

ACADEMIC ACHIEVEMENT, ATTITUDES TOWARDS  
EDUCATION AND THE HOME-BACKGROUND:  
THEIR RELATIONSHIP TO ABSENTEEISM IN SELECTED SCHOOLS  
OF THE LUSAKA REGION, ZAMBIA

by

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the degree of Master of Education

THE UNIVERSITY OF ZAMBIA

LUSAKA

1990

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DECLARATION

I Gertrude Kasuba Mwape do solemnly declare that this  
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another University. 245488

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## ABSTRACT

### APPROVAL

Pupil absenteeism in school has been, and continues to be, a major disciplinary problem amongst pupils in Zambian schools. It was thought that absenteeism from school could be seen as the consequence of an interaction amongst factors lying in the school, the individual and the home.

Signed..... *K. Kasuba Mwahe* ..... Date ..19/10/90...

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The sample consisted of forty-four absentees and forty-four non-absentees doing Grade Nine in 1987 in five Lusaka secondary schools.

The results showed that significantly more absentees than non-absentees were low academic achievers. There were no significant differences between absentees and non-absentees as far as the

## ABSTRACT

Pupil absenteeism from school has been, and continues to be, a major disciplinary problem amongst pupils in Zambian schools. It was thought that absenteeism from school could be seen as the consequence of an interaction amongst factors lying in the school, the individual and the home.

The main purpose of the study was to identify some factors that may be related to pupil absenteeism from school. The factors that were investigated were academic achievement, attitudes towards education and home-background (i.e. marital status of parents; relationship of pupil to whoever he lived with; area of residence; occupation of parent(s)/guardian(s) and family size of whoever the pupil lived with).

The sample consisted of forty-four absentees and forty-four non-absentees doing Grade Nine in 1987 in five Lusaka secondary schools.

The results showed that significantly more absentees than non-absentees were low academic achievers. There were no significant differences between absentees and non-absentees as far as the

overall scores on the Attitudes - towards - Education questionnaire, which was used to measure the pupils' attitudes towards education, were concerned.

The results for the home-background showed that, except for mother's/female guardian's occupation, there were no significant differences between the absentees and non-absentees on the factors used to measure it.

The findings supported the evidence in the literature on academic achievement but contradicted that on attitudes towards education, and the bulk of that on the home-background.

Although there were no significant differences between the two groups of pupils on the overall scores of the Attitudes - towards - Education questionnaire and on almost all of the factors used to measure the home-background, this does not mean that the findings contradicted Galloway's (1985) thesis. This is because there might be many other factors in the home and the individual that could influence pupil absenteeism from school.

Finally, on the basis of the findings, some suggestions for further study were given and a few recommendations made.

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## CHAPTER ONE

### INTRODUCTION

#### The Problem of the Study

Absenteeism by pupils from school has been a disciplinary problem in Zambian schools for a long time. Referring to school attendance during the early period of educational development in Zambia, Snelson (1970: 20) states that "For a long time schools were regarded as places to go to when there was nothing more pressing to be attended to in the tribal economy. Attendance was highly irregular. . ."

This problem has persisted and become one of the major concerns in recent years. In 1970, the government introduced Statutory Instrument 118 on compulsory school attendance. This Instrument made truancy an offence that was punishable in a court of law. It was introduced as a means of ensuring that children attended school regularly.

A year later, however, reports stated that due to non-appointment of full-time Attendance Officers



whose duty it should have been to enforce the School (Compulsory Attendance) Regulations made the previous year, these regulations had made no impact on truancy in schools (Banda, 1977).

Although over ten years have elapsed since this discouraging revelation about truancy in schools was made, the situation does not seem to have improved much. Available statistical information on discipline in Zambian schools shows that absenteeism is the commonest offence committed by pupils in Zambian schools, being more rampant among junior secondary school pupils than among either primary or senior secondary school pupils. Disciplinary statistical returns for terms One and Two (1984) and for Term Three (1985) for the Luapula region, for instance, show that 324 disciplinary cases were handled by the Regional Office during these periods. Of these, 221 or 68.2% were attributed to absenteeism. A closer look at the figures for Term Three of 1985 shows that during this term, forty-seven cases of absenteeism were dealt with. Thirty-five or 74.5% of the pupils involved were junior secondary school pupils; twelve or 25.5% were in senior secondary school whereas there were none in primary school.<sup>1</sup>

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<sup>1</sup>MGEC/101/1/101 CONF "Conduct and Discipline for Students - Returns", March 1984 - May 1986.

Statistical returns for the Lusaka Region during the same periods show that 192 disciplinary cases were handled by the Regional Office. Of these, 124 cases or 64.6% were cases of absenteeism. A closer look at these figures shows that during the third term of 1985, Lusaka Region handled sixty-four cases of absenteeism. Of these pupils, fifty-six or 87.5% were in junior secondary school, whereas eight or 12.5% were in senior secondary school. None were in primary school.<sup>1</sup>

These figures on absenteeism in the Luapula and Lusaka regions further show that of the 221 absentees that the Luapula Region dealt with, 145 or 65.6% of the pupils involved were expelled. For the Lusaka Region, the information shows that of the 124 cases of absenteeism that were dealt with, 109 or 87.9% of the pupils involved were expelled from school.

If compiled nationally, these statistics may show that poor school attendance is a great problem among junior secondary school pupils in Zambian schools, often leading to expulsion.

Galloway (1985) has advanced a thesis on pupil absenteeism from school. It states that persistent

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<sup>1</sup> MGEC/101/1/101 CONF "Conduct and Discipline for Students - Returns", March 1984 - May 1986.

pupil absenteeism from school can be seen as the result of a complex interaction amongst factors lying in the school, the individual, the family and the community although this does not necessarily mean that all possible factors in these areas of concern influence absenteeism.

This dissertation on absenteeism is an application of Galloway's (1985) thesis.

#### Purpose of the Study

This study, out of concern for the extent of absenteeism among junior secondary school pupils in Zambian secondary schools, investigates some factors that may be related to absenteeism.

It attempts to identify some school-based, individual-based and home-based factors that may influence absenteeism, and apply them to two groups of Grade Nine Zambian secondary school pupils (absentees and non-absentees). One school-based factor involved in this interaction is academic achievement. One individual-based factor is attitudes towards education whereas five home-based factors are marital status of parents, relationship of pupil to whomever he/she lives with, area of residence, occupation of parents/guardians, and family-size of whomever the pupil lives with.

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It is hoped that the data thus obtained from the groups of pupils mentioned above will enable the researcher to determine whether or not the identified factors influence absenteeism among the subjects of the study.

### Statement of Hypotheses

This study advances the following hypotheses:

1. More absentees than non-absentees are low academic achievers.
2. Absentees have more negative attitudes towards education than non-absentees.
3. More absentees than non-absentees come from an unfavourable home background with respect to the following:
  - (a) Marital status of parents
  - (b) Relationship of pupil to whomever he/she lives with
  - (c) Area of residence
  - (d) Occupation of parent(s)/guardian(s)
  - (e) Family-size of whomever the pupil lives with.

### Significance of the Study

The importance of investigating factors influencing pupil absenteeism from school is that it is assumed or believed that education plays a vital role in the lives of people and in national development. It is therefore important that children

attend school regularly. Nwagwu (1978: 17), for example, argues that:

. . . it has been emphasised that the welfare of the child and society and the survival of the national ethic would be seriously jeopardized if during this era of technological advancement and rapid social changes children were not given proper protection, guidance and education in schools during their most formative years.

Unfortunately, there are some pupils who have the habit of absenting themselves from school persistently. When pupils are persistently absent from school, academic achievement is affected negatively (Reid, 1983) and pupils are deprived of the academic and social stimulation that the school provides (Barber and Kagey, 1981). Pupils who engage in absenteeism are easy targets for delinquency (Tyerman, 1968). In addition absentees often drop out of school (Banda, 1977).

The extent of absenteeism in Zambian schools among Junior secondary school pupils is a sad reality and great wastage. Although education in Zambia is tuition-free from Grade One right through to Grade Twelve, the government is unable to cater for the educational needs of the majority of its youth. Each year, thousands of children are pushed out of the school system at the Grade Seven level due to insufficient school places. In 1985, for instance,



178,311 pupils sat for the Grade Seven examination. Out of these, only 39 058 (approximately 21.9%) were offered places in Grade Eight (Times of Zambia 27 February 1987: 1). This means that 139 253 children (approximately 78.1% were pushed out of the school system after only seven years of education. Being able to proceed to Grade Eight is such a great privilege and yet some pupils persistently absent themselves from school.

Furthermore, irregular attendance of some pupils may have a detrimental effect on those who attend regularly. This can happen if the teacher spends time helping absentees with work that was done while they were away (Galloway, 1985). Nwagwu (1978: 17) argues thus:

Truancy and absenteeism can make the administrative tasks of headmasters and teachers very difficult. The day-to-day activities of the school cannot be successfully programmed and implemented if pupils' daily attendance records fluctuate very much and are unpredictable.

Knowledge of the factors which influence absenteeism is, therefore, of crucial importance to the teacher as well as to the policy-maker. It is thus very important to carry out a study such as this one.

### Limitations of the Study.

The study has two major limitations. The first is that it was confined to government day schools in the Lusaka region. The study should probably have been more meaningful had some schools in the rural areas been included in the investigation. This, however, could not be done due to constraints of time.

The second limitation is that there were no girls in the sample. This was because there were very few girls who were persistent absentees in the schools that were visited. In addition, these few girls were never in school each time the writer visited their respective schools. Although this difference in absenteeism between boys and girls raised an interesting area for inquiry, this study will not address itself to it.

For these two reasons, the findings of this study should be applied with caution to the problem of absenteeism in Zambia.

### Operational Definitions of the Constructs

#### Under Study

#### Absentee

In the context of the school, absence refers to the failure of a pupil to be present at school;

generally understood as not being present at more than half the session (Good, 1973). A school absentee can, therefore, be regarded as a pupil who fails to be present at school for more than half the session. In this study, absentee is used to refer to a pupil who missed school not less than twice for periods of five days in a month for reasons considered dubious by his class teacher during the two terms under study. According to the Education Act:

(2) Subject to sub-regulation (3), a child shall be deemed to have failed to attend regularly at school if he shall have been absent therefrom for a total of five school days during any period of one month.

(3) In any proceedings for any offence against this regulation the child shall not be deemed to have failed to attend regularly at the school by reason only of his absence therefrom

(a) with leave of the Head or other authorised person; or

(b) at any time when he was prevented from attending by illness or any unavoidable cause.

It was, therefore, felt by the researcher that a pupil who missed school twice and above in accordance with the given specification could be regarded as a persistent absentee.

#### Non-absentee

In this study "non-absentee" refers to a pupil who attended school regularly making almost 100

percent of the total attendance possible for Terms Two and Three of 1986.

#### Absenteeism

In this study, this term refers to the practice in which a pupil stayed away from school in accordance with the specifications given above for "absentee".

#### Academic Achievement

This term refers to the marks a pupil obtained in the Grade Nine mid-year mock examinations, that is, overall performance in other subjects and in English.

#### Attitudes towards Education

This term is used in this study to refer to an individual's systematic manner of thinking, feeling and reacting towards matters pertaining to education. A measure of one's attitudes towards education was obtained from six dimensions of attitudes as related to education. These dimensions were derived from an "attitude toward education" scale developed by Rundquist and Sletto (in Shaw and Wright, 1967).

They are:

- (i) The effect that education has upon the life of an individual and upon society.
- (ii) The effect that education has upon an individual's income-generating opportunities.

- (iii) Compulsory school attendance.
- (iv) Expenditure on education.
- (v) The paradox between education and employment.
- (vi) The value of education in general and of school in particular.

#### Home Background

For the purpose of this study, this term refers to the type of home environment (incorporating the family and the community) from which an individual comes. A measure of the home background was obtained from the following variables:

- (i) Parents' marital status
- (ii) Relationship of pupil to whomever he/she lives with
- (iii) Pupil's area of residence
- (iv) Parent(s)'/guardian(s)' occupation(s)
- (v) Family-size of whomever pupil lives with.

#### Unfavourable Home Background

In this study, this refers to:

- (i) A broken home
- (ii) A home led by people other than both the pupil's parents
- (iii) A home situated in a high density residential area or in a shanty compound
- (iv) A home in which the parent(s)/guardian(s) is/are unemployed or employed in manual occupations



- (v) A home which has a family consisting of more than six children.

#### Organisation of the Remaining Chapters

Chapter Two comprises the literature review which is presented in accordance with the following sub-headings: school-based factor: academic achievement: individual-based factor: attitudes towards education and, finally, home-based factors.

Chapter Three discusses the data-gathering methods. It first describes the pilot study. This is followed by a description of the final study which consists of the population, sample and sampling procedure, problems encountered during the process of data collection, and the analysis of the data.

Chapter Four is dedicated to the presentation and discussion of the results.

Chapter Five constitutes a summary, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

The Literature review will be presented according to the following sub-headings: School-based factor: academic achievement; individual-based factor: attitudes towards education; and home-based factors.

#### School-based Factor: Academic Achievement

An important school-based factor which may influence absenteeism is academic achievement which may be defined as ". . .the knowledge attained or skills developed in the school subjects. . ."(Good, 1973: 7). A pupil's academic achievement is usually shown by marks or grades that are assigned to his work by teachers.

In most schools, Zambian schools included, much emphasis is placed on marks or grades which pupils obtain in their classwork. The pupils who perform well in accordance with the expectations of the teachers and of the school system are awarded high marks. These marks are usually accompanied by praise, and associated with high esteem. On the other hand, pupils who do not conform to the ideals of the teachers and of the school system in terms of

academic achievement are given low marks. These low marks customarily may, and usually, go with scorn, low esteem and/or contempt.

The marks a pupil receives in school work are very important. This is because attendance in the secondary school depends, to a great degree, upon pupils' attainment in classwork (Wiseman, 1964).

Most of the studies that have been done on the relationship between academic achievement and absenteeism have been concerned with under achievers. Young (1947), in his study in which he compared forty persistent truants to a group of forty non-truants, found that although there was no significant difference in the performance of the two groups in arithmetic, the truants were not as good as the non-truants in English (reading and spelling). Young suggests that it was because of this inferior achievement in English that the truant sample was staying away from school.

The Manchester School of Education (Wiseman, 1964) carried out an investigation into the relationship between educational attainment and social and environmental factors. The sample used in the study consisted of 14,000 Manchester secondary school children aged between fourteen and fifteen years. The pupils' results in reading comprehension,

mechanical arithmetic and intelligence tests showed that absentees performed more poorly on all the three tests than the other pupils. Wiseman suggests that poor academic achievement or difficulties with school work discouraged the absentees from attending school.

Reid (1982) conducted a study on absenteeism using a sample of seventy-seven secondary school persistent absentees and two control groups consisting of seventy-seven pupils each.

One of Reid's observations was that the persistent absentees had poorer academic records than their two control groups. These poor academic records were considered by Reid to have been influencing absenteeism:

It remains possible that consistent patterns of failure in school might lead some pupils to withdraw from the offending stimuli. For example when pupils perpetually receive low grades in school their academic self-concepts may be reduced to such a point that to absent themselves from school becomes a source of relief (Reid, 1982: 183).

Flitner (1970: 20) adds weight to this argument when he states:

. . .it is a bitter experience when a young person fails at school. . .He needs to call upon special powers of mental resilience to overcome the discouragement which invariably accompanies such failure.

Other studies which show that absenteeism is influenced by academic achievement are those of May

(1975) and Carrol (1977). These studies show an even closer causal relationship between academic achievement and absenteeism than the others. May (1975), for instance, shows that the truants in his study, were performing poorly in school work before they began their truancy. Carrol found that "...poor attenders were significantly more likely to be in a lower stream than good attenders" (Galloway, 1985: 4). This suggests that low academic achievement influences pupil absenteeism from school.

Although the studies reviewed so far show that a student who does not do well in school work is likely to stay away from school, or, in other words, that bad performance leads to absenteeism, it should be pointed out in passing that absenteeism can also lead to bad performance.

In another study of absentees in which Reid (1983) looked into the educational background of 128 persistent school absentees, the investigation showed that nearly 70 per cent of the subjects had received an average overall grade of 'C' or lower in their last two years at primary school. At secondary school, the pupils continued to perform badly and in fact performed even worse. In the year prior to the study, 65 per cent of the pupils concerned received



an average grade of 'D' or even lower. According to Reid, although these pupils stayed away from school because of their poor grades, these grades were obviously influenced by the pupil's persistent absenteeism from school. As Tyerman has stated, a vicious circle has been set up. He argues thus:

Failure in school work increases the truant's dislike of school, yet his failure is in part caused by his truancy. . . . Some of the unhappiness that is so marked among so many truants may in some part be due to the child's finding himself in such a situation, from which he can see no escape (Tyerman, 1968: 72).

This is in agreement with the view advanced by such other writers as Barber and Kagey (1981).

#### Individual-based Factor:

##### Attitudes Towards Education

Attitudes are a very important aspect of the study of absenteeism. This is because they play an essential role in determining behaviour.

An attitude can be defined as ". . . an organised and consistent manner of thinking, feeling and reacting with regard to people, groups, social issues, or more generally any event in one's environment" (Lambert and Lambert, 1964: 50).

In accordance with this definition of attitude, an attitude towards education may be defined as an organised and consistent manner of

thinking, feeling and reacting in relation to education. This definition suggests that a school child who holds positive attitudes towards education will tend to think, feel and react positively towards it, thereby, attending school more regularly than another student who holds negative attitudes towards it. In fact, one sure way of determining one's attitude towards school is to examine his school attendance record (Wiseman, 1964).

Not much research material is available on the relationship between attitudes towards education and absenteeism. There is in fact a lack of recent material on this relationship. Nevertheless, Young (1947) related pupil absenteeism from school to negative attitudes towards school. These attitudes were considered to have been a consequence of poor attainment in English (reading and spelling).

Accounting for the relationship between academic achievement and absenteeism, Wiseman (1964) suggests that the under-achieving child has a much more negative attitude towards school than his better achieving counterpart. He goes on to argue that the underachiever will tend to stay away from school for the slightest reason because of his negative attitude towards school.

Hargreaves (1967) carried out an investigation into the relationship between streaming and various aspects of the lives of 103 Form Four boys at a secondary school in England. As part of his investigation, he looked into the boys' attitudes towards school as well as into their school attendance records. The observed trend was for boys who had negative attitudes towards school to indulge in absenteeism much more than those who had more positive attitudes towards school.

Mitchell and Shepherd (1967) made an inquiry into the behaviour of 9 000 school children between the ages of five and fifteen in Buckinghamshire, England. The results of the inquiry showed that attitudes towards school affected attendance among children who were over ten years of age.

The studies reported above all assert that attitudes towards education have a bearing on absenteeism. There is, however, a shortcoming in two of the reviewed studies - Young (1947) and Wiseman (1964). These two researchers did not carry out investigations into their subjects' attitudes towards education. They merely made assumptions on the basis of the absentees' poor academic achievement.

### Home-based Factors

When dealing with the problem of absenteeism, it is important to consider the home background of the students. Home background may be a major factor in influencing absenteeism. Tyerman (1958), Cooper (1966), Banda (1977), Carrol (1977), Reid (1982) and Galloway (1985), for example, have argued that the homes from which the absentees come are often deprived in multiple ways. Mullen (1950) found that truants, amongst other conditions, belonged to broken homes. In a study of a sub-sample of twenty-three persistent truants, Tyerman (1958) found that, as compared to the controls, the truants were more likely to come from families that had more than three children and to have unskilled workers for their fathers. Hodges (1968: 59-60) in a survey carried out on 110 absentees found that nearly 50 per cent of these children came from broken homes and that most of the families of absentees, "...lived as tenants, mainly in local authority estates on the edge of town."

In a study based in Central Scotland, Mitchell (1972) found a tendency for the fathers of absentees to be unskilled or semi-skilled workers. He also found that absentees came from large families. In a study conducted in Aberdeen, May (1975) made similar

findings concerning both factors but was more specific in as far as family size was concerned. This was that the absentees came from families that had five children and above. Similarly, Galloway (1982), who conducted a research on four samples of persistent absentees, found that, on average, their families had four to six children.

Reid (1982) found that as compared to non-absentees, many absentees had parents who were either separated, divorced, remarried, dead, unmarried (but cohabiting) or single. Other absentees were adopted, living with relatives or in orphanages. Other findings were that:

(i) The occupations of the fathers of absentees were significantly lower than those of the fathers of non-absentees. In the case of the mothers, most of the mothers of the absentees were unemployed. Those who were in employment worked in significantly lower occupations than the mothers of the non-absentees.

(ii) Most of the absentees came from families that had six children whereas pupils in one control group came from families that had a maximum of three children.

(iii) Significantly more absentees than non-absentees lived in council houses or flats.

The findings in the studies reported above seem to indicate that absentees do indeed come from home backgrounds that are often characterized by multiple deprivation in terms of parents' marital

status, relationship of the pupil to whoever he/she lives with, area of residence, parents' occupation and family size of whoever the pupil lives with.

There is, however, a small amount of evidence from Young (1947) that is contrary to the general findings. This is in the area of parents' marital status. Young, unlike the other researchers whose work has been reviewed, found no significant difference between truants and non-truants as far as one aspect of their home background (broken homes) was concerned.

#### Summary of the Reviewed Literature

There was a lack of literature on studies conducted in Zambia and the rest of Africa on factors influencing pupil absenteeism from school. Hence all the studies that have been reviewed were conducted in the West. They suggest that academic achievement, attitudes towards education and home background all influence absenteeism. Nevertheless, there is an indication that absenteeism may influence academic achievement and that not all home background factors (as in the case of Young) may be related to absenteeism.

Apart from this, Young (1947) and Wiseman (1964) whose work has been reviewed in the section

under "Attitudes Towards Education", did not carry out investigations into their subjects' attitudes. They merely made assumptions on the basis of the subjects' poor academic achievement and attendance records.

From the reviewed literature, it may be concluded that absenteeism is a multi-faceted phenomenon that may come about through a complex interaction amongst factors found in the school, the individual and the home. One school-based factor in this process may be academic achievement; one individual-based factor may be attitudes towards education whereas five home-based factors may be parents' marital status, relationship of pupil to whoever he/she lives with, area of residence, parental occupation and family-size of whoever the pupil lives with.

The factors so identified and stated would be subsequently investigated in the present study.

## CHAPTER THREE

### DATA GATHERING METHODS

This chapter discusses the methods used to collect the data. It describes the pilot study and then the main study. This is followed by a discussion of the problems encountered during the course of data collection. The chapter ends with the analysis of data.

#### Pilot Study

At the beginning of June, 1987, a letter permitting the writer to conduct the study amongst Grade Nine secondary school pupils in Lusaka Region was obtained from the office of the Chief Education Officer for Lusaka Region.

Between the second and fourth weeks of June, the writer carried out the pilot study on a group of Grade Nine pupils at a basic school in Lusaka. The rationale for conducting the pilot study at a basic school was that the basic school in question had Grade Nine pupils who, having gone through the same primary system as the subjects of the main



study, would have a similar level of competence in the English language. It was, therefore, assumed by the writer that these pupils (i.e. of the basic school) would enable her to fulfil the purposes of the pilot study which were:

- (a) To determine whether or not the items in the questionnaires would be clearly understood by the subjects of the final study; and
- (b) To determine the best way of administering the instruments.

#### The Sample

A week prior to the pilot study, the writer approached the head of a basic school at which the pilot study was to be conducted. The study and the procedures for administering the instruments were discussed. The writer was introduced subsequently to the two teachers in charge of the two Grade Nine classes at the school. These two teachers were then requested by the writer to compile a list each of the following:

- (a) The ten highest achieving pupils in English
- (b) The ten lowest achieving pupils in English.

A date and time for administering the instrument was later set with the head of the school. Using the group-administered method of

testing, the pupils were given an attitude-towards-education questionnaire to respond to on the day of the testing. This questionnaire had been modified by the writer from the one developed by Rundquist and Sletto in 1930 (Shaw and Wright, 1967). This modified version of the questionnaire is presented in Appendix A. The modification was done before the pilot study was conducted. This was because it was quite evident to the writer that the subjects would have immense difficulty in understanding most of the items in the questionnaire without the relevant modification.

In addition to the attitude questionnaire, the pupils were given a home background questionnaire to respond to. The questions asked by the pupils about the questionnaire made some modification necessary.

The second administration of the instruments showed that all the items in them were clear to the pupils. The final home background questionnaire is presented in Appendix B.

### The Final Study

Data for the final study were collected between July and September, 1987. The procedures used for administering the instruments were the same as those used during the pilot study.

### Population

All the junior secondary school pupils in government and government-aided day schools in Lusaka formed the population of the study.

The rationale behind confining the study to junior secondary school pupils was, as has already been mentioned, that absenteeism is most prevalent amongst this category of pupils.

Since, at the time that the research was to be conducted, the Grade Eight pupils would have been in school for approximately three months - a period during which it would not have been possible to establish who the persistent absentees were - the study was further confined to Grade Nine pupils.

### Sample and Sampling Procedure

The sample consisted of fifty-nine absentees and fifty-nine non-absentees (N=118) from three boys' and two co-educational schools in Lusaka. Of the fifty-nine absentees in the sample, only forty-eight were present to take part in the study. Out of these forty-eight, only forty-four successfully completed the questionnaires.

A list of all the government and government-aided day secondary schools in Lusaka was compiled. Seven secondary schools were randomly selected from

this list. A breakdown of these schools and their enrolment figures is shown in Appendix C.

At each of these schools, the most persistent absentees were selected. It was assumed by the writer that the sample was randomly selected because the occurrence of absenteeism is usually random in itself.

The selection of the two groups of pupils was done with the help of class teachers, deputy-heads and in two cases, senior teachers. Two schools in the sample did not have absentees that met the desired criterion for extent of absenteeism. Therefore, they did not form part of the final sample.

The two groups of pupils were independent because they did not meet the condition which according to Siegel (1956: 61), determines relatedness between two samples, namely that: the two groups of subjects be as similar as possible "with respect to any extraneous variable which might influence the outcome of the research".

#### Sources of Data

Data for academic achievement were obtained through academic achievement records. Those for attitudes towards education and for home-background

were collected through questionnaires. Data for the former were based on the subjects' opinions about certain matters pertaining to education. Those for the latter were based on factual information concerned with certain aspects of the home background.

#### Academic Achievement Records

These records consisted of the grades that the pupils were awarded in their mid-year mock examinations of 1987 (in English and in five other subjects in which they obtained the highest marks). The mock examination results are shown in Appendix D.

#### Attitudes-towards-education questionnaire

This is a modified version of the questionnaire developed by Rundquist and Sletto in 1936 (Shaw and Wright, 1967). It is a 21-item Likert-type instrument. Eleven of these items (2, 3, 4, 8, 9, 12, 13, 16, 17, 19, 20) are positive while the remaining ten (1, 5, 6, 7, 10, 11, 14, 15, 18 and 21) are negative.

The scale focusses attention on the following areas of attitudes as related to education:

- (i) The effect of education on an individual and on society (statements 2, 3, 9, 10, 12, 13, 20);

- (ii) The effect of education on one's income-generating opportunities (statement 17);
- (iii) Compulsory school attendance (statement 18);
- (iv) The paradox between education and employment (statements 1, 4, 6 and 15);
- (v) The value of education in general and of school in particular (statements 7, 8, 11, 14, 19); and
- (vi) Expenditure on education (statements 5, 16 and 21).

Scoring on the attitudes-towards-education questionnaire

For each statement in the questionnaire, there are five Likert-type alternatives. These are "strongly agree", "agree", "undecided", "disagree" and "strongly disagree". The alternative responses for positive items range from 5 (strongly agree) to 1 (strongly disagree). Scores for negative items, on the other hand, are reversed with "strongly agree" becoming 1 and "strongly disagree" becoming 5.

To respond to the questionnaire, the pupils were required to put a cross (x) in the box underneath the alternative response that best expressed their feeling about each statement.

An individual's total score was the sum of the scores he/she obtained on all the statements. His/her sub-score on any dimension, however, was the

summation of the score he/she obtained on each statement in that particular dimension. The higher the score one had, the more positive were his/her attitudes towards education or towards the particular aspect of attitudes as related to education.

#### Home-background questionnaire

This questionnaire consists of questions based on the following factors:

- (a) Marital status of parents;
- (b) Relationship of pupil to whoever he/she lives with;
- (c) Pupil's area of residence;
- (d) Parental occupation which is:
  - (i) Occupation of father/male guardian
  - (ii) Occupation of mother/female guardian;
- (e) Family-size (number of children) of whoever pupil lives with.

#### Mode of response

The first question in the questionnaire was of the multiple choice type. Pupils were required to write down the answer which applied to them. The rest of the questions were open-ended. Pupils had to write down the relevant answer.

Problems Encountered During the Process  
of Data Gathering

The writer encountered a number of problems while collecting the data.

Firstly, when the writer was selecting the sample, some registers could not be found and the class teachers of the classes involved were never seen. Consequently, persistent absentees that might have been in these classes were left out of the study.

Secondly, the writer had to go to all the schools more than once. This was because not all the absentees turned up on the day scheduled for the exercise in their particular schools. The instruments, therefore, had to be administered to these pupils on a separate day. There were, however, some persistent absentees who never turned up until the mock examinations began. The writer obtained the addresses of these pupils. Most of them were incomplete and were, therefore, of no use. Two addresses turned out to be false. One was correct although it was the address of the place of work of the pupil's father. Unfortunately, when the writer went to this address, the parent was away on sick leave and has since died.



### Analysis of Data

The two groups of pupils that were being compared were independent and the sample size was eighty-eight. Thus the appropriate statistical tools to be used were those which would enable the writer to compare two independent groups of  $N=88$ .

The data for the first and third hypotheses consisted of frequencies that were in discrete categories. The measurement involved was in the nominal scale.

The chi-square test of significance is a statistical tool that may be used to compare the differences between two independent groups whose data have the characteristics of the first and third hypotheses of this study. In addition, this statistical tool caters even for large samples that are larger than forty. Because of these qualities that it possesses, the chi square test was considered by the writer to be the most appropriate statistical tool to analyse the data for the first and third hypotheses.

Data for testing the second hypothesis were in the interval scale.

The t-test is a statistical tool which enables one to "... compare two means to determine the probability that the differences between the means is

a real difference rather than a chance difference" (Tuckman, 1978: 278). In addition, the t-test can be used to compare the means of two independent samples.

Two important conditions governing the use of the t-test are that the data to be analysed be at least in the interval scale and that the populations from which the samples were drawn be normally distributed. Since, as indicated earlier, data for the second hypothesis were in the interval scale, the first condition was met.

The second condition was also met because according to Spiegel (1961) for samples whose size is greater than thirty, the sampling distributions of many statistics are approximately normal. This approximation becomes better as the size of the samples increases.

Since the sample size of this study was eighty-eight, the writer felt that the assumption of normality of distribution had been met.

One-tailed tests were used to determine whether or not the calculated values of chi square and "t" were significant. This was because all the hypotheses in the study were directional.

The level of significance for each calculated value of chi square and "t" was 0.05.

Analysis of Data per Hypothesis

Hypothesis One

More absentees than non-absentees are low academic achievers.

Two measures of academic achievement were used to compare the academic achievement of absentees and non-absentees. These were: (a) academic achievement in general, and (b) academic achievement in English.

To analyse the data for these measures of academic achievement, pupils were grouped into the following two groups which necessitated the use of 2 x 2 contingency tables.

(a) High achievers: For general academic achievement, this group consisted of those pupils who had a mark of forty per cent and above in English and in five other subjects in the mock examinations.

For academic achievement in English, the group of high achievers consisted of pupils who attained a mark of forty percent or more in the English Language component of the mock examinations.

(b) Low achievers: For general academic achievement, this group consisted of those pupils who: (i) passed in English but passed in less than five other subjects or (ii) passed in five subjects

or more but failed in English.<sup>1</sup>

Low achievers in English Language were those who failed in the English Language part of the mock examinations (that is, they obtained a mark below forty percent).<sup>2</sup>

### Hypothesis Two

Absentees have more negative attitudes towards education than non-absentees.

For this hypothesis, the total scores of the two groups of pupils were compared. In addition, comparisons were made on the basis of each of the six dimensions of the instrument that were outlined earlier.

### Hypothesis Three

More absentees than none absentees come from an unfavourable home background.

As has already been indicated, the home background was measured by five factors. A detailed

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<sup>1</sup>One has to pass six subjects, including English, to qualify for a full certificate in the final examination.

<sup>2</sup>One must have a mark of at least forty percent to pass a subject in the final examination.

description of the classification used for each factor is now going to be presented.<sup>1</sup>

(a) Marital status of parents: For this factor, the pupils were divided into two groups which consisted of:

- (i) Those whose parents were married and living together.
- (ii) Those whose parents were in any other marital status. (This broad category of parents comprised the following: remarried, separated, divorced, unmarried but living together, single, and dead i.e., either one parent or both).

(b) Relationship of pupil to whomever he/she lives with:

Pupils were divided into two groups as was the case in the first factor. These groups comprised:

- (i) Those who lived with both parents.
- (ii) Those who lived with one parent only or any other such people as relatives and friends.

(c) Area of Residence: The pupils were divided into three groups for this factor. These were:

- (i) Those who lived in low density and medium density residential areas.
- (ii) Those who lived in high density residential areas.

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<sup>1</sup> For factors a, b, d and e where pupils were put into two classes, 2 x 2 contingency tables were used in the calculation of chi square. For factor c, a 2 x 3 table was used to calculate chi square. This was because the two groups of pupils were put into three classes for this factor.

- (iii) Those who lived in such "unclassifiable" residential areas as farms and army barracks.

(d) Occupation of parent(s)/guardians(s): The pupils were classified into two groups. These were:

- (i) Those whose parents or guardians worked in manual occupations or were unemployed.
- (ii) Those whose parents or guardians worked in non-manual occupations.

The classification for occupations which was used was slightly modified by the writer from that prepared by Miller (1970). The original scale was used by Kapambwe in his study of the relationship between the home-background and academic achievement (1980: 50-51).

The table below shows a modified version of Miller's classification of occupations.

TABLE 1

MODIFIED VERSION OF MILLER'S (1970) CLASSIFICATION  
OF OCCUPATIONS

Non-Manual Occupations

1. Professional and high administrative, e.g.: doctors, lawyers, bankers, accountants, teachers.
2. Managerial and executive, e.g. men who owned their own business or who managed a business for the owner.
3. Supervisory white collar, e.g.: those in the mass media and publishing industries.
4. Routine clerical, e.g.: cashiers and clerks.

Manual Occupations

5. Foreman, supervisory (manual), e.g.: construction foreman.
  6. Skilled manual - men who have served an apprenticeship in a trade, e.g.: motor mechanics.
  7. Semi-skilled manual - men in occupations for which some training and skill is necessary, e.g.: bus drivers.
  8. Unskilled manual - men engaged in unskilled manual labour, requiring neither training nor responsibility, e.g.: farm workers.
- 

(e) Family-size: The pupils were once again divided into two groups for this factor. These were:

- (i) Those who belonged to families in which there were one to six children.
- (ii) Those who belonged to families in which there were seven children and above.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter begins with the presentation of the results. This is followed by a discussion of these results.

#### Results

The results obtained for each of the factors that were investigated will be presented separately. These results were arrived at by using the data analysis procedures discussed in the previous chapter.

#### 1. Academic Achievement and Absenteeism

As will be recalled, academic achievement in general as well as academic achievement in English as a separate entity were used to measure and compare the academic achievement of the absentees and the non-absentees. The results for academic achievement in general are presented in Table 2 whereas those for academic achievement in English are presented in Table 3.



The degrees of freedom (df) used in the data analysis for both sets of data is 1. According to the table showing "Critical Values of Chi square" (Tuckman, 1978), the chi square required for significance at the 0.05 level for a one-tailed test is greater than or equal to 2.71.

### Academic Achievement in General

The results for academic achievement in general show that the difference between the two groups of pupils is  $\chi^2 = 18.11$ .

This difference, ( $\chi^2 = 18.11$ ), is significant and is in the expected direction. Many more absentees than non-absentees are low academic achievers. The sub-hypothesis that more absentees than non-absentees are low academic achievers is, therefore, retained.

TABLE 2  
ACADEMIC ACHIEVEMENT IN GENERAL  
(N=88)

|                | Absentees | Non-Absentees | Total |
|----------------|-----------|---------------|-------|
| High Achievers | 12        | 30            | 42    |
| Low Achievers  | 32        | 14            | 46    |
| Totals         | 44        | 44            | 88    |

Academic Achievement in English

The results for this measure of academic achievement show that the difference obtained between the absentees and the non-absentees is  $\chi^2 = 6.47$ . This difference is significant and is in the expected direction. More absentees than non-absentees are low achievers in English. The sub-hypothesis that more absentees than non-absentees are low achievers in English is thus retained.

TABLE 3  
ACADEMIC ACHIEVEMENT IN ENGLISH  
(N=88)

|                | Absentees | Non-Absentees | Total |
|----------------|-----------|---------------|-------|
| High Achievers | 25        | 36            | 61    |
| Low Achievers  | 19        | 08            | 27    |
| Totals         | 44        | 44            | 88    |

2. Attitudes Toward Education and Absenteeism

Overall scores, and scores on each of the six dimensions of the attitude questionnaire, were used to measure and compare the absentees' and non-absentees' attitudes towards education. The results obtained for these measures of attitudes towards education are presented in Tables 4 - 10.

The degrees of freedom (df) used in the analysis of all these sets of data is 86. According to the table in Tuckman (1978), showing "Critical Values of t" for df of 86, a value of t greater than 1.671 is required for significance at the 0.05 level for a one-tailed test.

(a) Attitudes toward education (Overall Score)

The results obtained for the pupils' attitudes towards education as a whole are presented in Table 4 below.

The calculated t-value = -0.36. Since this is less than the required 1.671 for significance, the difference between the means of the two groups of pupils is not significant at the 0.05 level. The sub-hypothesis that absentees have more negative attitudes towards education than non-absentees is, therefore, rejected.

TABLE 4  
ATTITUDES TOWARD EDUCATION (OVERALL SCORE)  
(N=88)

|               | No. of<br>Cases | Mean  | SD   | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|-------|------|---------|----|---------------------------|
| Absentees     | 44              | 81.9  | 8.43 | -0.36   | 86 | 1.671                     |
| Non-absentees | 44              | 81.39 | 6.88 |         |    |                           |

(b) The effect of education on individuals and society

The results obtained for this dimension of the attitude questionnaire are shown in Table 5, below.

The calculated t-value equals -1.90. The negative sign indicates that the absentees have a higher mean than the non-absentees. Since 1.90 is greater than 1.671 which is required for significance at the 0.05 level for a one-tailed test, the sub-hypothesis that, as compared to non-absentees, absentees have more negative attitudes towards the effect of education on individuals and society is rejected.

TABLE 5  
THE EFFECT OF EDUCATION ON INDIVIDUALS AND SOCIETY  
(N=88)

|               | No. of<br>Cases | Mean | SD   | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|------|------|---------|----|---------------------------|
| Absentees     | 44              | 27.5 | 3.82 | -1.90   | 86 | 1.671                     |
| Non-absentees | 44              | 25.8 | 4.56 |         |    |                           |

(c) The effect of education on one's income-generating opportunities

The results obtained for this dimension of the attitude questionnaire are presented in Table 6.

The calculated t-value is 13.50. It is greater than the tabulated one (1.671). This value of  $t = 13.50$  is in the predicted direction. The mean for the absentees is smaller than that for the non-absentees. The sub-hypothesis that, as compared to non-absentees, absentees have more negative attitudes towards the effect of education on one's income-generating opportunities is, therefore, retained.

TABLE 6  
THE EFFECT OF EDUCATION ON ONE'S  
INCOME-GENERATING OPPORTUNITIES  
(N=88)

|               | No. of<br>Cases | Mean | SD   | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|------|------|---------|----|---------------------------|
| Absentees     | 44              | 2.07 | 1.03 | 13.50   | 86 | 1.671                     |
| Non-absentees | 44              | 4.64 | 0.64 |         |    |                           |

(d) Compulsory school attendance

The results obtained for this dimension of the attitude questionnaire are shown in Table 7, on page 46.

The calculated t-value is -1.90. The negative sign indicates that the absentees have a higher mean than the non-absentees. Since 1.90 is greater than the t-value (1.671) required for significance at the

0.05 level, the sub-hypothesis that absentees have more negative attitudes towards compulsory school attendance than non-absentees is, therefore, rejected.

TABLE 7  
ATTITUDES TOWARDS COMPULSORY SCHOOL  
ATTENDANCE  
(N=88)

|               | No. of<br>Cases | Mean | SD   | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|------|------|---------|----|---------------------------|
| Absentees     | 44              | 4.0  | 1.20 | -1.90   | 86 | 1.671                     |
| Non-absentees | 44              | 3.5  | 1.23 |         |    |                           |

(e) The paradox between education and employment

Table 8 below shows the results obtained for this dimension of the attitude questionnaire.

The calculated t-value is -1.01. It is less than the tabulated one ( $t = 1.671$ ). Thus, there is no significant difference between the means of the two groups. The sub-hypothesis that absentees have more negative attitudes towards the paradox between education and employment than non-absentees is, therefore, rejected.

TABLE 8

THE PARADOX BETWEEN EDUCATION AND EMPLOYMENT

(N=88)

|               | No. of<br>Cases | Mean  | SD    | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|-------|-------|---------|----|---------------------------|
| Absentees     | 44              | 15.93 | 2.4   | -1.01   | 86 | 1.671                     |
| Non-absentees | 44              | 15.04 | 27.18 |         |    |                           |

(f) The value of education

The results obtained for this dimension of the attitude questionnaire are presented in Table 9.

TABLE 9

THE VALUE OF EDUCATION

(N=88)

|               | No. of<br>Cases | Mean  | SD  | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|-------|-----|---------|----|---------------------------|
| Absentees     | 44              | 18.8  | 2.6 | 0.52    | 86 | 1.671                     |
| Non-absentees | 44              | 19.07 | 2.2 |         |    |                           |

The calculated t-value is 0.52. This is less than the tabulated one of  $t = 1.671$ . The difference between the means of the absentees and the non-absentees is not significant. The sub-hypothesis

that absentees have more negative attitudes towards the value of education than non-absentees is, therefore, rejected.

(g) Expenditure on education

Table 10 shows the results obtained for this dimension of the attitude questionnaire.

This table shows that the calculated t-value is 0.88. This is less than the tabulated one ( $t = 1.671$ ), and indicates that there is no significant difference between the means of the two groups of pupils. The sub-hypothesis that absentees have more negative attitudes toward expenditure on education than non-absentees is, therefore, rejected.

TABLE 10  
EXPENDITURE ON EDUCATION  
(N=88)

|               | No. of<br>Cases | Mean  | SD   | t-value | df | Critical<br>Value of<br>t |
|---------------|-----------------|-------|------|---------|----|---------------------------|
| Absentees     | 44              | 11.32 | 2.4  | 0.88    | 86 | 1.671                     |
| Non-absentees | 44              | 11.6  | 1.77 |         |    |                           |



### 3. Home-background and Absenteeism

The home background was measured by five home-based factors. The results for these measures of the home background are presented in Tables 11 to 16.

For the results of factors a, b, d and e, the degree of freedom (df) is 1. According to the table of "Critical Values of Chi Square" (Tuckman, 1978), for such df, the chi square value required for significance at the 0.05 level for a one-tailed test is equal to or greater than 2.71.

The df for factor c is 2. According to the above mentioned table, for such df, the chi square value required for significance at the 0.05 level for a one-tailed test is equal to or greater than 4.60.

#### (a) Parents' marital status

The results for this factor are presented in Table 11. From this table, it is apparent that more absentees than non-absentees come from homes other than those in which the parents are married and living together. This difference ( $\chi^2 = 0.873$ ) is, however, insignificant. The sub-hypothesis that more absentees than non-absentees come from homes other than those in which the parents are married and living together is, therefore, rejected.

TABLE 11  
PARENTS' MARITAL STATUS  
(N=88)

| Marital Status              | Absentees | Non-absentees | Total |
|-----------------------------|-----------|---------------|-------|
| Married and living together | 29        | 33            | 62    |
| Other                       | 15        | 11            | 26    |
| Totals                      | 44        | 44            | 88    |

(b) Relationship of pupil to whomever he/she lives with

Table 12 shows the results obtained for this factor. Although it would appear that more absentees than non-absentees live with people other than both parents, the difference ( $\chi^2 = 0.046$ ) is statistically insignificant. The sub-hypothesis that more absentees than non-absentees live with people other than both parents is, therefore, rejected.

TABLE 12  
RELATIONSHIP OF PUPIL TO WHOMEVER HE LIVES WITH  
(N=88)

| Relationship | Absentees | Non-Absentees | Total |
|--------------|-----------|---------------|-------|
| Both Parents | 23        | 24            | 47    |
| Other        | 21        | 20            | 41    |
| Totals       | 44        | 44            | 88    |

(c) Area of residence

Table 13 shows the results obtained for this factor.

Although, from the table, it seems as though fewer absentees than non-absentees live in high density residential areas and shanties, the difference ( $\chi^2 = 0.88$ ) is statistically insignificant. The sub-hypothesis that more absentees than non-absentees live in high density residential areas and shanties is, therefore, rejected.

TABLE 13  
AREA OF RESIDENCE  
(N=88)

| Type of Residence              | Absentees | Non-Absentees | Total |
|--------------------------------|-----------|---------------|-------|
| Low Density and Medium Density | 11        | 9             | 20    |
| High Density and Shanties      | 27        | 31            | 58    |
| Unclassifiable                 | 6         | 4             | 10    |
| Totals                         | 44        | 44            | 88    |

(d) Father's/male guardian's occupation

The results for this factor are presented in Table 14. This table seems to indicate that more of

the parents/male guardians of the absentees than those of the non-absentees are either in manual occupations or are unemployed. The difference is, however, statistically insignificant ( $\chi^2 = 0.059$ ). The sub-hypothesis that more of the fathers/male guardians of absentees than those of non-absentees work in manual occupations or are unemployed is, therefore, rejected.

TABLE 14  
FATHER'S/MALE GUARDIAN'S OCCUPATION  
(N=72)

| Type of Occupation    | Absentees | Non-Absentees | Totals |
|-----------------------|-----------|---------------|--------|
| Manual and Unemployed | 14        | 13            | 27     |
| Non-manual            | 22        | 23            | 45     |
| Totals                | 36        | 36            | 72     |

Note : Thirty-six pairs only were used in this part of the analysis. This was because eight absentees and non-absentees had no fathers/male guardians.

(e) Mother's/female guardian's occupation

Table 15 shows the results obtained for this factor.

From this table it is evident that more of the mothers/female guardians of absentees than those of

non-absentees are either unemployed or work in manual occupations. This difference ( $\chi^2 = 4.95$ ) is significant. Thus the sub-hypothesis that more of the mothers/female guardians of absentees than those of non-absentees either work in manual occupations or are unemployed is accepted.

TABLE 15  
MOTHER'S/FEMALE GUARDIAN'S OCCUPATION  
(N=82)

| Type of Occupation    | Absentees | Non-Absentees | Total |
|-----------------------|-----------|---------------|-------|
| Manual and Unemployed | 23        | 13            | 36    |
| Non-manual            | 18        | 28            | 46    |
| Totals                | 41        | 41            | 82    |

Note : Forty-one pairs only were used in this part of the analysis. This was because three of the absentees had no mothers or female guardians.

(f) Family-size

The findings for this factor are presented in Table 16. The results seem to indicate that there is a difference between the absentees and the non-absentees as far as this factor is concerned - more absentees than non-absentees coming from families that have seven children or more. Nevertheless, this

difference ( $\chi^2 = 0.427$ ) is statistically insignificant. Therefore, the sub-hypothesis that more absentees than non-absentees come from families with seven children and above is rejected.

TABLE 16  
FAMILY SIZE  
(N=88)

| Number of<br>Children   | Absentees | Non-absentees | Total |
|-------------------------|-----------|---------------|-------|
| 1 - 6<br>children       | 25        | 28            | 53    |
| 7 children<br>and above | 19        | 16            | 35    |
| Totals                  | 44        | 44            | 88    |

Since there are no significant differences between the absentees and the non-absentees on all but one of the factors used to measure the home-background, the hypothesis that more absentees than non-absentees come from an unfavourable home-back ground is rejected.

#### Discussion

The implications of the findings in Tables 2 and 3 suggest that low academic achievement probably played an important role in influencing pupils in the

absentee sample into attending school irregularly. This concurs with the findings of such writers as Young (1947), Wiseman (1964), May (Galloway, 1985) and Reid (1982). Poor achievement, in English particularly, could have exerted much influence on pupil absenteeism from school. This is because English is the medium of instruction in Zambian schools. A pupil who has poor language skills is, therefore, bound to have immense learning difficulties. Absenteeism from school could, therefore, be an escape from an unrewarding and unpleasant situation.

The possibility, however, that the pupils' absence from school increased their poor academic achievement cannot be ruled out. Nevertheless, the influence of absenteeism on these pupils' academic achievement cannot be as marked as it is amongst their counterparts in the West where the problem of absenteeism may be much more severe.

Attitudes towards education did not play a significant role in influencing pupil absenteeism from school. This is evident from the finding in Table 4 on page 43.

This finding is at variance with the views and findings of the writers in the reviewed literature on attitudes towards education, which show that

absentees have more negative attitudes towards education than non-absentees.

As it will be recalled, two of the writers whose work has been reviewed: Young (1947) and Wiseman (1964), did not carry out enquiries into their subjects' attitudes towards education. These writers merely made assumptions on the basis of their subjects' poor academic achievement and poor attendance. The findings in this study are, therefore, important in two ways. Firstly, they show that it should not be assumed that poor academic achievement always leads to negative attitudes towards education which in turn, influence school attendance negatively. Secondly, the study shows that absentees do not necessarily have more negative attitudes towards education than non-absentees. The two groups of pupils can have similar attitudes towards education and yet one engages in absenteeism and the other does not.

This phenomenon could be due to some such other individual - based factors as the way a pupil sees himself, the value he places on himself and feelings of discouragement arising from poor academic achievement.

It could, in addition, be attributed to differences between the attitudes of the



parents/guardians towards education, financial conditions of the homes or the distance of the pupils' homes from school.

Although there was no significant difference between the two groups of pupils on the overall scores of the Attitudes-towards-Education questionnaire, there were some interesting differences on some dimensions which merit mention. One such notable difference was on the dimension dealing with the effect of education on one's income-generating opportunities - Table 6. The absentees scored significantly lower than the non-absentees in this area. It is possible that feeling that going to school does not pay exerted some influence on pupil absenteeism from school.

Other interesting differences were on the dimensions dealing with (a) the effect of education on individuals and society and (b) compulsory school attendance. It is interesting that the absentees scored significantly higher than the non-absentees on both these dimensions. Although this is the case, it is evident that these attitudes were not expressed in overt behaviour.

This suggests that there were some intervening variables that contributed to these pupils' absenteeism from school. As earlier stated, these

could be feelings of discouragement in the face of academic failure, the value a pupil places on himself, the way he sees himself and or/some home-based factors.

Out of five factors used to measure the home-background, only one - Mother's/female guardian's occupation (Table 15) - was significantly related to absenteeism. These findings are contrary to those in the reviewed literature. They suggest that these particular home-based factors may not be potent forces in influencing pupil absenteeism from school in the Zambian context although they may be in the United Kingdom where all the reviewed work originates from. This could be as a result of the social-cultural differences between the two societies - Zambia and the United Kingdom.

The finding in Table 15 that significantly more of the mothers/female guardians of absentees than those of non-absentees are either unemployed or are engaged in manual occupations warrants further discussion. It concurs with the findings of Reid (1982). It could be that the mothers of absentees, who are either unemployed or are in manual occupations, withhold their children from school and/or adopt a lax attitude towards their children's school attendance.

It is, however, important to note that such writers as Tyerman (1958); Banda (1977); Reid (1982) and Galloway (1985) emphasise that the homes of absentees are often disadvantaged in multiple ways. It is, therefore, vital to suggest other home-based factors that could influence pupil absenteeism from school. Some of these factors could be parents' attitudes towards education; parents' standard of education; parents' income; distance of pupil's home from school; means used to get to school; availability of school uniform and other requisites and number of school-going children in the family.

Implications of the Findings to Galloway's (1985)  
Thesis on Absenteeism

Galloway (1985) sees absenteeism as the consequence of a complex interaction amongst factors lying in the individual, the school, the family and the community. An attempt will now be made to relate the findings made in this study to Galloway's (1985) thesis by looking at the possible inter-relationships amongst the groups of investigated factors. This is in order to see how they could influence pupil absenteeism from school.

As it will be recalled, there were significant differences between the absentees and the non-absentees on both measures of academic achievement.

There were however no significant differences between the two groups of pupils with regard to attitudes towards education (overall score) and all the measures of the home background except for one - mother's/female guardian's occupation.

The lack of differences between the pupils in the area of attitudes towards education (overall score) suggests that the absentees' poor academic achievement did not influence their attitudes toward education contrary to the views of Young (1947) and Wiseman (1964). This lack of difference is probably due to the fact that the two groups of pupils in the study came from a very similar home background.

These findings would appear to be contradicting the thesis of Galloway (1985) which formed the theoretical framework for this study. This, however, is not the case because Galloway has further stated that there are some factors that may influence absenteeism whereas others may not. This is one major shortcoming of such general theses like this one advanced by Galloway. They cover such a wide area of factors. However, through such studies as this one, it may be possible to shed some light on the pertinent factors in the problem of pupil absenteeism from school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This chapter gives a summary of the study which is followed by conclusions drawn from the investigations. This is followed by recommendations. The chapter ends with suggestions for further research.

#### Summary of the Study

Pupil absenteeism from school is a result of a complex interaction amongst factors in the school, the individual and the home.

Out of a concern for the prevalence of absenteeism amongst junior secondary school pupils in Zambia, the writer set out to investigate some factors that may influence pupil absenteeism from school.

It will be remembered that the purpose of the study was to identify some factors related to pupil absenteeism from school.

The significance of the study was that absenteeism, which may influence both personal and national development negatively, had been a problem

in Zambian schools for a long time. Nevertheless, no empirical studies had been carried out, in Zambia, into the factors that may be related to pupil absenteeism from school.

It was hypothesized that: (a) more absentees than non-absentees were low academic achievers; (b) absentees had more negative attitudes toward education than non-absentees; and (c) more absentees than non-absentees came from an unfavourable home-background.

The reviewed literature, which was all based on the findings of studies conducted in the West and on the views of Western writers, indicated that academic achievement, attitudes towards education and the home-background factors mentioned earlier all influenced pupil absenteeism from school.

After a pilot study at a basic school in Lusaka, the final study was conducted between July and September 1987 on a group of Grade Nine pupils (absentees and non-absentees) in Lusaka Province. The sample consisted of fifty-nine absentees and an equal number of non-absentees drawn from five Lusaka secondary schools, whose total enrolment for 1987 was about 7,587. It was hoped that the data obtained from these pupils would enable the writer to determine whether or not the isolated factors

influenced absenteeism amongst the pupils in the study.

Nominal data were collected to measure academic achievement and the home-background factors whereas interval data were collected to measure attitudes towards education. Data on academic achievement were obtained from the pupils' academic records (mock examination results). Data on attitudes towards education were obtained from the pupils' responses to a questionnaire. Similarly, data on the home-background factors were obtained from the pupils' responses to a questionnaire.

The instruments were group-administered to the pupils by the writer during regular school hours.

Only data for forty-four pairs of pupils could be used in the analysis since eleven absentees did not show up for the exercise and data for four pupils were incomplete.

The chi square test of significance was used to analyse data for the first and third hypotheses whereas t-tests were used to analyse data for the second hypothesis.

Significantly more absentees than non-absentees were low academic achievers. There were no significant differences between absentees and non-absentees as far as attitudes towards education

(overall scores) were concerned. However, the absentees had significantly more negative attitudes than the non-absentees with regard to "The Effect of Education on One's Income-Generating Opportunities". It was, nevertheless, difficult to determine what influence this had on the pupils' behaviour because the absentees had significantly higher scores than the non-absentees with regard to "The Effect of Education on Individuals and Society" and "Compulsory School Attendance". In addition, there were no significant differences between the two groups of pupils as far as the remaining dimensions of the questionnaire were concerned.

The results for the home-background revealed that, apart from mother's/female guardian's occupation, there were no significant differences between the two groups of pupils on factors used to measure the home-background.

### Conclusions

Galloway's (1985) thesis, on which the study is based and much of the reviewed literature, suggested that pupil absenteeism from school may be the result of an interaction among factors in the school, the individual and the home.

The findings of this study suggest that



academic achievement (school-based) may be an important factor in influencing pupil absenteeism from school. However, they also suggest that attitudes towards education (individual-based factor), and the following home-based factors: marital status of parents, relationship of pupil to whoever he/she lives with, area of residence, father's/male guardian's occupation and family-size, may not be important factors in influencing pupil absenteeism from school. More relevant factors could be the self-concept and feeling discouraged (individual-based) and parents' attitudes towards education; parents' standard of education; parents' income; distance of pupils' home from school; means used by pupil to get to school; availability of school uniforms and other school requisites and the number of school-going children in the family (home-based).

The findings concerning attitudes towards education and the home background factors do not concur with what is in the reviewed literature. This could be due to social-cultural differences between the environments in which the studies in the literature were conducted and the one in which the present study was conducted.

### Recommendations

There are a few recommendations that the writer wishes to make on the basis of the findings of this study. These are:

1. Ways of improving the academic achievement of absentees should be found. One way could be through the introduction of remedial teaching units in schools.

2. Pupils should be helped to understand that although it does not necessarily follow that the more highly educated you are the wealthier you are, education does, however, help an individual to cope with the rapid social changes taking place in society. This could be done through the Careers and Guidance Departments in schools. Teachers in these departments could be sent to Luanshya Technical and Vocational Teachers College (T.V.T.C.) to be trained in counselling so that they could be better equipped to deal with pupils who indulge in absenteeism and other unacceptable modes of behaviour.

3. Each case of persistent absenteeism should be investigated thoroughly by the class teacher and other relevant authorities.

4. Some form of legal sanction should be imposed on parents whose children persistently indulge themselves in absenteeism. This could be

done through the local education authorities. This step should, however, only be carried out after exhaustive enquiries have shown that the parents are at fault.

### Suggestions for Further Research

Since the findings of the study show that there were significant differences between the two groups of pupils as far as academic achievement was concerned, it would be interesting to find out what the factors that influence poor academic achievement amongst the absentees are. Also interesting would be an inquiry into the absentees' self-concept which according to Reid (1982) may arise from poor academic achievement and poor self-esteem.

There are many factors in the school, the individual and the home that may cause absenteeism but it would not be practical to investigate a large number of them from each area at a time. It might, therefore, be beneficial to carry out a study which has, as its main focus, one of these areas. The study should include some factors from the other two areas that may interact with factors in the major area to influence absenteeism. For instance, one may concentrate on school-based factors but also explore a few home-based and individual-based factors. Finally, since this study was confined to one

province only, it might be helpful to carry out a large-scale study incorporating a few other provinces. If possible, such a study should be longitudinal to generate more beneficial results than the present one.

## APPENDICES

# APPENDIX A

## ATTITUDES-TOWARDS-EDUCATION QUESTIONNAIRE AND RESPONSES<sup>1</sup>

Read each item carefully and put a cross (x) underneath the column that best expresses your feeling about each statement.

### Example

'Boys are more intelligent than girls'.

If my answer is 'strongly disagree', I will put a cross underneath 'strongly disagree' as shown below:

|                                      | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--------------------------------------|----------------|-------|-----------|----------|-------------------|
| Boys are more intelligent than girls |                |       |           |          | x                 |

|  |      | St Agr | Agr | Undec | Disagr | St Dis |
|--|------|--------|-----|-------|--------|--------|
| 1. A man can learn more by working five years than by going to secondary school. | ab   | 2      | 1   | 2     | 12     | 27     |
|  | n-ab | 1      | 2   | 4     | 12     | 25     |
| 2. The more education a person has, the better he is able to enjoy life.         | ab   | 27     | 14  | 1     | 0      | 2      |
|  | n-ab | 30     | 9   | 1     | 2      | 2      |
| 3. Education helps a person make better use of his free time.                    | ab   | 16     | 23  | 1     | 3      | 1      |
|  | n-ab | 17     | 15  | 4     | 5      | 3      |
| 4. A good education is a great comfort to a man who has lost his job.            | ab   | 7      | 10  | 10    | 13     | 4      |
|  | n-ab | 5      | 16  | 0     | 13     | 10     |

<sup>1</sup> This is a reproduction of the items. However, the responses have been indicated here and the attitude indicators have been abbreviated.

|  |      | St | Agr | Agr | Undec | Disagr | St Dis |
|--|------|----|-----|-----|-------|--------|--------|
| 5. Only subjects like reading, writing & arithmetic should be taught without the payment of school fees. | ab   | 5  | 2   | 6   | 15    | 16     |        |
|  | n-ab | 4  | 6   | 6   | 11    | 17     |        |
| 6. Education is no help in getting a job today.  | ab   | 2  | 4   | 1   | 14    | 23     |        |
|  | n-ab | 1  | 6   | 0   | 15    | 22     |        |
| 7. Most young people are getting too much education.   | ab   | 9  | 19  | 6   | 7     | 2      |        |
|  | n-ab | 10 | 22  | 4   | 7     | 1      |        |
| 8. A secondary school education is worth all the time and effort it requires.                            | ab   | 26 | 13  | 2   | 1     | 2      |        |
|  | n-ab | 20 | 20  | 3   | 0     | 1      |        |
| 9. Our schools encourage an individual to think for himself.   | ab   | 18 | 14  | 1   | 7     | 4      |        |
|  | n-ab | 15 | 21  | 2   | 4     | 2      |        |
| 10. Education only makes a person dissatisfied.  | ab   | 4  | 2   | 0   | 5     | 33     |        |
|  | n-ab | 1  | 1   | 1   | 14    | 27     |        |
| 11. School training is of little value in meeting the problems of real life.                             | ab   | 2  | 10  | 8   | 11    | 13     |        |
|  | n-ab | 5  | 5   | 2   | 17    | 15     |        |
| 12. Education tends to make an individual less boastful.   | ab   | 7  | 11  | 7   | 15    | 4      |        |
|  | n-ab | 2  | 15  | 7   | 16    | 4      |        |
| 13. Solution of the world's problems will come through education.  | ab   | 19 | 9   | 2   | 9     | 5      |        |
|  | n-ab | 19 | 7   | 4   | 12    | 2      |        |
| 14. Secondary school subjects are not useful in practice.  | ab   | 4  | 0   | 1   | 14    | 25     |        |
|  | n-ab | 1  | 1   | 1   | 18    | 23     |        |

|     |  | St   | Agr | Agr | Undec | Disagr | St Dis |
|-----|--|------|-----|-----|-------|--------|--------|
| 15. | A man who continues to go to school if he can get a job is foolish.  | ab   | 5   | 3   | 2     | 6      | 28     |
|     |  | n-ab | 1   | 2   | 2     | 15     | 24     |
| 16. | Savings spent on education are wisely invested.  | ab   | 16  | 11  | 9     | 3      | 5      |
|     |  | n-ab | 16  | 22  | 4     | 0      | 2      |
| 17. | An educated man can advance more rapidly in business and industry.   | ab   | 29  | 11  | 0     | 2      | 2      |
|     |  | n-ab | 31  | 11  | 1     | 1      | 0      |
| 18. | Parents should not be forced to send their children to school.   | ab   | 3   | 3   | 5     | 13     | 20     |
|     |  | n-ab | 4   | 11  | 2     | 12     | 15     |
| 19. | Education is more valuable than most people think.   | ab   | 26  | 13  | 0     | 3      | 2      |
|     |  | n-ab | 23  | 20  | 0     | 1      | 0      |
| 20. | A secondary school education makes a man a better citizen.   | ab   | 19  | 17  | 2     | 3      | 3      |
|     |  | n-ab | 9   | 18  | 4     | 9      | 4      |
| 21. | Government money spent on education during the past few years could have been used more wisely for other purposes. | ab   | 4   | 5   | 4     | 12     | 19     |
|     |  | n-ab | 4   | 7   | 5     | 8      | 20     |



APPENDIX B

HOME BACKGROUND QUESTIONNAIRE

Subject's Code Number \_\_\_\_\_

Please answer the following questions:

1. Are your parents
  - A. Married and living together
  - B. Remarried
  - C. Separated
  - D. Divorced
  - E. Unmarried but living together
  - F. Single
  - G. Dead - if so, is it
    - (i) mother?
    - (ii) father?
    - (iii) both?

Answer.....

2. With whom do you live?

Answer.....

3. In which area of Lusaka do you live?

Answer.....

4. What is the occupation of

(a) your father?

Answer.....

or

(b) your male guardian?

Answer.....

5. What is the occupation of

(a) your mother?

Answer.....

or

(b) your female guardian?

Answer.....

6. How many children are there in

(a) your family?

or

(b) your guardian's family?

Answer.....

APPENDIX C

PARTICIPANT SCHOOLS AND THEIR ENROLMENT  
FIGURES FOR 1987

| School | Gr.8 | Gr.9 | Gr.10 | Gr.11 | Gr.12 | Totals |
|--------|------|------|-------|-------|-------|--------|
| A      | 277  | 259  | 87    | 85    | 75    | 783    |
| B      | 450  | 368  | 135   | 141   | 125   | 1219   |
| C      | 475  | 665  | 216   | 211   | *     | 1567   |
| D      | 514  | 613  | 229   | 227   | 216   | 1799   |
| E      | 798  | 738  | 220   | 252   | 211   | 2219   |
|        | 2514 | 2643 | 887   | 916   | 627   | 7587   |

\* Figures not available

# APPENDIX D

## PUPILS' MOCK EXAMINATION RESULTS

### 1. Absentees

| Can<br>No | Eng | Mat | His | Geo | Civ | GSc | AgS | BK | OfP | F/<br>M/A | RE | ZL | WW/<br>MW | TD |
|-----------|-----|-----|-----|-----|-----|-----|-----|----|-----|-----------|----|----|-----------|----|
| 1         | 58  | 24  | 55  | 43  | -   | 56  | -   | ab | 40  | -         | 45 | -  | -         | -  |
| 2         | 06  | ab  | 21  | 24  | -   | ab  | -   | ab | ab  | -         | 25 | -  | -         | -  |
| 3         | 25  | 05  | ab  | 08  | -   | 15  | -   | 37 | ab  | -         | ab | -  | -         | -  |
| 4         | 60  | 40  | 75  | 62  | -   | 67  | -   | ab | 54  | -         | 67 | -  | -         | -  |
| 5         | 48  | 09  | 40  | 32  | -   | 28  | -   | 19 | 33  | -         | 24 | -  | -         | -  |
| 6         | 45  | 54  | 62  | 73  | -   | 56  | -   | 71 | 56  | -         | 52 | -  | -         | -  |
| 7         | 35  | 24  | 34  | 40  | -   | 31  | -   | ab | ab  | -         | 29 | -  | -         | -  |
| 8         | 23  | 28  | 31  | 21  | -   | 46  | -   | -  | -   | ab        | 31 | 10 | -         | -  |
| 9         | 54  | 30  | 60  | ab  | 70  | 63  | ab  | ab | -   | -         | 45 | -  | -         | -  |
| 10        | ab  | 06  | 26  | 19  | -   | ab  | -   | -  | -   | -         | 30 | 15 | -         | -  |
| 11        | 47  | 18  | 36  | 35  | -   | 72  | -   | -  | -   | ab        | 39 | -  | -         | -  |
| 12        | 47  | 14  | 55  | -   | 35  | -   | -   | -  | -   | 32        | 41 | -  | -         | -  |
| 13        | 36  | 05  | 41  | -   | 19  | -   | -   | -  | -   | -         | 46 | -  | -         | -  |
| 14        | 43  | 16  | 41  | -   | ab  | -   | -   | -  | -   | 03        | ab | -  | -         | -  |
| 15        | 21  | 13  | 48  | 52  | -   | 49  | -   | -  | -   | 45        | 29 | -  | -         | -  |
| 16        | 46  | 14  | 37  | 31  | 27  | 21  | -   | -  | -   | 37        | -  | 31 | -         | -  |
| 17        | 40  | 12  | 51  | 41  | 62  | 19  | -   | -  | -   | -         | -  | 62 | -         | -  |
| 18        | 27  | 15  | 37  | 46  | 38  | 10  | -   | -  | -   | 35        | -  | 42 | -         | -  |
| 19        | 28  | 02  | 45  | 30  | ab  | ab  | -   | ab | -   | ab        | -  | -  | -         | -  |
| 20        | 25  | 03  | 17  | 20  | 22  | 14  | -   | 36 | -   | 42        | -  | -  | -         | -  |
| 21        | 38  | 13  | 22  | 16  | 35  | 20  | -   | 51 | 30  | -         | -  | -  | -         | -  |
| 22        | 53  | 09  | 42  | 22  | 38  | 24  | -   | 45 | 42  | -         | -  | -  | -         | -  |
| 23        | 60  | 31  | 48  | 40  | ab  | 36  | -   | 51 | 43  | -         | -  | -  | -         | -  |
| 24        | 22  | 05  | 36  | 30  | 19  | 12  | -   | -  | -   | 62        | 45 | -  | -         | -  |
| 25        | 55  | 12  | 63  | 63  | ab  | 59  | -   | -  | 67  | 21        | -  | -  | -         | -  |
| 26        | 55  | 23  | 40  | 58  | 44  | 44  | -   | -  | -   | -         | -  | -  | -         | -  |
| 27        | 63  | 42  | 25  | 54  | 53  | 41  | 75  | -  | -   | -         | -  | -  | -         | -  |
| 28        | 63  | 10  | 60  | 54  | 70  | 41  | 52  | -  | -   | 42        | -  | -  | -         | -  |
| 29        | 60  | 48  | 50  | 65  | 79  | 53  | 75  | -  | -   | ab        | -  | -  | -         | -  |
| 30        | 28  | 20  | 40  | 45  | 49  | 26  | 45  | -  | -   | 14        | -  | -  | -         | -  |
| 31        | 09  | 05  | 24  | 21  | 31  | 24  | 15  | -  | -   | 24        | -  | -  | -         | -  |
| 32        | 46  | 65  | 58  | 71  | 62  | 69  | -   | -  | -   | 87        | -  | -  | 46        | 57 |
| 33        | 48  | 53  | 34  | -   | 50  | 55  | -   | -  | -   | 52        | -  | -  | 93        | 60 |
| 34        | 14  | 02  | 28  | -   | 28  | 43  | -   | -  | -   | ab        | -  | -  | 32        | -  |
| 35        | 42  | 13  | 40  | 37  | 44  | 34  | -   | 09 | -   | -         | 42 | -  | -         | -  |
| 36        | 50  | 13  | 40  | 13  | 47  | 26  | -   | ab | -   | -         | ab | 48 | -         | -  |
| 37        | 33  | 40  | 55  | 54  | 46  | 51  | -   | -  | -   | ab        | ab | -  | -         | -  |
| 38        | 71  | 43  | 33  | 70  | 63  | 38  | -   | -  | -   | 46        | -  | -  | -         | -  |
| 39        | 48  | -   | 52  | -   | 44  | 33  | 49  | -  | 52  | -         | -  | -  | -         | -  |
| 40        | 42  | 24  | 43  | -   | 44  | 31  | 51  | -  | -   | -         | -  | -  | -         | -  |
| 41        | 19  | -   | 23  | 21  | -   | -   | 21  | -  | 42  | -         | -  | -  | -         | -  |
| 42        | 43  | -   | 56  | 46  | 53  | 59  | -   | -  | 60  | -         | -  | -  | -         | -  |
| 43        | 37  | 21  | 43  | 47  | 33  | 20  | -   | -  | -   | -         | -  | -  | 36        | 46 |
| 44        | 37  | -   | 28  | 36  | 17  | 15  | -   | -  | -   | 10        | -  | -  | -         | 42 |

2. Non-Absentees

| Can<br>No | Eng | Mat | His | Geo | Civ | GSc | AgS | BK | OfP | F/<br>M/A | RE | ZL | WW/<br>MW | TD |
|-----------|-----|-----|-----|-----|-----|-----|-----|----|-----|-----------|----|----|-----------|----|
| 1         | 43  | 23  | 35  | 31  | -   | 33  | -   | ab | 34  | -         | 18 | -  | -         | -  |
| 2         | 62  | 37  | 80  | 67  | -   | 55  | -   | 41 | 62  | -         | 65 | -  | -         | -  |
| 3         | 44  | 28  | 52  | 51  | -   | 53  | -   | 35 | 45  | -         | -  | -  | -         | -  |
| 4         | 58  | 33  | 68  | 44  | -   | 50  | -   | 27 | -   | -         | 55 | -  | -         | -  |
| 5         | 59  | 31  | 62  | 63  | -   | 61  | -   | 44 | 60  | -         | 50 | -  | -         | -  |
| 6         | 51  | 41  | 75  | 67  | -   | 62  | 39  | 64 | -   | -         | 50 | -  | -         | -  |
| 7         | 63  | 18  | 52  | -   | -   | 52  | 70  | 55 | -   | -         | 47 | -  | -         | -  |
| 8         | 55  | 37  | 46  | 46  | -   | 47  | -   | 32 | 40  | -         | 46 | -  | -         | -  |
| 9         | 63  | 44  | 40  | 51  | -   | 59  | -   | 36 | 53  | -         | 38 | -  | -         | -  |
| 10        | 36  | 26  | 25  | 40  | -   | 30  | -   | -  | -   | -         | 31 | 22 | -         | -  |
| 11        | 41  | 21  | 43  | 47  | -   | 78  | -   | -  | -   | 60        | 56 | 10 | -         | -  |
| 12        | 46  | 33  | 40  | 29  | -   | 35  | -   | -  | 44  | -         | 41 | 35 | -         | -  |
| 13        | 49  | 14  | 36  | 44  | -   | 47  | -   | -  | -   | -         | 38 | 20 | -         | -  |
| 14        | 48  | 69  | 71  | -   | 59  | -   | -   | -  | -   | 59        | 67 | -  | -         | -  |
| 15        | 36  | 13  | 33  | -   | 38  | 51  | 33  | 33 | -   | -         | 39 | -  | -         | -  |
| 16        | 61  | 31  | 48  | 56  | 48  | 33  | -   | -  | -   | 42/34     | -  | -  | -         | -  |
| 17        | 33  | 51  | 55  | 70  | 65  | 63  | -   | -  | -   | 36        | 67 | -  | -         | -  |
| 18        | 48  | 50  | 59  | 65  | 38  | 54  | -   | -  | 40  | 50        | -  | -  | -         | -  |
| 19        | 53  | 25  | 62  | 43  | 55  | 44  | -   | 64 | 52  | -         | -  | -  | -         | -  |
| 20        | 62  | 49  | 58  | 59  | 74  | 45  | -   | 38 | 60  | -         | -  | -  | -         | -  |
| 21        | 63  | 47  | 57  | 67  | 64  | 46  | -   | 78 | 45  | -         | -  | -  | -         | -  |
| 22        | 55  | 36  | 76  | 76  | 82  | 41  | -   | 72 | -   | -         | -  | -  | -         | -  |
| 23        | 43  | 27  | 70  | 75  | 76  | 66  | -   | -  | -   | 56        | 73 | -  | -         | -  |
| 24        | 45  | 24  | 65  | 50  | 54  | 44  | 50  | -  | -   | -         | 68 | -  | -         | -  |
| 25        | 36  | 28  | 57  | 70  | 47  | 38  | -   | -  | -   | 55        | 58 | -  | -         | -  |
| 26        | 53  | 40  | 43  | 27  | 40  | -   | 42  | -  | -   | 41        | 50 | -  | -         | -  |
| 27        | 88  | 65  | 70  | 83  | 88  | 83  | -   | -  | -   | 98        | 90 | -  | -         | -  |
| 28        | 39  | 33  | 40  | 37  | 59  | 35  | 70  | -  | -   | 30        | -  | -  | -         | -  |
| 29        | 36  | 27  | ab  | 54  | 57  | 40  | 51  | -  | -   | 14        | -  | -  | -         | -  |
| 30        | 59  | 62  | 61  | 82  | 82  | 56  | 76  | -  | -   | 80        | -  | -  | -         | -  |
| 31        | 62  | 60  | 57  | 59  | 72  | 67  | 78  | -  | -   | 86        | -  | -  | -         | -  |
| 32        | 49  | 24  | 52  | 59  | 59  | 66  | -   | -  | -   | 68        | -  | -  | 26        | ab |
| 33        | 48  | 59  | 57  | 73  | 85  | 66  | -   | -  | -   | 69        | -  | -  | 45        | 52 |
| 34        | 28  | 46  | 29  | 43  | 54  | 55  | -   | -  | -   | 55        | -  | -  | 48        | 56 |
| 35        | 63  | 11  | 40  | 53  | 71  | 37  | -   | 23 | -   | -         | 54 | 44 | -         | -  |
| 36        | 58  | 30  | 40  | 52  | 55  | 40  | 13  | 13 | -   | -         | 37 | 52 | -         | -  |
| 37        | 76  | 27  | 50  | 48  | 72  | 47  | -   | 36 | -   | -         | 40 | 48 | -         | -  |
| 38        | 47  | 30  | 43  | 55  | 64  | 44  | -   | 32 | -   | -         | 46 | 54 | -         | -  |
| 39        | 55  | -   | -   | 52  | 80  | 55  | 74  | -  | -   | -         | 78 | -  | -         | -  |
| 40        | 61  | 66  | 85  | -   | 83  | 55  | -   | -  | -   | -         | 74 | -  | -         | -  |
| 41        | 35  | -   | 53  | 38  | 33  | 28  | 50  | -  | -   | -         | -  | -  | -         | -  |
| 42        | 47  | -   | 40  | 42  | 48  | -   | -   | -  | -   | 53        | 45 | -  | -         | -  |
| 43        | 84  | 77  | 79  | 77  | 93  | 73  | -   | -  | -   | 70        | -  | -  | -         | 79 |
| 44        | 46  | -   | 71  | 62  | 54  | -   | -   | 35 | -   | 52        | -  | -  | -         | -  |

See key on next page.

Key to abbreviations in Appendix D1 and 2:

| Can |                      |     |     |     |     |     |     |                     |     |     | F/ | WW/ |    |    |
|-----|----------------------|-----|-----|-----|-----|-----|-----|---------------------|-----|-----|----|-----|----|----|
| No  | Eng                  | Mat | His | Geo | Civ | GSc | AgS | Bk                  | OfP | M/A | RE | ZL  | MW | TD |
| Eng | English              |     |     |     |     |     | F   | French              |     |     |    |     |    |    |
| Mat | Mathematics          |     |     |     |     |     | M   | Music               |     |     |    |     |    |    |
| His | History              |     |     |     |     |     | A   | Art                 |     |     |    |     |    |    |
| Geo | Geography            |     |     |     |     |     | RE  | Religious Education |     |     |    |     |    |    |
| Civ | Civics               |     |     |     |     |     | ZL  | Zambian Languages   |     |     |    |     |    |    |
| GSc | General Science      |     |     |     |     |     | WW  | Woodwork            |     |     |    |     |    |    |
| AgS | Agricultural Science |     |     |     |     |     | MW  | Metalwork           |     |     |    |     |    |    |
| BK  | Bookkeeping          |     |     |     |     |     | TD  | Technical Drawing   |     |     |    |     |    |    |
| OfP | Office Practice      |     |     |     |     |     |     |                     |     |     |    |     |    |    |

Can No      Candidate's Number

ab          absent

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