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## Why aren't They at School?: An Analysis of the Student Absenteeism among the High School Students

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**Abstract.** The aim of this study is to reveal the reasons for high school students' absenteeism. The study is designed as a survey research which is part of the quantitative research methods. The participants are 1037 high school students attending eight high school with the highest rate of absenteeism. They were selected through the cluster sampling. The data of the study were collected through the administration of the Reasons for Absenteeism Form developed by the researcher. The form is consisted of the following dimensions: (i) health-related problems, (ii) environment-related factors, (iii) school and school administrator-related reasons, (iv) student-related reasons, (v) friends-related reasons, (vi) teacher-related reasons, and (vii) family-related reasons. The mean scores for each item ( $\bar{X}$ ) and standard deviation ( $SD$ ) were analyzed. The findings of the study indicate that among the reasons for the absenteeism of students, the reasons related to health problems have the highest average. The lowest average is found to be the family-related reasons.

**Keywords.** Absenteeism, reasons for the absenteeism, high school students.

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One of the most important conditions for fulfilling the requirements of formal education activities carried out at schools is to ensure the access and attendance of students to courses. In recent years, the student absenteeism has become one of the biggest problems in the educational systems. Today, there are many students who are at risk in terms of completing their education for various reasons, even though they are enrolled in schools.

While absenteeism is a symptom of a student's negative feelings towards school, such feelings are not a factor in itself. Instead, there are many varied factors which can cause students to withdraw from school, be absent from school and leave the education system (Pehlivan, 2006). Such risks may lead to negative consequences in the long run such as involving in crime, starting harmful habits and unemployment (Reid, 1999). In addition, absenteeism behavior is seen as a habit that can be harmful to students' achievement, progress, continuing their education, having a good job, having a good place in society, and developing self-esteem (De Kalb, 1999). Given that it has many negative consequences, investigating the concept of absenteeism and the reasons for students' absenteeism is of great importance in terms of developing plans to prevent and reduce absenteeism among students.

### **Concept of Absenteeism**

There are several definitions of the concept of absenteeism. In its most general form, absenteeism is the absence of people in places such as school, workplace, or meeting where they should be. The student absenteeism is absenteeism from school. Stoll (1990) defines absenteeism as being absent from school without a legitimate reason. Webber (2004), on the other hand, defined absenteeism as the absence of young people from school during the term without an excuse. According to Kearney (2008), absenteeism is not being with or without a disability at primary or secondary schools. In the study, the reasons for unexcused absenteeism were shown as school refusal behavior throughout the day and problems experienced in the classroom. The children's school refusal behavior is an umbrella concept that includes concepts such as school phobia and truancy. Absenteeism is also defined as the process of not attending school (Strickland, 1998).

The student absenteeism can be expressed in different ways in daily life. Skipping school, dropping out of school, skipping class and being absent are some of these expressions. Even though it is expressed differently, all these statements used in the society and among students actually correspond to the student absenteeism (Reid, 1999). There is a confusion in terms of the definitions of the absenteeism and other expressions related to absenteeism. Therefore, in this study, the term absenteeism is used to ensure conceptual integrity. Because whatever expression is used, the common

thing is that the student does not attend classes and take part in learning activities coming to school or not. Altinkurt (2008) defined absenteeism as an undesirable student behavior that can be caused by many physical, psychological and social factors and is thought to negatively affect the students' academic success. Also, the absenteeism refers to the intermittent or non-attendance of students to school.

### **Reasons for Absenteeism**

There is no single reason for the student absenteeism. The student absenteeism may be a reflection of the students' negative feelings towards school. Many factors may play a role in the emergence of the absenteeism problem and the continuation of this problem. These factors may include the following: the lack of community support, an unsupportive school environment, poor family life, bad weather conditions and transportation problems, health problems and personal inadequacies (Teasley, 2004). According to McCray (2006), absenteeism may be caused by the irresponsible behavior of the family, unsupportive school environment, poor family life and social inadequacies of the individuals. In his study, Reid (1999) grouped the reasons for absenteeism under four main headings as follows: inadequacy of educational programs, unqualified educational activities, weak teacher-student relations and peer groups.

In another study conducted to determine the reasons for absenteeism, it is concluded that the lack of friendship ties, the weak relationships with teachers, negative factors in the family, bullying and negative classroom environment are the major factors of the student absenteeism (Kinder et al., 1996). It is important to analyse familial, social, individual, and school-related factors together while dealing with the student absenteeism, since many factors alone or in combination can cause students to become alienated from school, withdrawn, and ultimately lose the desire to go to school (Pehlivan, 2006).

In this study, the factors that cause student absenteeism are discussed in seven dimensions based on the review of the related studies.

(i) *Student-related factors*: Major student-related factors in regard to the student absenteeism have been reported as follows: working students in order to contribute to their families economically, students not motivating to learn, high level of anxiety about success among students, students' dislike of school, students with low self-confidence, students with low academic success, students with less social skills, students who are afraid of getting low grades in exams, students with low academic expectations, students having special needs, students who do not feeling comfortable in the classroom

environment, students who smoke, or use alcohol or drug (Barlow & Fleischer, 2011; Galichon & Friedman, 1985; Kablan, 2009; Kadi, 2000; Kinder et al., 1995; Tutar, 2002).

(ii) *Family-related factors*: The families have a function to shape the acts of the children. It is the family environment that has one of the most significant impact on student behavior. The children are under the influence of this family environment from the moment they are born, and the family environment determines the limits of his behavior. Some of the major family-related factors concerning the student absenteeism are reported as follows: Parents' style of raising children, parents' educational background, conflicts in the family, the number of siblings, parents' allocation of time to be with their children, parental support for education, excessive pressure of the parents on the child, the education level of the parents, the cultural characteristics of the family, the value given to the children in the family and the communication between parents and teachers (Cüceloğlu, 1996; Gilmore, 1985; Özbaş, 2009; Senemoğlu, 2005).

(iii) *Teacher-related factors*: While the positive attitude of the teachers in the classroom has a positive effect on the students' commitment to the school, the authoritarian attitude and oppressive behavior of the teachers in the classroom, the inadequate communication between teachers and students, the high teacher expectation of student performance which are not consistent with the students' actual abilities and the teachers' lack of interest in the students are reported as the reasons for teacher-induced absenteeism (Ataman, 2001; Özbaş, 2010).

(iv) *School and school administrator-related factors*: Reid (1985) states that school-related factors such as bullying and education program may lead to the student absenteeism. The quality and effectiveness of teachers, guidance specialists, and administrators at school can also be associated with the student absenteeism (Strickland, 1998). It is known that school administrators have an indirect effect on students, even if not directly (Balçı, 2002). As it is well known, schools are an organization which has some different and unique dimensions. The school climate is one of these dimensions. A positive and strong school climate has positive effects on the student absenteeism. Administrative activities, sports and cultural activities, arranging break times, creating an environment where students feel themselves safe are among the factors affecting the student absenteeism (Altınkurt, 2008). A negative school climate and the inadequacy of school policies are also seen among the reasons for the student absenteeism (Baker et al., 2001).

(v) *Health-related factors*: The health-related problems are among the major reasons for the student absenteeism (Çevik, 2011; Kadi, 2000; Yıldız, 2011). A student's own health problem or a

family member's health problem may prevent the student from attending school. Students cannot attend the school when they have a serious illness. However, it is reported that some students prefer not to come to school even if they have a minor health problem that does not affect their learning processes (DeSocio et al., 2007). If students' health problems have a negative effect on their attendance at school, the school should provide a healthy environment.

(vi) *Friends-related factors*: Reid (2005) argues that peer groups are one of the most important factors affecting the student absenteeism. If a student's friends do not have a positive view of education, the student may be affected from them and choose not to attend the school. He may even try to persuade other students to participate in activities outside of school (Özbaş, 2010; Reid, 2005). In addition, students may be absent in order to enter a group, keep up with the group or have a say in the group due to group dynamics (Arkonaç, 2001; Güney, 2000; Kağıtçıbaşı, 1998).

(vii) *Environment-related factors*: Although bad weather conditions and transportation problems are often neglected concerning the student absenteeism, these are among the factors that cause the student absenteeism. Bad weather conditions may cause the student not to leave the house. Those problems related to transportation occur when the student bus do not pick up the student from home, or the bus or car breaks down. In short, these reasons also prevent the students from going to school (Teasley, 2004). In addition, the fact that the students' place of residence is far from the school can be shown among the reasons for absenteeism.

## Method

The aim of the study is to reveal the absenteeism of high school students. Based on this aim the study attempts to answer the following research questions:

1. What are reasons of the student absenteeism in terms of;
  - Family-related factors,
  - Student-related factors,
  - Teacher-related factors,
  - School and school administrator-related factors,
  - Health-related factors,
  - Friends-related factors,
  - Environment-related factors?

## Research Model

In this study, survey design, one of the quantitative research approaches, was used. Although survey design is one of the data collection techniques widely used in social sciences (Neuman, 2006), the reasons for its use include (i) being suitable for examining all kinds of problems, (ii) allowing to reach a large number of participants at once, (iii) allowing the findings to generalize to the universe (Schutt, 2001). In addition, in survey research, the event, individual or object that is the subject of the research is defined in its own conditions.

## Study Group

The cluster sampling method was used to choose the participants of the study. First of all, eight high schools with the highest absenteeism average were determined through the cluster sampling. In these schools, the 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades which would be included in the study were randomly selected, and the students in these classes were reached. As a result, 1037 high school students attending these high schools voluntarily participated in the study. The distribution of the participants of whom 465 are female and 572 are male, by schools is shown in Table 1.

Table 1.

*Number of participants by high schools*

High schools involved in the study	Number of students
High school 1	157
High school 2	172
High school 3	138
High school 4	144
High school 5	110
High school 6	148
High school 7	95
High school 8	73
<b>Total</b>	<b>1037</b>

## Data Collection Tools

A form was developed by the researcher to collect the data of the study with the aim of revealing the reasons of the absenteeism of the high school students. In the first step of the development of this tool a single-item survey was administered to 123 student. The item was as follows: *what are the reasons for your absenteeism?* Next, an item pool was constructed based on the findings of the survey and the previous findings reported in the related studies. Then a draft form was developed containing items related to the student absenteeism. The draft form was reviewed by a field specialists and based on her feedback the necessary modifications were made on the form. The draft

form was administered to 157 students in a pilot study. The findings of the pilot study were used to finalize the form. The final form is a five-point likert type scale (*never (1), rarely (2), sometimes (3), frequently (4), always (5)*) containing a total of forty items. It also includes thirteen items concerning the demographical characteristics of the participants. The mean scores for each item ( $\bar{X}$ ) and standard deviation (*SD*) were analyzed.

### Process

The reasons for absenteeism form was administered by the researcher to the participants. The implementation lasted nearly for 10-15 minutes.

### Data Analysis

The data collected were analysed using the descriptive statistics, and the mean scores for each item ( $\bar{X}$ ) and standard deviation (*SD*) were found.

## Results

### Findings Concerning the Reasons for the Student Absenteeism

The mean scores and standard deviation values of the sub-dimensions of high school students' reasons for absenteeism are presented in Table 2. As can be seen in Table 2, the mean scores of the high school students expressing their opinions on the reasons for the absenteeism vary between 1.49 and 3.09. In the sub-dimensions of the reasons for absenteeism, the factors have similar mean scores, excluding the reasons due to *health problems*. In addition, while the health-related factors are found to have the highest mean score, the family-related factors appear to have the lowest mean score.

Table 2.

*n,  $\bar{X}$  and SD values of the reasons for the student absenteeism*

<b>Dimensions</b>	<b><i>n</i></b>	<b><math>\bar{X}</math></b>	<b><i>SD</i></b>
Health-related factors	1037	3.09	1.03
Environment-related factors	1037	1.93	.78
School and school administrator-related factors	1037	1.90	.73
Student-related factors	1037	1.75	.68
Friends-related factors	1037	1.75	.70
Teacher-related factors	1037	1.68	.80
Family-related factors	1037	1.49	.70

## Findings of Sub-Research Questions

**Views of the participants about the health-related factors of the student absenteeism.** In order to determine the opinions of high school students on the Reasons for Absenteeism Due to Health Problems, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 3. When Table 3 is examined, it is seen that the means of the related items vary between 3.42 and 2.76. Among the reasons for absenteeism due to health problems, the highest mean score belongs to the item “*I am absent from the school when I am sick*”.

Table 3.

*Views of the participants about the health-related factors of the student absenteeism*

Items	N	$\bar{X}$	SD
5- I am absent from the school when I am sick.	1021	3.42	1.23
14- I am absent from the school when one of my family members is sick.	1028	2.76	1.32

**Views of the participants about the environment-related factors of the student absenteeism.** In order to determine the opinions of high school students on the Reasons for Absenteeism Due to environment-related factors, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 4. When Table 4 is examined, it is seen that the means of the related items vary between 2.78 and 1.36. Among the reasons for absenteeism due to environment-related factors, the highest mean score belongs to the item “*I am absent from the classes when the weather is nice*” and the item with lowest mean score is “*Since I am staying at the dormitory, I am absent from the classes to find a car to go home at the weekend*”.

Table 4.

*Views of the participants about the environment-related factors of the student absenteeism*

Items	N	$\bar{X}$	SD
11- I am absent from the classes when the weather is nice.	1022	2.78	1.27
35- I am absent from the classes because my home is far from school.	1022	1.67	1.15
24- Since I am staying at the dormitory, I am absent from the classes to find a car to go home at the weekend.	1018	1.36	.95



**Views of the participants about the school and school administrator-related factors of the student absenteeism.** In order to determine the opinions of high school students on the Reasons for Absenteeism Due to School and School Administrator-related Factors, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 5. When Table 5 is examined, it is seen that the means of the related items vary between 2.27 and 1.46. Among the reasons for absenteeism due to school and school administrator-related factors, the highest mean score belongs to the item “*I am absent from the classes when hard classes overlap*”, the item with lowest mean score is “*I am absent from the classes because I should attend the private teaching institution*”

Table 5.

*Views of the participants about the school- and school administrator-related factors of the student absenteeism*

Items	N	$\bar{X}$	SD
38- I am absent from the classes when hard classes overlap.	1025	2.27	1.41
32- I am absent from the classes when I can not wake up because classes start early.	1031	2.25	1.38
12- I am absent from the classes since school is not fun.	1022	2.19	1.61
25- I am absent from the classes because class hours are too long and breaks are too short.	1028	2.07	1.37
18- I do not attend the classes which I do not like or I do not understand well.	1027	2.06	1.25
9- I am absent from school because there are no places where we can spend our free time.	1024	2.05	1.30
44- I am absent from the classes since I am preparing for the university entrance exams.	1032	2.00	1.34
29- I am absent from the classes due to the lack of sufficient social activities at schools.	1025	1.92	1.28
43- I am absent from the classes because I do not like the school.	1028	1.92	1.27
10- I am absent from the classes because the topics I learn at the schools are useless.	1023	1.59	1.14
4- I am absent from the classes because schools are not safe and there are violent events at schools.	1028	1.48	1.02
40- I am absent from school because I cannot get used to it.	1032	1.48	.98
13- I am absent from the classes because I should attend the private teaching institution.	1025	1.46	.96

**Views of the participants about the student-related factors of the student absenteeism.**

In order to determine the opinions of high school students on the Reasons for Absenteeism Due to Student-related Factors, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 6. When Table 6 is examined, it is seen that the means of the related items vary between 2.55 and 1.45. Of the related items the one with

the highest mean score is “*I am absent from the classes when I am unhappy and depressed*” whereas the one with the lowest mean score is “*I am absent from the classes because I have harmful habits such as smoking.*”

Table 6.

*Views of the participants about the student-related factors of the student absenteeism*

<b>Item</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
7- I am absent from the classes when I am unhappy and depressed.	1026	2.55	1.28
3- I am absent from the classes when I should do homework assignment or study.	1010	2.07	1.09
1- I am absent from the classes without any reason.	1021	2.07	1.04
22- I am absent from the classes because I am afraid of being unsuccessful.	1028	1.61	1.09
23- I am absent from the classes because my grades are not high.	1027	1.51	1.01
28- I am absent from the classes because I have no desire to learn something.	1029	1.47	.96
17- I am absent from the classes because I have harmful habits such as smoking.	1018	1.45	1.45
20- I am absent from the classes because I am planning to quit school.	1026	1.27	1.27

**Views of the participants about the peer-related factors of the student absenteeism.** In

order to determine the opinions of high school students on the Reasons for Absenteeism Due to Student-related Factors, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 7. When Table 7 is examined, it is seen that the means of the related items vary between 2.69 and 1.31. Of the related items the one with the highest mean score is “*I am absent from the classes to spend time with my friends and have fun with them*” and the one with lowest mean score is “*I am absent from school because I've been abused by my classmates.*”

Table 7.

*Views of the participants about the peer-related factors of the student absenteeism*

<b>Item</b>	<b>N</b>	<b><math>\bar{X}</math></b>	<b>SD</b>
16- I am absent from the classes to spend time with my friends and have fun with them.	1027	2.69	1.32
21- I am absent from the classes to meet my girlfriend/boyfriend.	1024	2.02	1.30
39- I am absent from the classes to adapt with my friends.	1029	1.73	1.11
33- I am absent from school because I do not have many friends.	1024	1.38	.93
31- I am absent from the classes because some of my friends belittle me.	1020	1.35	.91
30- I am absent from school because I've been abused by my classmates	1032	1.31	.87

**Views of the participants about the teacher-related factors of the student absenteeism.**

In order to determine the opinions of high school students on the Reasons for Absenteeism Due to Teacher-related Factors, the answers given by the students to each related item were examined. The

mean and standard deviations of the items are presented in Table 8. When Table 8 is examined, it is seen that the means of the related items vary between 2.04 and 1.40. Of the related items the one with the highest mean score is “*I am absent from the classes because I do not like some of my teachers*” and the one with the lowest mean score is “*I am absent from the classes because I have been abused by my teacher.*”

Table 8.

*Views of the participants about the teacher-related factors of the student absenteeism*

Item	N	$\bar{X}$	SD
8- I am absent from the classes because I do not like some of my teachers.	1024	2.04	1.27
36- I am absent from the classes because the lessons are not interesting and boring.	1028	2.03	1.26
2- I am absent from the classes because my teachers are too strict.	1029	1.84	1.15
26- I am absent from the classes because I am not comfortable with some of my teachers.	1026	1.52	1.00
27- I am absent from the classes because I am afraid of some of my teachers.	1018	1.47	1.03
34- I am absent from the classes because some of my teachers are not interested in me.	1032	1.47	1.02
41- I am absent from the classes because I have been abused by my teacher.	1024	1.40	1.00

**Views of the participants about the family-related factors of the student absenteeism.** In order to determine the opinions of high school students on the Reasons for Absenteeism Due to family-related Factors, the answers given by the students to each related item were examined. The mean and standard deviations of the items are presented in Table 9. When Table 9 is examined, it is seen that the means of the related items vary between 1.65 and 1.24. of the related items the one with the highest mean score is “*I am absent from the classes when I should help my family in some activities*” and the one with the lowest mean score is “*I am absent from the classes for attention.*”

Table 9.

*Views of the participants about the family-related factors of the student absenteeism*

Item	N	$\bar{X}$	SD
19- I am absent from the classes when I should help my family in some activities.	1028	1.65	1.01
15- I am absent from the classes when my parents argue at home.	1018	1.61	1.12
37- I am absent from the classes in response to my family's pressure.	1024	1.52	1.05
42- I am absent from the classes because I have to work due to financial problems.	1033	1.43	1.02
6- I am absent from the classes for attention.	1021	1.24	.76

## Discussion and Conclusion

The importance of consistent school attendance for pupils' performance cannot be overstated. Furthermore, absenteeism is a major factor in student achievement and predicts high school dropout (Balfanz & Byrnes, 2012). According to Uzun and Kemerli (2019), absenteeism is becoming an increasingly important problem in our country and has negative effects on the education system. For this reason, revealing the reasons for students' absenteeism plays an important role in creating comprehensive education policies to solve the absenteeism problem. In this context, it is aimed to reveal the reasons for absenteeism of high school students in this study. As a result of the study, the reasons for absenteeism of high school students were found to be (i) health-related problems, (ii) environment-related factors, (iii) school and school administrator related reasons, (iv) student-related reasons, (v) friends related reasons, (vi) teacher-related reasons, and (vii) family-related reasons. When the findings are examined, it is observed that students have evaluated subdimension of health-related problems with highest average whereas evaluating the subdimension of family-related reasons with lowest average.

A student's own health problem or a family member's health problem affects the students' attendance at school. In some studies conducted on sample of primary school students, it is reported that health problems are the most important factor causing the student absenteeism (Çevik, 2011; Kadi, 2000; Yıldız, 2011). When the findings of the study show that the major reason for the absenteeism of the students is the health problems. Apart from the health problems, there are many factors that can cause the student absenteeism.

When the reasons for student-related absenteeism reasons are examined, it is noteworthy that students are more absent when they are unhappy and depressed. It is stated that school climate, academic failure, negative attitudes of family, friends and social environment can cause student absenteeism (Ülkütekin, 2017). In this context, revealing the factors that cause students to experience feelings of unhappiness can reduce absenteeism rates. The findings Sönmez (2019) show that students are absent for no reason, and this is associated with the fact that students do not feel like they belong to the school and cannot set their own future goals.

In a study conducted by Johnson (1997), it is found that the family-related reasons for the student absenteeism are the most important factor that increases the probability of the absenteeism. Contrary to this study, the present findings suggest that the most important factor leading to the student absenteeism is not family-related, but health-related reasons. The reason for this may be that

the awareness of living in a healthy environment is not taught to students. In the study, although family-related reasons do not emerge as the most important factor that can cause the student absenteeism, it is associated with absenteeism for some students. Reimer and Schmink (2005) state that the arguments in the family can result in the student absenteeism. Discord in the family negatively affects the student and occupies his mind. The students' absenteeism behavior can be seen as an escape route from these problems.

Smink and Reimer (2005) argue that the excessive pressure from the family on the children is one of the reasons for family-based absenteeism. When the findings of the study are examined, it is seen that the oppressive attitudes of the family about the students' school life are regarded as a reason for the student absenteeism. Tyerman (1968), on the other hand, states that the main reason for the student absenteeism is the educational status of the family. In another study, it is revealed that the children from the families with a high level of education are less absent from the classes (Gilmore, 1985). The present findings are consistent with these findings. Butler (2003) draws attention to the difficulties experienced by children whose parents are separated which have a negative impact on the student absenteeism. Parallel to this view, the findings of the study indicate that those students whose mothers and fathers live separately are more absent from the classes.

The teacher-related reasons are also effective on student absenteeism. While teachers' positive attitudes in the classroom create a positive effect on students' attendance to schools, the authoritarian attitude of the teachers in the classroom can cause the student to be absent from the classes (Ataman 2001; Özbaşı, 2010). It is argued that the inadequate communication between teachers and students is another reason for the student absenteeism. The present findings are consistent with the view that the student absenteeism may be caused by teachers' teaching styles. In addition, it is seen that students are absent from the classes because they do not like their teachers.

The reasons for school-related absenteeism consist of many factors. Sports and cultural activities and setting break times are among the factors affecting the student absenteeism (Altinkurt, 2008). When the findings of the study are examined, it is seen that some students complain about the short break times and the lack of sports-cultural activities at school. It is known that school administrators have an indirect effect on students, even if not directly (Balci, 2002). For this reason, the effectiveness and quality of school administrators can be associated with student absenteeism (Strickland, 1998). In addition, the findings obtained by Uzun and Kemerli (2019) show that the biggest reason for students' absenteeism is the school and school management. However, when the

research findings were examined, it was found that students did not associate their absenteeism habits with school administrators; It is seen that school-related reasons such as early start of classes and preparation for exams come to the fore. When the literature is examined, it is noteworthy that there are studies that support these findings (Gül et. al., 2016; Sönmez, 2019; Şanlı et. al, 2015; Yıldız, 2011).

When the findings related to the reasons originating from friends are examined, it is revealed that the students are absent to spend time with their friends and have fun, and it shows that peer groups are effective in student absenteeism. In parallel, Reid (2005) states that peer groups are among the most important factors affecting student absenteeism. In addition, the findings show that the students follow their friends and are absent in order to keep up with the group dynamics and not be excluded from the group. According to Reid (1999), the bullying factor is one of the universal reasons for the student absenteeism from school. It is reported that the students are also absent in order to avoid bullying and because they are afraid to go to school (Reid, 2003). However, when the present study findings are examined, it is seen that the bullying factor is not perceived as an important reason for absenteeism by the students.

Among the reasons for absenteeism, the environment-related factors are also seen as an important factor by students. Weather conditions seem to affect the attendance at school. When the study findings are examined, it is seen that the students are more absent when the weather is nice. They thought that the school environment is not fun, and therefore, the desire to go outside in nice weather may cause the student absenteeism. According to Teasley (2004), the problems related to transportation may prevent students from going to school.

In this study, it is observed that students' absenteeism behavior can be a sign of their negative feelings towards school. It is understood that presence of many factors alone or together may cause students to be away from school and leave the system. In the light of all this information, it is important to investigate the factors causing student absenteeism in detail and to take concrete steps to reduce absenteeism. In this context, activities that can create a positive organizational culture can be organized for students to adopt the school. In addition, it may be beneficial for students to have a positive attitude from school staff and to abandon their oppressive attitudes and change their understanding of discipline. On the other hand, degrading and humiliating attitudes and discriminatory behaviors of teachers towards students can be prevented by the school administration. The family can play an active role in ensuring the student's attendance at school. In order to guide

unconscious families, the guidance service can organize seminars on this subject. In order to prevent absenteeism due to health problems, students can be made aware of living a healthy life through joint projects that the school administration will carry out in cooperation with health institutions in the province or district. Thus, absenteeism due to health problems can be prevented. Finally, one-to-one interviews can be conducted with the student to reveal the reasons for absenteeism and the problem can be examined in depth. For this, the school administration, parents and teachers should cooperate.

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### Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

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### Ethical Standards

We have carried out the research within the framework of the Helsinki Declaration. The consent forms were utilized. The participants were informed about the study and volunteered to participate.

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