

Research Article

PSYCHO-SOCIAL DETERMINANTS OF SCHOOL ABSENCE AMONG YOUTH: A SYNTHETIC STUDY

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ABSTRACT

Life-long learning is the roadmap for everyone to develop better occupational status, high living standard, and a healthy, peaceful lifestyle. Children should be well formed at the basic education level for them to be able to devote in continuous learning. Of late, how to manage absenteeism in schools has become a major challenge for school managers and the principals. The possible consequences of absenteeism in youth are: they may miss many lessons, they may not understand the lessons, they may fail their grade and finally they will not have enough education and much knowledge for life application to be able to compete with the ever-changing world. In relation to the 2018 World Development Report, the foundation of life-long learning is based on learning through formal education. So, having a basic education is essential for every child. Guided by a systematic literature review, this paper discusses that learning to get knowledge through formal education is getting cognitive skills such as verbal, reading, and writing abilities, mathematics, science, music, and arts, physical and social skills. Attending classes regularly and missing classes are noncognitive behaviors and traits. Finally, this paper highlights that parents, teachers and principals can change the attitudes and behaviors of the youth by changing their surroundings not only with intrinsic motivation but also with extrinsic motivation. Again, they can make use of positive reinforcement, coercive power, legitimate power, referent power, and expert power correctly to gear the attitudes and behaviors of the youth towards a positive direction, with their self-control and social adjustment. Most important of all, this paper identifies that policy makers should lay down the suitable institutional rules and regulations for school absence, implement service programs and associate with other organizations for more social protection.

Keywords: School attendance; School absence; Educational attainment; Self-control and Social adjustment.

INTRODUCTION

School absence in secondary level is one of the biggest problems in the world for the preparation of higher education and continuous learning in life (Global and Report, 2015). It is a problem that exists throughout the secondary schools in some parts of the world. Formal education is for cognitive learning through better behavioral changes (Farkas, George (Department of Sociology and Population Research Institute and University, 2003). The high rate of absenteeism among the youth emanates from they not being able to manage their personal problems of which some are , health, finance, emotional conditions and time effectively (Pithers and Fogarty, 1995) (Obeng-denteh, 2011). The foundation of our educational standard is mostly from schools. Although we can gain knowledge from home, peer groups, religious organizations and the community in which we live in, among these places, formal education can only be gained from schools because it is structured hierarchically. It has a chronological grading system. It has a syllabus and is subject oriented (The syllabus has to be covered within a specific time period). So, the future life and working condition of the young is mainly dependent on their background of education, learning experiences and knowledge power. Therefore, most parents are aiding their children to be able to attend high standard schools or universities to be able to get high standard education needed for the future.

School is the place where students can learn from the teaching, instruction and training of teachers, and each school has its own rules and regulations for the students to follow according to the school identity. Only when the students attend the school regularly, learn

lessons daily and thoroughly and follow the school rules and regulations, will they gain educational attainment peacefully and can learn much knowledge that leads to higher education and great opportunity for their future.

The absence rate in secondary schools is higher than that of in primary schools in England. The overall student absence rate is 4.5% and one of these ten students misses school for at least 10% of the time (*The Link between Absence and Attainment at KS2 and KS4*, 2015). In Western Australian Child Health Study in 1993, 14% of students were absent for over half a week or (20 days per year) and these students were connected with lowered educational attainment (Zubrick *et al.*, 1997). According to research from United States, the effect of school attendance influences lower socio-economics students more than high socio-economics students (Balfanz and Byrnes, 2012) (Hancock *et al.*, 2013).

In accordance to the World Development Report 2018 with data from the UNESCO Institute of Statistics, the main problem associated with educating children's sustainable lifestyles through formal education is the drop-out rate in secondary education. Compared with elementary education, the drop-out rate in secondary schools is much higher, especially in upper secondary level. In Eastern Europe and Central Asia, 84% of students completed the second cycle education, while, 16% failed to complete it. In East Asia and Pacific, the completion rate is 47%, while, 53% failed to complete school. In Middle East, North Africa, Latin America and Caribbean, completion rate is 42%. In South Asia, completion rate is 32% and in In Sub-Saharan Africa, completion rate is 23%. Only 1 in 3 children complete secondary school in low and middle-income countries. To improve the completion rate in secondary schools is directly associated with the reduction of drop-out rate of problematic school absence (Filmer, Deon; Rogers, 2018).

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The effective improvement of students' attendance at the earlier stage, the more success they will get at the later stage. If they do not change to the developmental pattern of school attendance, they are likely to further decline in attendance at higher grade because of more pressure from studies, and finally they will move on to dropping-out from school (Apostolou *et al.*, 2018). The nature of this paper is to highlight the reasons behind the absenteeism of students at school and to analyze the factors influencing this problem. Finally, this paper directs that parents, teachers, school managers, principals, educational administrators and policy makers should consider psycho-social determinants as important dominances over problematic school absence by providing more social welfare protection (Rutkowski *et al.*, 2019).

Approach and method

This section describes the research design, methods and techniques used in this study. To identify the nature and critically analyze the "psycho-social determinants of school absence among youth" nature of methodology conducting this paper is qualitative approach. According to Social Domain Theory, children's attitudes, behaviors and values are founded on the attitudes, behaviors and values of organized systems or domains of social knowledge. The moral values, the conventional expectations about appropriate behavior for the personal roles of individuals, and psychological domains are the basic structure of the development of the child's knowledge (Smetana, 2011). Therefore, the significance of psycho-social determinants over secondary school absence is to conduct the positive behavioral changes of the students with the cognitive development by the great investment of parents, teachers, school administrators, the community, and policy makers.

RESULTS

Factors influencing school absenteeism

This section discusses the factors influencing absenteeism among pupil. School socio-economic situations and the socio-economic conditions of the students' parents mainly affect the students' health conditions, school attendance and educational attainment. Hypertension about any personal problem or social problem may also cause the students' sick leave (Dias *et al.*, n.d.). Family background and relationships, past school performance, personal characteristics, and school or neighborhood characteristics are not only determinants for school absenteeism but also for the drop-out of students (Corville-Smith, Ryan, Adams, and Dalicandro, 1998; Gleason and Dynarski, 2002) (Ry, 2004).

Global perspective of School socioeconomic situations

School socio-economic situations influence the presence of students at school. School infrastructure, school sanitation, clean water, the classroom size and the number of students, the school time-table, teaching/ learning techniques, the safety and security surroundings of the school have direct influence over the physical and mental health conditions of the students. The high-quality instructional time and performance, and the lengths of the school periods impact the willingness of students to school (Kidron and Lindsay 2014; Jin Jez and Wassmer 2013) (Inoue and Kato, 2018).

An equal balance of intellectual, social, personal, and vocational development should be provided with the effective and efficient teaching techniques, modernized curriculum and warm relationship between teachers and students (Sprinthall, Norman A; Collins, 1988). Negative relationships among friends and teachers can influence the aggressive behaviors and violence of students (Ortega-Ruiz, 2015)

(Llorent *et al.*, 2016). Teacher absenteeism influences student absenteeism as well (Obeng-denteh, 2011). So, school administrators should manage the class period of the absence of teachers with suitable teachers. Poor school quality is connected with low school attendance of the students (PROBE Team 1999). According to standard human capital theory, students are more willing to go to school and are proud of being a student of that school when its quality is high. However, in general there is little evidence in formal education that the school attendance rate at the high-quality schools which have many school facilities, systematic school infrastructures, and many qualified teachers is much higher than lower level schools because of other factors. In rural areas in India, switching from one-teacher schools to two-teacher schools, (if it is possible, female teacher is better), can improve attendance and that girls are more likely to attend schools with female teachers (Banerjee *et al.*, 2005) (Kremer, Michael; Holla, n.d.).

The vision, goals, and mission of the school, and all the school activities that are supported by the students, teachers, and parents to achieve its mission shape school climate. According to reports by the U.S Department of Health and Human Services (2001) and the U.S Secret Service (2002), most students found it difficult to learn when faced with the situation of classroom bullying, harassment, hate speech, threats or violence (Preble, Bill; Gordon, Rick; McNuity, 2011). Based on the school climate conditions, the psychological adjustment, mental health outcomes, self-esteem and aggressive behaviors of the students will be changed gradually. The connection between the school climate and the students' conduct problem directs disciplinary actions of the students (Maxwell *et al.*, 2017). The beliefs and emotions of the teachers directly influence the emotional outcomes of the students. The teachers should provide the students the autonomy of psychological freedom, competence of structure in academic capabilities and high expectations for their life, and relatedness of involvement in social relationships with mutual understanding (Study, 2019).

It is arguably attributed that school absence rate is higher in classes with impatient teachers or classes where teachers give them harsh punishment because of their unfinished homework on that day. Students actively participate in school activities when they feel that the school environment is safe and warm. And also, students willingly attend classes of well-experienced teachers because students don't want to miss their expert teaching. And again, students are active to participate in enjoyable school performances of their hobbies or competent abilities. Therefore, school administrators should provide effective management for the enjoyable school activities to meet the institutional goal (Society of Education Officers, 1984).

Students' Health Conditions

Difficult experiences to learn in school (hearing, seeing, and hyperactive students) may face mental health problems to attend classes (Huber *et al.*, 2015). According to North Carolina Report, students who missed more than two weeks due to illness or injury were more likely concerned with fair or poor health conditions in comparison to those who missed less than two weeks (12%-3%), fair or poor dental health (12%-7%), asthma (21%-9%), special health care needs-(31%-9%), overweight (40%-33%) (Status, 2011).

Based on the weather conditions and the classroom conditions, the students' health conditions can vary across time. School-based physical activities should be considered for the strong and healthy students. A group-based walking activity should be provided for 30-45 minutes once a week for reducing stress and emotional conflicts of the students (Lai *et al.*, 2019). School Health Committee, led by school administrators and local health advisors (doctors, nurses, and social health workers) should give a seasonal knowledge on health to

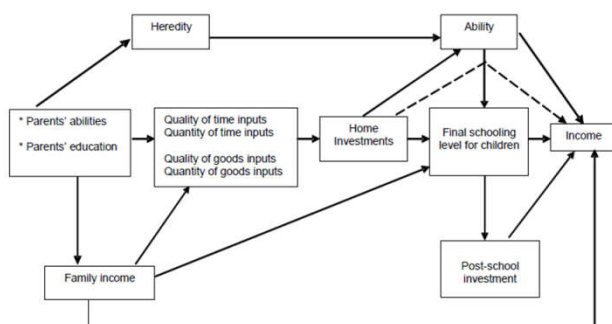
students on how to protect themselves from severe diseases and illness.

Socioeconomic conditions of the family

The background of parents' education standard is also directly connected with the students' achievement of education, including school attendance and school performance. Especially, the mother can manage the student closely. Inoue and Kato, (2018) proclaim that the management style of the parents and the understanding between the parents and the students also directs the student absenteeism in school. The parents' occupational situations impact the cultivating style to their children concerning the students' behavioral habits about school attendance, homework and learning styles. Parents with middle education background can help their children do homework and explain the lessons more than lower education standard background, and they can support their children with much investment (Bernstein 1975, Beron and Farkae 2003, Farkas *et al.*, 1990, Farkas 1996, Heath 1983, Ogbu 1999, Lareau 2000, 2001) [3]. The income of the parents also contributes to the children's high interest in schooling. The lower the income of the parents, the lower school attendance (Hill and Duncan 1987, Haveman *et al.*, 1991, Brooks-Gunn *et al.*, 1993, Corcoran *et al.*, 1987, Haveman and Wolfe 1994, Duncan 1994). Children's schooling can be overwhelmed by the family's structure (Astone and Mclanahan 1991, Bumpass and Mclanahan 1989, Mclanahan 1998, 1994, Mclanahan and Bumpass 1988, Boggess 1994, Sandefur *et al.*, 1992, Haveman and Wolfe 1994) (Corcoran, 1995).

The students' educational outcomes are associated with the parental social class because the parents can support their children with whatever they need depending on their class (Sewell and Shah 1968, Sewell *et al.*, 1969, Murnane *et al.*, 1980, Baker and Stevenson 1986, Astone and Mclanahan 1991, Bankston and Caldas 1998). Parents can monitor their children on the best way to live their lives (Dimaggio 1982, Fehrman *et al.*, 1987, Farkas *et al.*, 1990, Valenzuela and Dornbush 1994, Fuligni 1997, Kas 1995, Kar *et al.*, 1996) (Kao and Thompson, 2003). Card (1999) pointed out that parental education is strongly interrelated with the educational attainment of the children. The length of time and the way parents devote for their children mostly depend on the educational standard of the parents. The supporting amount of the family to the students and the distributing style are leading to the children's schooling attainments (Haveman and Wolfe, 1995). The parents' long-term investment of finance, educational guidance, and kind gestures to the children may be clearly distinct not only in students' school attendance but also in students' educational attainment and human capacity development. In spite of the problematic school absence, students can get the developmental performance at the school activities, depending on the encouragement of their parents and good guidance and counselling of their teachers. (Sackey *et al.*, 2007).

Figure 1: Home investments in children



Source: Adapted from Haveman and Wolfe (1995) and Leibowitz (1974).

The parents' perspectives of sending their children to formal schools mainly affect the school attendance and the class activities of the students. The decision of parents over the problematic school absence also influences the students' educational paths, whether to continue vocational education or to get into occupation. Therefore, the inner value, educational status, income level and occupational perspectives of the parents mostly direct the students' educational opportunity to different directions (Sackey *et al.*, 2007).

The high expectations and mature authority of the parents directly influence the developmental and adjustable attitudes and behaviors of the students, leading to the better improvement in academic performance, social interactions, emotional stability, moral values, cultural ethics, and self-esteem for their future destination. If the students become fully autonomous moral beings, they can choose the best way of behavior from the adjustment of various expectations of their parents, peers, institution, society and most importantly, themselves (Smetana, 2011). The communication among family members is the basic foundation of students' emotions, behaviors, and attitudes. Awareness of one's own point of view, expressions of difference in views between self and other, openness to others' ideas, and mutual respect in relating others are needed for the understanding of students' emotional problems (Sprinthall, Norman A; Collins, 1988).

Social conditions

Peer group socialization is a major image that reflects the students' identities, self-concept, academic performance, behaviors and attitudes. Different teaching techniques of expert teachers can motivate the students' misbehaviors with the help of providing group activities and discussion for all students' opinion, ideas, and feeling (Harris, 2015).

The neighborhood and the close friendship are connected with the behavior of the students, especially school attendance and school absence. If the neighbors and close friends of the students are of less good will, lower-education standard and socio-economic standard than the students, they may be jealous and give negative motivation to the students (Consciousness and Indicators, 2017). And the students can also imitate the behaviors and the habits of their neighbors and close friends (Brooks-Gunn *et al.*, 1997, Portes 2000) (Hauser and Hauser, n.d.). The relationship between the parents and the neighbors also influences the attitude and behavior of the students (Coleman 1988, Portes 1998, 2000, Lin 2001).

Social culture in which the students live is also the significant cultivating the behavior of the students (Swidler 1986, and Bourdieu 1977) [3]. Childhood neighborhoods can effect on children's schooling, positively or negatively (Jencks and Mayer 1990, Crane 1991, Dornbusch (Foster and Hagan, 2015) *et al.*, 1991, Case and Katz 1991, Clark 1992, Corcoran *et al.*, 1992, Evans *et al.*, 1992, Brooks-Gunn *et al.*, 1993, Hill and O' Neill 1993, Plotnick and Hoffman 1993, Haveman and Wolfe 1994, Duncan 1994, Corcoran and Adams 1993, 1994) [9]. The positive relationships between social responsibility, social commitment, self-discipline and perseverance can shape the students' personal behaviors (Carbonero *et al.*, 2017).

The socio-economic background of the family also affects the child for an example, children from broken homes, can have impact on the children and may have little interest in learning (Horowitz 1981) (Hollander, 1982). According to Project on Human development in Chicago Neighborhoods, the youth can get advantages and disadvantages from neighborhood (Bellair and Roscigo 2000, Browning *et al.*, 2005, Dance 2002, Harding 2003, Kling *et al.*, 2007).

The social reaction the students face in their lives influences their education trends (McLeod and Fettes 2007) (Crosnoe and Johnson, n.d.).

Other Cases

Students may miss classes many days because their parents are trying to move them to other schools or places. Sometimes, students gradually drop out of school due to various reasons. The youth concentrate on romantic affairs and are deeply involved with their partners (Shulman and Collins 1998) (Crosnoe and Johnson, n.d.). According to the study in secondary schools in Nepal by Oster and Thorntorn (2011), only 1% of girls missed their schools because of the lack of sanitary products (In *et al.*, 2016).

Poor comprehends in primary education may have some problems of educational attainment in secondary education and as a result, they would want to miss school days (Ricketts *et al.*, 2014). In addition to the important factors of family, school, and peer contexts, different kinds of media such as using Facebook, watching movies or films, playing computer game, and singing at club for a long time may make the students miss classes (Awokoya, 2012).

Possible suggestions

School organizations can effectively manage the situations of the students with accessible information, the contributions of the public (Moon *et al.*, 2014). School administrators can decide all the situations in the school to deal with the internal operations of the school organization, and the relation of the organization to its environment for the effective and efficient organizational processes (Austin, 1983). According to social inclusion theory, educational policy should be considered for all children to get access, participation, success, and quality education (Gidley *et al.*, 2010).

School Attendance, School Absence and Educational Attainment

According to the report of students' school absence in North Carolina, 26% of parents reported that their wards were not absent due to illness or injury, 49% said that their children were absent one to four days for illness or injury, 16% said that their children were absent to school five to nine days, 9% reported that their children were absent to school ten to more days. Student academic achievement is varied by school attendance. If school missing days are more than two weeks due to illness or injury, students will get lower grade in comparison with the students without absence (Status, 2011). Based on the experiment of Kremer, Miguel and Thornton (2009) in Kenya, the girls who had much absence in school led to drop out of school (In *et al.*, 2016). Educational outcomes are determined by the inter-relationship among school attendance and class participation, learning achievement of test scores and cognitive development of memory and reasoning (Review, 2018). The problem of school absence of the students should be proved and solved by the discussion between the parents and the teachers because much school absence may lead to lower educational attainment. Half of our daily behaviors are not consciously occurred, as the result of bad habits. Rewarding experiences can really change our bad behaviors (Wendel, 2014).

Psycho-social Determinants over Problematic School Absenteeism in Youth

The Influence of Behaviorism on Students

The behaviors of school absenteeism can be changed by psycho-social determinants through environmental events externally or internally. Our behaviors can be grouped into two classes: voluntary

behavior, that reasoning in the mind governs over, but not mechanically and physically, and involuntary behavior that is occurred by means of nervous connections automatically (Rene Descartes, 1595-1650) (Schwartz, 1989).

According to the Classical Conditioning Theory of Ivan P. Pavlov (1849-1936), as soon as the dog hears the bell ring, the saliva of the dog came out before food was placed in the mouth, after a long -time experience of having the food with the bell ring. If we want to change our students' behavior of school absence, first environmental events or stimuli as a form of reinforcement (for instance, reward or punishment) are needed for a suitable time. However, these reinforcers must be positive, this means that the reward or punishment is needed to repeat many times just only for changing behavior, and that overusing reward or punishment, and insufficient time may lead to the negative direction of changing behavior.

According to the Operant Conditioning Theory of E.L. Thorndike (1874-1949), seeing a piece of salmon outside the cage, the cat tried to escape from the cage which was fastened by the simple latch. The cat tried one way or the other to open the latch, and finally it knew how to get out from the cage to take the dish. The more the cat experienced the same situation, the faster it tried to be free from the cage. Accordingly, the students' behavior of missing classes can be changed by trial- and -error method, but learning should not be by blind trial and error. Learning and changing behavior should be by internal process (this means that the students must know what they want, what they need and how they can get their desire and wish).

The Influence of Cognitivism on Students

Studying on the experiment of Wolfgang Kohler (1887-1968), a chimpanzee wanted a branch of banana that was suspended overhead in his closed area, and so he first jumped to reach to the banana. Then he stacked some boxes and climbed on the top to take the banana. Or he made a long stick by inserting the end of one short stick inside the other. In learning, the organism would explore all angles associated with its problem internally, consider various ways, and decide to choose the best suitable one to arrive at its destination. Similarly, our students need to know and analyze why they are absent to school, why they don't want to go to school, what they want to be, and how they can solve or overcome their problems. According to Sigmund Freud (1856-1939) (cited in Mook, 1987), our internal thoughts, feelings and wishes direct our actions. Unconscious motives are the most important forces for us to move on in our actions (Mook, 1987b). According to Jean Piaget (1896-1980), while learning occurs, the process of knowledge is based on the schemes which are mental frameworks in our brain or how the existing knowledge accepts the new one (this means assimilation), and the previous schemes do not change but grow with the new ones (this means accommodation). To be a perfect accommodation, time is needed to fix the previous schemes with the new knowledge (Scales, 2013). The institutional rules and regulations are the most important for students to show interest to attend classes regularly. Incentives have modest positive effects on academic achievement, good performance, and improvement in educational outputs, attendance and behaviors (Baldassarri and Abascal, 2017). Students are more active to show responses to positive stimuli by moving to a closer distance than negative stimuli by moving to the avoidance distance (Chen and Bargh, 1999) (Pecher, Diane; Boot, Inge and Dantzig, 2011).

The Influence of Constructivism on Students

According to constructivists, "learners collect knowledge and information in their own real situation and interpret new knowledge based upon their perceptions of previous experiences, which are the

result of the interrelation of active process of physical and social experiences." (Jonasson, 1991). However, they may have the misconception of one's own personal thought. In this case, the process of social negotiation and mutual understanding of each other can correct the misunderstanding of a situation.

The students should construct mental structure, ideas, and opinion that meet the necessary decisions of present situation and the conflict of prior knowledge, guided by the teachers and accompanied by the problem-solving stage in the classroom (Cobb, 1996, in Smorgansbord, 1997). According to Cognitivism, knowledge is needed to construct based on experience, learning is best when it starts from the personal interpretation of the world in active learning process, conceptualization will come out bigger and bigger from the negotiation of knowledge, the sharing of multiple perspectives, and changing our internal ideas and behavioral expression with comparison of similarity and differences of the former and later knowledge in a depth learning. Therefore, the teachers should consider learning situation in a realistic setting, and assessment of the students' improvement should be integrated the coverage of Bloom's Taxonomy of knowledge, comprehension, application, analysis, synthesis, and evaluation (Postlethwaite *et al.*, 1989).

The Impact of Psycho-social Determinants over Schooling

Many factors influencing school absence can be solved by government policy (e.g. If the school is very far, by school-bus system, or establishing new schools at the rural areas, or upgrading the existing schools to the higher level of school, and by providing health care program, by providing many projects for the school infrastructure) that need can be met. However, the most important of all, students should be encouraged by parents, teachers, school principals and the community to the cognitive development of school attendance. The students' belongingness to school, teachers, and parents lead the students' wish to go to school regularly. In other words, if a student is dissatisfied with the conditions of the school, the intrapersonal relationship between the teachers and the friends might be the leading cause to his or her violent situations (Inoue and Kato, 2018).

There are six variables that were statistically significant predictors for distinguishing absentee high school students from regularly attending classes according to Corville-Smith *et al.*, (1998);

- The students' perception over school that attending school is enjoyable, and they are proud of being a student of this school (absentees don't have this kind of feeling or a little).
- The students' perception of parents' disciplinary actions that if they are absent in school, they feel that their parents will scold or beat them.
- The parents' management that absentees feel that their parents controlled over them more and more, some feel that their parents' interest in them is needed),
- The students' self-concept for academic that if they are ready to show their competences to their teachers, they will be ambitious to go to school, or if they have not accomplished their homework or exercises, they will want to miss the class,
- The students' consideration of their family conflict that when they face the conflicts between their parents or their parents and their relatives, they feel distressed and will want to hide from people,
- Social competency in class that they need teachers who will be kind, patient and "persevere" with their individual rates of learning, their weaknesses in learning, and want teachers to have high expectations for their learning (Ry, 2004).

According to Sigmund Freud (1856-1939), our mind is composed of three parts; unconscious level (the id, subconscious level (the ego), and conscious level (the superego). If the 'id' influences over others, we do whatever we want. If the 'superego' dominates, we control our mind and action strongly in accordance with moral characters. If the 'ego' is distinct, our adjustment between our desires and moral characters is good (Depoy, Elizabeth; Gilson, 2012). So, we need to train our students to adjust their dreams and the reality.

In accordance to Maslow's hierarchical needs, only when the children are fulfilled with physiological needs (hunger and thirst), safety needs (freedom from danger), needs for love and belongingness, they will get into higher levels (self-esteem and self-actualization) (Mook, 1987a). The completion of the lower level of the needs of the children is the duties and responsibilities of the parents, the teachers and the community to provide positive self-experiences (Curry and Johnson, 1990) (Roberts, 2006). Nowadays, school feeding programs, field trips, excursion and many school activities as sports, music, plays or charity ceremonies are aimed to fulfill the lower levels of the needs of the students. If the students' needs are met basically, they will get high or positive self-esteem and they will be confident, energetic and optimistic in life.

Self-esteem is the overall sense of self-worth of our abilities, capacity and power, dominantly shaped by culture. Low self-esteem may direct the increasement of depression, drug abuse, and some forms of delinquency. High self-esteem moves to active, stable, energetic and pleasant feelings (Baumeister and others, 2003). However advantageous high self-esteem generally takes someone with a big ego (intensive self), which is threatened or deflated by social rejection, is potentially aggressive and reacts by putting others down, sometimes with violence (Myers, David G(Hope College, Holland, 2012). Moreover, self-control is much better than self-esteem.

The availability of self-control in students is partially dependent on the usage of different powers by parents, teachers and school principals. Reward power is to give rewards physically, verbally or mentally, but if rewards are not sufficient for changing behavior, negative effects will be more. Coercive power is to show punishment, but if you use this power, be careful of the results of the disciplinary action. Legitimate power is to change attitudes with authority. Referent power is based on the respect for the power-holder. Expert power comes from the special skills and experiences of the power-holder (Stangor, Charles; Jhangiani, Rajiv; Tarry, 2014). To awaken self-control, students need to have safety side, best choice, real presence situation, focus in ambition, and the connection between present situation and future life expectation. To be able to get full self-control of the students, parents and teachers need to try to reduce the students' stress, inner conflict, self-criticism, feeling overwhelmed, and struggle (Fiore, 2007). According to "looking-glass self" theory, the assumption of one's self-perception perceived by others can reflect his own self-concept (Baudson *et al.*, 2016). School should play a significant role for all students to interact in a safe environment to construct their stable emotion and behavior (Cole, 2009).

According to attribution theory, behaviors of everyone in the society can be changed by the way of thinking, perceiving, and relating with the behaviors of others, internally or externally only if the student's behavior is dominated by internal values, attitudes, consensus (the similar behavior with other friends at the similar situation) is low, and distinctiveness (behaving according to place and time) is also low, but consistency (behaving the same way at any time) is high. If the external values and attitudes dominate over the student, consensus is high, distinctiveness is also high, but consistency is low (Malle, 2011). Therefore, if we want to change the students' behavior, we first need to construct the good values and attitudes to the social surroundings

of the student. In other words, build the strong school organizational values, attitudes, and finally behaviors with cognitive improvement, not only for the students but also for all members at school.

Conceptualization

Learning outcomes will be better if learning conditions have similar situations with the real world of students (Consciousness and Indicators, 2017). Academic achievement and educational attainment can be better only when students have overcome psycho-social problems with cognitive development. Beyond the school, the teachers should try to afford to get clean, safe and enjoyable environment. More importantly, teachers should determine the situations for particular students to arrive at school, so central to the human condition (Wolbert *et al.*, 2017). Teacher’s behaviors, actions and speeches can change students’ attitudes, behaviors and destinations (Veldman and Sanfold 1984) (Obeng-denteh, 2011). Absentees accepted that the classes are wasting their time, very boring for them, and not important for them. Sometimes, they don’t have a good relationship with their teachers and their friends, so they don’t want to meet them at that moment. Sometimes, they think that the school conditions are unsafe and they may face many dangerous situations, so they want to protect themselves. School absenteeism should be reduced by school counselling, family mediation and the positive relationship with teachers and friends, the supporting of social services for students to upgrade self-motivation, self-acceptance, self-esteem and self-realization.

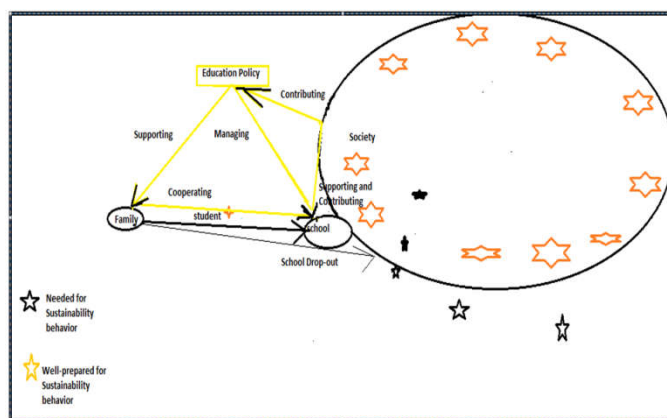
The teachers’ motivation to students can be achieved through social process (group activity) and by the individual process. Motivation to students with psycho-social determinants by only teachers is not enough to solve school absence problem. These psycho-social determinants should influence the education policy for problematic school absenteeism. To increase the interest of students in education through attending school, the provision of school supplies, no fees, free textbooks, free school uniforms, school-based health interventions and merit scholarship is programmed in many countries in the world according to their developmental status, and the consequences are also found as good results. Motivation to students for learning in basic education should be to awaken their interests to continuous learning (Gorges, 2017).

According to Duflo *et al.*, (2006), providing free uniforms in Kenya can reduce the drop-out rates of sixth-grade girls by 2.5% from a baseline rate of 18.5%, and boys’ drop-out rates by 2% from a baseline rate of 12%. Conditional cash transfer program in Mexico made increment in transition rate from elementary school to junior secondary school by 11.1% from a baseline of 58%. Every day school breakfast program in Jamaica showed the increment in school attendance by 2.3% points (Powell *et al.*, 1998) (Global and Report, 2015). The program of breakfast clubs in the United Kingdom helped in the reduction of students’ hunger and boosted their concentration in learning, behavior and social skills (Graham *et al.*, 2017) (Lloyd, 2018). In England and Wales, the School Council for the Curriculum and Examination reforms continuously the curriculum more flexible, more imaginative and more enjoyable for the children to enjoy learning since 1959. Education policy also provided free school milk, “free secondary education for all” and “equality of educational opportunity”. As the result, low socio-economic parents were freed of the pressure of paying school fees and the students had great opportunity for continuous secondary education (Abbott, Ian; Rathbone, Michael; Whitehead, 2013).

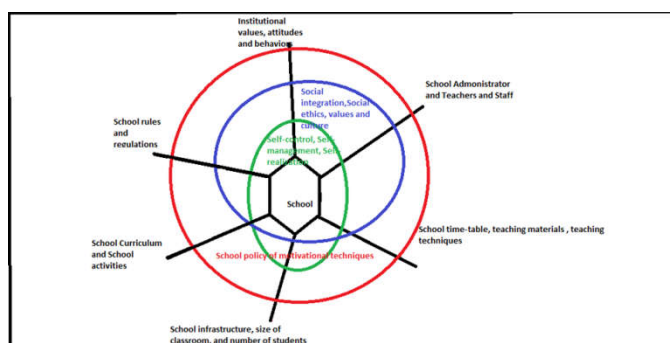
If the parents’ request or the guardians’ request is not received by the class teacher, this absence may be unexcused absence. In that

instance, the class teacher needs to contact the family and ask the conditions of the student. If the students’ conditions are valid, excused absence is available. If not, a discussion is needed between parents and class teacher. If the unexcused absences are more than three times, the students need to accept the disciplinary action of the school-disciplinary committee (first admission of the student and the parents not to be next time, second a week out of school, after a week, the admission of the student is also needed).

Grade for attendance percentage is registered (if the attendance percentage is more than 95%, grade A-5marks, more than 90%, grade B-4marks, more than 75%, grade C-3marks, less than 75%, grade D-2marks). At the end of the academic year, these marks are counted for student’s school activities record. Parent engagement is essential for problematic school absence. If the students are found outside the school, with problematic actions, public awareness is also needed to inform the school in time. Strategies for intervening problematic school absence should be considered such as early warning for the third, early warning for high school dropout, and accountability is needed for the school-disciplinary committee to decide which action is beneficial for reducing problematic school absence (Ginsburg *et al.*, 2014). School disciplinary committee can change the misbehaviors of the students with a complex interaction between the demographic characteristics of the students and teachers and the social organization of school interpersonal communities and the institutional environment around schools (Arum, 2000). Education policy is the leading domain for all children to attend schools (Reardon and Owens, 2014). Governmental organizations and public groups are also the main actors of social accountability for the students (Abbas and Ahmed, 2016). The willingness and practical capacity of local communities, and the awareness of international organizations are very useful to get many benefits in school infrastructures, teaching-learning techniques, and in giving incentives to students to continue their learning (Oaks and Delhi, n.d.).



The Effective Coverage of Education Policy over School Absence and School Drop-out



Psycho-social Determinants in School Organization

CONCLUSION

School, an educational community, is an intellectual environment that cultivates students to develop intellectual, mental, emotional, social, and spiritual level. The School achievement is interrelated with love of learning, zest, gratitude, hope, future life expectations. The cultivation of good characters depends on the following school rules and regulations. So, school environment should be the atmosphere of providing positive motivation (Wagner, 2015).

"Being in school leads to succeeding in school" (Balfanz and Byrnes, 2012). Being absent from school affects a student's learning and academic achievement (Finn, 1989; Gottfried, 2009; Malcolm, Thorpe and Lowden, 1996). Absences can predict both current and future academic performance, independent of previous achievement (Gottfried, 2009), which can pose a risk to the successful completion of school (Balfanz and Byrnes, 2012) [2]. Reduction of school absence in students is dependent on the successful relationship among parents, teachers, principals, the community involvement, non-government organizations, and the policy's assistance of the government. Therefore, as the policy makers, the standardizing of teachers' quality, teaching and learning materials, and school infrastructure should be considered for the effectiveness of educational attainment of students (Koretz, 2008) (Timmermans and Epstein, n.d.). Finally, sound and reasonable attendance policies to control school attendance and determine the consequences of school absence properly are essential to manage the problems of school absenteeism and to reduce drop-out because of much absence in school. Self-regulation is the most significant factor for the students to actively participate in their learning metacognitively, motivationally and behaviorally (Zimmerman, 2001) (Dunlosky, John and Ariel, 2011). Teachers should be competent for right motivating of students (Vare *et al.*, 2019).

Primary and secondary education is the foundation of the overall quality of education and the learners' cognitive development should be nurtured for the promotion of values and attitudes right from childhood (Laurie *et al.*, 2016). Beyond the foundation of education, the students should be trained for their social values, social justice, social capital and social development for the whole life with continuous learning (Ketschau, 2015). Finally, Fernandez-rio *et al.*, (2017) connotes that education policy, institutional rules and regulations, teaching-learning activities, teacher-pupil relationship, and parent-teacher discussion should be influenced by psycho-social determinants to train the students self-regulation and self-monitoring because learning to learn and learning to cooperate with others is the most important goal for everyone.

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