

Attendance Dilemma And Its Consequence On The Academic Performance Of Students In Public Mixed Secondary Schools, Kisii, Kenya

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Abstract: The deteriorating academic performance of students in the various national examinations in Kenya in recent times provoked researcher to undertake this kind of study, to examine the school attendance patterns, causes of attendance challenge and their impact on the academic performance of Secondary Schools' students, and interventions to curb this vice in Kisii County, Kenya. To accomplish this goal, scores of attendance and examinations of 2372 students from 30 public mixed secondary schools were collected. Two hypotheses were formulated and tested in this respect while descriptive and inferential statistical techniques were adopted for the analysis. The results of the study revealed that; lack of academic requirements, household chores, disinterest in schooling, lack of lunch programme in school, sexual pressures in school, travelling time to school, poor health, orphans status, peer influence and cruel punishment at school were the top ten basis of students' missing classes in mixed public secondary schools in Kisii county, Kenya. Further, the study also showed that majority of learners' miss up to 40 days per year. Research recommends the functionality of tools to measure absenteeism in the government organs, policy makers, school managers, media, parents, and the well-meaning public to accurately monitor, identify early and intervene appropriate mitigation strategies, and possibly a combination of strategies, will be necessary to address the range of contributing factors in student attendance.

Keywords: Absenteeism, Academics, Mixed Schools, Academic Performance

I. INTRODUCTION

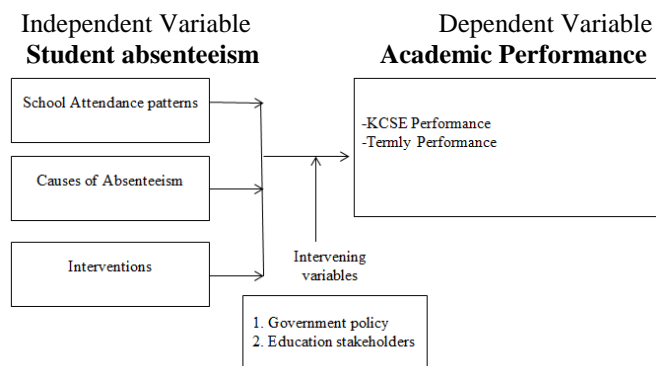
The link of learner absenteeism to academic performance has often been a subject of concern for schools that do recur. They have therefore felt that, those learners who miss classes for whatever reason(s), miss important knowledge and competencies, a fact that can match fix their academic performance and achievements at the end of their programme (Bantu, 2003). The curriculum is designed for the completion of the syllabus broken down at topic per lesson of 40 minutes or more for blocked lessons and others double lesson of 80 minutes. The majority in the field of research in educational institutions have majored on the link between other school characteristics like class size, teacher-student ratio, expenditure per student and differences between public and

private schools and not on academic outcome (Staffolani, S. and Massimilano, B. (2002). Nevertheless it should not be looked down upon that a student will occasionally miss class due to sickness, lack of school fees, student delinquency and truancy, suspension, time out on games and sports or because of many other causes. Political instability and natural disasters like tribal clashes, drought and famine will also often make a child miss school according to Kipkemboi and Silsil,(2006).

Kenya has many gains in Universal Primary Education (U.P.E), and is on the roadmap to achieve Education For All (EFA). Educations at basic cycle levels have been decreed by the government to be free and compulsory. The children's act Cap. 114 of the laws of Kenya provides for every child's unhindered access to quality education. This can largely be effective if the learners' adherence to classes is always

adhered to. If children will occasionally and in some cases routinely be absent from the classes for imagined or real reasons, then the goals to be sought by the students themselves and other stakeholders including the state, will not be met. It is therefore important that influence of absenteeism on learners' academic outcome be investigated and determined because students do miss school regularly in Kisii Central Sub-County.

CONCEPTUAL FRAMEWORK OF THE STUDY



II. REVIEW OF RELATED LITERATURE

Glasure (2002), researched whether learner frequency impacted on modern academic performance of university students in the U.S.A. The outcome confirmed the link between days absent and academic results. Days absent alone accounted for 44% of the difference in performance. The researcher therefore noted that class attendance mattered for improved academic performance.

Similarly, Staffolani, S. and Massimilano, B. (2002), Chan et al (1997), Stanca (2004), Smidt (1983), Burts (1969); in studies on absenteeism and academic performance noted significant positive progression between class attendance and student academic performance of mixed day secondary students. These studies found out that absenteeism was linked to retrogressive achievement in class and that the below average had erratic class appearance. These studies have however been done in developed countries that focused on college students but in Kenya, introduction of subsidized secondary education to all students in public secondary school was intended to improve student's school attendance. The launch of free day secondary school allowed Kenyan government to pay tuition fees for the parents while parents were to meet boarding cost and buy uniforms for their children. In addition, unauthorized levies that hinder secondary schools enrolment were checked. Therefore students attending day school were to pay for uniform only. The motivation behind free day secondary education was to increase enrolment in secondary education. The table indicates enrolment from the year 2002- 2010, provided in even years.

Table 1:	Jan, 2004	Jan, 2006	Jan 2008	Jan, 2010
Enrollment: Secondary (% gross) in Kenya Jan, 2002				

increase in enrolment	42.92	47.66	49.85	59.12	60.17
Percentage increase	66.03	73.32	76.69	90.95	92.57

Source: World Bank (2010)

Table 1: School Enrollment: Secondary (% gross) in Kenya

The table indicates that there was incremental rate of enrolment to secondary education since the year 2002 to the year 2010. This can be accredited to the significant government policies especially the Free Secondary Education (FSE) policies instituted since 2002 in Kenya. Day schools have contributed highly to the attainment of these rates. Though there is upward enrolment to the secondary schools, the rate of school attendance is not satisfactory. Time allocated to lessons in the syllabus is obligatory to concept input. Teachers and education managers should equalize issues of increasing curricular demands with instructional time. In the up and running schools, teachers allocate a significant amount of classroom time to instruction in the essential curricular areas. Many contact hours, students are actively engaged in whole-class or large group, teacher-directed, planned learning activity (Lezotte, 2001). Lezotte (1991) suggests creating an "interdisciplinary curriculum" to teach the necessary skills in the least amount of time, making decisions about what is most important and letting go of the rest – what he referred "organized abandonment"

Learners focus on learning activities that is considered most valuable in terms of their academic outcomes and many researchers advocate for increased attention to pedagogies that enhance the quality of this time rather than simply adding more student school days (Erling, 2007). An overview of studies on the relationship between time and learning in industrialized nations (Aronson, Zimmerman & Carlos, 1998), explored the limitations of existing research and defined the terms used in research, such as allocated time, teaching-learning time, learning time, and teaching time. They concluded that: there is little or no relationship between allocated time and learner outcome, there is some link between learnt time and outcome, there is a larger relationship between content-learning time and results, there is no consistent relationship between the amount of time allocated for instruction, and the amount of time students spend engaged in learning activities (Aronson, et al., 1998).

The common practice for researchers is to look at amount of school and class time, because quantity is easier to identify and measure; they reinforce this by inclining to proponents of boarding schools and advocating for creation time of remedial and extra classes. Such studies conclude however that allocated time alone is not a final measure because it does not compute input, through put and output trend of usage in time utility or the quality of instructional activities compliant to class or individual difference maximization, and suggest that their findings should encourage educators and practitioners to focus on time and content that matters (Cooper, Valentine, Charlton & Melson, 2003; Prendergast, Spradlin & Palozzi, 2007). Research has to guide school managers to inform practicing teachers and learners that pastime in classrooms to fulfill contact hour fundamentals that engaged time adds value even if projective make ups after all postponed service consumption by the provider in advance is not wasteful but

increases the urge to the peakiest receipt; therefore postponed gratification is not denied academic justice. The praxeology of three hour shift of continuous supplementary timetable beside master one daily for swapping, make upping, individual difference consultation, exercise completion, resource personation, academic inning and outing, free lesson of internalization and learner self-appraisal, notes copying completion for uniformity and humanly domestic among others on the scale of PSTEC (Political, Social, Technological, Environmental and Cultural) is a forward departure of status quo. The attendance pattern has forms of variables such as allocated time, teaching-learning time (engaged), learning time and teaching time while causes of absenteeism will cut across six sociological domains of individual differences, school related, big picture society, religious upbringing, family based issues, and government structure function justifications.

Given that actual time-on-learning appears important determinant of student success in school, consideration should be devoted first to strategies that increase the overall quality of learning time for all students. Learners aiming to meet standards for priority program areas that have been targeted for significant improvement by a school management, there could be an additional benefit to extending the quantity of instructional time, but only if it is used effectively and productively (Aronson, et al., 1998). A study of schools successfully closing the achievement gap in the San Francisco Bay Area found that they had a narrower reform focus and were therefore better at zeroing in on what needs to be done⁷ than schools that were maintaining or widening the gap (Symonds, 2003

III. RESEARCH METHODOLOGY

The qualitative and quantitative research methodologies were employed due to the best practice.

A. RESEARCH DESIGN

This research study was conducted using a comparative and correlation design. The Collins Cobuild English Dictionary for Advanced Learners (1987; 1995; 2001; 2003) defines a comparative study as a study that involves the comparison of two or more things of the same kind. The study used descriptive survey design. Descriptive survey designs were used in earlier and exploratory studies to gather information, deduce, provide and compute for purpose of clarification (Orodho, 2005). On the other hand, Mugenda and Mugenda (1999) gave the purpose of descriptive research as determining and reporting the way things are. According to Borg and Gall (1989) descriptive survey is intended to provide statistical data about aspects of education that interest policy makers and educators. The quantitative research techniques employed Likert scale that was used to rate the individual and school performance output due to absenteeism. Frequency test for the cause of it was obtained from both primary and secondary data especially leave out chits.

B. TARGET POPULATION

The target population is the entire aggregation of respondents that meet the designated set of criteria (Burns & Grove 1997). The study was conducted among students in the selected 15 secondary schools in Kisii Central Sub-County, Kisii County Kenya.

C. SAMPLE AND SAMPLING PROCEDURE

The sample consisted of 15 secondary schools out of the 32 secondary schools in Kisii Central Sub-County. 200 participants were selected from the target population of 2000 participants. Sample size tables generally assume a large standard deviation and present the desired precision in terms of percentage error, William (1993).

D. SAMPLING TECHNIQUES

This study employed simple random, and purposive sampling techniques to select the sample. Simple random sampling is a method in which selections are drawn from a population in a way that gives every member and every combination of members an equal chance of being selected (William, 2012). Purposeful sampling is a technique of sampling that involves selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling (Patton, 1990). There are several different strategies for purposefully selecting information-rich cases, and the logic of each strategy serves a particular evaluation purpose (Patton, 1990); for this study therefore, stratified purposive sampling strategy was employed. Stratified purposive sampling is a sampling technique that involves dividing the purposefully selected target population into strata with the goal of discovering elements that are similar or different across the subgroups (Patton, 2001). Simple random sampling was used to select 15 secondary schools out of the 30 in Kisii Central Sub-County which formed the study area.

E. RESEARCH INSTRUMENTS

The instruments employed in this research were as follows:

- ✓ Questionnaire. These instruments were prepared by the researchers to provide the socio-economic scale of the learner and instructor respondents. The said instrument focused on the gender and age of the respondents. The provisions on the outcome of absenteeism during schooling and individual results were placed in patterns of different categories.
- ✓ Interview Guide. This tool measured the outcome of the learner who had frequent absences to the classes and the contribution to school outcomes.

F. DATA COLLECTION PROCEDURE

There were 50 teachers and 150 learners to be contacted for this research. They answered the questions on the survey

questionnaire organized and distributed accordingly. They were the ones who determined the outcome of the learner who engaged to paternalistic absences, and its cause. They were put to task on the impact to the learner performance. When the task was duly accomplished and the questionnaires were retrieved, processed, tabulated. They were subjected to data computation.

G. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

Validity: validity is the extent to which a test measures what it is supposed to measure (Kothari, 2004; Talbot & Edwards, 1999). Content validity were tested to ascertain whether indicators the questionnaire were suitable for their task. Questions which could bring confusion or misunderstanding to the respondents were identified and modified to ensure clarity of the information in the questionnaires. Difficult questions were also sorted and reframed using appropriate language which was easily understood by the respondents. A consultation with the experts was also done and the instruments were modified and redesigned accordingly to achieve the intended task during the main study.

Reliability: The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 1999; Orodho, 2004). Split half method was employed to consider reliability of the research instruments. The method involves splitting the items in the instruments into two halves (odd and even items). The scores of the odd ones were correlated with the scores on the even numbered items. The Pearson's Product Moment formula was employed to compute the correlation co-efficient to provide the extent to which the contents of the questionnaires are consistent.

H. DATA ANALYSIS AND PRESENTATION

Data was analyzed and processed by Statistical Package usable in Social Science (SPSS) 17th version. The analyzed data were put into tables.

I. ETHICAL CONSIDERATION

The introduction letter was obtained from the university requesting authorities at the schools to cover the research that was carried out from their schools. The researcher requested to connect students to whom the intention of study was explained and the students were requested to participate. The respondents were informed on the duration and the procedure that was followed and how their privacy would be respected. Participation in the study was out of ones own will and participants were allowed to quit involving in the study if they deemed okay. Participants' rights to privacy were not violated; all the information about participants acquired during the study has been treated as highly confidential and conveyed to others. Research results have been reported fully and accurately.

IV. RESULTS AND DISCUSSIONS OF THE FINDINGS

A. STUDENT LESSON ATTENDANCE IN CO-EDUCATION SCHOOLS

Approximate school days missed per year	Frequency	Percentage
0-2	7	3.4
3-10	36	17.8
11-20	57	28.8
21-30	30	15.0
>40	70	35.0
Total	200	100.0

Table 2: Students' school Attendance patterns

The outcome in table 1 above show that 3.4 % of the learners had missed school for less than two day in the year 2015, 17.8% for between 3-10 days, 28.8% for between 11-20 days, 15.0% in the range of 21-30 days and 35.0% for over 40 days. The reason for absenteeism was because of school, family, learners, economic and cultural factors.

B. CAUSES OF LEARNERS' ABSENTEEISM IN PUBLIC MIXED SECONDARY SCHOOL IN KISII CENTRAL SUB -COUNTY KISII COUNTY

The study shows that, the causes of students' absenteeism in public co-education schools in Kisii are un excused absences which is responsible for 64.3% of the aggregate learners' absenteeism in the school while 35.5% are excused and they include: Lack of academic materials, health issues, being bereaved, nursing the sick, and bad weather as shown in table 3. This implies that the 64.3% are the student/parent/government factors which need to be addressed. Therefore, the government authorities should work with the donors, teachers, CSOs, business community and the media to sensitize parents on the relevance of education and the need for student attendance.

Responses	Frequency	percent	Rank Order
Lack of scholastic requirements e.g. fees, uniforms, books, pens, etc.	42	21.0	1 st
Household work like; farming, fetching water, construction, cooking	27	13.4	2 nd
Lack of interest in Education by both the student and parent	20	10.0	3 rd
Hunger at school/Lack of mid-day meals	17	8.5	4 th
Sexual harassment at school	16	8.0	5 th
Long distance to school	15	7.5	6 th
Illness or Disease	14	7.0	7 th
Loss of parent or close relative	13	6.5	8 th
Peer influence	12	6.0	9 th
Harsh punishment at	10	5.0	10 th

school			
Poor performance in class	6	3.0	11 th
Teacher factor i.e. teacher absenteeism, qualification, teaching skills	5	2.5	12 th
Taking care of the sick	2	1.0	13 th
Bad weather	1	0.05	14 th
Weak policy on absenteeism	1	0.05	15 th
TOTAL	200	100	-

Source: Derived from Primary Data Analysis of Instrument; June, 2016

Table 4.3: Causes of Students' Absenteeism in public mixed secondary school in Kisii

C. INFLUENCE OF STUDENT ABSENTEEISM ON THEIR ACADEMIC RESULTS

This section presents the outcome of student's academic performance and the performance of the school. The results were obtained through indebt computation of the questionnaires responses from the sampled population.

S/N	Response	Frequency	% Frequency
1	Leads to poor Academic Results	80	40.0
2	Students exit rate from school	42	21.0
3	Graduating half-baked students	28	14.0
4	Poor Curriculum Coverage	26	13.0
5	Loss of interest in Learning	28	14.0
	Total	200	100

Table 4.6.3: Showing the Outcome of Students' Absenteeism on Academic Results Performance

The research outcome shows that; 80 (40%) of the target group concurred that students' absenteeism leads to poor academic performance. Not considering the IQ, the learner will miss what is being taught, fail examinations and then is made to repeat. In addition, a student misses vital lesson segment taught on a specific topic and fails to follow the consequent lessons taught. Therefore, student absenteeism is connected with negative long-term consequences such as below average academic results and being less likely to undertake further education or training. This research findings is in agreement with Lotz & Lee, (1999) who says that, acts of delinquency are more frequent among students, who exhibit low grades, have spotty attendance, and later on exit school.

	Factors causing absenteeism	Correlation	Academic Performance
Pearson correlation coefficient	School related factors	Coefficient correlation	-.301**
		Sign(1- tailed) N	.045 192
	Family or home related factors	Coefficient correlation	-.356**
		Sign(1- tailed) N	.050 190

Student related factors	Coefficient correlation	-.341**
	Sign(1- tailed) N	.051 190
Economic and cultural related factors	Coefficient correlation	.252**
	Sign(1- tailed) N	.032 189

Source: Research data 2016

Table 4.4.4: Correlation between factors that cause learner absenteeism and academic results

The feedback on the table implies that school related factors negatively and significantly influences student academic results in KCSE ($r = -.301^{**}$, $p < .05$ significant level), family or home related factors influence student academic results in KCSE negatively and significantly ($r = -.356^{**}$, $p < .05$ significant level), student related factors influence negatively and significantly student academic results in KCSE ($r = -.342^{**}$, $p < .05$ significant level) and Economic and cultural related factors influence positively and significantly student academic results in KCSE ($r = .252^{**}$, $p < .05$ significant level). Taking the coefficient of determinant for the significant factors, school related factors contributes 9% variability in the performance of students in academic results, Family or home related factors contributes 12.7% variability, Student related factors contributes 11.6% variability and Economic and cultural related factors contributes 6.3% variability to students' academic performance. In total these factors contributes 39.6% variability to student's academic performance. 60.4% variability into students' performance is caused by other barriers not considered in this study.

These finding are in agreement with DEEWR, (2006), who argues student behavior management; school's expectations of students (for example, workload, testing, performance); levels of school support for students and relationship with teachers; attitudes of teachers, students, and administrators, ability to engage the diverse cultures and learning methods of students, teaching quality, the response by schools to monitoring attendance and intervening when issues arise for a student is critical to ensuring attendance rates.

Deewr, 2006, still argues that specific parental manners such as limited monitoring of student whereabouts, parents not being aware of attendance laws and obligations, lack of seniority insistence that learners go to school in the morning significantly contributes to poor results of learners in exams.

Baker et al (2001) also adds that differing views about education or limits of value for education likewise contributes to poor performance in exams. He argues that competing family priorities; for example, conflicts, getting organized, preparation of lunches, babysitting, transport, holidays or students caring for other family members, domestic violence, child abuse or neglect, drug or alcohol issues, employment obligations of parents and careers and inflexible employers contribute to low performance in academics. He says past negative school experiences, limits of motivation in school and education and levels of self-insight and knowledge about future pathways and the blending of school attendance, educational outcomes, child labour, personal goals, school time completions and attendance laws and incentives are some of the causes too.

Deewr (2006), adds that conflict with other students and teachers or missing school-engaged friends, being bullied

(Gastic, 2009), need to demonstrate ‘adult’ behaviour, rejection of authority (Moffit, 1993), differences in attention in classes, lower levels of literacy and numeracy achievement, students’ health status; physical health in special need and biological such as asthma (Moonie et al, 2008) or extremes of introvert or extrovert (Baker et al, 2001), drug and alcohol use (Reid 2010) are causes of poor academic performance.

Attwood & Croll, (2006) argues that low socio-economic status, single parent families, parents with multiple jobs, the need for student employment to supplement family incomes, means of to and from school, the lack of affordable child care for students with parenting responsibilities, higher family migration rates, cultural obligations; for example, Sorry Business or commitments by families to non-significant cultural celebrations, contributes to poor student attendance in schools.

Category	Incentive	Sanctions
<ul style="list-style-type: none"> Integration and link of services available to students and families Individual or family mentoring or case management Individualised contracts that enable learners to express reasons for non-attendance <ul style="list-style-type: none"> Social marketing campaigns that promote the benefits and raising awareness of the merits of attendance Using technology of group whatsapp to alert parents to student non-attendance Data taxonomies to better attendance patterns School attendance audits Computerized attendance systems Support to families such as referral to community services for families to receive financial, occupational support parental participation in classroom activities, home visits 	<ul style="list-style-type: none"> Assigning grades based on attendance Exemption for final exams on good attendance record Prizes for good attendance Privileges of a child’s choice streaming based on school attendance 	<ul style="list-style-type: none"> Withholding grades and books or credit points Assigning a fail for assignments or tests held on a day a student is absent A student not being able to make up work/grades for being absent A student not being able to attend a school inning or outing function or sport activity (for example, no school no play declarations administered by sporting organizations) <ul style="list-style-type: none"> Regular spot fines for parents Liaison with police to enforce truancy laws in the catchment. <ul style="list-style-type: none"> Policy action including prosecutions of parents for their child’s non-attendance Sanctions on parents (for example, withholding Government support payments) <ul style="list-style-type: none"> No recreation to students not allowed to swim during or after school based on attending

Table 5: Strategies to increase student attendance

This implies that attendance may connect to a range of school, family/home, individual student, economic and cultural factors.

4.6.5. Established measures by stakeholders to tackle absenteeism of student

4.6.6. Strategies to increase student attendance

Strategies to be used in schools to boost learners’ attendance as proposed by respondents are listed in Table 7 above.

These strategies are in agreement with Walls (2003) who noted that no one program or strategy will be suitable for

every student and every school. Reardon (2008) categorised strategies to increase attendance as: connective or affective approaches: relational approaches that offer services (opportunities) to families and/or students or strengthen family–school relationships, incentives or reward-based approaches: approaches that provide incentives or rewards for students to attend school, sanctions or punitive approaches: approaches that punish the student/parent for school absences. Baker et al., 2001) argues that students with persistent low attendance and their families often experience a myriad of barriers to school attendance, including poverty, lack of parental aspiration, lack of transport, poor physical health, and a lack of peer relationships with higher attending students. Proposals by respondents in Kisii Central Sub-county during the interview are in agreement with Hendricks et al (2010) who suggest a collaborative, comprehensive intervention that involves the school, social service agencies, justice system and family can have a substantial positive impact on attendance, particularly for chronic non-attendance.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

A. SUMMARY OF FINDINGS

The purpose of the study was to assess the consequence of secondary schools learners absenteeism on academic performance in Kisii County, Kenya. The findings of the study reveal that most students were absent from school for over 40(35.0%) day in 2015 and fewer students were absent for less than 2(3.4%) days. It is worth noting that absenteeism in students was caused by school related factors, family or home related factors, students related factors and economic or cultural related factors. The analysis of data revealed a significant relationship between school related factors, family or home related factors, student related factors and economic and cultural related factors to students’ academic performance. Results from the study show schools can improve student’s attendance by adopting locally appropriate strategies, and possibly a combination of strategies, which will be necessary to address the range of contributing factors in student attendance.

B. CONCLUSION

Students’ absenteeism is real in mixed secondary schools in Kisii Central Sub-county and its causes should not be looked at lightly; early intervention in regards to attendance will make a difference for those students who are moving towards disengagement from school and as a result they begin practicing social evil in the society.

Schools are well aware of the importance of student attendance but, as the research indicates, schools alone have a limited capacity to influence external factors contributing to student attendance rates. These external factors can include student and family influences, but schools can take steps and implement strategies to mitigate the impact of such factors. The key strategies for schools are: communicating regularly to students and parents about the value of school attendance (and

the long term cost of non-attendance), engaging with students and families about factors that can be influenced, and addressing factors at school that impact on student engagement. The research points to the importance of a school culture that focuses on valuing and rewarding attendance and providing consequences (not punishment alone) for non-attendance. Reasons for student absences are varied, and necessitate responses that take individual students' and their family situations into account. Some evidence exists for effective strategies for improving attendance; however, the research evidence base does not provide guaranteed strategies for schools.

C. RECOMMENDATION

The following are the areas the researcher has seen prudent for the future action:

- ✓ It is very important for the government, policy makers, school administrators, media, parents, and the general public to accurately monitor, identify early and intervene about this practice gap. It has long term effects to the student(s) and the nation, that is: leads to school dropout hence a blockage of students academic growth; poor performance in examinations due to low syllabi coverage; a waste of tax payers money; deteriorating performance which mounts to open criticism hence making the ministry of education in Kenya unpopular with its own initiative; leads to increase in crimes because of being attracted to the outside environment full of bad elements practicing activities such as; drug abuse, gambling (playing cards, sports betting, pick pocketing), commercial sex, fornication leading to early marriages and HIV/AIDS risks which is a result of perceiving being at school as academic punishment. In addition, they become a burden to the society because of unemployment since one has no employable skills and it will also spoil the reputation of the school because of failure rate which makes students to transfer to another school with better academic performance.
- ✓ Locally appropriate strategies, and possibly a combination of strategies, will be necessary to address the range of contributing factors in student attendance.

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