



REVIEW ARTICLE

CHRONIC ABSENTEEISM FACTORS AND ACADEMIC ACHIEVEMENT IN SELECTED SENIOR HIGH SCHOOLS

Frank Asamoah Antwi

Department of Human Resource and Organizational Development, Kwame Nkrumah University of Science and Technology.

*Corresponding Author Email: cwameduah@gmail.com

This is an open access journal distributed under the Creative Commons Attribution License CC BY 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

ARTICLE DETAILS

Article History:

Received 25 October 2022
Revised 05 November 2022
Accepted 13 December 2022
Available online 15 December 2022

ABSTRACT

The main purpose of the study was to address the factors of chronic absenteeism and its effect on students' academic performance among selected senior high schools in Ghana. The main research design was descriptive. The population of the study is approximately 5000, and a convenient sampling technique yielded a sample size of 3500. The analysis's analytical unit was the student. Questionnaires were utilized as the data collection tool. Given the detrimental effects on both teaching and learning, student absenteeism has grown into a canker that needs to be eradicated from our Ghanaian educational system. It was realized that school factors contribute massively to students' absenteeism. Furthermore, it was drawn that poor teaching skills of teachers contributes immensely to students' absenteeism. Hence, the effect on students' academic performance. It was recommended that policy makers should pay much attention to various contributing factors that account for absenteeism on students for the improvement or their schooling career. Again, skills of teachers should enhanced massively to make students always stay in class in a school.

KEYWORDS

Chronic absenteeism, academic performance, student-specific factors, family-specific factors, school-specific factors, community-specific factors.

1. INTRODUCTION

Chronic absenteeism differs from truancy. McKinney sees a child truant as "a child who often stays away from school without any good reason" (McKinney, 2013). Truancy can appear as "fractional truancy," in which students are absent from certain classes or arrive late, leave early, or don't show up at all (Cook and Ezenne, 2010). The term "absenteeism" was legislated by the California legislature in 2010 through SB1357 (Steinberg) as a student who is absent for at least 10% of the school year, or around 18 days, for any cause (excused or unexcused). A student is deemed chronically absent if they miss 10 or more school days or more than 10% of the school year, according to the Education Commission of the States, who also notes that the average number of school days in most school years is 180. The criteria for persistent absenteeism vary. Education in the nation is hampered by persistent absenteeism, which is a nationwide issue. The number of pupils who don't go to school every day in the country is thought to be between 5 million and 7.5 million (Balfanz and Byrnes, 2012). According to educators, it's imperative for students to consistently attend class if they want to establish and maintain a foundation for lifelong learning and academic achievement (Epstein and Sheldon, 2007). Students who don't show up to class miss out on crucial instruction that frequently cannot be made up. They miss out on what might be best referred to as incidental learning, which occurs in the classroom through constant talk and dialogue. Students who are absent from class have less opportunity to learn the lessons that will help them excel in school later on (Epstein and Sheldon, 2007).

In Ghana, according to G.E.S, Students' absenteeism can be explained as an individual overall regular staying away from school without any good reason. For a school going student to stay in the house or away from school without any tangible reason amount for punishment. G.E.S has brought up

with twenty-one define and clear-cut days of student absenteeism within an academic term. With a period of twenty-one days of a student's absence from school without any vivid reason, the student is dismissed. Secondary schools are set up to provide the best quality candidates for universities and offer service to its students to become useful men and women in the society and the country at large. Senior High Schools are becoming more aware of the effects of students' persistent absenteeism of which the few selected Senior High Schools are not exempted. Students' absenteeism can be explained as an individual overall regular staying away from school without any good reason. Absenteeism nowadays cannot be separated from the individual who is a student. Consequently, given the character of pupils, it has become essential. Therefore, it is not surprising that this behavior is increasing among primary, intermediate, and tertiary school students. Certain factors that account for students' chronic absenteeism is a major talking point.

These include community factors, student factors, school factors, and family factors. Assessing students' absenteeism provides a way that senior high schools can focus directly on issues of quality development in order to ensure their academic performances. Because students miss out on the chance to learn new skills when they miss class, it is problematic to deduce the effect of absence on performance. Additionally, it has been demonstrated that absences from school in the early grades have a detrimental impact on students' intellectual, social, and emotional results (Chang and Romero, 2008). Consequently, the goal of this study was to evaluate chronic absenteeism factors and academic achievement in selected senior high schools in Ghana. This research would help increase our understanding of the reasons behind students' chronic absenteeism and how it affects academic achievement. Also, it would help management of senior high schools to develop strategies to eradicate absenteeism among students. The results of this study can assist the government and

Quick Response Code



Access this article online

Website:
www.educationsustainability.com

DOI:
[10.26480/ess.01.2023.07.11](http://doi.org/10.26480/ess.01.2023.07.11)

its agencies, including Ghana Education Service, Ministry of Education, West Africa Examination Council, and others, in formulating new policies and improving existing ones to address students' absenteeism in Ghanaian high schools. Lastly, the results of this study would be used as a source of reference in academia and for additional research.

2. LITERATURE REVIEW

2.1 Theoretical Framework

Putting together work, Tinto developed a model of student exit that describes the factors that lead people to drop out of colleges and universities before receiving their degrees (Spady, 1971). According to Tinto's idea, attrition results from a lack of institutional and student uniformity. According to Tinto's thesis, two underlying commitments—commitment to an educational aim and commitment to the institution—are shaped by the student's desire and academic aptitude and the academic and social qualities of the institution. Therefore, the likelihood of continuing in college increases with the extent of institutional commitment or the objective of completing college. According to his concept, a student's pre-enrollment commitment to their goal (earning a degree) and the institution they planned to attend was influenced by a variety of individual characteristics. Tinto emphasizes the importance of an individual's personal qualities, pre-college experiences, and family history in determining their objective and institutional dedication. Individual characteristics include elements like ethnicity, sex, and academic aptitude. The contribution of external influences in determining perceptions, commitments, and preferences has been a significant lacuna in Tinto's theory and related research. Programs that focus on factors other than institutional ones in order to increase enrolment and reduce attrition (that is, ability to pay, parental support). Despite this drawback, studies have discovered that the Student Integration Model is helpful in examining the influence of external factors like finances and significant other's influence.

2.2 Absenteeism

According to studies, student absenteeism is a global issue that affects underdeveloped nations more than industrialized ones. Learning is hindered by absenteeism. The foundation of the educational system is the belief that kids will go to school (Balfanz and Byrnes, 2012). Absenteeism is a major predictor of decreased social and personal success in addition to being a sign of poor academic performance (Williams, 2001). It is challenging to lay a strong basis for accountability and discipline when there is high absenteeism. In other words, youth absenteeism is linked to many other risk variables and is thought to be a predictor of academic failure. Absenteeism could signal the start of a process that could lead to academic failure or dropping out of school if no action is taken.

Chronic absenteeism goes beyond teaching assessments, which have a narrow focus of the student learning experience. The following are some of the definitions and explanations provided by some authors. Chronic absenteeism is defined as missing 20% or more of the total number of school days in a year (Cook and Ezenne, 2010). The term "chronically absent" was specified by the California legislature in 2010 through SB1357 (Steinberg) as a student who is absent for at least 10% of the school year, or around 18 days, for any reason (excused or unexcused). In most districts, a student who skips 18 days or 10% of the school year is considered to be in academic difficulties (Balfanz and Byrnes, 2012). This is "chronic absence". Chronic absenteeism refers to students who repeatedly miss school for any reason (Sanchez, 2012). Chronic absences create a problem that persists in the form of subpar academic achievement as well as significant behavioral and developmental problems (Castro et al., 2008; Chang and Romero, 2008).

The goal of education is to enhance a student's whole growth in addition to having an impact on their knowledge. As a result, Senior High Schools, colleges, and institutions use data on student absences and attendance to better understand students and alter campus settings to create ones that are better suited for student achievement. According to a review of the literature, the underlying causes of children' non-participation in school can be divided into four main categories: student-specific, family-specific, school-specific, and community-specific (Black et al., 2014).

2.3 Student specific

Students who are absent frequently feel unsafe at school. They believe they are lacking socially or academically. They dislike the lessons and have fewer favorable school experiences than those who consistently go (Clark, 2008; Williams, 2001). Other outcomes, according to some studies, include a lack of desire to wake up in the morning, harsh punishment, sleeping in,

failing to finish homework, being in a grade that is one level above or below the typical grade level, switching to a new school in the middle or at the start of the school year, experiencing extreme test pressure, feeling constantly ill, and having siblings who are frequently absent (Gentle-Genitty, 2008; Reed, 2000). Student-specific factors are those that are caused specifically by students, such as poor academic achievement, repeating one or more grades, harmful peer pressure, and bullying. Children with special needs; Children with disabilities—physical, mental, and emotional—are less likely to start school with their peers. Bullying is defined as a type of aggression in which the aggressive act is meant to harm, occurs repeatedly, and involves a power imbalance between the bully and the victim (World Health Organization). Up to 90% of children with impairments do not attend school in some developing countries, especially in rural regions (UNICEF, 2007).

2.4 Family specific

The parent of a student has a big influence on his or her attendance at school (Clark, 2008). Students look up to the family's level of regard for education as a role model. Parents' main duty is to make sure their kids go to school on a regular basis. Children's attendance and punctuality are significantly impacted by the circumstances at home. One of the main causes of school absence may be poor parental management and lack of persistence (Pehlivan, 2006). The reasons that result in absenteeism because of the family are those that are family specific. Examples include families with lower incomes, parents who are less involved in their children's education, and households with more domestic duties (the situation where large families have more people whose basic needs must be met).

2.5 School specific

Students' choices on school attendance are influenced by elements relating to the school. Absenteeism is a problem that is exacerbated by a school's attitude and laws against it. Some school practices are inconsistent and ineffective at lowering absenteeism. Students will choose not to attend school if it is chilly, unsafe, or has a culture that tolerates bullying (Clark, 2008; Cowley, 2012). Students who do not feel committed to their education would not want to attend school, which would enhance their sense of alienation. The factors that affect absenteeism across the entire institution are school-specific. Bad student-teacher interactions, poor school conditions or a lack of amenities, low-quality teachers, and poor geographic access to the school are a few examples of school factors that contribute to chronic absenteeism.

2.6 Community Specific

Socioeconomic issues, geography, regional attitudes, and a lack of community self-esteem were the main community determinants. The elements that originate in the society or the community where the student hails from are known as community-specific factors. Examples include the availability of jobs that don't require a degree, the absence of laws and policies requiring a minimum level of education, the dearth of social and educational support services, and the inadequate physical infrastructure, including water, electricity, and transportation.

2.7 Student Absenteeism on Academic Performance

Overall research testifies that students who attend class on regular basis perform better in all subjects and all assessments as compared to their peers who usually absent themselves from class. The core of the educational system is how well pupils perform academically. Any educational institution's success or failure is determined by how well its pupils do academically. It's know from experience and from study that student absenteeism hindered learning. The performance of the students is adversely affected by frequent absent. The number of days a student spends away from the classroom tends to have an impact on performance in standardized tests. The idea that greater student absences affects academic performance is supported by actual data, according to a study of the literature.

3. METHODOLOGY

3.1 Research design

Orodho defines research design as the arrangements of conditions for collecting and analyzing of data in a manner that meet the aims of the research purpose with economy in the procedure (Orodho, 2009). A descriptive survey is a type of inquiry that just and accurately observes current phenomena before precisely describing what is observed. The best method for data collection for the purpose of describing a population large enough to be observed directly is probably a descriptive survey. These mechanisms were used to provide appropriate information about the

study and how to decline student absenteeism which will enhance better academic performance, this research used a descriptive survey design. The population of the research study was the number of participants about which the investigation was made. The population of students in the schools is about 5000. According to Orodho, a sample is a small portion of a larger population that is believed to be representative of the entire population (Orodho, 2009). According to the sample size is determined by the questions being asked, the goal of the investigation, the issues at hand, what will be beneficial, what will be credible, and what can be accomplished given the time and resources at hand (Patton, 2002). Non-probability sampling was used in the investigation. In order to participate in the study, a convenient sample of 3500 students was chosen. This sampling technique was necessitated by the unwillingness of most of the potential respondents to respond to the questionnaire.

The research instruments refer to the tools used in collecting data for the study. The primary data can be collected through questionnaires (Surbhi et al., 2016; Suhartini, 2015). Based on the nature of the study, the researcher found that it was most appropriate to use questionnaires. A questionnaire offers a significant advantage in administration because it gives a lot of people a consistent stimulus potential at once and makes it simple for the researcher to gather data. In addition to ensuring anonymity, questionnaires also gauge attitude and elicit other data from participants. The researcher employed a questionnaire which was designed to solicit information from students. Ticking strongly agree, agree, neutral, disagree, or strongly disagree indicated agreement or disagreement on the closed-ended questions. The use of questionnaires was chosen because they are simple to assess, provide accurate and pertinent information to a study issue, reduce the possibility of biases, and offer quantitative results. The researcher approached the assistant headmaster academics to seek permission to administer the research questionnaire to students. Explanation regarding the purpose of the research was communicated to the assistant headmaster and permission was granted. I respectfully explained the questionnaire to the students, and the reason behind the data collection and a room was allowed to ask any question that seemed to border them. The researcher's intention to collect data from the class was communicated to the representative of the class a day before. The data collection was under direct control and supervision of the researcher.

The degree to which an instrument is accurate and appropriate for the study is referred to as its validity. The goal of the validity was to determine how accurate the measure was for that particular use. The questions on the survey were written in plain and straightforward language. Pre-testing the research tool and using the Cronbach's Alpha reliability co-efficient helped to demonstrate the tool's reliability. The scale for the study is credible, according to the alpha co-efficient of 0.98 achieved after selecting 200 participants. Utilizing the Statistical Package for Social Scientist Version 25 for data entry and analysis. The information was then summarized, judgments were reached, and suggestions for future research and policy were made. By using two surveys at two different times with a 5-month gap between them, the study was able to reduce the impacts of common method bias (CMB). To keep track of participant responses and return rates, codes were allocated to the two surveys. In August 2021, the researcher collected data on participants' demographics and opinions regarding academic success. The researcher evaluated participant perceptions on the causes of chronic absenteeism in February 2022. By requesting participants not to identify anything that could reveal their identity on the questionnaire, the threat of CMB was further reduced. Further assurances were given to participants on the study's intellectual motivations.

4. RESULTS OF THE STUDY

4.1 Data Analysis and Results

Background analysis of the data describes respondents' age, accommodation type, and gender. Data obtained from the administered questionnaire shows that 1300 respondents were in the age group below 16 years representing 37.14%, 1800 respondents were between the ages of 16 to 20 years, representing 51.43%, and 400 respondents were in the age above 20 years representing 11.43%. Again, from the obtained questionnaire, 7 respondents were students who were on campus accommodation type, representing 20%, 28 respondents were students who stay off campus representing 80%. Additionally on gender, out of the 3500 respondents, 2100 were males representing 60% and 1400 were females representing 40% of the respondents.

4.2 Causes of Students Absenteeism

Black, Seder, and Kekahio, indicates that the underlying factors that keep students from participating in school fall into four broad themes: student-

specific, family-specific, school-specific, and community-specific (Black et al., 2014). Various statements on the reasons why Student absent themselves from class were presented to respondents to indicate the extent to which they agree or disagree to the various causes of teacher absenteeism by ticking strongly disagree, disagree, neutral, agree and strongly agree.

4.3 Student Factors That Contributes to Students' Absenteeism

1000 students constituting 28.6% strongly agree, 1800 students constituting 51.4% agree, 200 students constituting 5.7% neutral and 500 students constituting 14.3% are disagree on the assertion bullying prevents me from going to school whilst none of the students strongly disagree. 500 students constituting 14.3% strongly agree, 2000 students constituting 57.1% agree, 300 students constituting 8.6% neutral, and 500 students constituting 14.3% are disagree that lack of personal interest in studies keeps me absent while 200 students constituting 5.7% strongly disagree. 1200 students constituting 34.3% strongly agree and 2000 students constituting 57.1% agree that Sickness prevents me from going to school while 200 students constituting 5.7% disagree and the remaining 100 students constituting 2.9% strongly disagree. 1500 students constituting 42.9% agree and 500 students constituting 14.3% are neutral on the assertion, I am always influence by peers to stay out of school whilst 1200 students constituting 34.3% disagree and 300 students constituting 8.6% strongly disagree. The average of the mean and standard deviation of the respondents on student factors that contribute to students' absenteeism is 3.65 and 1.01 respectively. This shows clearly that the majority of the students agree to the fact that student factors that contribute to students' absenteeism since the average mean is approximately to 4 which represents agree.

4.4 Family Factors That Contribute to Students' Absenteeism

This section asks respondents to rate how family factors contribute massively to students' absenteeism. The responses are to indicate the extent of evidence for the statements. From the results, 1100 students representing 31.4% strongly agree and 2000 students representing 57.1% agree that inadequate financial support keeps them off from school while 200 students representing 5.7% disagree and the remaining 200 students representing 5.7% strongly disagree to the fact. 700 students representing 20% strongly agree, 1300 students representing 37.1% agree and 200 students representing 5.7% are neutral on the assertion more responsibilities on me in the house prevents me from going to school whilst 1000 students representing 28.6% disagree and the remaining 300 students representing 8.6% strongly disagree. 600 students representing 17.1% strongly agree, 1900 students representing 54.3% agree and 300 students representing 8.6% are neutral that low parent involvement accounts for students' absenteeism while 600 of the students representing 17.1% disagree and the remaining 100 students representing 2.9% strongly disagree. 300 students representing 8.6% strongly agree, 1800 students representing 51.4% agree and 200 students representing 5.7% are neutral that too much pampering from family leads to absenteeism while 700 of the students representing 20% disagree and the remaining 500 students representing 14.3% strongly disagree. The average of the mean and standard deviation of the respondents on student factors that contribute to students' absenteeism is 3.55 and 1.18 respectively. It is therefore clear that students agree to the fact that student factors contribute to students' absenteeism because the average mean corresponds to 4 which means agree.

4.5 School Factors That Contributes to Students' Absenteeism

This section asks respondents to rate how school factors contribute to students' absenteeism. 8.6% of the students strongly agree, 54.3% of the students agree and 2.9% of a student is neutral that Poor infrastructural facilities in the school accounts for students' absenteeism while 22.9% of the students disagree and the rest of the students (11.4%) strongly disagree. 22.9% of the students strongly agree, 57.1% of the students agree and 5.7% of the students are neutral that poor teaching skills of teachers contributes massively to students' absenteeism while 8.6% of the students are disagreeing and the remaining students (5.7%) strongly disagree. 34.3% of the students strongly agree, 51.4% of the students agree and 2.9% representing a student is neutral on the assertion transportation issues for students leads to students' absenteeism while the rest of the students (11.4%) disagree. 14.3% of the students strongly agree, 71.4% of the students agree and 5.7% representing 200 students are neutral on the assertion poor student-teacher interaction accounts for absenteeism while the rest of the students (8.6%) disagree. The average mean on school factors that contribute to students' absenteeism is 3.77 and the average standard deviation is 1.00. This shows that students agree to the fact that school factors that contributes to students' absenteeism since its mean is approximately to 4 which means agree.

4.6 Community Factors That Contribute to Students' Absenteeism

The results depict 200 students representing 5.7% strongly agree and 1800 students representing 51.4% agree that unavailability of job opportunities in the community after schooling accounts for absenteeism while 900 students representing 25.7% disagree and the remaining 600 students representing 17.1% strongly disagree. 700 students representing 20% strongly agree, 1900 students representing 54.3% agree and 300 students representing 8.6% are neutral that poor physical infrastructure such as water, electricity accounts for absenteeism while the remaining 600 students representing 17.1% disagree. 600 students representing 17.1% strongly agree, 1200 students representing 34.3% agree, and 400 students representing 11.2% are neutral on the assertion that lack of effective role models in the community accounts for students' absenteeism while 700 students representing 20% disagree and the remaining 600 students representing 17.1% strongly disagree. 600 students representing 17.1% strongly agree, 2100 students representing 60% agree and 100 students representing 2.9% is neutral on the assertion that lack of social and education support services in the community while 400 students representing 11.4% disagree and the remaining 300 students representing 8.6% are also strongly disagreeing. The mean is approximately 3 which shows that students are not certain (neutral) that community factors account for students' absenteeism.

4.7 The Effect of Students' Absenteeism on Their Academic Performance

This section asks respondents to rate the effect of students' absenteeism on their academic performance. The responses are to indicate the extent of evidence for the statements asked. Results shown that 800 students constituting 22.9% strongly agree, 2200 students constituting 62.9% agree and 100 students constituting 2.9% is neutral that absenteeism affects the student's participation to oral discussions with 300 students representing 8.6% disagreeing and 100 students who is represented by 2.9% strongly disagree. 1000 students constituting 28.6% strongly agree, 2000 students constituting 57.1% agree and 200 students constituting 5.7% are neutral that active involvement of students during lessons improve students' participation in class absenteeism affects the student's performance in group works whereas 200 students representing 5.7% disagree and 100 students representing 2.9 strongly disagree. 1500 students constituting 42.9% strongly agree and 1800 students constituting 51.4% agree absenteeism affects the student's scores in quizzes while the remaining 200 students constituting 5.7% disagree. 1000 students constituting 28.6% strongly agree, 1800 students, 51.4% agree and 200 students constituting 5.7% are neutral on the assertion absenteeism affects the student's social relation with teachers with 400 students representing 11.4% disagreed and 100 students representing 2.9% strongly disagree. 500 students constituting 14.3% strongly agree, 1300 students constituting 37.1% agree and 200 students constituting 5.7% are neutral on the assertion absenteeism affects the student's social relations with classmates while 1000 students representing 28.6% disagreeing and 500 students representing 14.3% strongly disagree. 1000 students constituting 28.6% strongly agree and 2200 students constituting 62.9% agree absenteeism affects the students' contribution to lesson application while the remaining 300 students constituting 8.6% disagree. 1000 students constituting 28.6% strongly agree, 2000 students representing 57.1% agree and 200 students constituting 5.7% are neutral absenteeism affects the student's speed of analysis and comprehension while the remaining 300 students constituting 8.6% disagree. 800 students constituting 22.9% strongly agree and 2200 students constituting 62.9% agree absenteeism affects the student's discussion in topic convincingly whereas 400 students representing 11.4% disagree and 100 remaining students constituting 2.9% strongly disagrees. 800 students constituting 22.9% strongly agree and 2500 students constituting 71.4% agree absenteeism affects the student's expressing ideas clearly through writing whilst 100 students representing 2.9% is disagreeing and the remaining 100 students constituting 2.9% strongly disagree. 300 students constituting 8.6% strongly agree and 2900 students constituting 82.9% agree absenteeism affects the student's total examination points while 200 students constituting 5.7% disagree and 100 students representing 2.9% strongly disagree. The average mean and standard deviation effect of students' absenteeism on their academic performance is 3.9 and .92 respectively. This shows clearly that the students agree that students' absenteeism have an effect on their academic performance since the average mean is approximately to 4 which represents agree.

5. DISCUSSION OF THE RESULTS AND FINDINGS

The results from the respondents' responses are discussed, as well as the findings. Findings are the inferences drawn from the study's findings. Now,

based on the data, it can be said that; chronic absenteeism affects male students who are off campus or day students and also falls within the ages of 16-20. The judgment drawn also shows that students who are always absent are affected academically. The major finding shows that school factors have a strong linear relationship to the dependent variable (students' academic performance) ($r = 0.876$, $p \leq 0.01$). This can be said that; school factors contribute massively to students' absenteeism. Furthermore, it can now be drawn that; poor teaching skills of teachers contribute massively to students' absenteeism has a very strong linear and perfect positive relationship with students' absenteeism ($r = 0.954$, $p \leq 0.01$). The model summary was also developed. The researcher was much concern with the R-square. The R-square is the co-efficient determination. It talks about how the variance of the dependent variable is explained by the independent variables (R-square= 0.776). This shows that, 77.6% of the independent variables are good predictors of the dependent variable. That is, the independent variables (community factors, student factors, school factors, family factors) are good predictors of the dependent variable (academic performance).

6. CONCLUSION

In conclusion, a number of factors, including those related to the school, can help to tackle the issue of pupils who are chronically absent from school in Ghana. Majority intensely approved that school-specific factors leads to students' absenteeism which in other terms affects the students' academic performance. It should be understood that poor teaching skills of teachers contributes massively to students' absenteeism. The sample of the study was based on students' willingness to participate. Information from respondents was gathered via a questionnaire.

IMPLICATIONS

For practitioners, it is recommended that curriculum developers, whether teacher educators or classroom teachers, should give maximum or efficient advice and support to students to help them improve their regular attendance and acquire new knowledge to better their academic performance. Also, based on the findings of the research, it recommends that policy makers should pay much attention to various contributing factors that account for absenteeism on students for the improvement or their schooling career. It is recommended that management and administration should contribute efficiently toward the student specific factors and community specific factors to enhance the attendance of students. Once more, the study's findings must be used to aid the school administration and the parents of the worried pupils hold a constructive conference discourse. Finally, responsible organizations and people in their particular industries can take action to find solutions to the various problems caused by absenteeism.

SUGGESTIONS FOR FURTHER RESEARCH

The following are the suggestions for the study for further research work to be done. This research work was limited to a sample size of population which made it difficult to identify the various satisfactions on the larger population. Therefore, the further research study should focus on the population to get the accurate respondents' statistics. Also, in the future research work of similar problem, an ample time should be given, since the time range for this research work was limited. These made the researchers to present brief discussions and findings of the study.

REFERENCES

- Balfanz, R., and Byrnes, V., 2012. The importance of being in school: A report on absenteeism in the nation's public schools.
- Black, A.T., Seder, R.C., and Kekahio, W., 2014. A report for the pacific region (REL 2015-054). <http://ies.ed.gov/ncee/edlabs>.
- Castro, M., Sterling, A.D., Figgs, L.W., and Moonie, S., 2008. The relationship between school absence, academic performance and asthma status.
- Chang, H.N., and Romero, M., 2008. Present, engaged and accounted For: The critical importance of addressing chronic absence in the early grades, national center for children in poverty.
- Clark, C., 2008. Narrative learning in adulthood.
- Cook, L.D., Ezenne, A., 2010. Factors influencing students' absenteeism in primary schools in Jamaica: Perspectives of community members.
- Cowley, L., 2012. Homophobic bullying in Northern Ireland's schools

perspectives from young people.

Epstein, L.J., and Sheldon, B.S., 2007. Getting students to school: Using family and community involvement to reduce chronic absenteeism.

Gentle-Genitty, C., 2008. Factors associated with absenteeism in high schools.

McKinney, S., 2013. Truancy: A research brief.

Orodho, J.A., 2009. Elements of education and social science research methods. Kaneja HP enterprises.

Patton, A.Q., 2002. Qualitative and quantitative research. Oakland publishers.

Pehlivan, Z., 2006. The school absenteeism among high school students: contributing factors.

Reed, M., 2000. Effects of truancy.

Sanchez, M., 2012. Truancy and chronic absence in Redwood City. In John, W. Gardner center for youth and their communities.

Spady, W.G., 1971. Dropout from higher education: Towards an empirical model.

Suhartini, Y., 2015. Analysis of Factors Affecting Intention Performance Improvement Lecturer at Private Universities in Yogyakarta] (Thesis).

Surbhi, S., Bailey, E.J., Bell, C.P., Jones, M.A., Rashed, S., and Ugwueke, O.M., 2016. SafeMed, using pharmacy technicians in a novel role as community health workers to improve transitions of care. *Journal of the American Pharmacists Association*, 56 (1), Pp. 73–81.

UNICEF. 2007. The state of the world's children. UNICEF Publications.

Williams, L.L., 2001. Student absenteeism and truancy: Technologies and interventions to reduce problems among school-age children.

