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A SURVEY OF THE HIGH SCHOOL
PRINCIPALS' PERCEPTION OF SOME
SCHOOL-RELATED FACTORS OF
STUDENT ABSENTEEISM IN
ANAMBRA STATE OF NIGERIA

By

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ABSTRACT

A SURVEY OF THE HIGH SCHOOL PRINCIPALS' PERCEPTION OF SOME SCHOOL-RELATED FACTORS OF STUDENT ABSENTEEISM IN ANAMBRA STATE OF NIGERIA

By

Festus N. Eresimadu

The survey was aimed at testing a number of hypotheses concerning the high school principals' perception of some school-related factors of student absenteeism in Anambra, in the State of Nigeria. The objectives of the study were:

1. To determine and analyze the perceptions held by high school principals relating to the administration and management of schools as factors of student absenteeism in the schools.
2. To determine and analyze the perceptions held by high school principals relating to teacher activities as factors of student absenteeism in the schools.
3. To determine and analyze the perceptions held by high school principals relating to the means of student control as factors of student absenteeism in the schools.

4. To determine and analyze the perceptions held by high school principals relating to the school-community relations as factors of student absenteeism in the schools.

Two forms of instrument were used for gathering the data. A Likert-type four alternative item questionnaire and an open-ended questionnaire were completed by forty high school principals. The Likert-type questionnaire was used to measure the perception frequency of the principals concerning the school characteristics that relate to student absenteeism. And the open-ended questionnaire was used to validate the results of the Likert-type questionnaire and to make recommendations for further research.

A X^2 -test was used to determine the distribution of responses of the subjects on the characteristics. The contingency coefficient (C) was used to determine the strength of relationship between the male and the female sexes; and between one to ten years and eleven and above years of experience as principals. The content analysis was used to process the data gathered with the open-ended questionnaire. The result was used to validate the results of the first instrument.

Selected Findings

Based on the criteria for determining the degree of relationship of the characteristics to student absenteeism, the strongly school-related factors are: lack of enforcement of compulsory school attendance; lack of a system of attendance information to parents; sending students out of school because of lack of school uniform; lack of adequate number of chairs and desks; lack of lectures in the school due to teachers' strike; lack of adequate number of teachers relative to student population in the schools; poor food quality; poor food quantity and food monotony given to students in the school boarding house; boring, dull and abstract lessons by the teacher; teacher absenteeism from the school; teacher revenge on students; teacher neglect of previous absenteeism offenses of students; sending out students from class due to lack of books; punishment by strokes of the cane; punishment by manual labor; rigid rules and regulations enforced in the school; bullying by fellow students; school violation of the community cultural values; community expectations of students in a school not being met by the school and lack of respect to students' parents in the school.

DEDICATION

To My Parents
for their tireless efforts to get
me educated.

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CHAPTER I

THE PROBLEM

Statement of the Problem

The High Schools of Anambra, located in the State of Nigeria are usually filled with students at the beginning of every academic year. As the year goes on, however, the classes which were once full of students show an attrition of membership.

Teachers and administrators have shown increasing concern for what has developed into a major school problem. Why then do students absent themselves from school as the terms progress?

Many activities that take place in the schools are related to the irregular attendance or student absenteeism in schools. Yet teachers and administrators may not be aware of the relationship between the activities that take place in the schools and the irregularity of attendance of students. These activities that take place in the schools may be in the form of actions of students, teachers or even the actions of principals and other school administrators.

The awareness of the relationship between their actions and students' irregularity of attendance in schools leads to the understanding of what school administrators, teachers, principals and students should not encourage and should not do in the schools. The problem of irregular attendance in schools may be greatly reduced when most school personnel are aware of the school-related factors to the problem in question.

Purpose of the Study

The purposes of this study are four-fold:

1. to determine and analyze the perceptions held by principals of high schools relating to administration and management of schools as factors of student absenteeism or irregular attendance in the schools.
2. to determine and analyze the perceptions held by principals of high schools relating to teacher activities as factors of student absenteeism or irregular attendance in the schools.
3. to determine and analyze the perceptions held by principals of high schools relating to means of student control as factors of student absenteeism or irregular attendance in the schools.
4. to determine and analyze the perceptions held by principals of high schools relating to

School-Community relations as factors of student absenteeism or irregular attendance in the schools.

Importance of the Study

Nwana¹ conducted a survey research study to identify the major school offenses in Western Nigeria in 1971 and a follow-up study the same year. In both the preliminary and follow-up studies,² truancy constituted the greatest problem of the schools in Western Nigeria; another was a comparative study of the incidence and intensity of major school offenses. In this study, truancy was found to be the major school problem in the East Central State of Nigeria. (Anambra State used to be part of East Central State). Nwana suggested that a study be conducted to determine the contributory factors to truancy so as to determine the needed action

¹O.C. Nwana, "Major School Offenses in Nigeria-Preliminary Study" West African Journal of Education, Vol. XV: No. 2, pp. 99-103.

O.C. Nwana, "Major School Offenses in Nigeria-Follow-Up Study," IKENGA, Institute of African Studies, University of Nigeria, Nsukka, Vol. No. 2.

²O.C. Nwana, "School Discipline In The East Central State of Nigeria After the Civil War." West African Journal of Education, Vol. XIX; No. 3, October 1975 pp 471-484.

minimize the problem of student absenteeism in the schools. The present study may help to alleviate the problem of student absenteeism by heightening the sensitivity of the administration to the contributory nature of school policies to school truancy.

Similarly Wright³ stated that the National Association of Secondary School Principals' members (NASSP) identified poor attendance as the "most perplexing" student problem facing school administrators today. The effectiveness and efficiency of school operations are seriously affected by student absenteeism. Subsequently the working morale of teachers decreases as a result of irregular attendance of students in the schools. This study will help to provide some answers to this "most perplexing" problem that faces school administrators.

School administrators and teachers spend much of their energies in pursuit of student absentees. This leaves little or no opportunity for more constructive and rewarding school tasks. The absence of students from the school creates administrative problems for both teachers and administrators. In the schools with a high degree of student absenteeism, the teachers face the dilemma of whether to teach the few students that are present in the class or not. Often the lack of students in the classes compels the teachers to cancel

³J.S. Wright, "Factors In School Attendance," Phi Delta Kappan, Vol. 58: 1976/77, pp. 358-359.

planned and prepared lessons. This results in loss of working time. If teachers continue to cancel planned lessons, the cumulative effects of lesson cancellations owing to student absenteeism will definitely have great consequences for the students, the teachers and the administrators in the school system. To prevent these consequences, this study is essential and vital.

Davenport Irvin⁴ noted that schools lose millions of dollars in state aid annually due to student absenteeism. Allocation of State money to schools is based on average daily attendance in Anambra State. If student absenteeism is reduced, schools in the State can expect to get more financial support from the Anambra State Government. Hence this study is vital.

Student absenteeism leads to a temporary or permanent shortage of students in schools. This may bring about the merging of some schools or even the closure of some schools when they become too expensive to run. This is a politically and unpopular action in any community. Newsweek⁵ of April 24, 1978 supports the view that student absenteeism brings about the increased cost of running schools. If student absenteeism is related to known factors in the schools,

⁴Irvin, Davenport, "Combating Absenteeism" School and Community, Vol. 63: April 77, p.7.

⁵Newsweek, "Empty-Desk Blues", Vol. 91: April 24, 1978, p. 94.

it will enable teachers and administrators to reduce the high cost of running schools.

Dick Davis,⁶ Verville Elinor⁷ and Hakanen Lauri⁸ stated that poor attendance may be related to poor academic performance. That is to say that the quantity of schooling and academic performance may be linearly related. If this is so, the problem of student absenteeism robs the State of future talents of those who might have become scientists, doctors, educators and administrators. Irregular attendance of students in schools hinders the attainment of academic and social successes. Secondary school students in Anambra State perform poorly in the West African School Certificate Examination. The poor performance may have some relationship to the irregularity of attendance over the years. This study will enable the school personnel to be aware of these consequences.

The high rate of school absenteeism may be related to the breaking into premises to steal, committing arson and indulging in dangerous drugs and marijuana.

⁶Dick Davis, "One Solution to the Inner-City Attendance Problem", Phi Delta Kappan, Vol. 56: April, 1975, p. 560.

⁷Elinor Verville, "School Problems," Behavior Problems of Children, pp. 355-363.

⁸Lauri Hakanen, "The Stride Program: An Answer to Absenteeism", Phi Delta Kappan, Vol. 59: Jan. 1978, pp. 307-319.

The absentee students move about with notorious gangs committing crimes. Stott⁹ holds this view too. This study may present data which may encourage students to attend schools regularly so as to divert their attention from the notorious gangs they follow. Student absenteeism may be a predictor of dropping-out of school. If student absenteeism in schools is checked through the school factors that relate to it, the consequences of this problem may be prevented.

Checking student absenteeism early in life helps to establish proper work habits later in life since human beings are often creatures of habit. According to Levanto,¹⁰ "good attendance habits learned and developed in the school have a good chance of being carried over into the world of work. The same applies to bad habits."

It is fast becoming a practice for teachers and researchers to attribute pupil problems such as truancy to pupils' home and society. Rarely has there been much effort to examine the schools, their nature, their process and their operation as a way of finding out whether they are associated with absenteeism. Hence the importance of this study.

⁹D.H. Stott, "A Study of Truants," Studies of Troublesome Children, New York, Humanities Press, Inc., pp. 97-115, 1966

¹⁰J. Levanto, "High School Absenteeism," NASSP Bulletin Oct., 1975, p. 103.

Theoretical Background of the Problem

The present research grows out of some theoretical areas of investigation, namely: organizational control and leadership, dysfunctions of bureaucracy, the impact of the formal organization upon the individual and need-hierarchy. Some theorists have touched and investigated these areas. We now turn to their theories and findings.

Merton and others¹¹ in Sociology Today, used Gouldner's model of control and showed that demand for control may lead to anticipated and unanticipated consequences. March and Simon¹² also showed what could be the dysfunctions of bureaucracy with the simplified Merton model. Merton's model also showed that the demand for control results in intended and unintended consequences. In this context, Gouldner's model and Merton's model of control shall be regarded as synonymous.

Using the illustration in Figure 1.1 the demand for control leads to the use of general and impersonal rules. The use of general and impersonal rules lowers visibility of power relations. And the lowering of visibility of power

¹¹R. Merton and others, "Organizational Analysis," Sociology Today, Harper and Row, Vol. II, pp. 400-425, 1976.

¹²J. March and H. Simon, Organizations, Wiley, 1958 Chapter 3, pp. 36-47.

relations lowers the level of interpersonal tension. The lowering of the level of interpersonal tension increases the use of the general and impersonal rules. This results in anticipated or intended consequences of the demand for control using rules and regulations.

Similarly, principals and teachers use general and impersonal rules to achieve the objectives of the school as an organization. The achievement of the school objectives by the use of the rules are the anticipated and intended consequences. Conversely, the use of general and impersonal rules produces unanticipated and unintended consequences in the school organization.

Figure 1.2 shows that the demand for control leads to the use of general and impersonal rules. Use of general and impersonal rules increases the knowledge of minimal acceptable behavior. The knowledge of minimal acceptable behavior increases the difference between organizational goals and group achievement. This increases visibility of power relations. When the level of power relations increases, the level of interpersonal tension is raised. And when this is so, it may result in alienation, apathy, fear and withdrawal. When these effects come up, there may be less use of general and impersonal rules.

Too much use of rules or lack of it, too much exercise of power or lack of it, too much use of coercive methods

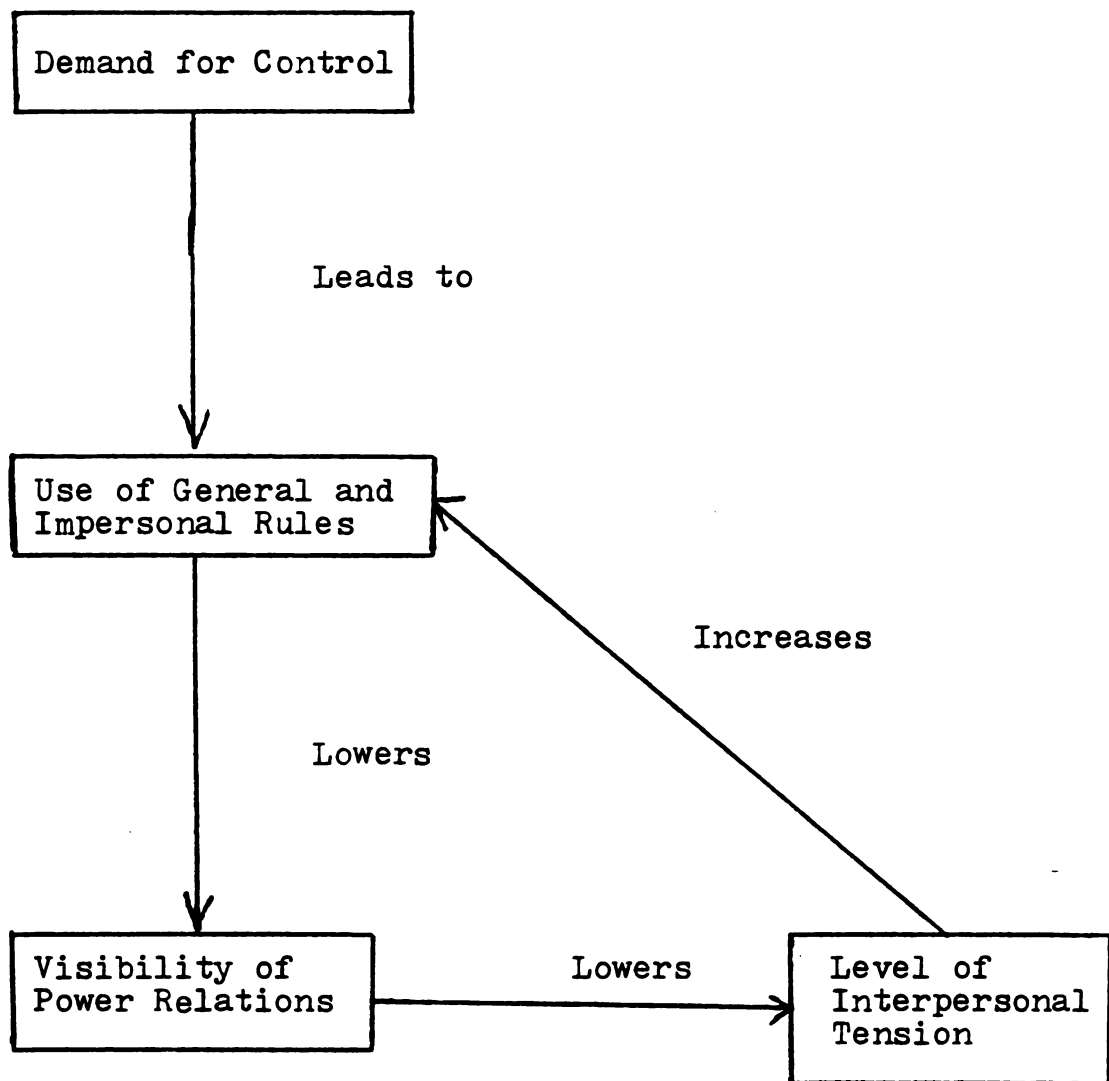


Figure 1.1 Gouldner's Model - The Problem of Control To Reach Organizational Goals: Anticipated Consequences.

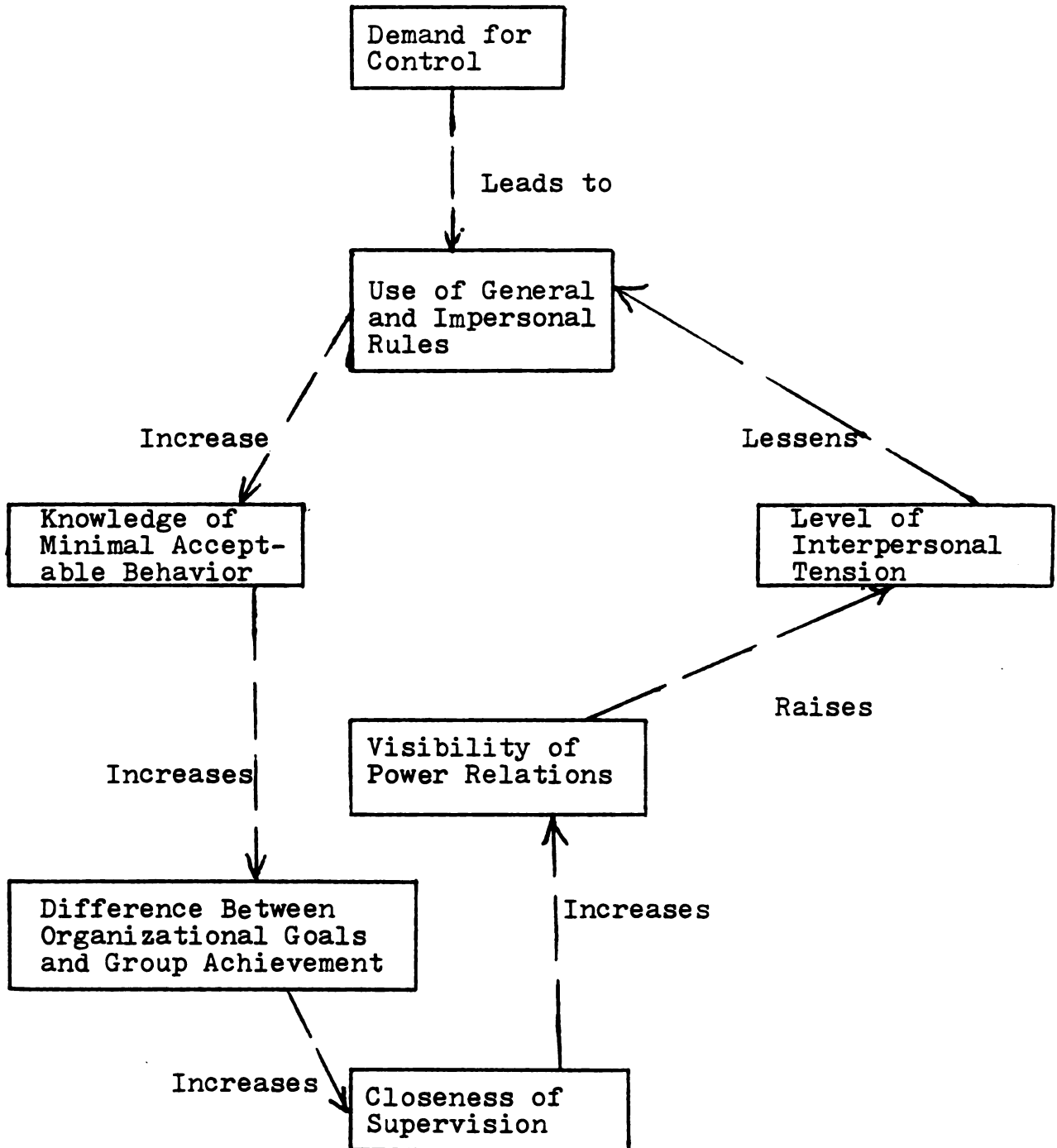


Figure 1.2 Unanticipated Consequences

of control by the school authorities may result in unanticipated and unintended consequences of alienation, apathy, fear and withdrawal by the students.

Etzioni¹³ in Modern Organizations showed that various means of control may be classified into three categories; (1) physical or coercive, (2) material or utilitarian and (3) symbolic or normative. The school organization is primarily concerned with normative means of control. According to Etzioni:

All other things being equal, at least in most cultures, the use of coercive power is most alienating to those subject to it than is the use of utilitarian power, and the use of utilitarian power is more alienating than the use of normative power. Or to put it in the other way around, normative power tends to generate more commitment than utilitarian and utilitarian more than coercive.

By way of application, the schools should use symbols of prestige, esteem, love, acceptance and conviction as normative methods of student control as opposed to the coercive methods of control such as detention, corporal punishments, etc. Coercive means of control are alienating to the school subjects. And when students are alienated, they could express it by being absent from the schools. This also may apply to students in Anambra State of Nigeria.

¹³Amitai Etzioni, "Organizational Control and Leadership," Modern Organization, New Jersey, Prentice Hall, Inc., pp. 58-67, 1964.

Pugh¹⁴ in Organization Theory emphasized what Chris Argyris wrote on the impact of the formal organization upon the individual. The school as an organization is very restrictive over whatever the students do in the school. The school requires that students should listen, take orders from the school authorities and carry out orders thereby making the students passive, dependent and subordinate. The school expects students to be present in the schools to learn under conditions that militate against these expectations. All these characteristics are not congruent to the ones mature human beings in our culture are postulated to desire. They are much more congruent to the needs of infants. Students are adolescents. They are no longer children and as such school personnel should not regard and treat these students as children.

When the needs and expectations of students are not congruent with the requirements of the school organization, frustration, failure, conflict, apathy, withdrawal or alienation may result. Students also react to the school organization by absenting themselves from the school.

The social behavior of the students who absent themselves from school owing to the incongruence of their needs and requirements of the school can be expressed with

¹⁴D. Pugh, "The Impact of the Formal Organization Upon the Individual," Organization Theory, New York, Penguin Books, pp. 261-277, 1971.

the operational model of the major dimensions of social behavior as enunciated by Getzels and Guba¹⁵ in School Review as shown in Figure 1.3.

Sergiovanni and Carver¹⁶ in The New School Executive outlined Abraham Maslow's hierarchy of basic needs. Using the illustration that follows, there are five types of needs arranged in hierarchical order.

In Figure 1.4 the needs are physiological, safety, love and belongingness, respect or esteem and self-actualization. The higher order needs cannot be pursued when the lower order needs have not been satisfied. And here, there is a link between the lower order needs and the normative means of student control in the schools. The normative means of control belong to the lower order need hierarchy. Students may absent themselves from the school if physiological, safety, love and belongingness needs are not satisfied or denied. The provision of chairs, adequate quantity, quality and variety of food, materials, security of life and property, love and kindness from teachers all belong to the lower order needs. Students may absent themselves in school to learn when there

¹⁵J. Getzels and E. Guba, "Social Behavior and the Administrative Process" School Review, 65:423-441.

¹⁶Sergiovanni and Carver, "A Belief Pattern for Decision-Making," The New School Executive, pp. 33-51.

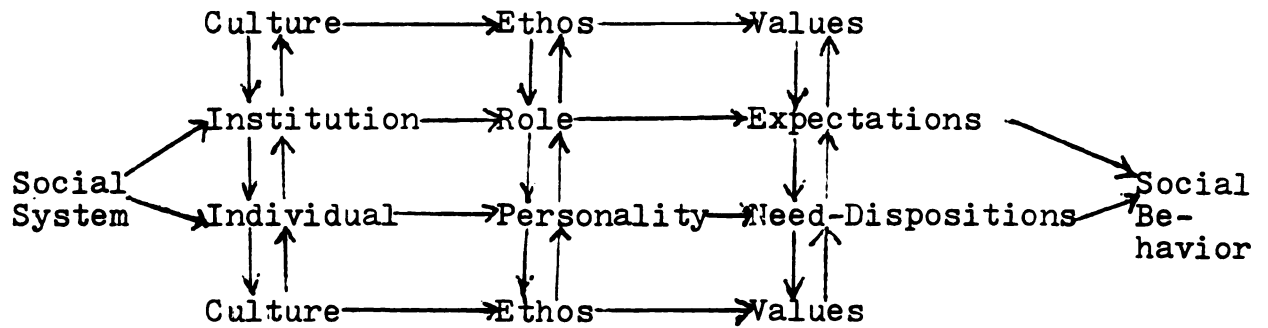


Figure 1.3 Operational Model of the Major Dimensions of Social Behavior

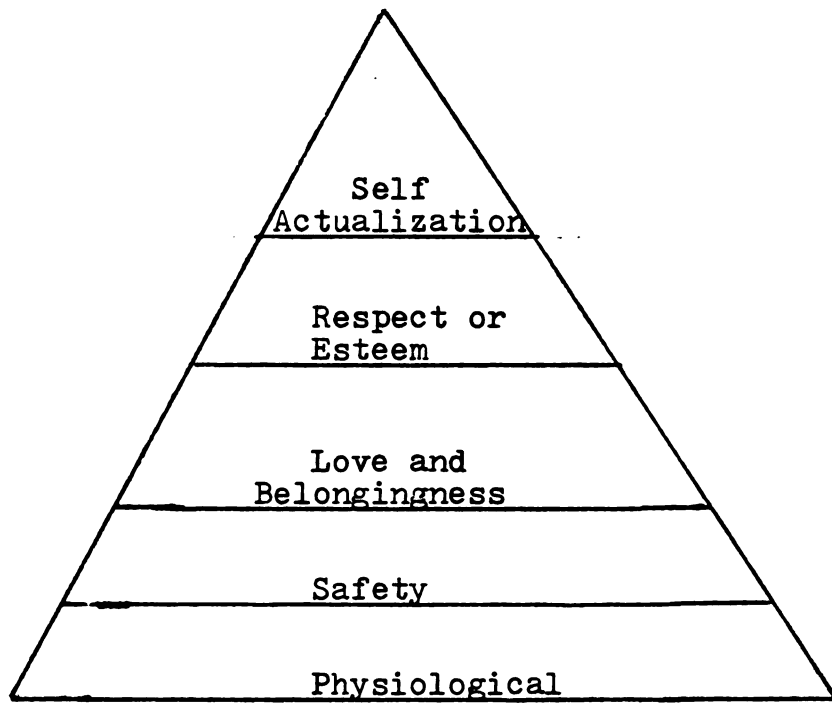


Figure 1.4 Maslow's Hierarchy of Basic Needs.

is lack or denial of the lower order needs be it physiological, safety, love or belongingness.

The Scope and Delimitation of the Study

This study is delimited as follows:

1. This study is limited to the perceptions of high school principals in Anambra State. The reliability and validity of the findings depend on the sincerity of the principals' responses.
2. The study of school-related factors of student absenteeism does not provide complete answers to the problem of student absenteeism. It only provides some perception of the problem.
3. The study of school-related factors of student absenteeism does not imply cause. It merely indicates a relationship.
4. The time for collecting the data of this study was limited. Visits to school principals were planned around the time constraints on them.
5. Lack of adequate finance for such a study made continuous visitations to the schools difficult. Much of the findings of this study depend upon the data collected on the days the principal was visited.

6. Lack of funds and time made it difficult to extend the scope of this study to other States in Nigeria. Generalization will therefore be limited to Anambra State of Nigeria.
7. The sample size may be a limitation to statistical results.

Definition of Terms

<u>Absenteeism:</u>	Absence from school for the entire school day.
<u>Perception:</u>	The understanding, knowledge got by perceiving; Impression.
<u>School Personnel:</u>	Body of persons employed in the school.
<u>Truancy:</u>	Staying out of school without permission.
<u>Morale:</u>	Moral or mental conditions with respect to courage, discipline, confidence, enthusiasm.
<u>Average Daily Attendance (ADA):</u>	is calculated by counting students in attendance or legally excused each day during the school year and dividing by the number of school days in the year.
<u>Attendance Rate:</u>	The frequency or degree of regularity in attending school.

Anambra State:

One of the 19 States of the Federal Republic of Nigeria which used to be part of former Eastern Nigeria.

Frequencies:

The number of occurrences of a given type of event.

Percentage
Frequencies:

The number of occurrences of a given type of event expressed in percentage.

Chi Square (X^2):

A test of statistical significance whether a systematic relationship exist between two variables.

$$X^2 = \frac{(f_o - f_e)^2}{f_e}$$

Contingency
Coefficient (C):

A test to determine the strength of the relationship between two variables, data are in terms of frequencies and a table larger than 2 x 2 is involved.

$$C = \frac{X^2}{N + X^2}$$

Co-curricular
Activities:

All other school activities like sports, games, clubs, meetings, etc.

School Organizational Climate:

The organizational 'personality' of a school. (Personality is to the individual what climate is to the organization).

School-boarding House:

A house rented to students by the school where students live and are fed in a common refectory or cafeteria.

Surcharge:

Additional or excessive charge.

Financial Support:

To provide for and to bear the financial expense.

West African Examinations Council (WAEC):

The body responsible for preparing high school syllabi, setting and marking of examinations for the secondary school leaving certificate and other examinations.

West African School Certificate (WASC):

This is the certificate a successful high school student obtains at the completion of his secondary school course.

Simple Random:

Selecting in such a way that all members of the population have an equal probability of selection.

High Schools:

Public schools covering forms one through five.

Hypotheses

General Hypothesis 1

The principals of high schools in Anambra State of Nigeria will perceive the research questions related to administration and management of schools as factors of student absenteeism in the schools.

Operational Hypothesis 1a

There will be no statistically significant differences between men and women principals' perception on the administration and management questions related to reasons for student absenteeism in the schools.

Operational Hypothesis 1b

There will be no statistically significant differences in the perception of principals who reflect different levels of experiences on the administration and management questions related to reasons for student absenteeism in the schools.

General Hypothesis 2

The principals of high schools in Anambra State of Nigeria will perceive the research questions related to teacher activities as factors of student absenteeism in the schools.

Operational Hypothesis 2a

There will be no statistically significant differences in perception between men and women principals on the teacher

activities questions related to reasons for student absenteeism in the schools.

Operational Hypothesis 2b

There will be statistically significant differences in perception among the principals who reflect different levels of experiences on the teacher activities questions related to reasons for student absenteeism in the schools.

General Hypothesis 3

The Principals of High Schools in Anambra State of Nigeria will perceive the research questions related to the means of student control as factors of student absenteeism in the schools.

Operational Hypothesis 3a

There will be no statistically significant differences between men and women principals' perception on the means of student control questions related to reasons for student absenteeism in the schools.

Operational Hypothesis 3b

There will be no statistically significant differences in the perception of principals who reflect different levels of experiences on the means of student control questions related to reasons for student absenteeism in the schools.

General Hypothesis 4

The principals of High Schools in Anambra State of Nigeria will perceive the research questions related to school-community relations as factors of student absenteeism in the schools.

Operational Hypothesis 4a

There will be no statistically significant differences in perception between men and women principals on the school-community relations questions related to reasons for student absenteeism in the schools.

Operational Hypothesis 4b

There will be no statistically significant differences in the perception of principals who reflect different levels of experiences on the school-community relations questions related to reasons for student absenteeism in the schools.

Organization of the Thesis

In Chapter I, a statement of the problem, the purpose of the study, the assumptions upon which the study is based, the general and operational hypotheses, the scope and delimitations of the study and the definition of terms have been presented.

The review of the related literature is presented in Chapter II. The review includes the historical perspectives of absenteeism in Nigeria, the educational and economic

implications of student absenteeism, the social implications of student absenteeism, the political and administrative implications of student absenteeism and some school-related factors of student absenteeism.

In Chapter III, the procedure and methodology of the study are presented. The detailed description includes plan for securing the data, the development of the instrument, plan for administration of the instrument, pilot study testing of the instrument, selection of population, selection of sample, administration of the instrument, research design, statistical methodology and summary.

In Chapter IV, the analysis of the data is reported.

In Chapter V, the results of the data analysis are discussed. In Chapter VI, the Summary, Conclusions and Recommendations for further research are presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter contains the review of the related literature on student absenteeism in the schools. The literature review has been sub-divided as follows:

1. Historical Perspectives
2. Educational and Economic Implications of Student Absenteeism
3. Social Implications of Student Absenteeism
4. Political and Administrative Implications of Student Absenteeism
5. Some School-Related Factors of Student Absenteeism: Administrative, Teacher Activity and Means of Student Control, School-Community Relations.

Historical Perspectives

There has been very few studies on student absenteeism in Nigeria. Much of the theoretical and empirical studies in this review have been carried out in the

United States of America. It is reasonable to look for ways to overcome a problem when there is one like student absenteeism. When alternative methods of solving a problem are available, the methods which proved most reliable and very effective can be adapted by the people concerned. Studies by Nwana¹⁷ showed that truancy ranked as the highest problem of the secondary schools in Nigeria. Since this problem is real in Nigeria, an investigation of how leading countries in the field of education such as U.S., Canada, Britain are combatting these problems in their own countries. These data may be helpful for Nigeria educators to adapt solutions to their own schools.

Educational and Economic
Implications of Student Absenteeism

Street¹⁸ in the Journal of College Student Personnel said, "My hypothesis is that the State cannot afford unlimited cut policies in state-supported institutions without compensation for the wastes involved."

He reported that students who enroll in a class and have excessive absences are wasting taxpayers' money. In Nigeria, absentees deprive other students of positions in the class and cause students in the

¹⁷Nwana, op.cit., pp. 99-103

¹⁸Donald Street, "Non-Compulsory Attendance: Can State Supported Universities Afford This Luxury?" Journal of College Student Personnel 16:124-127, 1975.

class to learn less on the days absenteeism takes place. There is the problem of inequity occurring when a student who is willing to attend all classes but the teacher does not conduct lessons because of absenteeism.

Parker and McCoy,¹⁹ Birman and Gary,²⁰ in a similar fashion wrote on a different dimension of the economic loss due to student absenteeism. They wrote to urge schools to intervene promptly so that student absenteeism is drastically reduced. If student absenteeism is on the increase, Birman noted that schools get worried for their funding because the size of the school budget is often based on calculations of average daily attendance. Schools also spend heavy sums of money in pursuit of absentee students, thereby leaving little or no opportunity for more constructive and rewarding school tasks. The money spent on absentee students are wasted most of the time.

Street²¹ also maintained that another loss from absentee students is the wasted time which may result when the teachers or administrators attempt to clear the difficulties of students who fail because of irregularity of attendance. The demands for accountability and efficiency

¹⁹Frank Parker and James McCoy, "School-based Intervention for the Modification of Excessive Absenteeism," Psychology in the Schools, 14:84-88, Jan. '77.

²⁰Beatrice Birman and Natriello Gary, "Perspectives on Absenteeism in High Schools," Journal of Research and Development in Education, Vol. II: No. 4, pp. 29-38, 1978.

²¹Street, op.cit., pp. 124-127.

for funds spent in our schools today have become so important that absenteeism must be reduced if not completely eliminated from our high schools.

Garms and others²² in School Finance: The Economics and Politics of Public Education noted that the consumption component of education increases the longer the individual attends school. In other words, the more an individual absents himself from school, the less the consumption component of education of the individual. Garms also showed that the private benefits of education emphasizes future economic returns of educational investment. A good high school education is necessary for good prospects in the job market. Frequent absence from school may hinder many students from getting a good high school education and thereby having poor prospects in the job market. Garms also showed that the quantity of schooling has a direct influence on the average earnings of individuals. For example, people with four or more years of college education on the average are likely to earn more than those with only the primary school experience. Most economic analyses have found that primary and secondary education is a good investment.

²²Walter Garms, et.al., "The Role of Government in Financing Education," School Finance: The Economics and Politics of Public Education. New Jersey, Prentice Hall, Inc., pp. 44-71, 1978.

Choi and Malak,²³ King,²⁴ Fiordaliso,²⁵ Fernandez, and Cardenas²⁶ in some theoretical and empirical studies have all found a positive correlation between the quantity of schooling and academic performance. In other words the less a student is absent from school, the more he stands a chance of performing better academically. If the standard of education is to be improved and if the individual is to benefit from schooling, the individual ought to maintain a high attendance rate.

If the quantity of schooling directly influences the rate of academic performance, it follows that high rate of absence from the school may prevent a student from getting a good high school education. Garms²⁷ in dealing with private economic benefits of education said that a well-educated person can adapt more easily to new job situations and

²³J.W. Choi and F. Malak, "Faculty Perception of Poor Academic Performance of Students," Journal of College Student Personnel, 16:317-18, 1975.

²⁴V. King, "Disciplinary Problems and Factors of Effective Control," Journal of Education, Ministry of Education, Sierra Leone, Vol. 1, No. 1, pp. 27-32, April 1966.

²⁵Richard Fiordaliso, et.al., "Effects of Feedback on Absenteeism In The Junior High School," The Journal of Educational Research, 70:188-192, April, 1977.

²⁶Edward Fernandez and Cardenas, "Absenteeism: Is There A Solution?" NASSP Bulletin, Vol. 60: 87-91, Nov. 1976.

²⁷Walter Garms, et.al., op. cit. p. 44-71.

opportunities, thus providing a hedge against future lay-off and unemployment. A high school student that is not well-educated as a result of high rate of absenteeism may not have a hedge against unemployment. An absentee student has lesser chances of going to college than a student who attends school regularly.

If the quantity of schooling and academic performance are related to the cost of dealing with crime and delinquency in a community. Where students attend schools regularly the cost of dealing with crime and delinquency is substantially reduced. The same may be true of welfare costs.

Garms²⁸ noted that the most common external benefit of education is contribution to economic growth. Students with poor school attendance may therefore contribute less to economic growth than students with high rate of school attendance.

Social Implications of Student Absenteeism

Fernandez and Manuel²⁹ said that absenteeism was reported as the most perplexing student problem for principals, outranking discipline by a two to one ratio. Nwana³⁰ also

²⁸Walter Garms, Ibid., pp. 44-71, 1978.

²⁹Edward Fernandez and Manuel, op.cit., p. 87.

³⁰O.C. Nwana, op.cit., pp. 99-103.

reported that truancy constituted the greatest problem of schools in Nigeria. If this is so, it may follow that the larger society may be a depository of the social consequences of absenteeism. Davis³¹ reported that the reluctance to attend school regularly had serious effect on the school and society as evidenced by vandalism, shakedowns, thefts, verbal and physical confrontations between students of the same and different races. Davis went further to say that attendance in school is relevant to success in future. Therefore today's schools have the responsibility for helping young people prepare themselves for the working world. Good attendance will prepare the students better for that world.

The Federal Republic of Nigeria outlined the philosophy of Nigerian education in a booklet titled Federal Republic of Nigeria National Policy on Education.³² The five main national objectives of Nigeria which are endorsed as the necessary foundation for the national policy on education, are the building of:

(1) A free and democratic society; (2) a just and egalitarian society; (3) a united, strong and self-reliant nation; (4) a great and dynamic economy; (5) a land of bright and full opportunities for all citizens.

³¹Dick Davis, "One Solution to the Inner-City Attendance Problem," Phi Delta Kappan 56:560 April 1975.

³²"Philosophy of Nigerian Education," Federal Republic of Nigeria National Policy on Education, 1977, pp. 4-5.

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In order to implement the policy, education is regarded as the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution; educational activity will be centered on the learner for maximum self-development and fulfillment; universal basic education will be provided for all citizens.

These national objectives as well as ways to implement them are laudable. But if the country has set out these objectives and some students often absent themselves from school, such students are working against the ways of implementing the national objectives. Such students prohibit the attainment of the greater part of the national objectives. Nigeria strongly believes in the education of her citizens:

Not only is education the gretest force that can be used to bring about redress; it is also the greatest investment that the nation can make for the quick development of its economic, political, sociological and human resources.³³

Empty school buildings create another problem when such schools are closed down. It becomes hard to find suitable tenants for the building. It then becomes a hideout for criminals as evidenced in Anambra.

Drop-outs who menance the society are first and foremost truants before they eventually drop out of school.

³³Ibid., p. 4-5.

Verville³⁴ confirms this claim. Davenport³⁵ reported also that higher dropout rates, greater incidence of delinquency and increased vandalism are sordid concomitants of excessive absenteeism. Birman and Natriello³⁶ have this to say,

From the societal perspective, the immediate problems of absenteeism are delinquency and crime which occur when large numbers of adolescents, out of school and unemployed are left with nothing constructive to occupy their time.

Today, employers express increasing concern with the erratic absenteeism among the 20-30 year old workers. This is a carry-over problem from the school to the world of work.

According to Garms³⁷ a better educated person may set an example for others to emulate. Education can make people become more flexible and adaptable to new ideas in work situations. It has been shown in this review that the quantity of schooling is related to performance of an individual. If this is true, it may also be true that a student who absents himself from school stands a lesser chance of setting good examples for others to emulate. He may also be less

³⁴Elinor Verville, "School Problems," Behavior Problems of Children, pp. 355-365.

³⁵Irving Davenport, "Combating Absenteeism," School and Community, Vol. 63: 7 and 40.

³⁶Beatrice Birman and Natriello, op.cit; pp. 29-38, 1978.

³⁷Garms, et.al., op.cit.; pp. 44-71, 1978.

flexible and less adaptable in applying new ideas in work situations or in the home. If a student attends school regularly, he stands a lesser chance of constituting a social problem like delinquents and criminals. The more a student attends school, the more he gets educated and perpetuates the norms and values which guide citizens' behavior in a free society.

Political And Administrative Implications of Student Absenteeism

The rate of attendance in schools may be one of the measures of demand for education in a community. Another measure of demand for education may be the amount of financial support given to schools by the community. The higher the attendance rate, the higher the financial support the schools get from the government and the community. If schools have a high rate of student absenteeism and an adequate number of teachers, it means that the supply of education in this situation is more than the demand for education. According to Garms³⁸ and others, the politics of school finance is that where the supply of education is more than the demand for education, budgets are hard to approve. And teachers in schools with serious rates of student absenteeism

³⁸Walter Garms, "The Politics of School Finance" Ibid, pp. 327-360.

are faced with the problem of declining enrollment and consequent laying off from work.

Student absenteeism leads to temporary or permanent shortage of students in schools. This may bring about the closure of such schools with high rate of student absenteeism as they have become very unviable to run. The closure of a school in a community has its political consequences. Communities resist any move to close their schools even if it means that they pay more to support the school. In what was formerly known as Eastern Nigeria, this situation gave rise to the unpopular "Assumed Local Contribution" (A.L.C.). The Assumed Local Contribution made it imperative for communities to pay for spaces not filled by students in order to retain their schools; otherwise such schools were merged with other schools or closed down. Newsweek³⁹ had this to say:

Closing a school is a major political problem says San Francisco School Board member John Maher. When the School Board indicated that Winfield Scott School would be closed due to poor attendance, the entire community including several hundred senior citizens put up a stiff fight. Even for those without children enrolled in a threatened school, there is a kind of territorial imperative involved, a very strong emotional tie.

³⁹Newsweek, "Empty-Desk Blues," Vol. 91, April 1978
p. 94.

The school administrator often spend considerable funds and energy in pursuit of absentees. This brings about the neglect of more constructive and rewarding school tasks. Students' absence creates administrative problems for the teachers and the administrator. In the Nigerian schools with high degree of student absenteeism, teachers face the dilemma of whether to teach the few students that were present or not to teach them. Many a time the teachers are compelled to cancel planned lessons simply because of lack of attendance by the students. The cumulative effects of lesson cancellations by teachers owing to student absenteeism are serious.

Lipham and Hoeh⁴⁰ in The Principalship: Foundations and Functions has this to say:

A great deal of administrative time at the building level is devoted to ensuring student compliance with compulsory attendance laws. This expenditure of time is legally binding and, more important, it is administratively significant.

Schools with high rate of absenteeism find it more difficult to attract and retain teachers and students alike. Such schools are unpopular, notorious and often associated with failures and never-do-wells. Poor attendance lowers staff morale in the school. The lowered morale affects

⁴⁰James Lipham and James Hoeh, "The Principal and the Students," The Principalship: Foundations and Functions, Harper & Row, p. 287.

the output of such a school. Stringer⁴¹ recognized that higher attendance fostered better morale and improved public relations.

Some School-Related Factors of Student Absenteeism

Administrative and Managerial

Lipham and Hoeh⁴² admonished principals and staff to recognize that a number, if not the majority, of the attendance problems are prompted by the school's inability to provide a program that can be tailored to the needs, values and abilities of each student.

Many school principals and administrators suspend students when they commit offenses they consider serious. Some suspensions are allowed to run into weeks while some others are even forgotten in the process. Horn⁴³ cited a report carried by the Children's Defense Fund that a million children were suspended from schools during the 1972-1973 school year in nine states and District of Columbia in the U.S. According to the report, this figure excluded children that were sent home under such labels as "a cooling-off

⁴¹Bill Stringer, "Striking a Positive Note for Attendance," School & Community, 64 p. 23 March, 1978.

⁴²James Lipham and James Hoeh, Ibid., p. 288.

⁴³Jack Horn, "Suspension from School, Kicked-out Kids," Psychology Today, Dec. 1975, pp. 83-84.

period," "voluntary withdrew" and the drop-outs who decided to quit schooling as a result of series of suspensions. A closer look at the offenses revealed that two-thirds of the suspensions were for completely non-violent, non-dangerous offenses like cutting classes, arguing with the teacher or smoking. Cases of violence that involved fighting a teacher received the usual penalty of expulsion and not suspension.

What was considered as adequate reason for suspension differed widely from school to school even in the same district. For example, wearing a head scarf, not having the proper dress, arrogant defiance of authority by look and not verbally were the reasons for some suspensions. The reasons were as different as the teachers. A closer look at suspension practices revealed that the students' chances of being suspended depended more on the grade level they belonged to than on what they did. Most of the suspensions were imposed without the students having a chance to defend themselves or their parents being notified.

Similar suspension exercises abound in Anambra State of Nigeria. These exercises are aimed at infusing fear and discipline into the students. If the offense involved a student insulting or fighting a teacher, the penalty is often expulsion after the student had been well thrashed with the cane. No opportunity is given to the students to defend themselves. The students are treated like immature human beings who are incapable of reasoning. The frequent use of

suspension in high schools is much recognized by Horn when he said,

Educators even use suspension to discipline truants, making crime and punishment exactly the same or identical.

Garcia,⁴⁴ commenting on the misuse of suspension exercises by educators has said,

Where no causes have been clearly delineated, the traditional response has been the self-defeating tactic of suspending students from schools, an act which does little more than give administrative sanction to students staying away from the classroom, perpetuating the vicious cycle in which a student avoids class because his absenteeism has placed him in a position of failure.

Birman and Natriello⁴⁵ commented that the role absenteeism plays in instigating the problem which high schools might otherwise face is reinforced by the fact that absence in the form of suspensions and expulsions from school is often imposed by high school administrators or students who cause trouble in the school. Ironically, suspensions and expulsions are often used as a disciplinary measure for truancy when it should not be the case.

⁴⁴E. Garcia, "Instant Quarter-Credit Concept--An Answer to Class Cutting?" NASSP Bulletin, Feb. 1979, pp. 39-43.

⁴⁵B. Birman and Natriello, op.cit.; pp. 29-38.

Commenting on student absenteeism, the Times Educational Supplement⁴⁶ holds the view that researchers have explained pupil problems such as truancy by way of pupils' home and neighborhood. There has been no discussion or examination of the schools, their nature, their process and their operation. The article revealed that a thorough investigation might show that blame for a pupil's rebellion may rest with the school. If this is true, there should be changes in the practices and operations of the truant schools. This is a further evidence to show that schools have partial responsibility for student absenteeism in schools.

In some Anambra State high schools, the State School Board and the principals keep on posting and admitting students to these schools without consideration for manageable size for control. When the school board posts the students, no reference is made to find out whether there is adequate accommodation, equipment or teachers in such schools. The result is that most classes in these schools go without teachers in certain subject areas. Instead of having six to seven lessons in a day, some classes may have three or four lessons for the whole day. Where students come to school to discover that they have no teachers or chairs and desk, some of the students prefer to stay out of school. Times Educational

⁴⁶Times Education Supplement, 3260:9 Dec. 2, 1977.

Supplement⁴⁷ confirms that when all factors have been considered, the fact remains that the larger the school, the greater the proportion of pupils with low attendance records.

King⁴⁸ agrees that inadequate accommodations, lack of school equipment are some factors which make for indiscipline. Wright⁴⁹ used the questionnaire method to conduct a study on the factors of school attendance in Virginia. Principals were asked to identify and quantify certain characteristics of their schools' curriculum, organization and staff by completing a variety of check-lists. The second instrument was sent to the Superintendents of each school system. It requested high school attendance rates for the 1975-1976 school year. Among other factors, Wright found that as size of the school increased, attendance rate decreased. He advised school planners to know that attendance is negatively related to the size of a school. He also found a significant correlation between pupil/teacher ratio and attendance rate. In schools where there were proportionately more teachers, attendance rates were higher.

⁴⁷Times Educational Supplement. 3071:3 April 5, 1975.

⁴⁸V.E. King, op.cit., pp. 27-32.

⁴⁹John Wright, op.cit., pp. 358-359. Sept-June, 1976/77.

School-boarding houses are popular in high schools in Anambra State. In the boarding houses, the schools are responsible for the feeding and accommodating of the students after parents have paid the amount of money approved per student by the school board. The school board approves a certain amount with the aim of subsidizing the feeding. In most cases, the approved basic boarding fee is generally not adequate to feed a student for a term. Even with this situation, the government subsidy does not come in time. At times it may not even come at all. As if this is not enough, some unscrupulous school principals misuse the meager sum of money paid for feeding the students by awarding contracts to relatives. The result is that students' feeding is poor in quality, inadequate in quantity and monotonous. Students go to school hungry. In many occasions where they can no longer tolerate the food they leave school to find something to fill their empty stomach. In very serious cases, the students demonstrate and strike thereby damaging school property. Principals' usual reaction is to close down the school for some weeks or even months.

Alexander⁵⁰ saw unrest as a strike between students and authorities of the institution. He classified the factors

⁵⁰John W. Alexander, "Why Campus Riots" The Christian Reader, October-November Issue, 1970, pp.1-5.

of students unrest as superficial, basic, and root factors. Superficial causes occur because of the presence of underlying factors. They are like incendiary sticks tossed into a dry forest. They can trigger a fire there but tossed into a rain forest they can fizzle out. Injustice in school administration, is an example of this. Alexander pointed out that during strikes, destruction is a way of lobbying in the view of these students.

In the study conducted by Nwana⁵¹ in Nigeria in 1971, he identified strikes and demonstrations to be due to poor food quality and quantity, stringent dormitory regulations and poor quality of teaching staff. As Nwana pointed out, only a few principals recognized that demonstration was a legitimate method of showing students' dissatisfaction with the school administration so long as it was carried out orderly.

Lipham and Hoeh⁵² commenting on the organizational climate of a school noted that the closed climate is characterized by a high degree of apathy on the part of members of the organization. When the school administration is not

⁵¹O.C. Nwana, "Major School Offenses in Nigeria," West African Journal of Education, Vol. XV, No.2, pp. 99-102.

⁵²James Lipham and Hoeh, "Organization Theory," op. cit., pp. 103-106.

considerate and is high-handed students resort to being absent from school. The school climate in high schools with high absenteeism may be closed. Nwankwo⁵³ showed that the institutions with closed school climate in Imo State of Nigeria tended to have a high incidence of students' conflict behavior. Some of the characteristics of the schools with closed climate under study include teachers' apathy and non-committment to the school work or to the students and staff. Principals in those schools were more task-oriented. They, in their dictatorial manner distributed office memos to obtain compliance by the teachers. Most principals in this category of schools appeared very critical of staff or student initiative, suggestions or enthusiasm. There were fewer staff meetings or informal gatherings. People appeared to be too busy while they did nothing in practice.

Davenport,⁵⁴ contributing his views on school environment said,

⁵³John Nwankwo, "The School Climate as a Factor in Students' Conflict Behavior in Nigeria." Unpublished PhD Thesis, University of Ibadan, Nigeria, pp. 1-4, 1977.

⁵⁴Irvin Davenport, op.cit., p. 40.

Attention to the school environment itself perhaps lies at the crux of the issue. The school environment must be made as non-threatening to the student as possible. Teachers and school personnel must give attention to punctual and regular attendance themselves and to the cultivation of warm, child-centered personalities. Opportunities should abound for the student to experience a large number of success each day.

Teacher Activity and Means of Student Control

Some teachers always feel that they can always grapple with whatever material they have to teach the students in the class. Therefore such teachers come to school without preparing their lessons. As they teach, evidences of academic derailments begin to show up. And students are very intelligent at picking up the wrong statements of teachers. Students capitalize on such teachers' mistakes by throwing questions to the teachers concerning their wrong statements. Due to the teachers' unpreparedness, they may either pounce on the students by humiliating them verbally or physically. At times such teachers may just walk into the class and start throwing questions on what they have not taught the students. This practice results in the classrooms maintaining graveyard silence. If such teaching practices continue, students become bored by the teachers.

Greene,⁵⁵ in his study of factors associated with absenteeism among students in two metropolitan high schools, supports the fact that the typical absentee is an individual exposed to conditions which produce unfavorable attitudes toward the school. These conditions are likely to include one or more of the following: low previous and current school marks, arbitrary and inappropriate curricula, inflexible academic standards and teachers who lack a sympathetic understanding of adjustment problems confronting the individual absentee and who are unskilled in creating in their classrooms an intellectual, emotional and social climate conducive to effective learning and adjustment.

Rhodes and Reiss⁵⁶ recognize that student apathy and truancy may be related to teacher activities when they said,

...The actions of the schools' agents produce adaptations which include apathy, and or truancy and or delinquency.

Similar conditions cited above exist in Anambra high schools in Nigeria.

⁵⁵James Greene, Sr., "Factors Associated With Absenteeism Among Students in Two Metropolitan High Schools," The Journal of Experimental Education, Vol. 31, pp. 389-394. Summer, 1963.

⁵⁶L. Rhodes and A. Reiss, "Apathy, Truancy and Delinquency As Adaptations to School Failure," Social Forces 48:12-22, September 1969.

Lauer and Rance⁵⁷ in writing a profile on the chronic absentee recognized that teachers are partially responsible as they said,

Many chronic absentees gave as reasons for being absent from school that classes are boring or not helpful and therefore not worth attending.

In Nigeria teachers may also be partly responsible for absenteeism.

Commenting on teachers' responsibility for students' absenteeism, Asare⁵⁸ has said that when some students find that their teacher bores the class with dull and abstract lessons and does not even allow them to go out during play time, they watch for the days on which those lessons take place and absent themselves from school. Boring lessons according to him, may be due to inadequate preparation of the teacher especially where he does not read and know the subject-matter well. The teacher may be lazy in preparing or finding teaching aids to illustrate the lessons.

Associated with boring lessons and poor teaching is poor communication. Some teachers in the state of study do not communicate well with their students. Some of them use complex language and fail to communicate with their students. Some of them speak and write too rapidly for ease of communication with students. When students do not understand their teacher, they prefer to stay away from school.

⁵⁷Robert Lauer and Rance, "The Chronic Absentee: A Profile," Journal of College Student Personnel, Vol. 17, pp. 324-326, July 1976.

⁵⁸E. Asare, "Corporal Punishment At School," Ghana Teachers Journal, Vol. 49-52, pp. 30-37, April 1966.

Moos and Moos⁵⁹ in a study of some high school classes showed among other things that absenteeism in organizations such as the school may be high when there is inadequate or poor communication between the subordinates and their managers.

Fulmer,⁶⁰ writing in The New Management has this comment:

Good communication, like clear air, is usually taken for granted until its absence begins to make life unpleasant.

One of the principals of learning is that the students must be active in order that learning may take place. In Anambra, Nigeria, it is therefore necessary that students should be allowed to relate attendance to the total pattern of their learning needs. Teachers should avoid boring lessons by involving the students in identification of the problem, planning the solution to the problem, implementing the solution, evaluating the results of the solution, and the process of the solution. If the student is a passive observer while the teacher does all these for him, he will not feel a need to be present in the class.

⁵⁹Rudolf Moos and Bernice Moos, "Classroom Social Climate and Student Absences and Trades," Journal of Educational Psychology, Vol. 70, No.2, pp. 263-269, 1978.

⁶⁰Robert Fulmer, "Communication--The Idea Transplant" The New Management, p. 296.

Hoback⁶¹ supported the part teachers can play to reduce absenteeism by saying,

The foundation of an effective attendance policy must be in the practices of the classroom teacher. If a teacher has severe truancy problems among his students, it may indicate severe weakness in that teacher's effectiveness. More student input evaluation of teaching effectiveness may help to reduce the feelings of futility and alienation that may be associated with truancy.

Associated with boring lessons of the teachers in Anambra maybe teacher absenteeism from schools. Admittedly some schools are understaffed. But there is very visible evidence in the schools that some classes and lessons go without teachers even when the teachers have been provided for them. The same teachers who punish students when the students are absent from school also absent themselves from school irregularly. Suprina⁶² reported that the number one reason given by the student body of Hauppauge (N.Y.) High School for cutting classes was the existence of a substitute teacher in lieu of the regularly assigned class teacher. Substitute teachers may hold the classes when the regular teachers are absent from the school. In the case of Anambra State of Nigeria, the students are worse off because the

⁶¹John Hoback, "The Problem of Attendance," NASSP Bulletin, February 1976, pp. 21-29.

⁶²R. Suprina, "Cutting Down on Student Cutting," NASSP Bulletin, February 1979, p.28.

schools cannot talk of substitute teachers when they do not have the basic required number of teachers to cover all lessons.

The use of corporal punishment be it caning, detention, manual labor, etc. is still very widespread in the high schools in Anambra State. Although teachers are not permitted to use the cane without due permission from their principals, the law is not observed in practice in many schools. King⁶³ observed that when the cane is too much used by the teachers, its effect is lost. Again fear is not a good incentive to behavior. Therefore teachers should not make students do things merely through fear of punishment. Verville⁶⁴ disapproved the use of corporal punishment by saying,

Traditional penalties for recalcitrant students--detention after school, paddling, and suspension--seldom have any effect on the habitual offender.

Stott⁶⁵ also recognizes that some truants who feared to go to school do so because they anticipated some punishment or disagreeable encounter with another pupil. In Anambra schools the punishment may not always come from the class teacher. Physical

⁶³V. King, op.cit., pp. 30-32

⁶⁴Elinor Verville, op.cit., p. 359

⁶⁵D. Stott, op.cit., p. 105.

punishment may be experienced in the hands of fellow students when students fight each other. If a student is always beaten up in the school, his security and safety are threatened. The student begins to associate the school with insecurity. The school becomes a place to be avoided as there is no protection there. Stott⁶⁶ acknowledges that an encounter with a fellow student may make a student to absent himself from school. Verville⁶⁷ also agrees with Stott. Asare⁶⁸ has this to say on the question of bullying:

A child may dislike going to school
because there may be another child
in the school who beats or worries
him.

Asare still adds another factor which may relate to student absenteeism. He noticed that a teacher may have a personal antagonism with someone connected with the student in his class. The teacher may wreak his revenge on the child. What the teacher does is to avoid the child or treat him harshly for trivial errors. The teacher deliberately refuses to report or check the absence of the student to the principal of the school. This neglect is harmful to the individual student. And it is criminal for any teacher to engage in such acts. Similar cases of negligence of students by the teachers may exist in Anambra high schools.

⁶⁶D. Stott, Ibid.; p. 105.

⁶⁷Elinor Verville, op. cit., p. 360

⁶⁸E. Asare, op.cit., p. 30.

Some teachers mark present for students who are absent in the class without seeing the students physically. Many a time roll calls are not even conducted. Some teachers mark the whole week's register of attendance under ten minutes. This is an exercise that takes about thirty minutes each day if it is properly carried out. When the teachers do this, little do they know that their students watch and observe them. By this act, students feel right away that attendance does not matter to the teachers who do this. Parents have no way of knowing when their sons and daughters absent themselves from school. As the register of attendance is not well marked, no attempt is made to notify parents of absenteeism cases. Teachers who indulge in such exercise should be aware of the enormous consequences of such acts. Fagbulu⁶⁹ has warned that although parents are not aware of their legal rights in Nigeria, it cannot be presumed that they will remain so much longer.

Fagbulu went on to confirm that there has been cases of pupils being absent from school because they have been sent on errands by a teacher or by other people connected with the school. This abuse of office jeopardizes the future of the student.

⁶⁹A. Fagbulu, "The Roll Call," Administrative Practice for Teachers, p. 12-13.

In Anambra, instances may abound where the class register of attendance is abandoned to either the class perfect or anyone the teacher chooses. Students have misused this opportunity because they never mark absent for themselves or their friends the days they never came to school. It is also easy for the attendance rate of a habitual absentee to look good because he could influence what should be marked for him. It is therefore difficult to diagnose what is academically wrong with students whose records show that they are always present in the school yet they are often physically absent.

Teachers who abandon the record-keeping aspect of their job neglected their duty. They should be fully prepared to bear the full responsibility of whatever may result from improper marking of the register of attendance. The importance of record-keeping generally is emphasized by Davenport⁷⁰ when he said,

The establishment and maintenance of an accurate system of record keeping is essential.

Moos and Moos⁷¹ in a study of the classroom social climate and student absences and grades have said that related research has shown the absenteeism in work settings is high when the subordinates have little autonomy, are not

⁷⁰Irvin Davenport, op.cit., pp. 7 and 40.

⁷¹R. Moos and B. Moos, op. cit., p. 264.

allowed to make some decisions that affect them and have few opportunities to learn new skills. They predicted on the basis of these findings that teacher control is positively related to students' absenteeism in the schools.

That the teacher is the live-wire of the classroom activities is summarized by Street.⁷² He said,

Another important point is that some instructors bring so much life and realism to the class that attendance is never a problem.

School-Community Relations

Schools are built within communities. The school is not an isolated island. Rather it is part of the community in which it is built. Even the students who go to schools are members of the community. If this is so, the various school activities should reflect the values, culture and aspirations of the community. The essence of schooling is for use towards the improvement of the community. If pupils learn hygiene, vernacular, agriculture, math and science subjects in the school, the outcome of what has been learned should be used for improving poor living standards, unmechanized farming methods and for the general welfare of the enlarged Nigerian community. The schools also depend on the community for material and financial support for them to carry out their activities effectively. The school is not and should

⁷²Donald Street, op.cit., p. 127.

not be an ivory tower where knowledge is gained for its own sake.

Mbiti,⁷³ in his contribution to the administration of the school has this to say:

Knowledge is not simply for the sake of passing examinations but mainly for enabling man to lead a better life in his environment.

Parents express their opinions about their schools through such avenues like parent-teacher association, school committee, board of governors of the school. Principals and teachers must respect their opinions, give attention to their suggestions and seek their advice and support. Supporting the above view, Mbiti⁷⁴ said,

Thus an efficient headmaster knows that the success of his school administration depends on his ability to rally the support of parents.

In support of the same view, Fagabulu⁷⁵ said,

Apart from ensuring that the programmes of the schools are those relevant to the goals of the community, P.T.A.s have additional functions. Where funds are short for instance, groups of parents might arrange to take over essential services for part of the school day in the library or clinic or in conducting games or preparing for the school play.

⁷³David Mbiti, "School Administration," Foundations of School Administration, Nairobi, Oxford University Press, p. 51, 1974.

⁷⁴David Mbiti, Ibid., p. 52.

⁷⁵A. Fagbulu, op.cit., p. 79-80.

Parents are not homogenous. By being in parent-teacher association or school committees, avenues of communications between the home and schools are opened, the misunderstanding between the home and the schools due to lack of communication is reduced. The cooperation between the home and the schools reduces absenteeism of students from the schools as they may now know that the parents and teachers can easily know what they do.

The importance of good school-community relations is shown by Hakanen⁷⁶ when the Harlem School District of Rockford, Illinois was confronted with a high rate of student absenteeism in 1975. A program called Students and Teachers Really Interested in Drop Out Education (STRIDE) was initiated in 1976 because of the problem of student absenteeism in the district. The purpose of the "Stride" program was not to replace the regular school. It is aimed at rehabilitating absentees who are potential drop-outs and to return them to the regular school program. Admission to the "Stride" program was not open to capable students who were looking for an "easy" way through high school. Rather student eligibility was determined in a weekly staff meeting of the Assistant Principal, School Psychologist, School Counselor and the "Stride" teacher.

⁷⁶Lauri Hakanen, op.cit., pp. 307-319, January 1978.

Once eligibility was determined the procedure is that parents and members of the community are contacted to seek their permission to place their children in the "Stride" program where such children had been found eligible for the program. If the parents turn the request down, the affected children remain with the regular program. If the parents of the affected children agree, such children are placed in the "Stride" program. Class rosters were compiled for both mornings and afternoon sessions for the program. The status of each student in the program was followed closely by the "Stride" teacher who made regular progress reports on each student to the Principal. This made regular communication possible between the Principal and the parents, the principal and the day school staff, the principal and district level administrators.

The student remained in the "Stride" program on a semester-to-semester basis. The maximum duration of "Stride" program for each student is one year in order to allow more students to take part in the program. The credits completed in "Stride" program were applied toward graduation and athletic eligibility. The regular school subjects are studied by the "Stride" students. In addition to this, the "Stride" students also study the problems of getting and holding a job during the first half of the day. In the second half of the day, they seek employment or work outside the school.

Among the achievement of the "Stride" program, attendance was greatly improved, staff morale was high, the

"Stride" students developed a new found interest in school and self. Too many students sought admission into the program. But only a few were taken each time. Thus cooperation between the school and members of the community may greatly improve student attendance.

Parker and McCoy⁷⁷ wrote to say that school-based intervention of systematic telephone contacts with parents for attendance problems in the early grades is important for both the school systems and the child. It is easy to implement. It is effective in increasing attendance. It is economically advantageous for the school systems since financial support is dependent upon average daily attendance.

Lipham and Hoeh⁷⁸ have recognized the essence of good school-community relations by saying that the Principal must become intimately acquainted with the values, expectations, needs and aspirations of the local community before the Principal could develop a sound program of school-community relations which may help to reduce student absenteeism.

⁷⁷Frank Parker and James McCoy, op.cit., pp. 84-88

⁷⁸James Lipham and James Hoeh, "The Principal and The Community," op.cit., p. 320.

CHAPTER III

METHODOLOGY OF THE STUDY

Plan for Securing the Data

In November 1978, an application to conduct the research study in Anambra State in Nigeria was lodged with the Federal Ministry of Education, Scholarships Division, Lagos, Nigeria through the Consulate-General of Nigeria in New York. It was necessary that the application be sent early in order that enough time would be left for all the office procedures and the transactions to take place in New York and Lagos (See Appendix I).

An approval to conduct the study in Anambra State of Nigeria came from the Scholarships Division of the Federal Ministry of Education, Lagos, Nigeria (See Appendix II). Another application for the ticket was made directly to the Consulate-General of Nigeria in New York City (See Appendix III). When no response came, it became imperative that a trip to New York was necessary. The round-trip air ticket was secured in person in January 1980. It was not necessary to give an early notice to the principals of schools because the schools whose principals would be used for the study would depend upon the information from the Anambra State Ministry of Education, Enugu.

Development of the Instrument and
Plan for Its Administration

The instrument for the study was developed under the guidance of the dissertation committee. After an extensive review of literature, there was a concerted effort to put together some of the ideas. The Nigerian students on campus were also asked to enumerate the factors that relate to student absenteeism in high schools in Nigeria. The major focus of the survey was on school-related factors of student absenteeism.

The synthesis of the different ideas resulted in two forms of instrument to be used in gathering the data. One form of the instrument utilized a Likert-type scale while the other form used open-ended questions (See Appendix IV). The Likert-type questionnaire was subdivided into four sections.

Statements 1.1 to 1.16 belong to School Administration and Management.

Statements 2.17 to 2.30 represent Teacher Activities.

Statements 3.31 to 3.36 represent Means of Student Control.

Statements 4.37 to 4.44 stand for School-Community Relations.

The open-ended instrument was attached at the end of the Likert-type instrument. The instructions on how to complete both instruments was attached at the beginning of the package. There were frequent correspondences to Anambra State in Nigeria to ascertain when the high schools were due to

close for the Easter break. A round-trip ticket from the Consulate-General of Nigeria's Office in New York enabled the researcher to administer the instruments. With a letter of introduction, the researcher was able to gain admittance to the various schools in the sample (Appendix VI). A political map of Nigeria shows where the study took place.

Information data on attendance in the various high schools in Anambra State were secured from the State Ministry of Education, Enugu. This data was obtained without the knowledge of the principals because of their concern that the findings might affect their school grants or future promotions. Such feelings would affect the way the principals would respond to the instruments.

Pilot Study

Some Nigerian students on campus who had been principals of high schools in Nigeria were used to try out the two forms of the data-gathering instruments. This procedure enabled the researcher to improve the quality of the statements. The pilot study enabled a thorough check of the planned statistical and analytical procedures and their adequacy in treating the data. The preliminary testing of the hypotheses was possible through the pilot study.

Both instruments are the pencil-and-paper type suitable for individual response. The approximate time for the response to all the items in both instruments was thirty-five

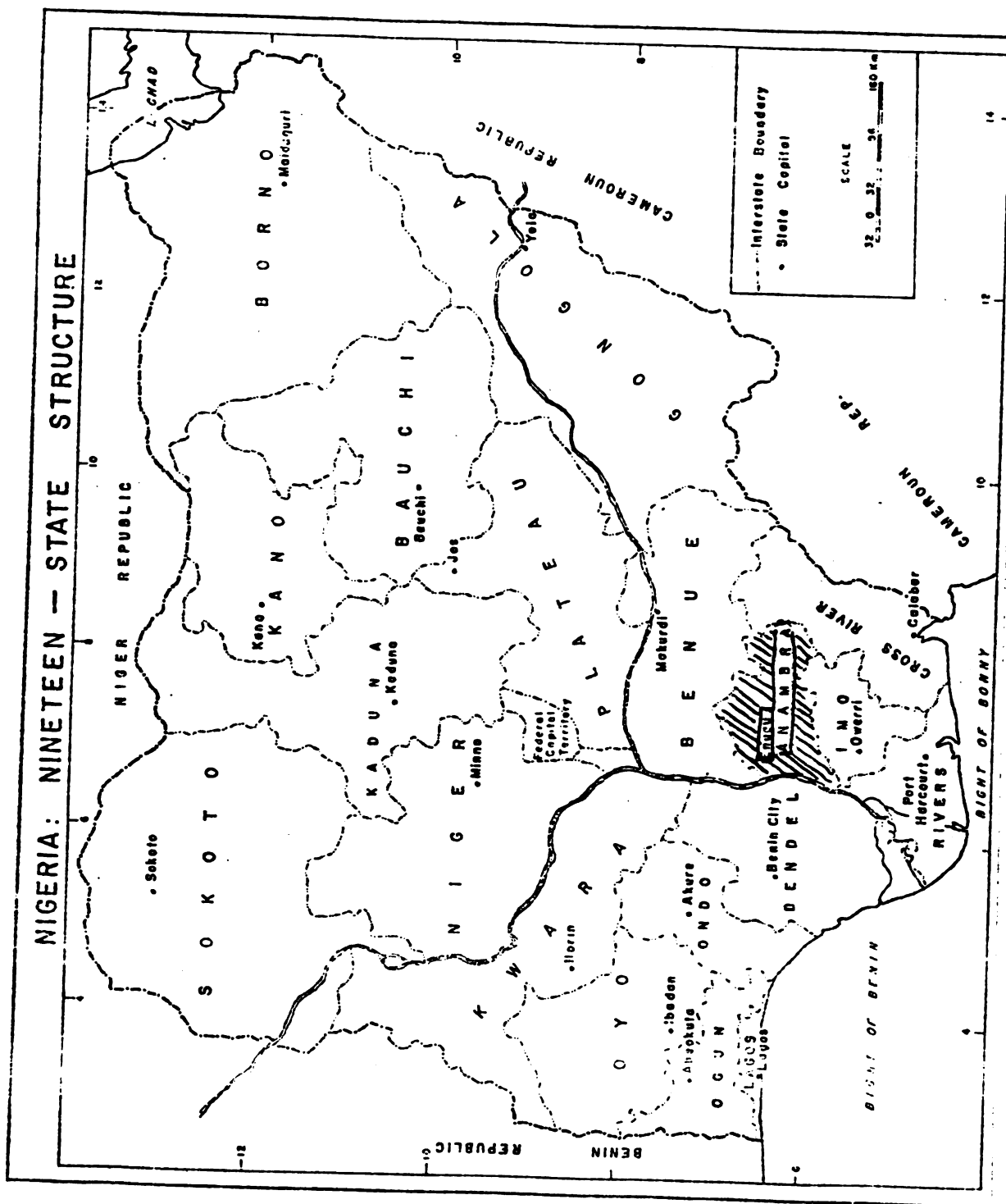


FIGURE 3.5: NIGERIA: NINETEEN-STATE STRUCTURE

minutes. But there was no time limit set for all the responses. Responses were made by marking an "X" over the number which indicated the perception of each respondent against each statement. For example, each statement of the questionnaire has four alternative responses, namely:

"Strongly Agree" is represented by 4
"Agree" is represented by 3
"Disagree" is represented by 2
"Strongly Disagree" is represented by 1

Sampling Method

Each of the 165 high schools were assigned a number. Using a table of random numbers, a simple random sample of 40 schools were obtained from the population.

The instruments were administered to the forty principals of these schools. Of the principals selected, there were twenty-one (21) males and nineteen (19) females. Twenty-nine (29) of the principals selected have had one to ten years (1-10 years) experience while eleven (11) of the principals have had eleven or more years of experience as high school principals. All the principals selected hold either a Bachelor of Arts or Bachelor of Science Degree.

Statistical Methodology

The statistical treatments of the data in this study were done through the use of the facilities of the Computer Laboratory, Michigan State University. Data was processed

through the use of the Statistical Package for the Social Sciences (SPSS) program. The SPSS program was used to calculate the means, frequencies, percentage frequencies, cross-tabulations (X^2) and the contingency coefficients.

Content analysis was used to process and analyze the data from the open-ended questionnaire. The content analysis used in this study was adapted from the work of Oberg.⁷⁹ Repeated checkings of the content analysis was done to verify the results obtained. The content analysis is used to calculate the most frequently mentioned factors of student absenteeism.

The following statistical procedure were employed:

1. The X^2 -test was used to test the relationship in perception between the respondents' sex and experience.
2. The contingency coefficient (C) was used to determine the degree or strength of relationship between the responses to the characteristics and the sex; and between the responses to the characteristics and experience of the respondents as the data were in frequencies and a table larger than 2 x 2 was involved.
3. The content analysis was used to process the data gathered with the open-ended questions. The

⁷⁹Winston Oberg, "Cross-Cultural Perspectives On Management Principles," Journal of the Academy of Management, June 1963, pp. 129-143.

results of the open-ended questions were used to validate the results of the Likert-type instrument. The results are also used to generate information for further studies.

Summary

A Likert-type of four alternative item questionnaire and an open-ended questionnaire were developed to investigate the school-related factors of student absenteeism in high schools in Anambra State of Nigeria. Both questionnaires were designed to obtain information from high school principals on what they perceived or observed as school-related factors of student absenteeism in the high schools. The instruments were designed with the help of and approved by the dissertation guidance committee. Guidance was obtained also from the Office of Research and Consultation at Michigan State University in the development of the statistical design.

The instruments were administered in person by the researcher to 40 high school principals selected in a simple random fashion in Anambra State of Nigeria. All the 40 questionnaires were collected. All the hypotheses were tested at $\alpha = .05$ level of significance. An analysis of the data are presented in Chapter IV.

CHAPTER IV

PRESENTATION OF DATA

The chapter contains the general hypotheses and the operational hypotheses tested, a summary of the findings, the detailed responses to the Likert-type scale by respondents (See Table 1), the summary of the responses by respondents (See Table 2), the statistical results (Table 3), and the results of the open-ended questions (Tables 5 and 6).

The hypotheses being tested are stated in the null form and are designated by the symbol H_0 . The .05 level of significance is used to make a decision to accept or reject the null hypotheses. Using the appropriate degree of freedom, if the calculated value of X^2 is greater than the expected table value, the null hypothesis is rejected; otherwise, the null hypothesis is accepted.

The frequency, the percentage of response and the mean of the responses are used to show how the respondents perceive the relatedness of the variables and student absenteeism. In the Tables N.S. denotes "Not Significant" and S denotes "Significant".

General Hypothesis 1 (Tables 1,2,3 and 4: 1.1 - 1.16)

The principals of high schools in Anambra State of Nigeria will perceive the research questions related to administration and management of schools as factors of student absenteeism in the schools.

H1a: There will be no statistically significant differences between men and women principals' perception on the administration and management questions related to reasons for student absenteeism in the schools.

H1b: There will be no statistically significant differences in the perception of the principals in the different levels of experiences on the administration and management questions related to reasons for student absenteeism in the schools.

Results: "Sex" or "Experience" of the respondents does not make a statistically significant difference in the way they perceive the administration and management characteristics generally. The principals in the different experience levels differ significantly in their perception of the relationship between student absenteeism and lack of enforcement of compulsory attendance.

General Hypothesis 2 (Tables 1,2,3 and 4: 2.17 - 2.30).

The principals of high schools in Anambra State of Nigeria will perceive the research questions related to

teacher activities as factors of student absenteeism in the schools.

H2a: There will be no statistically significant differences in perception between men and women principals on the teacher activities questions related to reasons for student absenteeism in the schools.

H2b: There will be no statistically significant differences in perception among the principals on the different levels of experience concerning teacher activities related to reasons for student absenteeism in the schools.

Results: The "Sex" or "Experience" of the respondents makes no statistically significant difference in the way they perceive the research questions related to teacher activities as factors of student absenteeism in high schools. But the principals in the different experience levels differ significantly in their perception of the relationship between student absenteeism and sending students out of the class due to inattentiveness.

General Hypothesis 3 (Tables 1,2,3 and 4: 3.31 - 3.36).

The principals of high schools in Anambra State of Nigeria will perceive the research questions related to means of student control as factors of student absenteeism in the schools.

H3a: There will be no statistically significant differences between men and women principals' perception concerning the means of student control related to reasons for student absenteeism in the schools.

H3b: There will be no statistically significant differences in the perception of principals with different levels of experiences concerning the means of student control related to reasons for student absenteeism in the schools.

Results: The "Sex" or "Experience" of the respondents does not make a statistically significant difference in the way they perceive the relationship between student absenteeism and the research questions related to means of student control. However, the male and female principals differ significantly in their perception of student bullying as a factor of student absenteeism in the high schools.

General Hypothesis 4 (Tables 1,2,3 and 4: 4.37 - 4.44).

The principals of high schools in Anambra State of Nigeria will perceive questions related to school-community relations as factors of student absenteeism in the schools.

H4a: There will be no statistically significant differences in perception between men and women principals on the school-community relations questions related to reasons for student absenteeism in the schools.

H4b: There will be no statistically significant differences in the perception of principals in the different

levels of experience on the school-community relations questions related to reasons for student absenteeism in the schools.

Results: Generally, the respondents do not differ significantly either by "Sex" or "Experience" concerning their perceptions of the relationship between student absenteeism and the research questions related to school-community relations.

The data revealed that all principals hold first degrees. The analysis of the research questions by "qualifications" is therefore unnecessary. The means and percentage frequencies show how the principals perceive the characteristics as related to student absenteeism. The criteria for determining the degree of relationship of the characteristics to student absenteeism follows the presentation of the data. The characteristics are classified into those that strongly relate, moderately relate and slightly relate to student absenteeism.

TABLE 1: RESPONSES OF THE SCHOOL-RELATED FACTORS OF STUDENT ABSENTEEISM
QUESTIONNAIRE BY "SEX" AND "EXPERIENCE".

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE		TOTAL	
	f	M %	f	F %	$\frac{1-10}{f} \frac{vr.}{f} \%$	$\frac{11}{f} \frac{vr.}{f} \%$
1.0 Administration & Management						
1.1 No compulsory attendance enforcement						
Strongly Disagree	0	(NS)	0	0	0	0
Disagree	1	4.8	1	0	3.4	0
Agree	14	66.7	13	47.4	44.8	90.9
Strongly Agree	6	28.6	15	52.6	51.7	9.1
						(-)
						0
						1
						23
						16
						40.0
1.2 Lack of attendance information system to parents						
Strongly Disagree	0	(NS)	0	0	0	0
Disagree	1	4.8	1	5.3	3.4	9.1
Agree	17	81.0	20	63.2	69.0	81.8
Strongly Agree	3	14.3	8	31.6	27.6	9.1
						(-)
						0
						2
						29
						9
						22.5
1.3 Lack of athletic and sports co-curricular activities:						
Strongly Disagree	0	(NS)	0	0	0	0
Disagree	8	38.1	11	36.8	37.9	36.4
Agree	11	52.4	14	52.6	48.3	63.6
Strongly Agree	2	9.5	4	10.5	13.8	0
						(-)
						0
						15
						21
						52.5
						4
						10.0
1.4 Lack of co-curricular activities like clubs, meetings and social activities						
Strongly Disagree	1	(NS)	2	5.3	6.9	0
Disagree	10	47.6	13	52.6	44.8	63.6
Agree	10	47.6	14	42.1	48.3	36.4
Strongly Agree	0	0	0	0	0	0
						(-)
						2
						20
						18
						45.0
						0
						0

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX			EXPERIENCE			TOTAL	
	f	M %	F f	%	1-10 yr. f	%	11 yr+ f	%
1.5 Sending students out of school because of lack of uniform Strongly Disagree Disagree Agree Strongly Agree	0	(NS)	0	0	0	(NS)	0	(-)
	1	4.8	1	5.3	1	3.4	1	9.1
	18	85.7	12	63.2	20	69.0	10	90.9
	2	9.5	6	31.6	8	27.6	0	0
1.6 Lack of adequate number of chairs and desks Strongly Disagree Disagree Agree Strongly Agree	0	(NS)	0	0	0	(NS)	0	(-)
	4	19.0	2	10.5	4	13.8	2	18.2
	11	52.4	9	47.4	14	48.3	6	54.5
	6	28.6	8	42.1	11	37.9	3	27.3
1.7 Teachers' strike action Strongly Disagree Disagree Agree Strongly Agree	0	(NS)	0	0	0	(NS)	0	(-)
	0	0	0	0	0	0	0	0
	9	42.9	11	57.9	14	48.3	6	54.5
	12	57.1	8	42.1	15	51.7	5	45.5
1.8 Fewer subjects offered by the school Strongly Disagree Disagree Agree Strongly Agree	1	(NS)	0	0	1	(NS)	0	(-)
	5	4.8	7	36.8	7	3.4	5	2.5
	13	23.8	11	57.9	18	24.1	6	30.0
	2	61.9	1	5.3	3	62.1	0	60.0
		9.5				10.3		7.5

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE		TOTAL	
	f	M %	F %	1-10 yr. f %	11 yr+ f %	f %
1.9 Few number of teachers in the school						
Strongly Disagree	0	(NS)	0	0	0	(-)
Disagree	2	9.5	1	3	0	0
Agree	12	57.1	11	16	63.6	7.5
Strongly Agree	7	33.3	7	10	36.4	57.5
						35.0
1.10 Lack of parents and teachers meetings in the school						
Strongly Disagree	6	(NS)	2	6	2	(-)
Disagree	11	28.6	7	12	6	20.0
Agree	4	52.4	9	10	3	45.0
Strongly Agree	0	19.0	1	1	0	32.5
						2.5
1.11 Leakage of examination questions before examination date						
Strongly Disagree	4	(NS)	1	4	1	(-)
Disagree	2	19.0	5	4	3	12.5
Agree	4	9.5	8	8	4	17.5
Strongly Agree	11	52.4	5	13	3	30.0
						40.0
1.12 Students' property theft in the school						
Strongly Disagree	3	(NS)	0	3	0	(-)
Disagree	11	14.3	9	14	6	7.5
Agree	6	52.4	8	9	5	50.0
Strongly Agree	1	28.6	2	3	0	35.0
						7.5

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX				EXPERIENCE				TOTAL	
	M		F		1-10 yr		11 yr+		f	%
	f	%	f	%	f	%	f	%		
1.13 Student's injury in the school neglected										
Strongly Disagree	1	4.8	0	0	1	3.4	0	0	1	(-)
Disagree	4	19.0	5	26.3	6	20.7	3	27.3	9	22.5
Agree	10	47.6	10	52.6	13	44.8	7	63.6	20	50.0
Strongly Agree	6	28.6	4	21.1	9	31.0	1	9.1	10	25.0
1.14 Poor food quality in the school boarding house										
Strongly Disagree	0	0	0	0	0	0	0	0	0	(-)
Disagree	1	4.8	1	5.3	1	3.4	1	9.1	2	5.0
Agree	16	76.2	13	68.4	21	72.4	8	72.7	29	72.5
Strongly Agree	4	19.0	5	26.3	7	24.1	2	18.2	9	22.5
1.15 Poor food quantity in the school boarding house										
Strongly Disagree	0	0	0	0	0	0	0	0	0	(-)
Disagree	2	9.5	2	10.5	2	6.9	2	18.2	4	10.0
Agree	14	66.7	13	68.4	20	69.0	7	63.6	27	67.5
Strongly Agree	5	23.8	4	21.1	7	24.1	2	18.2	9	22.5
1.16 Food monotony in the school boarding house										
Strongly Disagree	0	0	0	0	0	0	0	0	0	(-)
Disagree	4	19.0	2	10.5	4	13.8	2	18.2	6	16.0
Agree	12	57.1	13	68.4	17	58.6	8	72.7	25	62.5
Strongly Agree	5	23.8	4	21.1	8	27.6	1	9.1	9	22.5

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE		TOTAL	
	M f	F %	1-10 yr f	11 yr+ f	f	%
2.0 Teacher Activities						
2.17 Difficult-to-do assignments from teachers						
Strongly Disagree	0	(NS)	0	0	0	(-)
Disagree	2	9.5	5	1	6	15.0
Agree	16	76.2	19	10	29	72.5
Strongly Agree	3	14.3	5	0	5	12.5
2.18 Boring and dull lessons from the class teacher						
Strongly Disagree	0	(NS)	0	0	0	(-)
Disagree	0	0	0	0	0	0
Agree	18	85.7	25	8	33	82.5
Strongly Agree	3	14.3	4	3	7	17.5
2.19 Teacher absence						
Strongly Disagree	0	(NS)	0	0	0	(-)
Disagree	1	4.8	1	0	1	2.5
Agree	16	76.2	23	7	30	75.0
Strongly Agree	4	19.0	5	4	9	22.5
2.20 Teacher revenge on students						
Strongly Disagree	0	(NS)	0	0	0	(-)
Disagree	0	0	0	0	0	0
Agree	15	71.4	20	7	27	67.5
Strongly Agree	6	28.6	9	4	13	32.5
2.21 Sending students out of the class due to inattentiveness						
Strongly Disagree	0	(NS)	1	0	1	(-)
Disagree	4	19.0	3	6	9	22.5
Agree	14	66.7	20	5	25	62.5
Strongly Agree	3	14.3	5	0	5	12.5

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE			TOTAL	
	M	F	1-10 yr	11 yr+	f	f	(-)
2.22 Teacher surcharge of students Strongly Disagree Disagree Agree Strongly Agree	f	%	f	%	11 yr+	f	%
	(NS)	(NS)	(NS)	(NS)	(NS)	0	0
	0	0	0	0	0	0	0
	8	38.1	8	42.1	10	16	40.0
2.23 Teacher neglect of previous absenteeism offense Strongly Disagree Disagree Agree Strongly Agree	12	57.1	8	42.1	15	20	50.0
	1	4.8	3	15.8	4	4	10.0
	(NS)	(NS)	(NS)	(NS)	(NS)	1	2.5
	1	4.8	0	0	0	1	2.5
2.24 Teacher humiliation of stu- dents Strongly Disagree Disagree Agree Strongly Agree	0	0	1	3.4	0	1	2.5
	4	19.0	1	5.3	1	1	2.5
	14	66.7	11	57.9	18	26	65.0
	3	14.3	7	36.8	9	12	30.0
2.25 Sending students out of the class because of dirtiness Strongly Disagree Disagree Agree Strongly Agree	(NS)	(NS)	(NS)	(NS)	(NS)	0	0
	0	0	0	0	0	0	0
	4	19.0	1	5.3	5	5	12.5
	14	66.7	17	89.5	21	31	77.5
2.26 Sending students out of the class due to lack of books Strongly Disagree Disagree Agree Strongly Agree	3	14.3	1	5.3	3	4	10.0
	(NS)	(NS)	(NS)	(NS)	(NS)	0	0
	0	0	0	0	0	0	0
	3	14.3	3	15.8	3	6	15.0
2.27 Sending students out of the class due to lack of books Strongly Disagree Disagree Agree Strongly Agree	15	71.4	14	73.7	23	29	72.5
	3	14.3	2	10.5	3	5	12.5
	(NS)	(NS)	(NS)	(NS)	(NS)	0	0
	0	0	0	0	0	0	0
2.28 Sending students out of the class due to lack of books Strongly Disagree Disagree Agree Strongly Agree	1	4.8	0	0	0	1	2.5
	18	85.7	15	78.9	23	33	82.5
	2	9.5	4	21.1	5	6	15.0
	(NS)	(NS)	(NS)	(NS)	(NS)	0	0

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE			TOTAL	
	M f	%	F f	%	1-10 yr. f	11 yr.+ f	%
2.27 Lack of sympathy to the students during poor performance in class	(NS)				(NS)		
Strongly Disagree	1	4.8	0	0	1	0	(-) 2.5
Disagree	12	57.1	6	31.6	12	6	18 45.0
Agree	8	38.1	9	47.4	12	5	17 42.5
Strongly Agree	0	0	4	21.1	4	0	4 10.0
2.28 Student's names posted openly against grades	(S)				(NS)		
Strongly Disagree	3	14.3	1	5.3	4	0	(-) 10.0
Disagree	9	42.9	7	36.8	10	6	16 40.0
Agree	9	42.9	6	31.6	10	5	15 37.5
Strongly Agree	0	0	5	26.3	5	0	5 12.5
2.29 Teacher neglect of students' complaints	(NS)				(NS)		
Strongly Disagree	2	9.5	0	0	2	0	(-) 5.0
Disagree	11	52.4	7	36.8	10	8	18 45.0
Agree	7	33.3	11	57.9	15	3	18 45.0
Strongly Agree	1	4.8	1	5.3	2	0	2 5.0
2.30 Teacher suppression of student opinion	(NS)				(NS)		
Strongly Disagree	2	9.5	0	0	1	1	(-) 5.0
Disagree	12	57.1	11	57.9	16	7	23 57.5
Agree	6	28.6	6	31.6	10	2	12 30.0
Strongly Agree	1	4.8	2	10.5	2	1	3 7.5

TABLE 1 (cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE		TOTAL	
	$\frac{M}{f}$	$\frac{F}{f}$	$\frac{1-10}{f}$	$\frac{11-17}{f}$	$\frac{18-24}{f}$	$\frac{25-30}{f}$
3.0 Means of Student Control						
3.31 Detention punishment						
Strongly Disagree	0	(NS)	0	(NS)	0	(-)
Disagree	3	0	6	0	6	0
Agree	18	14.3	22	20.7	33	15.0
Strongly Agree	0	15.8	1	75.9	1	82.5
3.32 Caning Punishment						
Strongly Disagree	0	(NS)	0	(NS)	0	(-)
Disagree	0	0	0	0	0	0
Agree	12	0	17	56.8	25	62.5
Strongly Agree	9	13	12	41.6	15	37.5
3.33 Manual labor punishment						
Strongly Disagree	0	(NS)	0	(NS)	0	(-)
Disagree	3	0	3	0	6	0
Agree	15	14.3	20	10.3	27	15.0
Strongly Agree	3	15.8	6	69.0	7	67.5
3.34 Standing-up punishment						
Strongly Disagree	0	(NS)	0	(NS)	1	(-)
Disagree	6	1	11	0	14	2.5
Agree	13	8	16	37.9	22	35.0
Strongly Agree	2	42.1	2	55.2	3	55.0
3.35 Enforcement of rigid rules and regulations						
Strongly Disagree	0	(NS)	0	(NS)	0	(-)
Disagree	1	0	2	0	2	0
Agree	15	4.8	20	6.9	27	5.0
Strongly Agree	5	12	7	69.0	11	67.5

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE			TOTAL	
	M	F	1-10 yr	11 yr+	f	(-)	%
3.36 Student bullying							
Strongly Disagree	0	0	0	(NS)	0	0	0
Disagree	0	0	0	0	0	0	0
Agree	18	85.7	9	69.0	27	67.5	
Strongly Agree	3	14.3	10	31.0	13	32.5	
4.0 School-Community Relations							
4.37 Violation of community cultural values							
Strongly Disagree	0	(NS)	0	(NS)	0	(-)	0
Disagree	4	19.0	5	24.1	9	22.5	
Agree	11	52.4	7	34.5	18	45.0	
Strongly Agree	6	28.6	7	41.4	13	32.5	
4.38 Denial of school facilities to the members of the community							
Strongly Disagree	9	(NS)	6	(NS)	15	(-)	37.5
Disagree	11	52.4	13	58.6	24	60.0	
Agree	1	4.8	0	3.4	1	2.5	
Strongly Agree	0	0	0	0	0	0	
4.39 Lack of school-community contacts							
Strongly Disagree	6	(NS)	2	(NS)	8	(-)	20.0
Disagree	13	61.9	13	58.6	26	65.0	
Agree	2	9.5	4	17.2	6	15.0	
Strongly Agree	0	0	0	0	0	0	
4.40 Community expectations unmet							
Strongly Disagree	0	(NS)	0	(NS)	0	(-)	0
Disagree	2	9.5	5	13.8	7	17.5	
Agree	14	66.7	10	55.2	24	60.0	
Strongly Agree	5	23.8	4	31.0	9	22.5	

TABLE 1 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX				EXPERIENCE				TOTAL	
	M		F		1-10 yr		11 yr+		f	%
	f	%	f	%	f	%	f	%		
4.41 Lack of communication between the school and community Strongly Disagree Disagree Agree Strongly Agree	5	23.8	3	15.8	4	13.8	4	36.4	8	20.0
	9	42.9	12	63.2	16	55.2	5	45.5	21	52.5
	7	33.3	3	15.8	8	27.6	2	18.2	10	25.0
	0	0	1	5.3	1	3.4	0	0	1	2.5
		(NS)		(NS)		(NS)				(-)
4.42 Non-involvement of community in decision-making Strongly Disagree Disagree Agree Strongly Agree	7	33.3	2	10.5	6	20.7	3	27.3	9	22.5
	10	47.6	14	73.7	19	65.5	5	45.5	24	60.0
	4	19.0	3	15.8	4	13.8	3	27.3	7	17.5
	0	0	0	0	0	0	0	0	0	0
		(NS)		(NS)		(NS)				(-)
4.43 Lack of school's financial accountability to the community Strongly Disagree Disagree Agree Strongly Agree	5	23.8	2	10.5	5	17.2	2	18.2	7	17.5
	14	66.7	10	52.6	18	62.1	6	54.5	24	60.0
	2	9.5	5	26.3	4	13.8	3	27.3	7	17.5
	0	0	2	10.5	2	6.9	0	0	2	5.0
		(NS)		(NS)		(NS)				(-)
4.44 Lack of respect to students' parents Strongly Disagree Disagree Agree Strongly Agree	1	4.8	0	0	1	3.4	0	0	1	2.5
	1	4.8	1	5.3	2	6.9	0	0	2	5.0
	11	52.4	12	63.2	15	51.7	8	72.7	23	57.5
	8	38.1	6	31.6	11	37.9	3	27.3	14	35.0
		(NS)		(NS)		(NS)				(-)

TABLE 2: SUMMARY OF THE RESPONSES TO THE FOUR ALTERNATIVE ITEM QUESTIONNAIRE OF THE STUDY

CHARACTERISTIC/SIGNIFICANCE	SEX				EXPERIENCE				TOTAL	
	M		F		1-10 yr.		11 yr+		f	%
	f	%	f	%	f	%	f	%		
1.0 Administration and Management										
1.1 No compulsory attendance enforcement	(NS)				(S)				(-)	
Disagree	1	4.8	0	0	1	3.4	0	0	1	2.5
Agree	20	95.3	19	100.0	28	96.5	11	100.0	39	97.5
1.2 Lack of attendance information system to parents					(NS)				(-)	
Disagree	1	4.8	1	5.3	1	3.4	1	9.1	2	5.0
Agree	20	95.3	18	94.8	28	96.6	10	90.9	38	95.0
1.3 Lack of athletic and sports co-curriculum activities					(NS)				(-)	
Disagree	8	38.1	7	36.8	11	37.9	4	36.4	15	37.5
Agree	13	61.9	12	63.1	18	62.1	7	63.7	25	62.5
1.4 Lack of co-curricular activities e.g. clubs, meetings, etc.					(NS)				(-)	
Disagree	11	52.4	11	57.9	15	51.7	7	63.7	22	55.0
Agree	10	47.6	8	42.1	14	48.3	4	36.4	18	45.0
1.5 Sending students out of school due to lack of uniform					(NS)				(-)	
Disagree	1	4.8	1	5.3	1	3.4	1	9.1	2	5.0
Agree	20	95.2	18	94.8	28	96.6	10	90.9	38	95.0

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE				TOTAL	
	M		F		1-10 yr.		11 yr+	
	f	%	f	%	f	%	f	%
1.6 Lack of adequate number of chairs and desks								
Disagree	4	19.0	2	10.5	(NS)		(-)	15.0
Agree	17	81.0	17	89.5	4 13.8	2 18.2	6	
					25 86.2	9 81.8	34	85.0
1.7 Teacher's strike action								
Disagree	0	0	0	0	(NS)		(-)	
Agree	21	100.0	19	100.0	0 0	0 0	0	0
					29 100.0	11 100.0	40	100.0
1.8 Fewer subjects offered by the school								
Disagree	6	28.6	7	36.8	(NS)		(-)	32.5
Agree	15	71.4	12	63.2	8 27.5	5 45.5	13	
					21 72.4	6 54.5	27	67.5
1.9 Few number of teachers in the school								
Disagree	2	9.5	1	5.3	(NS)		(-)	7.5
Agree	19	90.4	18	94.7	3 10.3	0 0	3	
					26 89.7	11 100.0	37	92.5
1.10 Lack of parents and teachers meetings in the school								
Disagree	17	81.0	9	47.3	(NS)		(-)	65.0
Agree	4	19.0	10	52.7	18 62.1	8 72.7	26	
					11 37.9	3 27.3	14	35.0
1.11 Leakage of examination questions before examination date								
Disagree	6	28.5	6	31.6	(NS)		(-)	30.0
Agree	15	71.4	13	68.4	8 27.6	4 36.4	12	
					21 72.4	7 63.7	28	70.0

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX				EXPERIENCE				TOTAL	
	M		F		1-10 yr.		11 yr+		f	%
	f	%	f	%	f	%	f	%		
1.12 Students' property theft in the school	(NS)				(NS)				(-)	
Disagree	14	66.7	9	47.4	17	58.6	6	54.5	23	57.5
Agree	7	33.4	10	52.6	12	41.3	5	45.5	17	42.5
1.13 Students' school injury neglected	(NS)				(NS)				(-)	
Disagree	5	23.8	5	26.3	7	24.1	3	27.3	10	25.0
Agree	16	76.2	14	73.7	22	75.8	8	72.7	30	75.0
1.14 Poor food quality in the school boarding house	(NS)				(NS)				(-)	
Disagree	1	4.8	1	5.3	1	3.4	1	9.1	2	5.0
Agree	20	95.2	18	94.7	28	96.5	10	90.9	38	95.0
1.15 Poor food quantity in the school boarding house	(NS)				(NS)				(-)	
Disagree	2	9.5	2	10.5	2	6.9	2	18.2	4	10.0
Agree	19	90.5	17	89.5	27	93.1	9	81.8	36	90.0
1.16 Food monotony in the school boarding house	(NS)				(NS)				(-)	
Disagree	4	19.0	2	10.5	4	13.8	2	18.2	6	15.0
Agree	17	80.9	17	89.5	25	86.2	9	81.8	34	85.0
2.0 Teacher Activities										
2.17 Difficult-to-do assignments from the teachers	(NS)				(NS)				(-)	
Disagree	2	9.5	4	21.1	5	17.2	1	9.1	6	15.0
Agree	19	90.5	15	78.9	24	82.7	10	90.9	34	85.0

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE				TOTAL	
	M		F		1-10 yr		11 yr+	
	f	%	f	%	f	%	f	%
2.18 Boring and dull lessons from the class teacher	(NS)				(NS)		(-)	
Disagree	0	0	0	0	0	0	0	0
Agree	21	100.0	19	100.0	29	100.0	11	100.0
2.19 Teacher absence	(NS)				(NS)		(-)	
Disagree	1	4.8	0	0	1	3.4	0	0
Agree	20	95.2	19	100.0	28	96.5	11	100.0
2.20 Teacher revenge on students	(NS)				(NS)		(-)	
Disagree	0	0	0	0	0	0	0	0
Agree	21	100.0	19	100.0	29	100.0	11	100.0
2.21 Sending students out of the class due to inattentive- ness	(NS)				(S)		(-)	
Disagree	4	19.0	6	31.6	4	13.7	6	54.5
Agree	17	81.0	13	68.4	25	86.2	5	45.5
2.22 Teacher surcharge of stu- dents	(NS)				(NS)		(-)	
Disagree	8	38.1	8	42.1	10	34.5	6	54.5
Agree	13	61.9	11	57.9	19	65.5	5	45.5
2.23 Teacher neglect of previous absenteeism offense	(NS)				(NS)		(-)	
Disagree	1	4.8	1	5.3	2	6.8	0	0
Agree	20	95.2	18	94.7	27	93.1	11	100.0
							38	95.0

TABLE 2 (Cont)

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE				TOTAL	
	M		F		1-10 yr		11 yr+	
	f	%	f	%	f	%	f	%
2.29 Teacher neglect of students' complaints								
Disagree	13	61.9	7	36.8	12	(NS)	(-)	50.0
Agree	8	38.1	12	63.2	17	41.4	20	50.0
						58.6	20	50.0
2.30 Teacher suppression of student opinion								
Disagree	14	66.6	11	57.9	17	(NS)	(-)	62.5
Agree	7	33.4	8	42.1	12	58.6	15	37.5
						41.4		
3.0 Means of Student Control								
3.31 Detention punishment								
Disagree	3	14.3	3	15.8	6	(NS)	(-)	15.0
Agree	18	85.7	16	84.2	23	79.3	34	85.0
						100.0		
3.32 Caning punishment								
Disagree	0	0	0	0	0	(NS)	(-)	0
Agree	21	100.0	19	100.0	29	100.0	40	100.0
3.33 Manual labor punishment								
Disagree	3	14.3	3	15.8	3	(NS)	(-)	15.0
Agree	18	85.7	16	84.3	26	10.3	34	85.0
						89.7		
3.34 Standing up punishment								
Disagree	6	28.6	9	47.4	11	(NS)	(-)	37.5
Agree	15	71.4	10	52.7	18	37.9	25	62.5
						62.1		

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE				TOTAL	
	M		F		1-10 yr		11 yr +	
	f	%	f	%	f	%	f	%
3.35 Enforcement of rigid rules and regulations								
Disagree	1	4.8	1	5.3	(NS)	6.9	0	0
Agree	20	95.2	18	94.8	27	93.1	11	100.0
							(-)	2 5.0
3.36 Student bullying								
Disagree	0	0	0	0	(NS)	0	0	0
Agree	21	100.0	19	100.0	29	100.0	11	100.0
							(-)	40 100.0
4.0 School-Community Relations								
4.37 Violation of community cultural values								
Disagree	4	19.0	5	26.3	(NS)	24.1	2	18.2
Agree	17	81.0	14	63.6	22	75.9	9	81.8
							(-)	9 22.5
4.38 Denial of school facilities to community members								
Disagree	20	95.3	19	100.0	(NS)	96.5	11	100.0
Agree	1	4.8	0	0	1	3.4	0	0
							(-)	39 97.5
4.39 Lack of school-community contacts								
Disagree	19	90.5	15	78.9	(NS)	82.7	10	90.9
Agree	2	9.5	4	21.1	5	17.2	1	9.1
							(-)	34 85.0
4.40 Community expectation unmet								
Disagree	2	9.5	5	26.3	(NS)	13.8	3	27.3
Agree	19	90.5	14	73.7	25	86.2	8	72.7
							(-)	7 17.5
								33 82.5

TABLE 2 (Cont)

CHARACTERISTIC/SIGNIFICANCE	SEX		EXPERIENCE		TOTAL					
	M f	%	F f	%	1-10 yr f	11 yr+ f				
4.41 Lack of communication between the school and the community Disagree Agree	(NS) 14 7	66.7 33.3	15 4	79.0 21.0	(NS) 20 9	69.0 31.0	9 2	81.9 18.2	(-) 29 11	72.5 27.5
	(NS) 17 4	80.9 19.0	16 3	84.2 15.8	(NS) 25 4	86.2 13.8	8 3	72.8 27.3	(-) 33 7	82.5 17.5
4.42 Non-involvement of community in decision-making Disagree Agree	(NS) 19 2	90.5 9.5	12 7	63.1 36.8	(NS) 23 6	79.3 20.7	8 3	72.7 27.3	(-) 31 9	77.5 22.5
	(NS) 2 19	9.6 90.5	1 18	5.3 94.8	(NS) 3 26	10.3 89.6	0 11	0 100.0	(-) 3 37	7.5 92.5
4.43 Lack of school's financial accountability to the community Disagree Agree	(NS) 19 2	90.5 9.5	12 7	63.1 36.8	(NS) 23 6	79.3 20.7	8 3	72.7 27.3	(-) 31 9	77.5 22.5
	(NS) 2 19	9.6 90.5	1 18	5.3 94.8	(NS) 3 26	10.3 89.6	0 11	0 100.0	(-) 3 37	7.5 92.5
4.44 Lack of respect to student's parents Disagree Agree	(NS) 19 2	90.5 9.5	18 1	94.8 5.3	(NS) 26 3	89.6 10.3	11 0	100.0 0	(-) 37 3	92.5 7.5
	(NS) 19 2	90.5 9.5	18 1	94.8 5.3	(NS) 26 3	89.6 10.3	11 0	100.0 0	(-) 37 3	92.5 7.5

TABLE 3: STATISTICAL TABLE OF THE RESULTS OF THE RESEARCH QUESTIONNAIRE RESPONSES

CHARACTERISTIC	SEX					EXPERIENCE				
	N	χ^2	D.F.	P	C	χ^2	DF	P	C	$\bar{X}$
1.0 Administration & Management										
1.1 Lack of enforcement of compulsory school attendance.	40	2.9944	2	.7238	.2639	6.9483	2	.0310	.3847	3.375
1.2 Lack of a system of student attendance information to parents	40	1.7665	2	.4134	.2057	1.9020	2	.3864	.2131	3.175
1.3 Non-provision of athletic and sports co-curriculum activities	40	.0143	2	.9929	.0189	1.8809	2	.3905	.2119	2.725
1.4 Lack of social co-curriculum activities like clubs, meetings, etc.	40	.1225	2	.9406	.0553	1.5744	2	.4551	.1946	2.400
1.5 Sending student out of the school because of lack of school uniform	40	3.1078	2	.2114	.2685	4.0543	2	.1317	.3034	3.150

TABLE 3 (Cont)

CHARACTERISTIC	SEX			EXPERIENCE						
	N	χ^2	D.F.	P	C	$\bar{X}$				
1.6 Lack of adequate number of chairs and desks	40	1.0550	2	.5901	.1603	.4239	2	.8090	.1024	3.200
1.7 No lectures in the school due to teacher's strike	40	.4010	1	.5266	.1485	.0	1	1.000	.0559	3.500
1.8 Fewer subjects offering by the school	40	1.7377	3	.6286	.2040	2.8004	3	.4234	.2558	2.725
1.9 Lack of adequate number of teachers relative to the student population in the school	40	.2775	2	.8704	.0830	1.2454	2	.5365	.1738	3.275
1.10 Lack of parents' and teacher's meetings in the school	40	5.7263	3	.1257	.3539	.8392	3	.8401	.1434	2.175
1.11 Leakage of examination questions before the official date for the examination	40	6.5855	3	.0864	.3760	1.7883	3	.6175	.2069	2.975

TABLE 3 (Cont)

CHARACTERISTIC	SEX				EXPERIENCE				$\bar{X}$	
	N	χ^2	D.F.	P	C	χ^2	D.F.	P		C
1.12 Student's property loss in the school	40	3.7284	3	.2923	.2920	2.2184	3	.4215	.2563	2.425
1.13 Negligence of injury sustained by students in the school	40	1.4147	3	.7021	.1848	2.6332	3	.4517	.2485	2.975
1.14 Poor food quality given to students in the school boarding house	40	.3223	2	.8512	.0894	.6337	2	.7284	.1249	3.175
1.15 Poor food quantity given to students in the school boarding house	40	.0483	2	.9762	.0347	1.1750	2	.5557	.1689	3.125
1.16 Food monotony in the school boarding house	40	.7196	2	.6978	.1329	1.5688	2	.4564	.1943	3.075
2.0 Teacher Activities										
2.17 Inability to do tough assignments given by the teacher	40	1.0797	2	.5828	.1621	2.9589	2	.2278	.2625	2.975

TABLE 3 (Cont)

CHARACTERISTIC	SEX			EXPERIENCE		
	N	χ^2	D.F.	P	C	$\bar{X}$
2.18 Boring, dull and abstract lessons by the teacher	40	.0213	1	.8841	.0886	.2872 1 .5921 .1565 3.175
2.19 Teacher absenteeism from the school	40	1.1473	2	.5635	.1670	1.9366 2 .3797 .2149 3.200
2.20 Teacher revenge on students	40	.0483	1	.8261	.0878	0 1 1.00 .0507 3.325 ⁹¹
2.21 Sending students out for inattentiveness in class	40	1.5751	3	.6651	.1946	9.9060 3 .0194 .4455 2.850
2.22 Teacher imposition of fines and surcharges on students	40	1.7043	2	.4265	.2022	2.3825 2 .3038 .2371 2.700
2.23 Teacher neglect of previous absenteeism offense	40	2.8559	3	.4144	.2581	.9356 3 .8168 .1512 3.225
2.24 Teacher humiliation of students due to poor performance in tests	40	2.9978	2	.2234	.2641	2.2611 2 .3229 .2313 2.975
2.25 Teacher sending out students due to student's dirtiness.	40	.1348	2	.9348	.0580	2.5899 2 .2739 .2466 2.975

TABLE 3 (Cont)

CHARACTERISTIC	SEX					EXPERIENCE					$\bar{X}$	
	N	χ^2	D.F.	P	C	χ^2	D.F.	P	C			
2.26 Sending students out of class because of lack of books	40	1.84	40	2	.3977	.2099	.8625	2	.6497	.1453	3.125	
2.27 Lack of sympathy from the teacher during poor performance in tests	40	6.97	63	3	.0727	.3854	2.23	49	3	.5251	.2300	2.600
2.28 Posting students' names openly against their grades	40	6.76	69	3	.0797	.3804	4.47	23	3	.2148	.3171	2.525
2.29 Teacher negligence of students' complaints	40	3.68	70	3	.2973	.2905	5.16	89	3	.1598	.3383	2.500
2.30 Teacher suppression of student's opinion	40	2.28	25	3	.5159	.2323	1.36	48	3	.7138	.1816	2.400
3.0 Means of Student Control												
3.31 Punishment by detention of students	40	1.17	57	2	.5555	.1689	3.21	84	2	.2000	.2729	2.875
3.32 Punishment by strokes of the cane	40	.16	71	1	.6827	.1156	.20	89	1	.6476	.1290	3.375

TABLE 3 (Cont)

CHARACTERISTIC	SEX					EXPERIENCE				
	N	χ^2	D.F.	P	C	χ^2	D.F.	P	C	$\bar{X}$
3.33 Punishment by way of manual labor 40	40	.3771	2	.8281	.0966	2.1701	2	.3379	.2268	3.025
3.34 Punishment by requiring students to stand up for long period of time 40	40	2.2519	3	.5218	.2308	2.9469	3	.3999	.2619	2.675
3.35 Rigid rules and regulations enforced in the school 40	40	.3250	2	.8500	.0897	1.2256	2	.5418	.1724	3.225 ⁹³
3.36 Bullying by fellow students 40	40	5.0522	1	.0246	.3784	0	1	1.000	.0507	3.325
4.0 School-Community Relations										
4.37 School violation of community cultural values 40	40	.9793	2	.6128	.1546	5.2761	2	.0715	.3413	3.100
4.38 School denial of its facilities to be used by the community 40	40	1.6708	2	.4337	.2002	.4179	2	.8114	.1016	1.650
4.39 Lack of school-community contacts 40	40	2.5731	2	.2762	.2458	1.9162	2	.3836	.2138	1.950
4.40 Community expectations of students not being met in the school 40	40	1.9684	2	.3737	.2165	4.6514	2	.0977	.3227	3.050

TABLE 3 (Cont)

CHARACTERISTIC	SEX				EXPERIENCE				$\bar{X}$	
	N	χ^2	D.F.	P	C	χ^2	D.F.	P		C
4.41 Lack of communication between the school and the community	40	3.4371	3	.3290	.2813	2.8362	3	.4176	.2573	2.100
4.42 Non-involvement of the community in decision making	40	3.4960	2	.1741	.2835	1.5166	2	.4685	.1911	1.950
4.43 Lack of financial accountability to the community	40	5.1509	3	.1611	.3377	1.6659	3	.6445	.1999	2.100
4.44 Lack of respect to student's parents in the school	40	1.2323	3	.7453	.1728	2.9986	3	.5706	.2186	3.250

TABLE 4: RESULTS OF THE TESTS OF THE NULL HYPOTHESES BY "SEX" AND "EXPERIENCE" VARIABLES

CHARACTERISTICS	SEX	EXPERIENCE
	Ho	Ho
1.1 Lack of enforcement of compulsory attendance	Accepted	Rejected
1.2 Lack of a system of student attendance information to parents	Accepted	Accepted
1.3 Non-provision of athletic and sports co-curricular activities	Accepted	Accepted
1.4 Lack of social co-curricular activities like clubs, meetings etc.	Accepted	Accepted
1.5 Sending students out of school because of lack of school uniform	Accepted	Accepted
1.6 Lack of adequate number of chairs and desks	Accepted	Accepted
1.7 No lectures in the school due to teachers' strike	Accepted	Accepted
1.8 Few subject-offering by the school	Accepted	Accepted
1.9 Fewness of teachers relative to student population	Accepted	Accepted
1.10 Lack of parents and teachers' meetings in the school	Accepted	Accepted
1.11 Leakage of examination questions before examination date	Accepted	Accepted
1.12 Students' property loss in the school	Accepted	Accepted
1.13 Negligence of injury sustained by students in the school	Accepted	Accepted

TABLE 4 (Cont)

CHARACTERISTICS		SEX	EXPERIENCE
		Ho	Ho
1.14	Poor food quality given to students in the school boarding house	Accepted	Accepted
1.15	Poor food quantity given to students in the school boarding house	Accepted	Accepted
1.16	Food monotony in the school boarding house	Accepted	Accepted
2.0	Teacher Activities		
2.17	Inability to do tough assignments given by the teacher	Accepted	Accepted
2.18	Boring, dull and abstract lessons by the teacher	Accepted	Accepted
2.19	Teacher absenteeism from the school	Accepted	Accepted
2.20	Teacher revenge on students	Accepted	Accepted
2.21	Sending students out of class for inattentiveness	Accepted	Rejected
2.22	Teacher imposition of fines and surcharges on students	Accepted	Accepted
2.23	Teacher neglect of previous absenteeism offense	Accepted	Accepted
2.24	Teacher humiliation of students during poor performance in tests	Accepted	Accepted
2.25	Sending out students due to students dirtiness	Accepted	Accepted
2.26	Sending students out of class because of lack of books	Accepted	Accepted

TABLE 4 (Cont)

CHARACTERISTICS	SEX	EXPERIENCE
	Ho	Ho
2.27 Lack of teacher's sympathy to students when they perform poorly in tests	Accepted	Accepted
2.28 Posting students' names openly against their grades	Accepted	Accepted
2.29 Teacher neglect of students' complaints	Accepted	Accepted
2.30 Teacher suppression of student's opinion	Accepted	Accepted
3.0 Means of Student Control		
3.31 Punishment by student detention	Accepted	Accepted
3.32 Punishment by caning students	Accepted	Accepted
3.33 Punishment by manual labor	Accepted	Accepted
3.34 Punishment by requiring students to stand up for longer periods	Accepted	Accepted
3.35 Rigid rules and regulations enforced	Accepted	Accepted
3.36 Bullying by fellow students	Rejected	Accepted
4.0 School-Community Relations		
4.37 School violation of community cultural values	Accepted	Accepted
4.38 Denial of school facilities to the community	Accepted	Accepted
4.39 Lack of school-community contacts	Accepted	Accepted
4.40 Community expectations of students not being met	Accepted	Accepted

TABLE 4 (Cont)

CHARACTERISTICS	SEX	EXPERIENCE
	Ho	Ho
4.41 Lack of communication between school and community	Accepted	Accepted
4.42 Non-community involvement in decision making	Accepted	Accepted
4.43 Lack of financial accountability to the community	Accepted	Accepted
4.44 Lack of respect to students' parents	Accepted	Accepted

TABLE 5: CONTENT ANALYSIS OF THE OPEN-ENDED QUESTIONS

CHARACTERISTICS	N	Frequency	%
1.0 Administration and Management			
1.1 Lack of compulsory attendance enforcement	40	35	87.5
1.2 Lack of a system of student attendance information to parents	40	30	75.0
1.3 Non-provision of athletic and sports co-curricular activities	40	22	55.0
1.4 Lack of social co-curricular activities like clubs, meetings, etc.	40	10	25.0
1.5 Sending students out of school due to lack of school uniform	40	26	65.0
1.6 Lack of adequate number of chairs and desks	40	29	72.5
1.7 No lectures in the school due to teacher's strike	40	33	82.5
1.8 Fewer subject-offering by the school	40	21	52.5
1.9 Fewness of teachers relative to student population	40	28	70.0
1.10 Lack of parents' and teachers' meetings in the school	40	19	47.5
1.11 Leakage of examination questions before examination date	40	29	72.5
1.12 Students' property loss in the school	40	20	50.0
1.13 Negligence of injury sustained by students in the school	40	27	67.5
1.14 Poor food quality given to students in the school	40	32	80.0

TABLE 5 (Cont)

CHARACTERISTICS	N	Frequency	%
1.15 Poor food quantity given to students in the school	40	31	77.5
1.16 Food monotony in the school	40	25	62.5
2.0 Teacher Activities			
2.17 Inability to do tough assignments given by the teacher	40	30	75.0
2.18 Boring, dull and abstract lessons by the teacher	40	31	77.5
2.19 Teacher absenteeism from the school	40	24	60.0
2.20 Teacher revenge on students	40	29	72.5
2.21 Sending students out of the class for inattentiveness	40	27	67.5
2.22 Teacher imposition of fines and surcharges on students	40	15	37.5
2.23 Teacher neglect of previous absenteeism offense	40	22	55.0
2.24 Teacher humiliation of students	40	24	60.0
2.25 Sending out students from class due to dirtiness	40	21	52.5
2.26 Sending students out of class because of lack of books	40	29	72.5
2.27 Lack of teachers' sympathy to students if they fail tests	40	18	45.0
2.28 Posting students names openly against their grades	40	10	25.0
2.29 Teacher neglect of students' complaints	40	11	27.5
2.30 Teacher suppression of students' opinion.	40	9	22.5

TABLE 5 (Cont)

CHARACTERISTICS	N	Frequency	%
3.0 Means of Student Control			
3.31 Punishment by student detention	40	30	75.0
3.32 Punishment by caning students	40	27	67.5
3.33 Punishment by manual labor	40	26	65.0
3.34 Punishment by asking students to stand for long periods	40	24	60.0
3.35 Enforcement of rigid rules and regulations	40	32	80.0
3.36 Bullying by fellow students	40	31	77.5
4.0 School-Community Relations			
4.37 School violation of the cultural values of the community	40	27	67.5
4.38 Denial of school facilities to the community	40	3	7.5
4.39 Lack of school-community contacts	40	4	10.0
4.40 Community expectations of students not being met	40	28	70.0
4.41 Lack of communication between the school and the community	40	13	32.5
4.42 Non-community involvement in decision making	40	15	37.5
4.43 Lack of financial accountability to the community	40	19	47.5
4.44 Lack of respect to students' parents	40	29	72.5

TABLE 6: PRINCIPALS' SUGGESTIONS OF OTHER FACTORS OF STUDENT ABSENTEEISM IN THE OPEN-ENDED QUESTIONNAIRE FOR FURTHER RESEARCH

Based Upon Statements Mentioned Two or More Times, The Following Characteristics Are Suggested by the Principals:

CHARACTERISTICS	N	Frequency	%
<u>SCHOOL-RELATED FACTORS</u>			
1. Poor performance of a school in the West African School Certificate Examination	40	30	75.00
2. Notoriety of the school	40	25	62.5
3. Keeping of bad company in the school	40	18	45.0
4. Teacher partiality and inconsistency	40	15	37.5
5. Distance of the school from homes	40	2	5.0
6. Inability to pay other charges from the school	40	3	7.5
<u>OTHER FACTORS</u>			
7. Ill-health	40	35	87.5
8. Lack of parental motivation	40	32	80.0
9. Poverty of parents	40	22	55.0
10. Instability of the home	40	10	25.0
11. Bad company at home	40	5	12.5
12. Lack of interest in schooling by the student	40	3	7.5
13. Delinquency	40	2	5.0
14. Bad weather and rainfall	40	2	5.0
15. Sending a student for too many errands	40	2	5.0
16. Conflict in whether to be in school or take a vocation	40	3	7.5
17. Poor feeding at home	40	2	5.0

CRITERIA FOR DETERMINING THE DEGREE OF
RELATIONSHIP OF THE CHARACTERISTICS
TO STUDENT ABSENTEEISM

Based on the total mean response on the characteristics by the subjects in Table 3, three categories of relationship to student absenteeism emerge. The categories are determined as follows:

1. Characteristics that show strong relationship to student absenteeism:

75% to 100% (Mean = 3.00- 4.00)

2. Characteristics that show moderate relationship to student absenteeism:

50% to 74% (Mean = 2.00 - 2.99)

3. Characteristics that show slight relationship to student absenteeism:

0% to 49.99% (Mean = 1.00 - 1.99)

Characteristics That Strongly Relate To Student Absenteeism

Based on the criteria for determining the degree of relationship to student absenteeism above, the principals agree that the following characteristics show strong relationship to student absenteeism:

1. Administration and Management

Lack of enforcement of compulsory school attendance (84.38% or $\bar{x} = 3.375$); lack of a system of student attendance information to parents (79.38% or $\bar{x}=3.175$);

sending students out of the school because of lack of school uniform (78.75% or $\bar{x} = 3.150$); lack of adequate number of chairs and desks (80.0% or $\bar{x} = 3.200$); no lectures in the school due to teachers' strike (87.50 or $\bar{x} = 3.500$); lack of adequate number of teachers relative to the student population in the school (81.88% or $\bar{x} = 3.275$); poor food quality given to students in the school boarding house (79.38% or $\bar{x} = 3.175$); poor food quantity given to students in the school boarding house (78.13% or $\bar{x} = 3.125$); food monotony in the school boarding house (76.88% or $\bar{x} = 3.075$).

2. Teacher Activities

Boring, dull and abstract lessons by the teacher (79.38% or $\bar{x} = 3.175$); teacher absenteeism from the school (80.0% or $\bar{x} = 3.200$); teacher revenge on students (83.13% or $\bar{x} = 3.325$); teacher neglect of previous absenteeism offense (80.63% or $\bar{x} = 3.225$); sending students out of the class because of lack of books (78.13% or $\bar{x} = 3.125$).

3. Means of Student Control

Punishment by strokes of the cane (84.38% or $\bar{x} = 3.375$); punishment by way of manual labor (75.63% or $\bar{x} = 3.025$); rigid rules and regulations enforced in the school (80.63% or $\bar{x} = 3.225$); bullying by fellow students (83.13% or $\bar{x} = 3.325$).

4. School-Community Relations

School violation of community cultural values (77.50% or $\bar{x} = 3.100$); community expectations of students not being met by the school (76.25% or $\bar{x} = 3.050$); lack of respect to students' parents in the school (81.25% or $\bar{x} = 3.250$).

Characteristics That Moderately Relate to Student Absenteeism

Based on the criteria for determining the degree of relationship to student absenteeism above, the principals agree that the following characteristics show moderate relationship to student absenteeism:

1. Administration and Management

Non-provision of athletic and sports co-curricula activities (68.13% or $\bar{x} = 2.725$); lack of social co-curricula activities like clubs, meetings (60.0% or $\bar{x} = 2.400$); fewer subject offering by the school (68.13% or $\bar{x} = 2.725$); lack of parents' and teachers' meetings in the school (54.38% or $\bar{x} = 2.175$); leakage of examination questions before the official date for the examination (74.38% or $\bar{x} = 2.975$); students' property loss in the school (60.63% or $\bar{x} = 2.425$); negligence of injury sustained by students in the school (74.38% or $\bar{x} = 2.975$)

2. Teacher Activities

Inability to do tough assignments given by the teacher (74.38% or $\bar{x} = 2.975$); sending students out for inattentiveness (71.25% or $\bar{x} = 2.850$); teacher imposition of fines and surcharges on students (67.50% or $\bar{x} = 2.700$); teacher humiliation of students due to poor performance in tests (74.28% or $\bar{x} = 2.975$); teacher sending out students due to students' dirtiness (74.38% or $\bar{x} = 2.975$); lack of sympathy from the teacher during poor performance in tests (65.00% or $\bar{x} = 2.600$); posting students' names openly against their grades (63.13% or $\bar{x} = 2.525$); teacher negligence of students' complaints (62.50% or $\bar{x} = 2.500$); teacher suppression of student's opinion (60.0% or $\bar{x} = 2.400$).

3. Means of Student Control

Punishment by detention of students (71.88% or $\bar{x} = 2.875$); punishment by requiring students to stand up for long periods of time (66.88% or $\bar{x} = 2.675$).

4. School-Community Relations

Lack of communication between the school and the community (52.50% or $\bar{x} = 2.100$); lack of financial accountability to the community (52.50% or $\bar{x} = 2.100$).

Characteristics That Slightly Relate To Student Absenteeism

Based on the criteria for determining the degree of relationship to student absenteeism above, the principals

agree that the characteristics which show weak relationship to student absenteeism are only in the area of school-community relationship. The characteristics are:

School denial of its facilities to be used by the community (41.25% or $\bar{x} = 1.650$); lack of school-community contacts (48.75% or $\bar{x} = 1.950$); and non-involvement of the community in decision making in the school (48.75% or $\bar{x} = 1.950$).

From the tables of analysis, "sex" and "experience" of the principals do not make a difference in the results of the analysis. Even where there are statistical significant differences, the percentage of responses either by "sex" or "experience" is of more meaningful significance.

Various reasons may be advanced for the non-significance (NS) of most of the responses by "sex" and by "experience". These are as follows:

1. The principals hold similar qualifications;
2. The principals' observations are focused on Anambra State high schools;
3. The principals might have undergone through similar educational experiences;
4. The small sample size may contribute to the non significance by "sex" and "experience".

In Table 5, the principals indicated by themselves the factors that relate to students' absenteeism. The

percentage frequency of the characteristics outlined by the principals in Table 5 is closely in agreement with the over-all percentage frequency of responses of the principals to the Likert-type instrument.

In Chapter V, the discussion of the results of the analysis follows.

CHAPTER V

DISCUSSION OF RESULTS

In this chapter, the characteristics which show strong, moderate and weak relationships to student absenteeism are discussed. In the discussion, efforts are made to speculate the reasons why the particular characteristics exists in Anambra schools, the consequences of such existing characteristics are given and what should be done to correct such defects is outlined.

CHARACTERISTICS THAT SHOW STRONG RELATIONSHIP TO STUDENT ABSENTEEISM

Administration and Management

The Federal Republic of Nigeria National Policy on Education⁸⁰ shows that the aims of secondary education in Nigeria include providing an increasing number of primary school pupils with the opportunity for education of a higher quality and to prepare children for useful living within the society. These aims may not be satisfactorily carried out if compulsory school attendance is not enforced, otherwise the benefits of education will continue to be the monopoly of those who know the value of education. Perhaps some of

⁸⁰Federal Republic of Nigeria National Policy on Education, Federal Ministry of Information, Lagos, p. 10, 1977.

the reasons why there is lack of enforcement of compulsory school attendance may be that there is no hiring of attendance and guidance officers in the State education system. Maybe the cost of hiring guidance and attendance officers is prohibitive. There is inadequate infrastructure for communication between the home and the school. For example, many schools have no telephones while there may be telephones in some homes. At times, the principals and the teachers may not be task-oriented or they may be unwilling to work. It could be that the student/teacher ratio makes it difficult to embark on such a venture. Associated with this is the lack of a system of attendance information to parents.

If compulsory attendance is not enforced and if there is lack of a system of attendance information to parents, people who do not yet know the full values of education may continue to suffer; schools may continue to receive less state aid; there may be fewer and fewer students in the school; teachers may face being laid off from jobs and illiteracy may continue to thrive in the state.

To avoid the above consequences, schools should be provided with attendance and guidance officers. The cost may not be prohibitive as such. The Ministry of Education should equip schools with telephones so that principals can reach some homes easily. School administrators and teachers should undergo some in-service training so as to keep in touch with what they are supposed to do in schools. A system should be evolved whereby parents are informed whether their students are in school or not.

The principals have indicated in Table 2 also that sending students out of school because of lack of school uniform on one hand and lack of adequate number of chairs and desks on the other hand are strongly related to student absenteeism.

Students may be sent out of school by the principal in order to attract the attention of parents. At times students may be sent out of school with the aim of making the students conform or to achieve personal monetary gains. Principals who use such weapons to achieve the outlined goals may not know that uniforms are at times expensive, that not all students can afford them. Forcing a particular uniform on students amounts to violating the students' personal freedom. And there may be no relationship between what a student puts on and what he learns. It is irreconcilable that some schools located in areas where there are brown and red dusts even require students to appear in white dresses.

Uniforms may not be made compulsory. For it to be compulsory, it should be provided freely by the state government to all students. Where parents agree to bear the burden, inexpensive choice of materials should be made by the parents. The State education system should not require students to be in school with a particular uniform. Students should come to school with any clean dresses they can afford. Although this free choice of dresses may generate some unhealthy competition among students, but it may wear away after some time.

There may be lack of chairs in a school because the leadership of the school failed to order its priorities well. It may be that there are no school carpenters to repair old chairs or build new ones. Lack of adequate resources by the school may be a contributory factor. The centralized system of education hampers the speed with which either the Ministry of Education or the community can provide furnitures. And lack of chairs in the school makes students hate the school environment. Teachers face multiple problems in the class that an attempt to be human in assisting the students to be all seated before teaching results in not carrying out the job of teaching.

School administrators should plan ahead of time so that students are provided with chairs in time. There may be instances when very many chairs lie at the premises of the Ministry of Education for many months awaiting distribution. Decentralization of such responsibilities is the answer to such problems. If schools have enough carpenters the speed with which chairs deteriorate may be slowed down. Principals should start early in the school year to demand chairs for the coming school year from the Ministry of Education based on the projection of student population the coming year.

All school principals agree in Table 2 that teachers' strike action is strongly related to student absenteeism. Teachers may go on strike because of one or more of the

following reasons: lack of adequate communication between the teachers and the Ministry of Education authorities; lack of consultation with teachers before making decisions that affect teachers; lack of implementation of previous contract agreements by the Ministry of Education; poor student/teacher ratio resulting in a teacher doing the work of three teachers while on the salary of one teacher; and lack of payment of teachers' salaries in time.

Teachers' strike action has serious consequences for both the students, teachers and the parents. For example, an adverse relationship develops between the employees and the management. Teachers use students to promote the effectiveness of the strike. There is a reduction in the quantity of instruction and rising costs resulting from settlement have brought about the reduction of teaching staff.

To avoid teachers' strike action, the Ministry of Education should respect the terms of contract agreements reached with the teachers. Teachers' salaries should not be left unpaid for many months for a hungry man is an angry man. The work load of a teacher should not be made to amount to doing the work of three men.

In some Anambra State high schools, there may be lack of adequate number of teachers relative to the student population in those schools. In Tables 2 and 3, the principals have indicated that fewer teachers relative to student

population strongly relate to student absenteeism. The reasons why there are few teachers in the high schools may be that the Ministry of Education did not employ enough teachers. It may be that teachers reject posting to some schools located in some areas or it may be due to lack of projection of student enrollment. However, projection is difficult due to poor records kept in the primary school years.

If there are fewer teachers relative to student population, the teachers face the problem of size which affects work efficiency. The students absent themselves from school without permission because the teachers do not find it easy to keep track of all of the students in the class. The lessons may be boring to the students because the teachers face the problems of teaching and discipline in the class.

The Ministry of Education and the teacher-training institutions in the state should train more teachers so that the work-load of the present high school teachers do not become unbearable. The Ministry of Education and school management board should be consistent in seeing that teachers posted to schools in certain areas accept the postings. School administrators should speculate student enrollment because an incorrect projection is better than no projection at all.

From Tables 2 and 3, most principals agree that food quantity, food quality and food monotony strongly relate to student absenteeism. Food problems in the high schools of the state are always encountered. There are some reasons which may be responsible for the constant problems about food in the state schools. These are: poor management of funds for feeding students in order to make personal gains; deliberate economy of what is spent on food by the principal in order to impress the Ministry of Education at the expense of students' welfare; lack of supervision of the school cooks by the principal and the staff; inadequate security in the school to check the sale of students' food in the near-by villages; poor quantity of food; poor quality of food; lack of food variety; diversion of food money to other projects; absence of auditors regularly from the Ministry of Education to audit school accounts; inadequate amount of money demanded from parents for feeding; lack of adequate response from the Ministry of Education in subsidizing students' feeding; exclusion of students from food committees; ignorance of the principal on what should constitute adequate food variety.

The school administration and management should be reminded of the consequences of poor feeding in the high schools. Eresimadu, F.⁸¹ outlined the consequences of poor

⁸¹ F.N. Eresimadu, "Factors of Students' Unrest in Secondary Schools," Unpublished B.Sc. Thesis, University of Nigeria, Nsukka, p. 1, 1974.

students' feeding to include strikes and closing down of schools, resignation of principals, loss of employment by teachers, frequent absence from school by the students, destruction of life and property by the students, unfair ejection of some students from the school.

In order to avoid the above consequences, the school administration should allow students to select who should represent them in the food committee. Home economics teachers should be made available to schools to advise principals on what should constitute adequate food variety, good quality and quantity of food. There should be in-service training for principals to keep them aware of their duties to the students. Food money should be entrusted in the hands of a food committee that is made up of the school administrator, some teachers and some students' representatives. No cook should be allowed to leave the kitchen area with any type of food. School auditors should conduct surprise visits to schools to audit school accounts.

Teacher Activities

In Tables 2 and 3, principals have indicated that boring, dull and abstract lessons from the teacher is strongly related to student absenteeism. Some teachers perpetuate and imitate their previous teachers and teaching styles. They think that it is the right way to teach without taking notice of the changing times. Lack of funds, apparatus and

equipment may be responsible for boring lessons. Inadequate training for teachers and lack of commitment to the profession may be responsible for boring lessons. The use of text books that are either out-dated, foreign or difficult to understand by the students may make a lesson boring. Hunger, poor student/teacher relationship, method of presentation, time of presentation of the material, lack of respect for students' views may all contribute to boring lessons.

If lessons are boring, it may lead to absenteeism of students from the school due to lack of interest. Students may develop some hatred for the particular teacher. Teachers should vary their teaching styles to suit changing circumstances if they hope to get the students' attention. Teachers should prepare their lessons before the day of the lecture. They should provide the necessary materials that are essential for the lecture. The School Management Board should make the teaching profession attractive so that teachers get committed to what they do. All teachers should undergo some in-service training within the school and outside the school at least once in a year. There should be an atmosphere of friendliness existing between the teachers and the students.

Teacher absence from the school is strongly related to student absenteeism based on principals' responses in Table 3. The likely factors of teacher absence from the

school include: lack of adequate supervision by the principal, lack of commitment to the job by teachers; playing of multiple roles by teachers and avoidance of friction with the principal.

When the teacher absents himself from school, students' lectures suffer, salary cuts could be effected, friction between the teacher and the school administrator may develop and students take advantage of that to be absent from school.

School administrators should supervise their teachers as democratically as possible. Teachers should not involve themselves in roles which conflict with the job of teaching. The school-climate should be free of unhealthy quarrels between the teachers and the school administrators.

Similarly some teachers revenge on students due to lack of protection for the students by the school. Some teachers feel threatened and insecure in the job they do. They use students as scape-goats to display their aggression.

When the teacher revenges on the students, they feel insecure too. Their answer to the insecurity may be absence from the school. Schools should give adequate protection to its students. The teachers should not make the students the scape-goats of what they are not responsible for.

At times teachers neglect previous offenses of absenteeism of students. It may be that teachers do this due to

the following reasons: lack of supervision by the principal; poor student/teacher ratio; lack of attendance information system to parents; lack of regular inspection from the Ministry of Education; poor teacher attitude and lack of commitment to the job. Teacher involvement in too many roles may result in negligence of previous offenses of student absenteeism.

Students feel free to absent themselves from school because they were not noticed the previous day they committed a similar offense. Students who attend schools regularly may learn to absent themselves from school as the teacher did nothing to such an offense.

Teachers should inquire from students why they are absent from school. Such disclosures serve as a feedback for teachers to minimize the problem of absenteeism in the school. The job of teaching is a full-time business. Whoever is teaching must devote his entire time and energy to the business. People should no longer pay lip-service to teaching or use teaching as a stepping stone to other jobs.

From Tables 2 and 3, teachers sending students out of class because of lack of books is shown to be a strong factor of student absenteeism in Anambra State high schools. Some teachers do this to maintain the status quo for it may be a traditional way they feel they can drive their lessons home to the students. Some teachers may feel that such an action speeds up the buying of the books. Some other

teachers may do this to satisfy students who bought the books. Teachers who do this should know that the undesirable behavior of absence from school is reinforced by such an exercise. The students may even hide the books they already purchased whenever they want to absent themselves from the school. The teachers who indulge in such exercise will always send such students out of class when they do not know that the students hid the books away.

When students do not have the books, it is only appropriate for the teacher to consult the parents. This line of action may be more effective than sending them out of the class. Sending students out of the class may not always quicken the buying of the books in all cases. There should be adequate communication between parents and the teachers.

Means of Student Control

In Tables 2 and 3, principals indicated that punishment by strokes of the cane, punishment by manual labor, enforcement of rigid rules and regulations and bullying of students by fellow students are strongly related to student absenteeism in high schools in the state. Why do teachers and school administrators use coercive means of punishment? The reasons may be as follows: to maintain tradition; to maintain discipline; to be in control of the class; to

infuse fear into the students; to prevent a repeat of an undesirable behavior; a learned work-habit; to exploit students' labor for private gains; lack of protection for students may result in bullying. Other reasons for bullying include the following: to attract the respect of fellow students; poor examples learned from the teacher; double standards by the teachers if they develop likeness for some students and hatred for other students.

When coercive means of control are used, students may be physically wounded or they develop some fear and feel insecure in the school. When this is so, they absent themselves from the school. Exploitation of students' labor to achieve private gains amounts to disrespect for teachers' code of ethics and students' labor.

Teachers should not maintain discipline by running a quasi-military camp in the classrooms. Discipline is better infused in the children when they take part in formulating what should guide their behavior. School administrators should discourage teachers from using coercive means of control on students. Wherever and whenever it is very necessary, it should be done on the advice of a guidance officer. Guidance officers should be employed in the schools to help students to overcome some of their school problems. School-climate should be very healthy for the weak as well as the strong students. The climate should discourage bullying

because the school is not a jungle where might is right. Teachers must always be impartial, consistent and straightforward in their dealings with the students. Partiality and inconsistency breed double standards in the class. And this amounts here to unequal treatment of equals which is injustice.

School-Community Relations

In Tables 2 and 3, the school violation of community cultural values, community expectations of students not being met by the school and lack of respect to students' parents in the school are found to be related strongly to student absenteeism. Perhaps the school administration allows these characteristics to exist in order to win over the school clients on their side. It may be to perpetuate a colonial carry-over. Lack of supervision and poor leadership, disrespect for what one does not value, the centralized education system, the existence of what is not in the teachers interests, the location of the school may all contribute to the reasons why administrators, teachers and parents do what they do.

If there is disrespect for the culture of the people, parents may withdraw their children from school. Parents prefer to have their children in places where their expectations will be met than having them in places where their expectations may not be met. If schools disrespect parents, students may absent themselves from such schools.

Schools should have good relationship with the community in which they are located. By respecting the culture of the people, the schools win the minds of both the students and their parents. Children are the source of happiness for their parents. Therefore, administrators should as much as possible meet the expectations parents hold for their children in the school. Parents own the school and its clients. They deserve all respects irrespective of their economic status and positions in the community.

CHARACTERISTICS THAT RELATE MODERATELY TO STUDENT ABSENTEEISM

Administration and Management

The characteristics which are found moderately related to student absenteeism based on Tables 1 and 2 and the criteria for determining the degree of relationship to student absenteeism include the following: the non-provision of athletic and sports co-curricular activities; lack of social co-curricular activities like clubs and meetings; fewer subject offering by the school; lack of parents' and teachers' meetings in the school; negligence of injury sustained by the students in the school and leakage of examination questions before examination day..

Probably the above characteristics may continue to exist in schools due to lack of funds, lack of interest in

sports and other co-curricular activities by the school administration, the traditional belief that sports activities do not pay its participants, the education system is centralized that equipment and materials take some time before getting to where they are needed. In some schools fewer subjects are offered probably due to lack of teachers; the school location may not be accessible that teachers refuse being posted there. Lack of adequate number of classrooms and equipment may contribute to the situation. Offering more subjects in school means more expansion for the school. And when a school is to expand, the principal feels threatened if his status in the Ministry of Education does not permit him to head such a school. Therefore, he blocks any program of expansion for such a school.

There may be lack of parents' and teachers' association due to misuse of funds and a feeling of insecurity by the administrator. It may be due to a quarrel in a previous parents' and teachers' meetings. It may be due to lack of convening the meeting by the school administrator..

Students' injuries may be neglected due to one or more of the following reasons: lack of funds to provide first aid equipment; lack of a school nurse and lack of care by the school administration. Leakage of examination questions may be due to inconsistency on the part of teachers, too much reliance and attaching much weight on public examination, making the school look good before the public.

Ugwuegbu, D.C.⁸² pointed out that anxiety over failure by girls and anxiety over failure and motivation to make gain by boys were some factors of examination leakages.

The continued existence of these characteristics may lead to regrettable consequences which may include falling standard of education, cheating, laziness to study, forcing students to take what the school offers but not what they have the aptitude for, fear and insecurity in the school and total absence from school which may lead to dropping out of school.

The undermentioned remedies should be adapted to the schools: Funds should be released to schools to expand their programs so that individual needs of students are catered for. Adequately qualified teachers should be posted to schools to take care of such activities like physical education and sports activities. The Ministry of Education should hire school nurses who should give first aid treatment to students in case of any injuries in the school. There should be parents' and teachers' meetings in the school whenever necessary. The school administration must have to encourage such a meeting. According to Fagbulu,⁸³ he said,

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Dennis C. Ugwuegbu, "Attitude of Igbo High School Students Towards Cheating in Examinations," West African Journal of Education, Vol. XIX, pp. 485-493, October, 1975.

⁸³A.M. Fagbulu, "Parent-Teacher Associations," op.cit., Evans Brothers Limited, Ibadan, Nigeria pp. 79-80, 1972.

There is discontinuity in the child's experience as he moves from home to school and back. These apparent disparities should be minimized as much as possible by getting more and more parents involved in school activities while transferring a few school activities to the home.

The credit system of evaluation should be introduced in the State high schools so that the anxiety to achieve success is distributed throughout the high school career. The present method of determining the success of a student with one examination taken at the end of the fifth year in high school goes to encourage the leakage of examination questions. The present examination system has too much rivalry among the students, the schools, and the teachers built into it. Unless the degree of rivalry and competition is lessened, the problem of examination leakages may continue to assume pyramidal heights. To lessen the rivalry, the State government should have the power to set, mark, and determine successful and non-successful students. In other words the West African School Certificate Examination should be decentralized.

Teacher Activities

From the criteria for determining the degree of relationship to student absenteeism and from tables 1 and 2, the following characteristics relate moderately to student absenteeism: inability to do tough assignments given by the teacher; sending students out for inattentiveness; teacher imposition of fines and surcharges on students;

teacher humiliation of students due to poor performance in tests; teacher sending out students due to dirtiness; teachers' lack of sympathy on the students during poor performance in tests; posting students' names against their grades; teacher negligence of students' complaints and teacher suppression of students' opinion.

Probably teachers give tough assignments to students due to lack of adequate training and insecurity. It may also be to prepare students for public examinations. Teachers may send out students from class in order to elicit attention from parents. Students may be surcharged when they destroy school property or when they want to force the students to speak only English language in the class. Students' complaints may be neglected and students may be humiliated by the teachers when the teachers want to correct an undesirable behavior or when they wish to prevent other students from imitating the poor behavior. They may post students' names against grades probably to encourage competition among the students or to humiliate the weak students. Students' opinion may be suppressed on the belief that students are known to be full of complaints and their disbelief in giving any credit to students' opinion.

Whatever may be the teachers' reasons for these activities, unintended consequences result from them. Tough assignments drive students out of the school. Sending students out of the class for any reason makes them learn less.

They may absent themselves from school from there. Sur-charging students may result in stealing by the student to pay the fine or else he absents himself from the school. Neglect of students' opinion or complaint may lead to fighting in the class, indiscipline and even absenteeism. If students' grades are posted openly against their names, their privacy is invaded. They maintain their privacy by staying out of school.

To remedy these existing characteristics and to avoid their future occurrence, teachers should undergo some in-service training. According to Adu-Ampoma,⁸⁴ he said,

The one important thing which in-service training attempts to do is to try to change or modify the ways of teaching and attitudes of teachers.

Through in-service, teachers may learn that students shall not be sent out of the class for trivial reasons like inattentiveness or dirtiness. Teachers have a lot of responsibilities to students. And if they hope to be functional, they must constantly be aware of these duties and responsibilities. And one of the methods of being aware of these responsibilities is through in-service training. Teachers must listen to students and their complaints. Students are the schools' clients. If the students are not

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S.M. Adu-Ampoma, "Some Thought On The In-Service Training of Teachers," Ghana Journal of Education, Vol. 3, p. 1, 1972.

there, the teachers may lose their jobs. If students are accepted to be teachers' customers, they deserve a good measure of respect from the teachers.

Students' names should not be posted against the grades they scored in tests in open and public areas of the school. Each student should be entitled to the privacy of his grade with his parents. Making it public affects the personality of both the weak and clever students in the class. They compete instead of cooperating. They fight themselves instead of becoming friends among themselves when their grades and names are made public.

Means of Student Control

Using the criteria for determining the degree of relationship to student absenteeism on the principals' responses, punishment by detention of students and punishment by requiring students to stand up for a long time are found to be moderately related to student absenteeism.

Some teachers perhaps adopt these methods of control to correct undesirable behaviors not knowing that physical breakdown of students may result from them. They may be used to attract the attention of parents not knowing that the students may not show up in school for days after long standing periods.

The objective of punishment is to correct than to inflict punishment. These methods of control should not be used. The use of such methods creates doubt in the

minds of students a feeling of insecurity in the hands of whoever is using the modes of punishment.

School-Community Relations

Lack of communication between the school and the community, and lack of financial accountability to the community are moderately related to student absenteeism using the same criteria above.

The belief that the school administrator is responsible to the Ministry of Education, Enugu, lack of initiative on the part of the school, misuse of school funds and a feeling of insecurity may be responsible for lack of communication and financial accountability between the school and the community. Lack of communication and accountability may create wider gaps between the students and their community.

The principal should be skilled in communicating and interacting with the different reference groups in the community. The school should let the community to know the purposes, programs, operations, costs and outcomes of the school. Whenever the members of the community want to know how the school is being run, the school administrator should be delighted to give them the true picture. By so doing, he demonstrates that he has nothing to hide. And the citizens respond to his calls on them for financial assistance that is not part of Ministry of Education financial grants.

CHARACTERISTICS THAT SLIGHTLY
RELATE TO STUDENT ABSENTEEISM

It is only in the area of school-community relations that characteristics weakly relate to student absenteeism. The school denial of its facilities to the members of the community, lack of adequate contact between the school and the community and lack of involvement of the community in decision making are the characteristics which weakly relate to student absenteeism.

The centralized nature of the State education system, the traditional and colonial practice of not allowing the community take much part in the schools they financially support through taxation, and the fact that the school administration is responsible only to the Ministry of Education by law may help one to understand why these characteristics in the school-community relations are weakly related to student absenteeism.

While these characteristics that weakly relate to student absenteeism should be discouraged, more attention should be devoted to avoiding and discouraging firstly those characteristics which are strongly related to student absenteeism and secondly those characteristics which are moderately related to student absenteeism. By doing so, the problem of student absenteeism may be reduced.

SUMMARY

Forty-four characteristics were responded to by forty principals using the Likert-type four alternative item questionnaire. Accompanying the questionnaire is the open-ended questions. The principals were also required to respond to the open-ended questions. The responses of the subjects of the research were subjected to X^2 analysis in order to see the distribution of responses on each of the forty-four characteristics. The variables of the subjects of the research include "sex" and "experience" of each subject.

The null hypotheses were tested against the "sex" and the "experience" variables of the subjects in order to see the effect of the variable on the result of the analysis. After the X^2 analysis, the calculation of the C, the p level, the d.f. and the mean of the responses for each characteristic, the characteristics which were found not to be related or related to student absenteeism based on the available evidence gathered from the data analysis were validated with the content analysis result of the open-ended questions.

Using the criteria for determining the degree of relationship of the characteristics to student absenteeism, three categories of relationship emerge. The three categories which are discussed in detail are as follows:

1. Characteristics that strongly relate to student absenteeism.

2. Characteristics that moderately relate to student absenteeism.
3. Characteristics that weakly relate to student absenteeism.

The following characteristics strongly relate to student absenteeism based on the criteria for determining the degree of relationship to student absenteeism.

Administration and Management

1. Lack of enforcement of compulsory school attendance;
2. lack of a system of attendance information to parents;
3. sending students out of school because of lack of school uniform;
4. lack of adequate number of chairs and desks;
5. lack of lectures in the school due to teachers' strike;
6. lack of adequate number of teachers relative to student population in the school;
7. poor food quality given to students in the school boarding house;
8. poor food quantity given to students in the school boarding house;
9. food monotony in the school boarding house.

Teacher Activities

10. boring, dull and abstract lessons by the teachers;
11. teacher absenteeism from the school;
12. teacher revenge on the students;
13. teacher neglect of previous absenteeism offense;
14. Sending students out of the class because of lack of books;

Means of Student Control

15. Punishment by strokes of the cane;
16. punishment by way of manual labor;
17. rigid rules and regulations enforced in the school;
18. bullying by fellow students;

School-Community Relations

19. school violation of the community cultural values;
20. community expectations of students in the school not being met by the school;
21. lack of respect to students' parents in the school.

The characteristics which are found to be moderately related to student absenteeism based on the criteria for determining the degree of relationship to student absenteeism are as follows:

Administration and Management

1. Non-provision of sports and athletic co-curricula activities;
2. lack of social co-curricula activities like clubs, meetings in the school;

3. fewer subject-offering by the school;
4. lack of parents and teachers meetings in the school;
5. leakage of examination questions before the official date for the examination;
6. students' property loss in the school;
7. negligence of injury sustained by students in the school;

Teacher Activities

8. students' inability to do tough assignments given by the teacher;
9. sending students out of the class for inattentiveness;
10. teacher imposition of fines and surcharges on the students;
11. teacher humiliation of students due to poor performance in tests;
12. sending out students from class due to students' dirtiness;
13. lack of sympathy from the teacher during poor performance in tests;
14. posting students' names against their grades openly;
15. teacher negligence of students' complaints;
16. teacher suppression of students' opinion;

Means of Student Control

17. punishment by detention of students;

18. punishment by requiring students to stand for long periods of time;

School-Community Relations

19. lack of communication between the school and the community;
20. lack of financial accountability to the community.

The following characteristics are found weakly related to student absenteeism based on the criteria for determining the degree of relationship to student absenteeism:

School-Community Relations:

1. School denial of its facilities for use by members of the community;
2. lack of adequate school-community contacts;
3. non-involvement of the community in decision making in the school.

In Chapter VI, the summary, conclusions and recommendations are made.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This last chapter is used for a brief summary of the purposes of the study, the procedures, limitations, major findings and conclusions. The recommendations associated with the data and the implications for future research are also included in the Chapter.

SUMMARY

The major purpose of this study was to determine what characteristics may be perceived by high school principals as school-related factors of student absenteeism in high schools in Anambra State of Nigeria. To achieve this purpose, the following objectives were set for the study:

1. To determine and analyze the perceptions held by high school principals relating to the administration and management of schools as factors of student absenteeism in the schools.
2. To determine and analyze the perceptions held by high school principals relating to teacher activities as factors of student absenteeism in the schools.

3. To determine and analyze the perceptions held by high school principals relating to the means of student control as factors of student absenteeism in the schools.
4. To determine and analyze the perceptions held by high school principals relating to the school-community relations as factors of student absenteeism in the schools.

The primary aim was to draw conclusions and make recommendations that would help reduce the problem of student absenteeism and truancy in the schools.

Four major hypotheses were formulated concerning the perceptions held by forty high school principals. The major hypotheses reflect the objectives of the study.

The sample used in this study comprised forty principals of high schools drawn in a simple random manner. With the help of the records from the Anambra State Ministry of Education, Enugu, forty principals were randomly selected from schools in the state. The forty principals that were randomly selected responded to the two forms of questionnaires used in gathering data.

Instrument and Data Collection

Two forms of instrument were used for gathering the data:

1. A Likert-Type questionnaire was completed by all the respondents. This questionnaire was used to identify the "sex" and "experience of a principal" of each of the respondents and to measure the perception frequency of the principals concerning the school characteristics that relate to student absenteeism.
2. The Open-ended questionnaire was also completed by the respondents. Responses from the open-ended questions were subjected to content analysis and the results were used to validate the results of the Likert-type questionnaire. The results were also used to make recommendations for further research.

The data for the study were collected from forty high school principals who were selected in a stratified random manner. Responses to the first questionnaire are made by marking an "X" over the number which represents the degree to which the respondent perceives the relationship between that characteristic and student absenteeism. For example, "Strongly Agree" stands for 4, "Agree" stands for 3, "Disagree" stands for 2 and "Strongly Disagree" stands for 1. The principals were asked to relate their perceptions to their experiences. In the second questionnaire, the principals were directed to indicate the school characteristics that are related to student absenteeism and the non-school

characteristics that are also related to student absenteeism in the schools. The school characteristics indicated by the principals are assigned to one of the following categories: administration and management, teacher activity, means of student control, school-community relations. The non-school characteristics were assigned to areas for further research.

The researcher travelled to Nigeria to obtain attendance data. Forty schools were randomly selected from the high schools in the State. The forty principals of these schools were the subjects for the research. The Likert-type questionnaire and the open-ended questionnaire were distributed to each of the forty high school principals. Later visits were paid to these high school principals in order to collect the completed responses from all the forty high school principals.

Method of Treatment and Analysis

1. The χ^2 -test was used to determine the distribution of responses on each characteristic.
2. The contingency coefficient (C) was used to determine the strength of relationship between the male and female sexes; and between the one to ten years and eleven and above years of experience.
3. The content analysis was used to process the data gathered with the open-ended questionnaire. The open-ended questions were used to validate the findings in 1 above and to make recommendations for further research.

Statistical treatments of the data were conducted through the use of the facilities of the Computer Laboratory, Michigan State University.

The Scope and Delimitations of the Study

1. The study is limited to the perceptions of high school principals in Anambra State. The reliability and the validity of the findings depend on the sincerity of their responses.
2. The study of the school-related factors of student absenteeism does not provide complete answers to the problem of student absenteeism. It provides part of the answers to the problem.
3. The study of the school-related factors of student absenteeism as perceived by high school principals does not imply cause. It merely indicates a direct relationship.
4. The time constraints, the lack of adequate finance were taken into account in determining a manageable sample size for the study.

Major Findings

The following are the results of the research findings based on the criteria for determining the degree of relationship to student absenteeism.

Characteristics That Strongly Relate to Student Absenteeism
Administration and Management

1. Lack of enforcement of compulsory school attendance;
2. lack of a system of attendance information to parents;
3. lack of school uniform necessitated sending students home;
4. lack of adequate number of chairs and desks;
5. lack of lectures in the school due to teacher's strikes;
6. lack of adequate number of teachers relative to student population in the schools;
7. poor food quality given to students in the school boarding house;
8. poor food quantity given to students in the school boarding house;
9. food monotony in the school boarding house;

Teacher Activities

10. boring, dull and abstract lessons by the teacher;
11. teacher absenteeism from the school;
12. teacher revenge on the students;
13. teacher neglect of previous absenteeism offense;
14. sending students out of the class because of lack of books;

Means of Student Control

15. punishment by strokes of the cane;
16. punishment by way of manual labor;
17. rigid rules and regulations enforced in the schools.
18. bullying by fellow students;

School-Community Relations

19. school violation of the community cultural values;
20. community expectations of students in the school not being met by the school;
21. lack of respect to students' parents in the school.

Characteristics That Moderately Relate to Student Absenteeism
Administration and Management

1. Non-provision of sports and athletic co-curricular activities;
2. lack of social co-curricular activities like clubs and meetings in the school;
3. fewer subject-offering by the school;
4. lack of parents' and teachers' meetings in the school;
5. leakage of examination questions before the official date for the examination;
6. students' property loss in the school;
7. negligence of injury sustained by students in the school;

Teacher Activities

8. students' inability to do tough assignments given by the teacher;
9. sending students out of the class for inattentiveness;
10. teacher imposition of fines and surcharges on the students;
11. teacher humiliation of students due to poor performance in tests;

12. sending out students from class due to students' dirtiness;
13. lack of sympathy from the teacher during poor performances in tests;
14. posting students' names against their grades openly;
15. teacher negligence of students' complaints;
16. teacher suppression of students' opinion;

Means of Student Control

17. punishment by detention of students;
18. punishment by requiring students to stand for long periods of time.

School-Community Relations

19. lack of communication between the school and the community.
20. lack of financial accountability to the community.

Characteristics That Slightly Relate To Student Absenteeism

School-Community Relations

1. School denial of its facilities for use by members of the community;
2. lack of adequate school-community contacts;
3. non-involvement of the community in decision making in the school.

CONCLUSIONS

The characteristics which relate to student absenteeism in the high schools in Anambra State of Nigeria are not limited to the school factors. The individual student, parents and the home; the school and the society contribute to the problem of student absenteeism. The consequences of administrative and management practices, teacher activities, students' control and school-community relations should be weighted carefully by the school personnel before pursuing such lines of action. It is irreconcilable that the same personnel who by their actions, utterances and practices may have scared students away from school, that turn around to spend a lot of money, time, energy and resources looking for the same students who might have been absent from the school as a result of either the administrative and management activities, teacher activities, means of students' control, school-community relations or a combination of these characteristics.

It is time for the school personnel to learn to count the cost of their actions. They should make the school climate very welcome and inviting to the students. Learning goes with some stress. And when tension, fear, apathy, withdrawal are added to the learning stress due to the poor organizational climate of the school, the students' problems are increased. Instead of minimizing the learning stress, the above characteristics go to compound it. Such a school climate should be discouraged wherever it exists in the state.

The educational, economic and social implications of student absenteeism were outlined in Chapter II. To avoid these consequences, student absenteeism in the schools should be discouraged.

RECOMMENDATIONS

Administration and Management of High Schools

1. The administration and management of high schools in Anambra State seem to have undergone through little or no changes right from the colonial era till now. Administrative and management practices seem to discourage students' attendance. Times have changed. Educators, administrators and teachers should realize this. According to Rudman and Featherstone⁸⁵ in their book Urban Schooling, they said,

Today's administrators must recognize that those structures we have relied on for years may no longer be effective. In fact, they may be out of step of the society in which we live.

In Anambra, the school should develop an effective system of attendance information to parents. This may be done through the use of the telephone calls, mails and visits to parents. School systems should develop attendance policies. And

⁸⁵H.C. Rudman and R.L. Featherstone, (Editors) "Re-organizing the Control Patterns in Urban Schools," Urban Schooling, (New York: Harcourt Brace Jovanovich, 1967).

there should be strict enforcement of the policies by such school systems. The school should provide the students with a visual image of the school's attendance record class by class.

The provision of sports and athletic equipment in the school provide an excellent attraction for school attendance. Athletic activities provide students with the opportunities to meet their own needs, to develop new interests, and to capitalize on existing talents. Athletic and other co-curricular activities reinforce the instructional program in many ways.

2. Students should not be sent home when they come to school with improper school uniforms. There may be no relationship between what a student learns in the school and the type of clothes he wears. If a school system has a prescribed uniform for her students, the parents of the students should be adequately notified so as to provide their children with the uniforms. It is improper to send out the students from school even when they cannot provide themselves with the school uniforms. If a student has the school uniform and does not like to wear it, the school counselor should find out from the particular student his reasons for rejecting the uniform.

3. Before the beginning of a new school year, the administration should project the enrollment that is expected of each school with the aim of providing the schools with the adequate number of teachers, accommodations, chairs and

desks. Every principal should know that it is his/her responsibility to provide every student with a chair to sit down and a desk to write upon. School principals should let the Ministry of Education know the maximum number of students the school can take at a time. The principals' failure to do this contribute to the problem. The principal should do this by writing and paying official visits to the authorities to present the problems of his school in person. Students should not come to school to idle away their time owing to the lack of teachers. Proper planning should take into account the required number of teachers for a projected number of students in the coming school year.

4. The leakage of examination questions from the school office is shameful. If a student hopes to see the examination questions before the day for the examination, the need of striving to pass by going to school regularly is defeated. The idea of setting and typing the examination questions many weeks before the examination day should be discouraged. Individual teachers may type and duplicate their own examination questions if they wish. Teachers could submit questions for typing two hours before the examination takes place. The main function of any examination system is to select and differentiate individuals when they are exposed to the same environment. When leakage of examination questions occur, the use of examinations as weapons for social sorting is defeated.

5. Schools should offer as many subjects as possible in order to cater for individual interests the more. The school management should avoid teachers' strike actions for it is a period of confusion for both teachers and students. While some teachers teach their students others use the students to enforce the strike action by secretly asking them not to come to school.
6. Every high school should employ a school nurse who should treat students' injuries as soon as they occur in the school. Failure to treat injuries sustained by students in the school conveys an impression that the administration does not care for the students' health. Such injuries occur while the students are engaged in sporting activities, farm work, etc.
7. The school administration and management should be aware that the adolescent period is a critical period in terms of its demand for youthful energy and growth. It is a period of activity. The energy that is spent and the growth process make use of food that adolescents take. When hungry students take to violent demonstrations and strikes; school authorities usually suspend some students from school. Students should be involved in the management of their affairs. Money meant for feeding students should be managed by a Food Committee which has the principal, some teachers and some students as members. With students in this committee, they will be aware of how much money that is meant for feeding.

This would help them to plan for the quality, quantity, and variety of food the students should take.

Teacher Activities

8. Students are always watching the activities of teachers in the classrooms. Teachers should not under-estimate the analytic powers of present day students. Teachers should know that students are knowledgeable enough to know when the teacher has prepared a lesson or not. The teachers gestures, enthusiasm, articulation, and delivery style are some of the indicators of a well-prepared lesson. When lessons are not boring, abstract and dull, the students give their whole attention to the teacher. They ask the teacher to continue delivering his lesson even when it is time for the teacher to quit the class. The students ask pertinent questions to demonstrate how they are following the lesson. If the students maintain a grave-yard silence, the students are beginning to send messages for the teacher to bring his lessons home.

9. When students understand the teacher's lessons, they will not look at assignments as being tough. They go out of their way to demand some assignments from the teacher. It is the quality of the teacher's preparation that is fundamentally important. If he has confidence in himself, and by his handling of the lesson, he enjoys the confidence of the students. The students pick up interest in doing every assignment given to them by the teacher. But where the students find the

lesson boring and cannot do the required work, and rather than face the humiliation that often comes with the inability to do well in tests, they absent themselves from school.

10. Teachers should be in-serviced in the art of classroom management. It is most inappropriate for a teacher to send a student out of the class because of not paying attention to his lessons, or because the students do not look neat or because the students do not have the required books. Sending students out of the school because of these reasons may not bring an adequate and effective solution to these problems. Teachers in a school ought to get together to discuss and find lasting solutions to problems of their school. According to Romano⁸⁶ and others, they said,

For example, one can conceive of inservice education as a faculty effort, assuming that professionals who function together to attain specified educational goals and programs for students can also engage in personal and group development together, to get at both the collective and individual problems teachers face.

In Nigeria, through such common problem-solving sessions, teachers find effective and satisfying solutions to their problems.

11. Some teachers form the habit of absenting themselves from the school. When this is the situation such teachers

do not know the students who were not in the school the previous day. In short absentee teachers neglect previous offenses of student absenteeism. Effective procedures for ensuring faculty attendance are necessary. Some of the procedures should include the keeping of faculty attendance register in the principal's office. Every staff member must sign the register upon arrival at school before 8:00 a.m. and when leaving the school by 2:00 p.m. This measure helps to trace the attendance rate of the faculty members. The principals should discuss with faculty members who absent themselves from the school to desist from such acts. Faculty absenteeism may be avoided by giving the teachers responsibilities in the school. The principals should adopt human relations principles in running their schools. If the school is interesting, the faculty may not absent themselves from the schools regularly.

Teachers should always find out from the students or parents the reason for students' absence from the school the previous day. If the teachers are silent on the previous offenses of student absenteeism, the students are encouraged to take advantage of the teachers' silence. The students' disclosures serve as a feed back to the teachers in minimizing those conditions which encourage student absenteeism.

Teachers should as much as possible avoid quarrelling with students' parents because it gives room for teacher

revenge on the students. Should any misunderstanding arise between the teachers and parents, the student should not be penalized. Teachers and the parents concerned must try to find a solution to the problem which does not affect the students in any adverse way.

12. The traditional methods of student control rests on "spare the rod and spoil the child". The traditional control methods include detention, caning, manual labor punishment, enforcement of rigid rules and regulations, etc. These traditional methods affect the education and development of the students. They make the students dependent and immature. These traditional means of control should be replaced by the modern and more humane methods of control of students which include being strategically lenient with students, being less rigid, being flexible, being more participative and democratic and less authoritarian. When some means of students' control are routinized the effects they are supposed to produce are lost.

13. The high schools should develop good relationships with the communities in which they are located. For example, Brembeck and Keith⁸¹ in their book titled Education in Emerging Africa pointed out that parents withdrew their children from school at times because they feel the children are

⁸¹C. Brembeck and J. Keith, (Editors) "Educational Planning," Education in Emerging Africa, Michigan State University Press, East Lansing, p. 77.

wasting time in the school. They also suggested the formation of parent-teacher societies as a remedy. Schools should respect the culture of the people. The recognition of the culture by the school marks the winning of the community conscience on the side of the school. High schools should try to meet up the expectations of parents on their children by preparing the students to be worthy citizens. Schools should also prepare the students to pass their examinations in order to secure good jobs. Above all, school personnel must lead by showing good examples. Students' parents must always be respected no matter the economic status of such parents in the community.

14. In conclusion, certain aspects of schools' organization are no longer adequate in dealing with many of the problems of the schools such as student absenteeism. For example, the school curriculum is in most part foreign with little or no relevance to community life. The Ministry of Education, the Community, the teachers and the students must try to adapt to a new organizational structure that is meaningful to the students, parents and teachers. Farming is often associated to illiteracy in the schools. And the manner in which agricultural/rural science is taught in high schools is disgraceful. This results in neglect of farming as a discipline that would have kept many students going to school with deep interest. Schools should not be a dumping ground for semi-educated teachers. All high school teachers should be

qualified for the job they do. The schools should recognize the farming season in planning the school calendar.

It is hoped that an effective organizational structure of the school will reduce the problem of student absenteeism in high schools. The organizational structure may be a part of the school-related characteristic which contributes to student absenteeism in the high schools in Anambra State of Nigeria.

Implications for Further Research

The findings of this study may be generalized beyond the sample that was used to the entire population of high school principals in Anambra State of Nigeria.

If this study is replicated in other states in Nigeria, it would make a contribution towards the reduction of student absenteeism in the high schools. It could lead to a reduction in delinquency and drop-out rate in the high schools. It will be appropriate to replicate this study in Anambra State in future in order to know how far the recommendations made in this study have been implemented. It would also show whether new characteristics have surfaced.

This study has generated the following areas for future research:

1. A study to determine the home-related factors of student absenteeism in high schools as perceived by the principals.

2. A survey of the perceptions of absentee high school students of the factors of students' absenteeism in the State high schools.
3. A survey of the perceptions of high school teachers on the factors of student absenteeism in the State.
4. A survey of parents' perception of factors of student absenteeism in the high schools in Anambra State of Nigeria.
5. A comparative study of the factors of student absenteeism in schools with high absenteeism and the schools with low absenteeism.

APPENDIX I

APPENDIX I

1535C Spartan Village
Michigan State Univrsity
East Lansing, Mi. 48823

November 27, 1978

Through The Consulate-General of Nigeria,
575 Lexington Avenue, New York
To The Secretary,
Federal Scholarship Board,
Federal Ministry of Education,
Lagos, Nigeria.

Sir,

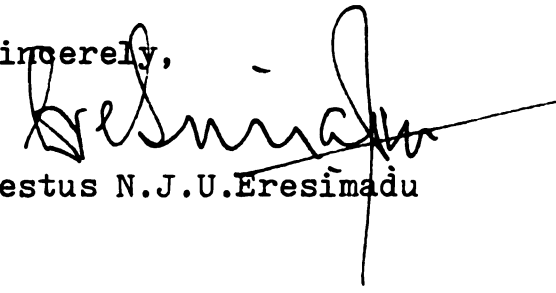
APPLICATION FOR TO AND FRO AIR-TICKET TO COLLECT RESEARCH
DATA

RE:ED/SC 27530/3

I hereby apply for a to and fro air-ticket which would enable me to go to Nigeria to collect my research data between March and April, 1979. I shall return to my school here in United States to analyse the data and present the dissertation.

Please cooperate so that there is no delay.

Sincerely,


Festus N.J.U. Eresimadu

APPENDIX II

FEDERAL MINISTRY OF EDUCATION

Scholarships DIVISION

Lagos.

P.M.B. No. 12573Telegrams SECEDUCATETelephone 655396Ref. No. ED/SC.27530/61Date 11th April, 1979

Consulate-General of Nigeria,
575 Lexington Avenue,
New York, N.Y. 22,
New York.

Re: Application for Air Tickets and
Field - Research Data - Trip

With reference of the application of the above named Federal Government Scholar for Air Tickets and Field Trip, I am directed to acknowledge receipt and to convey the Board's decision to you.

The Board has given its approval for Air Ticket to and from Nigeria and Field Research Grant on approved rate.

The scholar is entitled to:

- i air tickets to and from Nigeria;
- ii one hundred naira (N100.00) per month in Nigeria while overseas allowances are stopped.

You should please convey approval to scholar. Thanks.


A.M.G. Balogun
for Permanent Secretary.

cc:

Mr Festus N. J. U. Eresimadu,
1535c Spartan Village,
Michigan State Univ,
East Lansing,
Michigan 48823.

Above for information.




A.M.G. Balogun
for Permanent Secretary.

APPENDIX III

APPENDIX III

1535 C Spartan Village
Michigan State University
East Lansing, MI 48823

November 10, 1979

Consulate-General of Nigeria
575 Lexington Avenue
New York, N.Y.

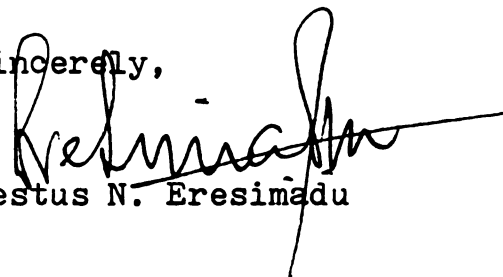
Sir:

APPLICATION FOR TO AND FRO AIR-TICKETS

Please may you send to me without delay the to and fro air-tickets approved by the Federal Ministry of Education, Lagos to enable me to proceed to Nigeria to collect the data for my dissertation.

Treat this matter as urgent please.

Sincerely,



Festus N. Eresimadu

APPENDIX IV

APPENDIX IV

INSTRUCTIONS

1. Your participation as a respondent to the research questions/statements is highly appreciated. It is therefore important that your responses represent your own perceptions in the schools you have worked. All information will be treated confidentially and anonymously.
2. Use pencil and mark "X" with firm pressure ON the number representing the characteristic you perceive against each research question/statement.
3. Example of marking one item:

	Strongly Agree	Agree	Disagree	Strongly Disagree
	4	3	2	1
Students may absent themselves from school if they are sent home because of lack of school uniform.	4	X	2	1

(Note: The "X" on "3" will indicate that your perception of the statement is that you agree that if students are sent home from school they may skip going to school for some time.)

45. Indicate whether you are a male or female Principal.
Mark "X"
.....MALE
.....Female

46. How long have you been a Principal of High School(s)?

Mark "X" where applicable.

1. 1 - 10 years

2. 11 years and above.

47. Indicate your present educational qualification as a Principal. Mark "X" where applicable.

1.B.A./B.Sc. Degree

2.Higher Degree (M.A./M.Sc. or Ph.D.)

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
1.0 <u>ADMINISTRATION & MANAGEMENT</u>				
1.1 Students may absent themselves from school if there is no enforcement of compulsory school attendance.	4	3	2	1
1.2 Students may absent themselves from school if there is no system that keeps parents informed of their children's attendance record.	4	3	2	1
1.3 Students may absent themselves from school if the school does not provide for co-curricular activities like athletic and sports equipment.	4	3	2	1
1.4 Students may absent themselves from school if the school does not provide the students with co-curricular activities like clubs, meetings and social activities.	4	3	2	1
1.5 Students may absent themselves from school if they are sent out of school because of lack of proper school uniforms.	4	3	2	1
1.6 Students may absent themselves from school if they do not have enough chairs and desks	4	3	2	1

	<u>STRONGLY AGREE</u> 4	<u>AGREE</u> 3	<u>DISAGREE</u> 2	<u>STRONGLY DISAGREE</u> 1
1.7 Students may absent themselves from school if the teachers do not teach the students because of strike action.	4	3	2	1
1.8 Students may absent themselves from school if the school offers fewer number of subjects to the students.	4	3	2	1
1.9 Students may absent themselves from the school if there are fewer number of teachers relative to the number of student population in the school.	4	3	2	1
1.10 Students may absent themselves from the school if there are no parents and teachers meetings in the school.	4	3	2	1
1.11 Students may absent themselves from the school if examination questions leak out to some students before the official date for the examination.	4	3	2	1
1.12 Students may absent themselves from the school if they are afraid that their valued property will be stolen.	4	3	2	1

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
1.13 Students may absent themselves from the school if the injuries they sustain while playing or working for the school are not cared for by the school authorities.	4	3	2	1
1.14 Students may absent themselves from the school if they are given food that is poor in quality while they live in the school boarding house.	4	3	2	1
1.15 Students may absent themselves from the school if they are given food that is poor in quantity while in the school boarding house.	4	3	2	1
1.16 Students may absent themselves from the school if they are fed on monotonous diet while in the school boarding house.	4	3	2	1
2.0 <u>TEACHER ACTIVITIES</u>				
2.17 Students may absent themselves from the school if they cannot do the required assignments given by the teacher(s).	4	3	2	1
2.18 Students may absent themselves from the school on the days they are aware that the teacher bores the class with dull and abstract lessons.	4	3	2	1

		<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
		4	3	2	1
2.19	Students may absent themselves from the school if they are aware that the teacher may be absent from the school.	4	3	2	1
2.20	Students may absent themselves from the school if they fear or experience possible revenge from the teacher owing to a previous quarrel between the teacher and their parents.	4	3	2	1
2.21	Students may absent themselves from the school if the teacher sends them out of the class because of their not paying attention or disturbing the lesson in the class.	4	3	2	1
2.22	Students may absent themselves from the school if the teacher imposes fines or surcharges on the students for an alleged offense	4	3	2	1
2.23	Students may absent themselves from the school if the teacher does nothing on previous offenses of student absenteeism.	4	3	2	1
2.24	Students may absent themselves from the school if they are afraid of being humiliated by the teacher when they fail class tests.	4	3	2	1

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
2.25 Students may absent themselves from the school if the teacher sends them out of the class because they do not dress and appear neatly.	4	3	2	1
2.26 Students may absent themselves from the school if the teacher sends them out of the class for not having the books prescribed for the course.	4	3	2	1
2.27 Students may absent themselves from the school if the teacher does not discuss sympathetically with the students when they get poor grades in the tests.	4	3	2	1
2.28 Students may absent themselves from the school if their grades in tests are posted against their names on the notice board by the teacher.	4	3	2	1
2.29 Students may absent themselves from the school if the class teacher does not listen to students complaints.	4	3	2	1
2.30 Students may absent themselves from the school if their opinion in the class is always suppressed by the teacher.	4	3	2	1

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
3.0 <u>MEANS OF STUDENT CONTROL</u>				
3.31 Students may absent themselves from the school if they are punished by the way of detention after school.	4	3	2	1
3.32 Students may absent themselves from the school if they are afraid of receiving the strokes of the cane in the school.	4	3	2	1
3.33 Students may absent themselves from the school if they are punished by giving them work that requires manual labor in the school.	4	3	2	1
3.34 Students may absent themselves from the school if they are punished by the way of standing up with one or two legs for a long time.	4	3	2	1
3.35 Students may absent themselves from the school if the rules and regulations of the school are too rigidly enforced.	4	3	2	1
3.36 Students may absent themselves from the school if they are afraid that their fellow students may beat them up in the school.	4	3	2	1

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
4.0 <u>SCHOOL-COMMUNITY RELATIONS</u>				
4.37 Students may absent themselves from the school if the school violates the cultural values of the community.	4	3	2	1
4.38 Students may absent themselves from school if the school does not allow members of the community to use the school facilities.	4	3	2	1
4.39 Students may absent themselves from school if the school does not encourage the school-community contacts.	4	3	2	1
4.40 Students may absent themselves from school if the school does not meet the expectations the community holds for their children.	4	3	2	1
4.41 Students may absent themselves from school if the school does not communicate with the community it serves.	4	3	2	1
4.42 Students may absent themselves from school if the school does not involve members of its community in decision making.	4	3	2	1

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
	4	3	2	1
4.43 Students may absent themselves from school if the school does not give account to the community how money raised by the community is spent.	4	3	2	1
4.44 Students may absent themselves from the school if the Principal and the teachers showed no respect for their parents whenever they visit the school.	4	3	2	1

- A. Indicate in order of importance the reasons for students' absenteeism in the schools.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

- B. List in order of importance the most frequent and powerful school-related reasons for student absenteeism in the schools. USE THE QUESTIONNAIRE.

MICHIGAN STATE UNIVERSITY

OFFICE OF THE DEAN OF INTERNATIONAL STUDIES AND PROGRAMS

EAST LANSING • MICHIGAN • 48824

February 19, 1980

The Permanent Secretary
Ministry of Education
Enugu, Nigeria

Dear Sir:

This is to introduce Festus N. Eresimadu from Nigeria, who is pursuing the Ph.D. degree in Educational Administration at Michigan State University. Mr. Eresimadu is returning to Nigeria to collect data for his doctoral dissertation. He will be conducting a survey on absenteeism. Please cooperate with him in any way possible as he conducts his research.

Sincerely,



Carol Coffman Bryson
Foreign Student Counselor

CCB/lm

MICHIGAN STATE UNIVERSITY

OFFICE OF THE DEAN OF INTERNATIONAL STUDIES AND PROGRAMS

EAST LANSING • MICHIGAN • 48824

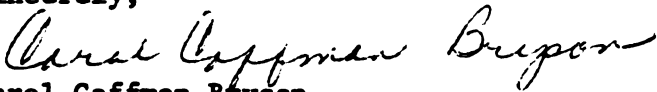
February 19, 1980

School Principals
Anambra State
Nigeria

TO WHOM IT MAY CONCERN:

This is to introduce Festus N. Eresimadu from Nigeria, who is pursuing the Ph.D. degree in Educational Administration at Michigan State University. Mr. Eresimadu is returning to Nigeria to collect data for his doctoral dissertation. He will be conducting a survey on absenteeism entitled, Survey of the Secondary School Principals' Perception of Some School-Related Factors of Student Absenteeism in Anambra State of Nigeria. Please cooperate with him as he conducts his research.

Sincerely,


Carol Coffman Bryson
Foreign Student Counselor

CCB/lm

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