TEACHER'S OPINIONS ON SCHOOL ATTENDANCE OF ROMAN CHILDREN AND SOLUTIONS

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Abstract

Examined in this study at examining the teacher's views on the reasons for absenteeism and solution suggestions of Romani students. In the research, the research is a qualitative case study, a semi-structured interview form about student absenteeism and solution suggestions of teachers as data collection tool was used. The study group consists of 11 teachers working in one primary school and one secondary school in Düzce City Center, where the majority of Romani students are taught. Content analysis were used in the analysis of the data. In order to ensure the validity of the research process, direct quotations were extracted from the views of the participants and it conclusions were drawn by considering these views draw conclusions based on these. The teachers emphasized the indifference of the family as the biggest reason for the absenteeism of the novel students. The indifference of families is the common view of all teachers. Another view that teachers mostly put forth a lot is the distance between the place of residence of the students and the school. They state that states that many students have trouble coming to school in rainy weather. The solution suggested by the teachers to reduce the absenteeism of the novel students the most is that the administrators carry out activities to increase motivation for both students and parents. The improvement of the physical structures of the schools where the students study, and especially the establishment of sports and artistic workshops, are other solutions expressed by the teachers in reducing student absenteeism.

Keywords: Romany Student, Early School Leaving, Absenteeism

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Introduction

The Turkish Nation, which attaches value to the history of humanity, has established many states throughout history and has not given less social and cultural rights to any different culture in the society in social life (Kumcakiz, Özcan and Şahin 2018: p. 55). Especially with the adoption of Islam, the Seljuk State approached all kinds of minorities living under the Ottoman State with tolerance, and did not discriminate between religion, language and race. This is the basis of states' staying on the stage of history for a long time. The existence of different groups in the society creates a separate culture and increases the cultural richness. Developed countries are countries that keep different cultures alive in their social structures and can become stronger by respecting differences, not as discrimination. These countries have achieved cultural integrity by uniting people on a common ground in life, and have created the awareness of living on the same land . Different cultures and different ethnic groups such as Turks, Kurds, Laz, Circassians and Yoruks live in the society. Romans (Gypsies) are one of these elements.

Romanians are social groups that are exposed to inequalities stemming from both their class structure and status order in the regions they live in (Bayraktar, 2011: p. 123). As a different group, the Romanians came to our country as a result of the exchange between the Republic of Turkey and Greece. In accordance with the Treaty of Lausanne, a part of the Gypsy population came to Turkey together with the Turkish immigrants who made the population exchange. Gypsies have always been watched by outside eyes, searched in historical records, and recognized in this way (Dişli, 2016: p. 98). There is no scientific study on gypsies living in Turkey, neither Turkish citizens nor foreign gypsies. However, in terms of the subject of the study, it would be appropriate to start with an explanation about the gypsies living in Turkey (Aydoğan, 2006: p. 35). Most of the Roma who started to reside in Turkey continue their lives in poverty in the outskirts of the cities. At the same time, studies revealed that they have serious problems in the fields of finding a job, housing, education, culture, art and health. The struggle of the Gypsies, which started about a century ago, has made this community an important actor of civil society with their organization, although they are still exposed to racist attacks (Akgül, 2010: p. 215).

A number of studies have been carried out in Turkey and in some European countries to address the educational problems of Roma (Diktaş, Deniz, & Balcıoğlu, 2016: p.1142). Considering the cultural changes in the social structure, it is known that Roma students are one of the social groups with a low level of absenteeism from school. School administration and teachers have to overcome many obstacles in order to find solutions to situations such as low school attendance, leaving education at a very young age and absenteeism from

school. It is a long and arduous process to expect the desired behavioral dimensions of the Romani students to be realized and to adapt the Romani students to school. In this difficult time, the novel students, teachers or school administration alone will not have the desired effect. Parents need to be actively involved in this period. The problem of leaving education at a very young age and not going to school is not a problem that educators and parents can eliminate themselves.

The difficulties experienced by Romany students in terms of dropping out and absenteeism before completing the compulsory education age it is possible to see the need for special education in Roma students due to the high absenteeism problems of their peers, group effect, early marriage, incomplete literacy behaviors and the feeling of inadequacy created by illiteracy. When viewed by parents; The family does not value education and school, they cannot get used to the social situation, and especially the low economic level of the families. When we look at all the negativities in terms of educators repetitive negativities such as the low willingness of the school administrators and educators in schools where Romany students are educated to work compared to teachers in other schools, the parents' failure to support the students in line with their needs during the education process, and as a result, the teachers trying to bring the process on their own, results in Roman students dropping out of school at an early age and being absent from school. .

It is stated that absenteeism from school is a major problem among Roma students in Turkey (Cerit, and Porsuk, 2020: p. 283). Absenteeism from school brings problems such as low academic achievement, adaptation to school and dropping out of school. This situation causes Roma to be excluded from the education system or to be unsuccessful in the education process (Mercan-Uzun and Tüm, 2015: p. 318). The related literature states that the school dropout rate is high among Roma children, absenteeism is common, and literacy rates are low even if the children move to the upper classes (Akkan, Deniz, & Ertan, 2011: p. 57). Some of these are listed as not being able to access quality schools in school failures, inability to provide course materials and equipment, insufficient study opportunities, few educated people around them, indifference, social exclusion, uncertainty of goals, and employing children at an early age (Genç, Taylan and Barış, 2008). 2015: p. 57). Family and kinship relations are very important for Romans. While it is not important that the number of children in families is high, their large population creates a living problem. For this reason, Roma children have to leave school to contribute to family income (Okutan & Turgut, 2018 p. 139).

As a result, it is possible to say that the education problem of novel students is at a serious level. Roman students who cannot attend the education environment fail in their classes, which causes them to stay away from school. The aim of this study is to reveal the

absenteeism problem of Roma students living in Düzce and what are the solutions for this problem. In addition, it is thought that it is important to reveal the difficulties experienced by the novel students living in the region in the current conditions.

This research seeks answers to the following questions:

1) What are the reasons for non-attendance of Roma children?

2) What are the solutions for Roma children to attend school regularly?

2.Methods

2.1 Research Design

In this study, it is aimed to examine the opinions of teachers about school absenteeism among Romani students.Case study, one of the qualitative research designs, was used. A case study is an empirical research method that studies a contemporary phenomenon in its real-life context, is used when the boundaries between the phenomenon and its context are not clear-cut and more than one source of evidence or data is available . In this design, one or more situations are investigated in detail with a holistic approach with factors related to the situation. The case study allows the researcher to examine in-depth facts or events that cannot be controlled by the researcher, based on how and why questions (Yıldırım & Şimşek, 2021).

2.2 Working Group

The study group of the research was determined by using the easily accessible case sampling method, one of the purposive sampling methods used in qualitative research . Purposeful sampling has emerged within the traditions of qualitative research (Yıldırım and Şimşek, 2021: p. 116). In this context, while determining the study group of the research, easily accessible case sampling, which is one of the purposeful sampling methods that allows the selection of volunteer and easily accessible classroom and branch teachers, was used.

In easily accessible case sampling, one of the purposive sampling methods, the researcher chooses the study group from his/her close environment and this adds speed and practicality to the research. It is said that easily accessible samples are less costly (Yıldırım and Şimşek, 2021: p. 116). One reason for using easily accessible case sampling is that the schools in Düzce city center and the teachers in the study group facilitate the researcher in terms of accessibility, and the second reason is that all of the participants voluntarily participated in the study. For these reasons, it was thought that the easily accessible

sampling method was suitable for the purpose of the research in determining the study group of the research. The characteristics of the teachers in the study group are shown in Table 1 below. Pseudonyms were used instead of the real names of the participants. Male teachers are indicated by the symbol "E" and female teachers by the symbol "K".

Table 1.

Descriptive Characteristics of Teachers

Participants Type	Branch	Vocational Seniority	School
S1E	Social Studies	12	Secondary School
S2K	Turkish	4	Secondary School
S3F	Mathematics	1	Secondary School
S4K	Science	10	Secondary School
S5E	Physical Education	15	Secondary School
S6E	English	8	Secondary School
S7E	Class Teacher	20	Primary School
S8E	Class Teacher	8	Primary School
S9K	Class Teacher	15	Primary School
S10E	Class Teacher	16	Primary School
S11K	Class Teacher	13	Primary School

Codes were used to protect the privacy of the participants.

Of the research is two schools in total, one Primary School and one Secondary School, which are affiliated to the Ministry of National Education (MEB) in Düzce City Center in the 2022-2023 academic year, and one Turkish teacher working in these schools, one It consists of a total of 11 teachers, including a Mathematics Teacher, one Social Studies

Teacher, one Science Teacher, one Physical Education Teacher, one English Teacher, and five Classroom Teachers.

2.3 Data Collection Tool

Research data were obtained through interviews. In this study, which was handled with qualitative data collection techniques, a semi-structured interview form was used. Research data were collected with semi-structured interview forms. Semi-structured interview technique is frequently preferred by researchers due to its certain level and flexibility, removing the limitations in tests and questionnaires based on writing and filling, and helping to gain in-depth information on a specific subject (Yıldırım & Şimşek, 2021).

2.4 Data Collection Process

While preparing the interview form, expert opinion was sought, and a preliminary interview was held with two teachers besides the participants. Apart from the two questions about the absenteeism of Roma students, which were asked to the participants in a semi-structured form, it consists of a total of five questions, three of which are the participants' branch, professional seniority and school type. In addition, it was tried to create an environment of trust by telling the participants that their identity information and school names would not be shared with anyone. The interviews were held in December 2002. Before the interviews, the researcher gave information about himself and the research he conducted to the participants for five minutes, and then asked permission from the participants to record audio. While one of the participants allowed the audio recording, 10 of them did not. The interview about the participants who did not give consent was noted down by the researcher. All interviews were held in the principal's room in both schools and lasted approximately 30 minutes. "Can you explain this with an example?", "What do you mean by that?" were asked in such drilling questions.

2.5 Analysis and Interpretation of Data

Content analysis was used in the analysis of the data. Content analysis is the careful, detailed and systematic examination and interpretation of data with the aim of identifying patterns, themes, prejudices and meanings related to the essence of the research (Yıldırım and Şimşek, 2021: p. 82) . Analyzes were made in accordance with the predetermined basic areas. These basic areas are the areas created as a result of the literature review and in accordance with the purpose of the research. All transcripts obtained in the first step were read. Afterwards, citations were made in accordance with the appropriate themes in which the answers given would be entered. At this stage, particular attention was paid to describing the data in an easy-to-understand and readable language and to avoid unnecessary repetitions. While quoting, the participants were coded as T 1, T 2, …. In order to ensure the validity of the research process, direct quotations were made from the views of the

participants and it was tried to draw conclusions based on these. For reliability, the research process is explained in detail.

2.6 Measures Regarding the Validity (Credibility) and Reliability (Transferability) of the Research

In qualitative research, validity is related to the accuracy of scientific findings, and reliability is related to the transferability of scientific findings (Yıldırım & Şimşek, 2021). In this direction, some measures were taken to increase the validity and reliability of the research. While developing the semi-structured form to increase the credibility of the research, the relevant literature was examined. At this stage, a preliminary interview was held with two teachers, and these views and expert opinions were used while the form was given its final form. In addition, within the scope of the research, the purpose of the research was explained in order for the teachers to express their opinions sincerely without any worry or fear, explanations were made to relieve the anxiety of the teachers who did not want to be audio recorded, but interviews were conducted by taking notes for the teachers who did not want to be audio recorded. After the interviews were deciphered, participant verification was obtained. At this stage, the findings were summarized and presented to the participants, and a confirmation meeting was held. In addition, the participants were asked whether they had any statements they would like to add or remove from the interview texts. In order to increase credibility in the research, a methodological diversity was also tried to be provided. In order to increase the transferability of the research, the research process and what was done in this process were tried to be explained in detail. In this context, the research model, study group, data collection tool, data collection process, data analysis and interpretation are defined in detail.

3. Findings

Teachers' opinions were considered as two themes in the context of research questions. As a result of the content analysis, sub-themes and codes related to these themes are discussed in this section.

3.1 Reasons why Roma children are absent from school

In line with the findings obtained in the context of the first question, the reasons for the absenteeism of Roman children were grouped under three sub-themes and 10 codes/categories. Related sub-themes and codes are shown in Table 2.

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Table 2. *Reasons for Absenteeism of Roma Children*

Theme	Sub Themes	Codes	Participants
Reasons for Roma Children's Absenteeism	Family Originated	Indifference	S1E,S2F,S3F,S4F,S5E,S6E, S7E,S8E,S9F,S10E,S11F
		Cultural difference	S1E,S2F,S3F,S4F,S5E, S8E,S9F,S11F
		Lack of Role Model	S3F,S4F,S5E,S8E, S10E,S11K
		Economical situation	S1E,S2F,S3F,S4F,S5E,S6E, S7E,S8E,S9F,S10E
	Transportation Sourced	No Service	S1E,S3F,S4F,S5E,S7E, S8E,S9F,S10E,S11F
		Distance from school	S1E,S2F,S3F,S4F,S5E,S6E, S7E,S8E,S9F,S10E,S11F

Continuation of Table 2

Theme	Sub Themes	Codes	Participants
Reasons for Roma Children's Absenteeism	From the Student	Peer Pressure	S3F,S5E,S7E,S9F
		lack of motivation	S1E,S2F,S9F
		Difficulty in Classes	S1E
		Absence of Goals	S1E,S2F,S3F,S4F,S5E,S6E, S7E,S8E,S9F,S10E,S11F

Under the theme of the reasons for absenteeism of Roma children, the teachers mostly emphasized the sub-theme of family origin and the sub-theme originating from the student, followed by the sub-theme of transportation. Among the codes, they emphasized the codes of indifference in the sub-theme of family origin (f=11), the distance from the school (f=11) in the sub-theme of transportation, and the lack of goals (f=11) in the sub-theme of students.

3.1.1 Family-related reasons for absence of Roma children

Under the sub-theme of family-related reasons for absenteeism of Romani children, teachers mostly emphasized the code of indifference (f=11). This was followed by economic status (f=10), cultural difference (f=8), lack of role model (f=6). Some of the teachers' views on the family-related reasons for absenteeism of Roma children, in their own words, are as follows.

"Parents are very uninterested in their students' absence from school." (S4F)

"Families do not provide children with educational and reading-related goals." (T1E)

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"I see families as one of the top reasons. Families often do not have time to save their own children because they are trying to save the day. Even if the child never comes home, they do not call and ask. A child does not even come to school by saying that my parents are not interested in what I do. Because your parents don't care." (S2F)

"My four years in this school and I could meet very few parents. Even the parents I meet are parents who come to school once or twice a year. Therefore, I think that the indifference and indifference of parents towards their children is one of the reasons for absenteeism." (S9F)

"I don't think parents are very interested in their children's education either. We are holding a parent meeting, the participation of parents is one or two people. When a parent we called for absenteeism learns his phone number, he does not even pick up our phones on the next call." (T5E)

"Moreover, families do not give their children the necessary attention. It's something that few parents care about. The child's going to school is not an income for the parents. At the same time, it is not a loss for the parents that the child does not go to school." (S6E)

" I can start this question directly as the indifference of parents towards their children. They do not follow their children in any way. We report our absent students to our school administration. The school administration invites the parents to the school. But unfortunately, there are no parents coming to the school." (S3F)

"Families don't really care about their children. They have no plans for their future life." (S7E)

" The place where I had my first experience as a manager. Before that, I also worked in a village in the farthest corner of the east. However, I see the families as the only responsible for the absenteeism of the students here. Parents are really indifferent towards their children. It's not just about going to school. They do not value any of their children's opinions. Children grow up almost on their own. They shape their own lives." (S8E)

" There are many reasons why Roma students are absent during the education process. Among these situations are the indifferent attitudes of the parents." (S11F)

" There is no one in the family or the environment of the children who has been successful by going to a school that can be a role-model that they can take as an example." (S10E)

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" *The student who wants to go to university and get a job is rare. There are no decent professional role models in the family, either.*" (T5E)

" *The absence of a "role model" (a relative, another student) who has become a professional after studying in the circle of students.*" (S3F)

" *The 7th and 8th grade students who are absent from school are the people who are taken as an example by the 5th grade students. We say let's start from the 5th grades to reduce the absenteeism. But when the older or high school older brothers and sisters are absent, they are negatively affected in the lower classes.*" (S4F)

" *Our cultures are very different. There is no planning regarding education among the life cultures of the Roma. More to save the day. It is very unimportant to them that the child is absent from school.*" (S8E)

" *Nearly all of the students who come to our school are novel students. There are almost no students from different cultures. So they are not influenced by different cultures.*" (T5E)

"*When we look at work areas economically, paper etc. gathering, making trade by going from village to village, the effects of the nomadic culture from the past continue today. The poor economic situation of some families is another factor.*" (T1E)

"*Although some of them want to come to school, the fact that they have to look after their siblings because the mother has a working life due to the economic conditions of the family is also a reason for absenteeism.*" (T5E)

"*Economic reasons such as child labour, the obligation of the child to contribute to the family budget by working, and the difficulties of parents in meeting the basic education expenses make it difficult for the child to come to school.*" (S11F)

3.1.2 Reasons for absenteeism of Roma children due to transport

Under the sub-theme of reasons for absenteeism due to transportation of Roma children, teachers mostly emphasized the code of distance from school (f=11). This was followed by the no service (f=9) code. Some of the teachers' views on the reasons for the transportation-related absences of Roma children, in their own words, are as follows.

"*Another reason for absenteeism in our school is the problem of transportation to school. The service is not arranged in order not to pay too much money between the school and home. That's why they come to school late. They don't come at noon or they come very*

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late. In addition, absenteeism increases at these times as they do not want to come to school by walking in the snow and rain in the winter." (T5E)

" Children do not want to come, especially in rainy weather, because the school is far away. Even if he comes in the morning, if he goes home during the lunch break, they don't come in the afternoon. Especially for small classes, it is really tiring if they go home at noon." (S8E)

"The biggest problem of our students is actually the distance between school and home. They have a lot of trouble going to and from school." (S3F)

" The children's homes are located far away. About 1-1.5 kilometers. It is not a school within the scope of transportation. They do not have the financial means to keep service in their families. Especially in winter, if the child comes one day, he does not come to school for two days." (S6E)

" I went to homeschooling last year. One day, I preferred to go on foot rather than by car. Believe me, when I went to the house where I taught, I felt that I was tired. It's really tiring. It's really hard for little kids to walk this far with a bag on their back. I can understand them." (S10E)

3.1.3 Reasons for student absenteeism of Roma children

Under the sub-theme of reasons for absenteeism of Roma children stemming from students, teachers mostly emphasized the code of not having goals (f=11). This was followed by peer pressure (f=4), lack of motivation (f=3), difficulties in lessons (f=1). Some of the teacher's views on the reasons for student absenteeism of Roma children, in their own words, are as follows.

"For our students, there is no goal or purpose in life. You just have to live that day. We constantly say that they should have a goal, but we cannot change some things." (S9F)

"The fact that students have no expectations for life is one of the reasons. There is an audience whose sole purpose is to get married and have fun. A student who wants to go to university and get a job is rare." (T5E)

"Roma children generally fail in their classes. In case of failure, they get bored with the lessons, do not do homework, do not fulfill the tasks given, and the result is that they prefer not to come to school instead of studying. One of the most important reasons for this failure is that they do not know how to read and write properly. We're trying to explain science math to these students in middle school and the result is failure. Again, the reason for this is absenteeism. They have made it a habit since elementary school." (T1E)

"In addition to this, the situation of students emulating their peers cannot be ignored. For example; The fact that one or more of the students do not come to school and do not encounter any negativity causes other students to imitate this situation." (S3F)

" A ship without a target is lost at sea, isn't it, sir? He doesn't know where to go. So are our students. It is very rare to hear one of my students say that I will be a teacher. Since there is no goal, it is unnecessary for them to use the school as a means to reach the goal." (S4F)

"They are not motivated by anything. It should not be viewed only as a lesson and school. They are not motivated even by the things they enjoy. We have a project about the absenteeism of Roma students. Within the scope of this project, we are trying to organize activities in our school every 15 days. We try to do activities that they enjoy. But even in those activities, they cannot be motivated." (S9F)

"One of the biggest reasons for absenteeism from school is the lack of purpose in children. There is no target. Without a goal, school becomes unnecessary for the child. In primary school, it starts out little. It gets worse in middle school. Many of them either do not go to high school or drop out." (S8E)

"Once I witnessed an incident, I heard that a student in the same class told another student to skip school in the afternoon, and when the other student refused to accept this, I heard that he cursed. As a matter of fact, this child does not want to run away from school, but it puts pressure on him. He thinks that if he doesn't accept, he will be ostracized by his friends." (S7E)

"The fact that students have no expectations for life is one of the reasons. There is an audience whose sole purpose is to get married and have fun." (T5E)

stated that there are family, transportation and student-related reasons for Roma students to be absent from school . It is stated that the reasons originating from family and students are more common. It is thought that the fact that children always see each other in schools and that they meet with each other in the same way in the neighborhood they live in after school causes not much change in their lives.

3.2 Suggestions for solutions to avoid absenteeism

In line with the findings obtained in the context of the second question, the solution proposals for the regular attendance of the children of the novel were grouped under 3 sub-themes and 7 codes/categories. Related sub-themes and codes are shown in Table 3.

Table 3. *Suggestions for solutions for Roma children to attend school regularly*

Theme	Sub Themes	Codes	Participants
Suggestions for solutions for Roma children to attend school regularly	Views on what managers can do	increase motivation	S1E,S2F,S3F,S7E,S9F,S11F
		Physical environment improvement	S1E,S3F,S4F,S5E,S10E
		to be authoritarian	S4K,S6E
	Opinions on what teachers can do	increase motivation	S1E,S2F,S3F,S7E,S8E
		Increasing communication	S3F,S5E,S7E,
	Opinions on what parents can do	Role model	S1E,S2F,S3F,S5E,S8E,S10E
		Interest	S1E,S2F,S3F,S4F,S5E,S8E, S9E,S10E,S11F

Under the theme of solution proposals for Roma children to attend school regularly, they mostly emphasized the sub-theme of the opinions of the administrators about what they can do, then the sub-theme of the opinions of the teachers about what they can do, and the sub-theme of the opinions of the parents about what they can do. Among the codes, they mostly emphasized the codes of interest (f=9), role-model (f=6) in the sub-theme of parents' views on what they can do, and the codes of increasing motivation (f=6) in the sub-theme of the opinions of administrators about what they can do.

3.2.1 Opinions of administrators on what can be done to ensure that Roma children attend school regularly

Under the sub-theme of the opinions of the administrators about what the administrators can do to ensure regular attendance of Roma children to school, the teachers mostly emphasized the code of increasing motivation (f=6). This was followed by improving the physical environment (f=5) and being authoritarian (f=2). Some of the teachers' views on what administrators can do to ensure that Romani children attend school regularly, in their own words, are as follows.

" *Different activities must be organized at school in order to attract students to the school. These children are more motivated by these kinds of activities than the lessons.*" (S2F)

" *The thing that motivates these students is the music and the novel dance. It is not very important for them to see Turkish and Mathematics every day. We saw that the students who took part in the preparations for the April 23 demonstrations last year did not make any absences before April 23. But when the holiday passed, they were absent again. That's why it's important to hold such events so that they don't have to be absent.*" (S9F)

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"It would be great if there was a music or art workshop in our school. Even if we can't solve the absenteeism problem completely, I think that if we do sports activities outside of academic classes, we can solve it to a large extent." (S7E)

"Roma children generally fail in their classes. In case of failure, they get bored with the lessons, do not do homework, do not fulfill the tasks given, and the result is that they prefer not to come to school instead of studying. One of the most important reasons for this failure is that they do not know how to read and write properly. We're trying to explain science math to these students in middle school and the result is failure. I think more emphasis should be placed on artistic and sports lessons to motivate these students for school and lessons." (T1E)

"The school administration definitely needs to impose stricter sanctions. Like absenteeism, fines for parents can be a deterrent. We have made many recommendations so far. But we couldn't tell." (S4F)

"Students who are successful or have no attendance problems can be rewarded. Punishments given at school can be regulated to act as a deterrent." (S6E)

"The physical structure of the school should be improved. These children should be given food, although they cannot necessarily be carried on lunch breaks. At least we will prevent the absence of students who do not go home at noon." (S10E)

" While choosing elective courses, courses related to art and sports should be chosen more. This will motivate them more. We have a physical education teacher in our school. He takes care of sports lessons. But I think that the Public Education Center should definitely get help for artistic lessons." (S3F)

3.2.2 Opinions of teachers on what they can do to ensure regular attendance of Roma children to school

Under the sub-theme of opinions of teachers about what teachers can do to ensure regular attendance of Roma children to school, teachers mostly emphasized the code of increasing motivation (f=5). This was followed by increasing communication (f=3) code. Some of the teachers' views on what teachers can do to ensure that Roma children attend school regularly, in their own words, are as follows.

"Ya teacher, sometimes even stroking the heads of these children motivates and motivates them. Of course, it may not last long, but my teacher friends can always talk and behave in a way that they like." (T1E)

"These kids feel worthless. Sometimes they look for the love and attention in their teachers that they do not see in their families or around them." (S8E)

" Dear teacher, sometimes our teachers are intolerant towards children. It's not because they're roma. Talking to children, doing something does not bother them. I say it

again. This behavior is not due to the fact that the students are novels. There is no alienation. But this situation can be misunderstood by the child. She thinks that the teacher is not communicating with her because she is a Roman. She feels excluded. Whatever happens, the teacher will contact these children. He will say words to honor them. The child will feel valued and will come to school." (T5E)

" Sir, children are children everywhere. Regardless of language, religion, race or creed, a child is a child. They all enjoy more or less the same things. We need to motivate these children to get them to school. We need to love school. School will not be just a place for them to come and go. It will be a place where they have fun and learn by having fun." (S3F)

3.2.3 Opinions of parents on what they can do to ensure regular attendance of Roma children to school

Under the sub-theme of opinions of parents about what parents can do to ensure regular attendance of Roma children to school, teachers emphasized the code of interest (f=9) the most. This was followed by the role-model (f=6) code. Some of the teachers' views on what parents can do to ensure regular attendance of Roma children to school, in their own words, are as follows.

" Families should set an example for their children. Most of our parents are aware of the importance of education The family does not give importance to education so that the child should give importance to education. I do not think that these children will be absent from school if their families behave in an exemplary manner in front of the children." (T1E)

"If families pay a little more attention to their children, these children will come to school more. Certainly the child must be aware that the family is following him." (S2F)

"Parents should be firm with their children. They should act and say words to motivate them. The child already does not have the motivation to gas himself. If the family behaves indifferent towards the child, the child drops out of school for a long time." (S3F)

" What I have noticed at this school is that the children who are cared for by the families are rarely absent. But the children of parents who do not give much importance to their children say that it is okay whether we come to school or not." (S4F)

"Parents should cooperate with the school, control their children's absences, put their child to bed in the evening and wake up in the morning, and ensure that their child starts the day with breakfast. When he comes home from school, he should ask how his day was. They should take care of their children. The child should feel that they are interested. Unfortunately, our parents do not get up in the morning themselves, so that they can get the children to have their breakfast and send them to school. They are very fond of their pleasures." (T5E)

"I think the only solution to this issue is that every family should drop their child to school in the morning. He must make sure that the child comes to school. If this is done, the motivation and desire of the children will increase. The family will walk that path with the child." (S11F)

Teachers expressed opinions about what administrators can do to prevent Roma students from being absent from school, opinions about what teachers can do, and what parents can do. In the findings, it is seen that the administrators and parents have the most responsibility. In particular, they stated that by doing various activities to increase the motivation of the students, the administrators could make the students love the school and thus the absenteeism of the novel students could be prevented. In addition , it has been stated that parents can ensure the attendance of students to school by showing more interest in their children and by paying more attention to their children .

4. Discussion, Conclusion and Suggestions

Absenteeism is a major obstacle to students' success, progress, continuing their education, having a good job, having a good place in society and developing their self-esteem. Absenteeism rates and dropouts of students in the education system in a country can also provide information about the development of that country. By ensuring the willing and continuous participation of the individual in the education process, an opportunity is created for the individual to direct his life (Özbaş, 2010).

It is known that there is no single indicator of the reasons for absenteeism of students in the education process and there may be reasons from many different sources. In this study. Romany students were handled at the point of absenteeism. It has been determined that there are very serious deficiencies. It been observed that there are problems for school attendance even at primary and secondary school level for these disadvantaged students. According to the report prepared by UNICEF, it has been stated that Roma have very limited experience with the benefits that formal education can provide. In today's world, societies that have realized the negative aspects of leaving the individual out of the education system have focused on solving this serious problem with more effort regarding both school dropout and absenteeism. It is possible to encounter many publications and programs on this subject. In our country, a workshop was organized by the Ministry of National Education in 2011, supported by UNICEF, for the access of Roma students to education, but it could not be put into practice after giving its final shape (Genç Vd. 2015).

In this study, the reasons for the absenteeism of Roma students were tried to be determined in the form of teacher interviews. Under the sub-theme of reasons for absenteeism stemming from the family, the students stated that the school absenteeism was

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caused by the indifference of the family, the lack of a role model in the family, cultural differences and the bad economic situation. In the related studies, the indifference of the families of Roma students comes to the fore. According to Akkan, Deniz, and Ertan (2011), the fact that novels do not value education as required by the community norm and that the child's. Studying does not have any value in the community is thought to be the main reason for breaking away from education. It is argued that the educational characteristics of the family alone are a very important indicator of school success. Many studies have clearly demonstrated that there is a relationship between the low educational level of mothers and absenteeism from school, as in our study (Akkan Vd. 2011; Araıcı, 2008; Çetin, 2017). It is stated that they exhibit behaviors that will negatively affect education at school. On the other hand, it is stated that teachers approach with prejudices due to the behavior of novel students. Similarly, the most common problems that novel students encounter at school are the failures in the lessons, the intervention of the families in the school operation, and the disagreements between the children (Diktaş et al. 2016).

In the interviews, the teachers stated that another finding about the reasons for the absenteeism of the Roma students was transportation. It is stated that the distance between the students' homes and the school prevents students from coming to school, especially in cold and rainy weather. As a result of the researches examined, it has been seen that students who do not have the opportunity to service or public transportation are absent from school. It is understood that students living in more rural areas, especially far from the city centers, either go to school with their parents or prefer to be absent due to the cold and rainy weather as well as their fear while commuting to school (Gedik, 2013).

In the research, it is stated that the reasons such as lack of motivation, peer pressure, difficulties in the lessons and lack of goals are the factors that are effective in the absence of Roman students from school. Studies on the subject also show that students' absenteeism from school increases as a result of peer pressure, and adolescents prefer to share their problems with their peers because they see their peers closer to them and think that they will understand themselves better than their families. As the time spent together increases, they see themselves as part of the group and consider it necessary to adopt the rules of the group (Kıran, 2002). In addition, if the school does not meet the expectations of the students (friend environment, physical environment, environmental factors), it has been observed in studies conducted in the field that there is a decrease in their motivation and therefore students are absent from school (Yavuz, 2006). Altınkurt's (2008, p. 135) study stated that "28.2% of the students stated that the lessons were too boring; 57.7 percent of them think that their unwillingness to attend the classes they fail" is effective in their absence from time to time or at a higher level. Again in the same study, "36.9 percent of the students stated that they want

to study for the exam to be held the next day, and 31.6 percent of them did not do their homework" as an occasional or higher effect on their absenteeism.

In the study, teachers expressed their opinions about what administrators can do to prevent Roma students from being absent from school, opinions about what teachers can do, and what parents can do. It has emerged as a result of the findings that the administrators can produce solutions for issues such as improving the physical environment of the school, increasing motivation and being authoritarian in preventing the absenteeism of novel students. In other studies on the subject, it is stated that the presence of sports and cultural activities in the school for students may be effective in reducing the absenteeism of students (Pehlivan, 2006). In addition, it is stated that the school principal and vice principal should be more authoritative and authoritative about absenteeism, and that the school administration's implementation of more severe sanctions, rather than just entering the school, will be effective in reducing absenteeism (Parlakkaya, 2010).

As a result , in the research conducted, the teachers stated that the reasons for non-attendance of the Roma students were family-based; indifference, economic distress, not being a role model and cultural difference. In addition, another sub-theme related to the reasons for absenteeism in the research was stated by the teachers that it was caused by transportation reasons between home and school. Among the reasons arising from the students, peer pressure, lack of motivation, difficulties in the lessons and lack of certain goals and objectives were stated by the teachers.

In the light of the results obtained, the following suggestions were made in order to ensure the attendance of the Romani students to school.

- Trainings can be organized to raise awareness of families about education.
- Various activities can be organized for children and parents to spend more and more effective time.
- Career days can be planned in order to be a role model for students.
- In neighborhoods with Roma students, students can be sent to different schools rather than having all children go to the same school, so that they can integrate with the society more easily.
- In places where the walking distance between school and home is greater, students may be included in the scope of transportation.
- Lunch can be taken out for students included in the scope of transportation.
- Guidance teacher norm can be given regardless of the number of students in schools where Romany students attend.
- It can be ensured that students are directed to social and sports activities rather than

academic achievements.

- Beginning from primary school, students can be guided to have a specific goal.

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