” In a similar interview at logiya another teacher that; “The problem is not only to the clan/family but it is hereditary,

Some students even turn back from school even after reaching the school area. And they just don’t even turn back by themselves but take at least one of their peers along with them.” Contributing to the same debate, the director from the chifera added that parents do not focus on long term vision but they tell their children that, “*My role is to give you education, other things it is up to you.*” That is why even the learners are not focused because they do not know why they are at school. For instance, some parents find the solution of dealing with the stubborn child as taking him/her to school; and as a result the child will be at school with no goal but thinking of the holidays. This finding is in agreement with that of Balfanz& Byrnes, (2012) which states that, students choose not to attend, either because they or their parents or guardian do not see the value in school.

4.6.2. Student factors

Student factors are incidents within the students’ control. For example, truancy is the decision of the child to stay from school without parental knowledge or consent. Illness is also a student factor since it is mainly the student who complains of being sick. Several students admitted to absente. These students refer to absente as school they are sent to school by their parents or guardians but they do not attend, they detour on their way to school. The students gave the following reasons for School:

Table 10: School factors for absenteeism mentioned by students

Reason for absence	Frequency
Discouraged of poor grades	12
Don't like school	10
Friday is not a school day	9
Go to accompany a friend outside school	7
Play money football	1

Note that discouragement by poor grades has the highest percentage among the student factors. It was mentioned that these students have discouragement by their low achievements and have an increasing rate of absenteeism based on the fact that they don't have encouragement from their grade to go on.

From the student and adult interviews, it was apparent that students low grades give them a tendency to be absent from school and school work. It also made them to question the value of education as their grades diminished to the lower end. Several students responded that their grades don't seem to improve and that made them hate school as a whole and caused them to be absent more frequently than the other half of the group. On both the interviews of the adult groups and the students even in the questionnaires, mention that poor grades have quite a negative connotation to the value of school. Almost all of the data sources suggest that students whose grades, does not improve tend to lose morale and their attitude towards school. Even though, most students on the poor grades don't strive to improve their grades, but they mention that having a bad grade like that makes them give up on the whole idea of attending school regularly.

On the questionnaires, poor student grades on student's absenteeism just merely placed third with 52.62%. And on the interviews, it was repeatedly mentioned that students, especially those with poor grades, along with their peers tend to be more prone to missing school days or even miss classes on those subjects. And once that happens, it's a slippery slide that gets exponentially hard as time goes on. This effect was better elaborated by the adult groups as "once the student goes down that road of missing class because of his/her grades, they tend to fall behind on school work which puts them further down on their grades which in turn causes them to miss more classes.

4.6.3 Community factors

Community factors are resources that are the responsibility of the local government to make accessible to every member living within a community and on the other face of things, these are factors which have influence for the communities' members; such factors are outside of the control of the parent, child, and school. This lack of transportation and poor attitude towards the value of education. Several of the students who participated in the focus groups

4.6.4. School factors

Lack of relational areas within the school was the number one cause the students place with regard to their absenteeism and truancy. Most students have the idea that the school does not have enough of a compound to be a good enough recreational area for all of the students. One student responded, *"Sometimes, yes, I miss classes when I want to go to play soccer because there isn't a big field to do it in the school compound. I just don't seem to say no when my friends call me and ask me if I wanted to play soccer with them."*

Even the parent interviewees mention that the lack of recreational areas have a negative influence on the students attendance by mentioning that *"yes, I would consider missing class if I had to stay the whole day sitting even during breaks"* On the questionnaires, lack of proper recreational areas was put as the number one cause for student's absenteeism

4.7. The effects of truancy on academic performance of students

Among the many factors that contribute to the educational wastage, a probable factor of which we hear more and more these days was certain degree of apathy or indifference towards studies and irregularity of attendance at classes among students. Truancy at school or absenting from classes was not a new phenomenon but had probably been there for centuries. Irregular attendance led ultimately to wastage and stagnation.

Educational wastage had been continued to be one of the dominant problem that educationist confront. Absence was the preliminary step that leads to wastage and stagnation.

The Chi-square diagnostic test result (table 4.9) founded to be 27.235 indicating that there was a significant association between sample male and female students about the

perception of poor academic performance at 5% probability level due to the computed value of 27.235 was greater than the critical value of 5.991, ($p < 0.05$, $df = 2$), thus Chi-square ‘goodness of fit’ was success. This means that the high frequency occurrence of poor academic performance considered by the two sex groups was different in proportion were 10.7 percent and 27 percent of male and female students accept that the effect of Truancy was high in academic performance, furthermore 35 percent and 7.5 percent of them also judge as medium respectively.

The effect of absenteeism practiced by male students were significantly different from female students regarding to wastage of learning time since the case processing of Chi-square test sig. value was less than the probability level, ($p\text{-value } 0.000 < @, 0.05$). 5 percent of male and 24.2 percent of female students replied as the effect of truancy is high for wastage of learning time while majority of male students (35.8%) expressed that the effect of truancy was medium in wastage of learning time. Similarly, the effect of truancy regarding to the degree of poor class & school performance by male students and female students was not significantly different or almost the same in proportion were 38 percent and 28.5 percent male and female students accept that the state of poor class & school performance was a high serious problem, because of the computed value of 3.185^a is smaller than the critical value of 5.991, ($p > 0.05$, $df = 2$).

In the study area, absenteeism of students had created poor relationship with teachers as accepted by almost all of male (54.7%) and all of female students (43% of the sample size), and there is not significant association between them, due to the computed value of 3.070^a is smaller than the critical value of 3.841, ($p > 0.05$, $df = 1$), at 5% critical value.

Parents eventually dropping out of school were high as the perception of 39.2 percent and 10 percent of male and female students described, and medium as 12.8 percent and 23 percent of male and female students' percept that parents eventually becoming plummeting out of school as the rate of absenteeism. The Chi-square diagnostic tool on the observed frequencies of male and female sample students with respect to their perception towards parents eventually dropping out of school is significantly differ from the expected frequencies at 5% confidence level, (where the calculated value 23.895^a is greater than the tabled value = 5.991).

Involvement in delinquent behaviour was also the effect of truancy and statistically significant difference between male and female students as 43.5 percent and 27.7 percent of them replied as high and medium respectively, at a priori @ level. Absenteeism of students also affects family instability in future, which may then be lonely and isolated. Sometimes groups felt that poor attendees' let them down, a feeling that was particularly evident when a school gave attendance rewards. A statistical analysis of Ch-square revealed that there is a significant different between male and female students regarding to Their perception towards family instability in future at a priori @ level, since the calculated value (24.706) is greater than the table value (5.991).

Lastly, the effect of truancy in social maladjustment was high severe problem as 36.2 percent of male 15 percent of female students replied, and 7.2 percent and 21.6 percent of them said it was medium in social maladjustment, respectively. And this is statistically, a significant different between the two counter parts of sexes students at a priori @ level.

Table 4.11.The effects of absenteeism

Variables	Response s	Effects of truancy in %			Pearson Chi- square	df	p- value
		Malen=5 7	Female n=43	Total (%)			
Poor academic performance	high	10.5	27	37.5	27.235 ^a	2	.000*
	medium	35.0	7.5	42.5			
	low	11.5	8.5	20.0			
	total	57	43	100			
Wastage of learning time	high	5.0	24.2	29.2	55.684 ^a	2	.000*
	medium	35.8	7.5	43.3			
	low	16.2	11.3	27.5			
	total	57	43	100			
Poor class & school performance	high	38	28.5	66.5	3.185 ^a	2	.203
	medium	13.2	14	31.2			
	low	5.8	0.5	6.3			
	total	57	43	100			
Poor relationship with teachers	yes	54.7	43	97.7	3.070 ^a	1	0.080
	no	2.3	0	2.3			
	total	57	43	100			
Parents eventually	high	39.2	10.0	49.2	23.895 ^a	2	.000*
	medium	12.8	23.0	35.8			

dropping out of school	low	5.0	10.0	15.0			
	total	57	43	100			
Involvement in delinquent behavior	high	43.5	15.3	58.8	24.706 ^a	2	.000*
	medium	9.3	27.7	37			
	low	4.2	0.0	4.2			
	total	57	43	100			
Family instability in future	high	33.3	31.7	65	23.781 ^a	2	.000*
	medium	20.3	11.3	31.6			
	low	3.4	0.0	3.4			
	total	57	43	100			
Social maladjustment	high	36.2	15.0	51.2	11.409 ^a	2	0.003**
	medium	7.2	21.6	28.8			
	low	13.6	6.4	20			
	total	57	43	100			

* Significant at or less than 5% probability levels. Source: Field survey, 2017/2018.

These, the finding suggested that previous school absenteeism negatively affect students' academic achievement. In turn, poor academic achievement affects negatively current school absenteeism.

CHAPTER FIVE

5.1 Summary, Conclusions and recommendations

5.1.2. Summary

This study aimed to investigate the root causes for student's absenteeism and truancy in selected schools and the prevalence of the situation within the study group.

The study was conducted in 4 schools located in zone one afar region Mille Secondary school, Logiya Secondary school, Chifera Secondary School. And Adar Secondary The schools consist of Mille, 500 students in both 9th and 10th grade (Females – 233) with 17 teachers Logiya 1000 students in both 9th and 10th grade (Females – 445) with 25 teachers, Chifera 405 students in both 9th and 10th grade (Females- 161) with 20 teachers. And Adar 160 students in both grade 9th and 10th (females35) with 13 teachers

The study designs to understand the status of the extent of absenteeism in the selected study group and followed a mixed research approach. Questionnaires, Interviews and Focus Group Discussion were used in the study.

Students who participated in the focus groups ranged between the ages of 15 and 20. Most of these students were in Grades 10 but around 30 % were of grade 9. Each focus group had 6 students participating in the interviews. For adult interviews and focus group discussions, purposive sampling was used in the selection of participants associated with the schools' administration and work environment (principals, chairman, and teachers), while convenience sampling was used for selecting the parents who were members of the school community. Of the 24 adult focus groups, it consisted of at-least eight teachers from each school were selected .out of these two teachers four higher officials like a principal and the rest were parents or other community members. A total of 166 questionnaires were provided to students and a total of 130 usable questionnaires were collected.

Most of the respondents (65%) reported that they had missed at least 2 classes in the school year and (85 %) at least once (Table 1) indicating the extent of absenteeism found in the selected schools.

The personal causes were also one of the highest with 33.89%. The highest was 34.8 % in not waking up early to go to school and not liking reading not to go to school with 33.6 %. The above Table shows that lack of enjoyment of the schools recreational areas takes the highest percentage with 25.81 %, followed by lack of strict rule the school has on punishing absentees Entertaining myself the whole day gets rid of my boredom and stress 34.8 % the community attitude towards attending school is negative (32.4 %), students don't wake up early to go to school have a negative influence on students attendance (34.8 %) The school does not have enough teaching materials,(34.9 %), and lack of appeal to the school's environment were among the top reasons for students absenteeism and truancy.

The student interviews and focus group discussions revealed similar results. These are:- lack of enjoyable school areas, discouraging school subjects, the Friday mentality and lack of appeal of the school environment were the top 4 causes identified by the respondents.

From the identified 18 vital causes, the top ten causes were attributed to Lack of strict school rule, no value placed on education by students and/or parents, Friday mentality, poor student grades, financial constraints, lack of parental control, Lack of proper recreational areas in the school, peer pressure, unattractive school environment and students staying home to take care of siblings took the top ten causes.

In comparison, the data collected from parents, teachers & worda experts and student respondents, some differences were identified. On the adult data, it implied that lack of strict school rule was placed first but on the student's data, lack of enjoyment on school recreational areas was thought to be the major cause. But, even though their rating differed, both groups (adult and students) identified similar causes for absenteeism. And both groups placed much focus on student factors like lack of value towards education and school factors like lack of enjoyable school areas and lack of strict school rule.

5.1.3. Conclusions

This study has shown that the problem of absenteeism is examine the major problems of absenteeism like personal factors, family factors, school factors, recreational factors and its effects. On average, the current absenteeism of the study area was higher in Logya (mean 11.7) and lower (mean 7.6) in Adaar, and higher in female students (11.25) in both grade levels. The findings of study noticed that students who have negative academic self-perception, negative attitudes towards teacher and school, lack of goal, and lack of motivation, are more likely to have school absenteeism. Findings also showed that students, whose parents have low educational level and low income, are more likely to have high level of school absenteeism.

In other words, the lower educational levels of parents may evaluate as a risk factor for students' school absenteeism. Finally, findings noticed that students' academic achievement was affected by absenteeism, which in turn, predicted future school absenteeism.

The study also has shown the majority of the causes for students absenteeism and truancy stem from personal causes of poor grades, lack of value towards education and the Friday mentality and the school causes of unattractive school environment, lack of proper school recreational areas and discouraging subjects. Some educators view absenteeism as a problem between the school and its students. And this study also suggested that majority of the causes could be followed back to their root causes that deeply lie on their personal causes and the attributable. School causes. But this is in no way to imply that they are the only two factors: family financial constraint is still a burden on a number of students and parents poor attitude towards education and school still takes a toll on their children. Even the community factors of unavailability of transportation, poor community attitude towards education, abundance of recreational areas and peer pressure are still factors to be dealt with when it comes to managing the problem.

In general, absenteeism is very serious issues that should be mitigated the schools, students, parents and others

5.1.4. Recommendations

To address the research findings, the researcher had put vital recommendations to have healthy school environment program as follow:

There was a lack of connection between the school and parents, and when the school took action the parents were surprised and often reacted poorly to the news rather than being willing to partner with the school to correct the issue. Therefore, school management

Committee should saw in detail the issue and calling parents regularly to lead the school as the key stakeholders in cooperation with the school. The principal should also organize regular parents meetings to sensitize them on the effects of truancy as well as train them on some basic counselling skills to enable them handle their truant children. Guidance and Counselling need to be strengthened by the school, at home and the community at large, to alleviate the effects; school should involve the parents of the truants to jointly counsel these truants.

Schools would be beneficial for students that teachers should be controlling students during they enter in class, at a break and at the end of the class to manage the student who escaped during class.

The school should be organizing messages that comes from different stakeholders, and used as a resource for planning to minimize absenteeism, then after putting action plans and controlling mechanism for absenteeism.

Best practices should be encouraged and should be given incentives to best implementers scale up the actions in all stakeholders and institutions as a whole.

The *wereda* educational officers should be giving short term training for stakeholders who have close contacts with students.

The school should provide recreational centers in schools and fulfilling other suitable school physical resource to have attractive centers of the institution. It is by making the teaching practical and sound for the betterment of students' success.

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APPENDIX 1

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (translated paper)

Questionnaires for pupils

The purpose of this questionnaire is to assess the causes of frequent absenteeism in selected schools in zone one secondary schools in Afar and propose possible recommendation. Honest and forward answers would be greatly beneficial to the study. And I would like to thank you in advance for your cooperation while requesting you to give your personal opinion to this questionnaire.

Instructions

A. I would like to request you to give concise and clear answers to the questions provided in this questionnaire

B. For the reasons considered causes for student's absenteeism and truancy, please put in –

I agree completely I agree, I don't understand, I don't agree, I don't agree, at all in the spaces provided after the sentences by putting a mark in the appropriate boxes.

1. I agree completely

2. I agree

3. I don't understand

4. I don't agree

5. I don't agree at all

Please put in general information in the spaces provided below
School Name _____

Grade level _____

Number of missed school days _____

Sex – Male

Female

Age: -----

No	Recreational Causes for school absence	1	2	3	4	5
1	I would instead spend my time recreating in my house than going to school					
2	Spending entertaining myself the whole day gets rid of my boredom and stress					
3	Going to my recreation place instead of school is more enjoyable for me					
4	There are enticing recreational centres or items that keep from going to school.					
	Familial Causes from school absence					
5	My family is not home to know whether I go to school or not					
6	There is quarrelling at home that stresses me					

7	My family doesn't want me to go to school					
8	My family doesn't care whether I go to school or don't					
9	My family care for another sibling or person in the house more than me					
10	My family separation or divorce doesn't encourage me to go to school					
11	Work load in the house forces me to stay at home					
12	My family would rather have me work than go to school					
13	I am a source of income for my family so that I can't always attend school					
14	I don't have aid from home on my school work					
15	I have no financial support from home which prevents me from properly attending school					
	Community Causes of absenteeism					
16	There are people who threaten or bully me on my way to school					
17	There are not a lot of people who don't go to school who have influence on me not to go to school					
18	There are abundant recreational areas in my community					

19	My community attitude towards attending school is negative					
	School causes for absenteeism					
20	The table and chair are not comfortable which are not incentive for attending					
21	The classroom is not welcoming to attend					
22	There are students who disturb me that keep from 1 2 3 4 5 attending regularly					
23	There are not enough teaching materials in school which in not welcoming to attend					
24	I have a quarrel with my teacher or teachers that prevents from attending regularly					
25	The teaching style of my teachers is not welcoming					
26	The school's rules for following up absentees is not that strict					
27	The school's rules for punishing absentees is not that strict					
28	The school's recreational areas does not enjoy me that much					
29	The school's environment is not a welcoming place					
30	The school does not have enough teaching materials					
31	Being absent from school is common in the					

	school setup					
32	There are people who bully me inside school					
33	I don't feel like to going to school on Fridays					
34	There are people who discriminate or stress me inside school					
	School pupils factors					
35	Students laugh when I answer questions					
36	My friends call me to enjoy myself in school hours					
37	People laugh and ridicule me when I go to school					
38	It is below my friends to attend school which lessens my attitude toward attending school					
	Personal causes for absenteeism					
39	I go to school just because someone else forces me					
40	I don't like my school results which have a negative influence on me					
41	I don't care about my school work					
42	There are some subjects I don't like that discourage me from attending					
43	I don't like reading and that discourages me from attending					
44	I don't like attending on teachers who are					

	strict or have a negative attitude					
45	I don't wake up early to go to school					
46	I have an illness that prevents me from attending school at one time or another					
47	I like to stay home even when I have a small illness					
48	I have personal stress that prevents me from going					

If any comment-----

The Effects of truancy

Variables	Effects of truancy		
	high	medium	Low
Poor academic performance			
Wastage of learning time			
Poor class & school performance			
Poor relationship with teachers			
Parents eventually dropping out of school			
Involvement in delinquent behavior			
Family instability in future			
Social maladjustment			

Adult and students semi structured interviews questions

1. Where and why are students continually absent from school?
2. What are the major factors which contribute to student absenteeism and why?
3. What are the school factors which may have impacted on student absenteeism?
4. What are the community factors which may have impacted on student absenteeism?
5. What are the family factors which may have impacted on student absenteeism?
6. What are the students' factors which may have impacted on student absenteeism?

ተ.ቁ	ከት/ቤት ለመቅረት የሚገፈፉ የመዝናኛ ጉዳዮች	1	2	3	4	5
1	ት/ቤት ከመምጣት ይልቅ ቤት እየተዘናናሁ ማሳለፍ መርጣለሁ					
2	ምርጫዬ መዝናኛ ቦታ ቀኑን ማሳለፍ ያለብኝ ድብርትና ጭንቀት ያጠፋልኛል					
3	ት/ቤት ከመሄድ ይልቅ የማዘወትረው የመዝናኛ ቦታ መሄድ እመርጣለሁ					
4	አካባቢዬ /መንገዴ ላይ እንዳልሄድ የሚገፈፉ መዝናኛዎች አሉ					
	ከት/ቤት ለመቅረት የሚገፈፉ የቤተሰብ ጉዳዮች					
5	ቤተሰቦቼ እቤት ስለማይረኖሩ ብቀር የሚያውቅ የለም					
6	ቤተሰቦቼ ውስጥ እርስበርስ ጥልቅራኔ አለ					
7	ቤተሰቦቼ ት/ቤት በአጠቃላይ እንድሄድ አይፈልጉም					
8	ቤተሰቦቼ ት/ቤት ብሄድም ባለሄድም አይጨነቁም					
9	ቤተሰቦቼ ከእኔ በላይ የሚጨነቁለትና የሚንከባከቡት ሰው ቤት ውስጥ አለ					
10	የቤተሰቦቼ መለያየት ት/ቤት እንድሄድ አይገፈፉኝም					
11	የቤት ውስጥ የስራ ጫና ወደ ት/ቤት እንዳልሄድ ይዳርገኛል					
12	ቤተሰቦቼ ከት/ቤት ይልቅ የቤት ስራ እንድሰራ ይፈልጋሉ					
13	ለቤተሰብ ገቢ ለማስገባት ከት/ቤት የሚያስቀሩኝ ስራዎች ወይም ተግባራት አሉ					
14	ቤት ውስጥ በትምህርት ጉዳይ የሚረዳኝ ሰው የለም					
15	ቤት ውስጥ ለትምህርት አጋዥ መሳሪያዎች በገንዘብ የሚረዳኝ የለም					
	ከት/ቤት ለመቅረት የሚገፈፉ የአካባቢ ማህበረሰብ ጉዳዮች					

16	ሠፈር ውስጥ ወደ ት/ቤት እንዳልሄድ/ሰሄድም የሚያስጨንቁኝ/ የሚያስፈራሩኝ ሰዎች አሉ						
17	ሰፈር ውስጥ ወደ ት/ቤት የሚሄድ ብዙ ሰው የለም						
18	ሰፈር ውስጥ ብዙ የምዝናናባቸው ቦታዎች አሉ						
19	ሰፈር ውስጥና አካባቢ ውስጥ ለትምህርት ያላቸው አመለካከት ዝቅ ያለ ነው						
	ለመቅረት የሚገፋፉ የትምህርት ቤት ጉዳዮች						
20	ጠረጴዛና ወንበሮች አይመቹም ስለዚህ ለመምጣት አይገፋፋኝም						
21	የክፍሉ መልክ ለትምህርት አይገፋፋም						
22	እንዳልማር ክፍሉን የሚረብሹ ተማሪዎች አሉ						
23	ት/ቤቱ በቂ የመማሪያ እቃዎችና መጽሀፍት የሉትም						
24	ከአስተማሪ/ አስተማሪዎች ጋር ቅራኔ አለኝ						
25	የአስተማሪዎች የማስተማር ሁኔታ አልተመቸኝም						
26	ት/ቤቱ ለቀሪዎች ያለው ቁጥጥር ዝቅ ያለ ነው						
27	ት/ቤቱ ለቀሪዎች ያለው ቅጣት ዝቅ ያለ ነው						
28	የት/ቤቱ መዝናኛ ቦታዎች ደስታ አይሰጡኝም						
29	የት/ቤቱ ህጎች በጣም የጠበቁ ናቸው						
30	ት/ቤቱ በቂ የመማርና የማስተማሪያ እቃዎች የሉትም						
31	ት/ቤቱ ውስጥ መቅረት የተለመደ ነው						
32	ት/ቤት ውስጥ የሚያስፈራራኝ/ የሚጨቁኝ ሰው/ሰዎች አሉ						
33	አርብ ቀን ት/ቤት መሄድ ደስ አይለኝም						

34	ት/ቤት ውስጥ የሚያገለግል/የሚያገለግሉ ሰዎች አሉ						
	ከት/ቤት ለመቅረት የሚገፋፉ የተማሪ ጉዳዮች						
35	ጥያቄ ስመልስ ተማሪዎች ይሰቁብኛል						
36	እንዝናና ብለው ጓደኞቹ ሲጠሩኝ በትምህርት ሰዓት እሄዳለሁ						
37	ት/ቤት ስውል ስሄድ የሚቀልዱብኝ/ የሚሰቁብኝ ተማሪዎች አሉ						
38	ከጓደኞቹ በኩል ት/ቤት መሄድ/ መዋል ዝቅ ያለ ተግባር ነው						
	ከት/ቤት ለመቅረት የሚገፋፉ የግል ጉዳዮች						
39	ት/ቤት የምሄደው የሚገፋፉ ሰዎች ስላሉ ነው						
40	የት/ቤት ውጤቶቹ ያስከፉኛል						
41	ለትምህርት ጥቅም ጭንቀት የለኝም						
42	የሚደብሩኝ ትምህርቶች አሉ						
43	ትርፍ ሰዓቱ ላይ ማንበብ አልፈልግም						
44	የት/ቤት ህግ አጥባቂ አስተማሪ ክፍለጊዜ ላይ መግባት አልፈልግም						
45	ከእንቅልፌ ጠዋት ቶሎ አልነቃም						
46	ት/ቤት እንዳልሄድ የሚያስገድደኝ ህመም አለ						
47	ትንሽም ሲያመኝ መቅረት እመርጣለሁ						
48	ስለራሴ ሰውነት የሚያሰጨንቁኝና እዳልሄድ የሚገፋፉ ኝንገሮች አሉ						

ጨማሪ ሀሳብ ካለ -----
