Students' Absenteeism in Afghan Schools

Parents' and teachers' views about the causes of students' absenteeism and strategies used to tackle absenteeism in higher secondary classes of Kabul city schools

Jannat Gul Totakhail
ABSTRACT

Students' absenteeism is high in Afghanistan. There are various reasons associated with boy and girl students' absenteeism. This research is conducted to collect the views of parents and teachers about reasons of boy and girl students' absenteeism in higher secondary classes of Kabul city schools; it also explores the various strategies used by parents and teachers to improve students' attendance. Data was collected through a questionnaire in 10 schools. 83% teachers and 95% parents replied to the questions, the collected data was then categorized and presented for schools, parents, teachers, girls and boys. Absenteeism more likely affects academic achievements of students, causes disintegration from school life and drop out from school in severe cases.

Findings of the study show that there are various financial, environmental, cultural and family related factors that hinder students' attendance, but girl students' attendance is particularly affected by cultural and family related reasons while boy students' attendance is affected by lack of motivation, bullying and weak school regulations. Despite higher absenteeism, it is good indication that parents and teachers have taken up some strategies to reduce students' absenteeism. Educated parents are more tolerant and supportive of their girls' education and likewise qualified teacher deal more professionally on tackling students' absenteeism. Government has established parents' shuras (councils) in schools but a robust coordination and support system needs to be established among Government, parents and teachers to improve both girl and boy students' attendance in schools.
ACKNOWLEDGMENT

I am very thankful to Dr. Amir Mansory and Dr. Pia Karlsson for continuous support throughout the program. I am grateful to all my professors at Karlstad University and my supervisor Dr. Per-Olof Fjällsby for giving worthwhile supervision and guidance.

I thank ChildFund Afghanistan for giving me time and opportunity to complete my degree course. I am also very thankful to the parents and teachers who participated in this survey.

I am very thankful to my wife who always gave me courage and patience to complete my course and thesis.
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INTRODUCTION

Background
Although security and economic development are the important factors of advancement, education also stands out to be an important factor for the reconstruction and development of a country (Samady, 2007). This development is possible when the education system creates an environment for students to improve their academic capability and social conduct. A desired way to improve the required academic performance among students and build their physical and social strength is when teachers actively educate their students and both teacher and students do not make much absence (Ministry of Education, 2013).

In Afghanistan children are absent from schools due to poverty, low quality of schooling, security problems, and cultural barriers. It is sad to say that Government encourages and maintain enrolment at the cost of absenteeism. According to Ministry of Education (MoE) policy, the names of absent students are not omitted from the register and are kept for three years and these absent students are regarded as those who repeat the grade (Ministry of Education, 2010). High absenteeism would likely cause high dropout and grade repetition among the students. On average, there are 5% drop out students and 19% students who repeat their grades. National Education Strategic Plan (2010) aims to reduce the drop-out rate to 3 % and the repetition rate to 11 % in public schools by 2014 (ibid.).

School attendance in Afghanistan
In the past three decades of war and political conflict, Afghan education system devastated in terms of staffing, facilities, curricula and student attendance. In Taliban time, girls did not have an opportunity to attend schools but with the support of International community, a nationwide reconstruction process started in 2001. As compared to National Risk and Vulnerability Assessment-NRVA 2005, the NRVA 2007-08 report showed remarkable improvements in the areas of literacy and educational attendance but still 2.1, 2.5 and 2.4 million people from the primary, secondary and tertiary-school age groups were not involved in education at the time when the survey "NRVA, 2011-12" was conducted in Afghanistan (Central Statistics Organization, 2014).

In Afghanistan, everyone does not have an equal opportunity to gain education, especially girls and women, rural and kuchi (nomad) population. Only less than 25 percent male and 10 females have completed any level of education, and in secondary education, only 23 percent of the girls and 42 percent boys attend school (Central Statistics Organization, 2014). There are various reasons for not attending school; it differs between people depending upon places of residence, education levels and gender. Cultural barriers are dominant for girls and economic factors for boys. Insecurity and distance to schools are big reasons for non-attendance in rural areas. In rural Afghanistan, only two in five households live within two kilometre distance to a primary school. Rural areas have a net primary school attendance of 54 percent, whereas urban areas have 78 percent net primary school attendance rate (ibid.).

Problem area
Students' absenteeism is an important issue in Afghanistan. In Afghanistan girls and boys remain absent from classes for various factors such as Insecurity, social, cultural and financial problems (Peterson, 2009). According to Kibria (2013), lack of female teachers, early and forced marriage, attitudes of community towards girls’ education and long distance to schools are barriers to girls’ education, such factors lead to chronic and regular absenteeism amongst girl students and ultimately cause students' drop out. According to Jackson (2011), out of all enrolled children in Afghanistan, 19% children are categorised as either temporarily absent, absent for most or the whole year, or permanently absent. In 2009, 22% or about 446 682, of
female students were either temporarily absent for the year or were classified as permanently absent, where as 11%, or 799 822 of male students were intermittently or permanently absent from school.

Absenteeism can be defined as when a child constantly remains absent from school, and without any reason she/he intentionally avoids attending classes. There are students that are chronically absent, truant children remain absent from school without any explanation. Some children refuse to go to school despite they are persuaded by parents for attendance and punished by teachers for absenteeism while there are some children whom parents keep away from school for their own priorities. In some cases children drop out before completing their level of school education (Gupta and Lata, 2014). Karlsson and Mansory (2007) mention that according to Ministry of Education of Afghanistan, mahroom is a student who is absent for more than the permitted time (maximum 50 % of the school year in grades 1- 3 and 25 % in grades 4 – 6) or have not taken the exam and have left the school. Mahroom students are permitted to join and repeat the same grade they left within next three years. Beside mahroom, students who fail also can repeat the class for coming three years. After three years, if the student does not return to the school then his name is omitted from the register and is considered as dropped out. For the students of higher secondary classes, MoE has the rule of 75% attendance to qualify for appearing in the annual examination before getting mahroom (Ministry of Education, 2012).

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Student absenteeism is an issue that has become a complex, educational, political and social problem and caught attention of educators, researchers and policy makers for discussion and solution. For educators, students' absenteeism is a major concern because it falls down the standard of school education system. Since students are the future of a nation thus students' absenteeism should be dealt as a priority because it has big role in children academic career and influence their future (Gupta and Lata, 2014).

Gupta and Lata (2014) further explain that absenteeism affects both students and teacher and the whole class environment where students feel uncomfortable because they cannot perform well on the exams and for teachers it is difficult to adapt teaching both to the groups of regular and absent students. Chronic absenteeism may result in unwanted outcomes among students such as academic failure, disintegration from school life and difficulty in establishing relationship with other students. Moreover, they may have less chance to participate in extracurricular activities of school and thus to develop social skills and recognize their talents. Students may develop sense of unaccountability, disregard lessons, take school less seriously and may drop out in severe cases. Better attendance lead to higher academic achievement among all children especially among those who belong to lower socio-economic status (ibid.). From quality perspective, absenteeism leads to wastage of educational resources, time and human potential where teacher needs to re-teach and individually work with the absentee student, it also take the time of the students who regularly attend their classes. Moreover, absent students will miss upon the valuable information that result from discussion among peers what cannot be replicated when teacher teach absent student in isolation. (Wadesango and Machingambi, 2011). Absenteeism has financial implications for the Government in terms of costing expenses for all the registered students, because the government need to spend the same amount of money whether 100% or 85% of the students are present. To reduce these costs of absent students, most of the states in USA allocate funds to education institution on the average daily attendance of the students Shahzada et al. (2011).

**Aim**

The aim of this study is to find out various causes that lead to students' absenteeism in secondary classes of Kabul city schools. It also investigates the strategies adopted at various levels to tackle this problem.
**Research question**
1. According to parents and teachers, what are the main causes of boy and girl students' absenteeism in higher secondary classes of Kabul city schools?
2. Which are the existing strategies adopted to tackle Students' absenteeism?

**Outline of the study**
This study contains five main chapters, the first chapter "Introduction" briefly informs about the education in Afghanistan, also it debates about absenteeism as a problem area. Second chapter contains the literature review about students' absenteeism. Third chapter is about the method and tools used in the study. Fourth chapter includes main findings of the study and the fifth chapter discusses findings of the study and presents conclusions derived from the study.

**LITERATURE REVIEW**

**What is students' absenteeism?**
Absenteeism is defined as the number of days for which a child is absent from school out of total 180 school days (Baxter et al. 2011). According to Cook and Ezenne (2010) absenteeism is a constant, usual, and unexplained absence from the school. They identified three dimensions of absenteeism: truancy, condoned absenteeism, and school refusal, whereas Victoria (cited in Cook and Ezenne 2010) identified four major dimensions of absenteeism: truancy, school refusal, school withdrawal, and early leaving. She defines truancy where a child of a required school age without any reason remains constantly absent from school. Truancy can also be in the form of fractional truancy where students reach late, leave class earlier or hide from individual classes. In School refusal, students refuse to go to school even they are encouraged by parents for attendance and punished by schools teachers for absence. They stay at home with the knowledge of their parents and school teachers. Sometimes children are withdrawn from schools by parents and are recurrently kept away from school to meet their parents’ needs and priorities. Early leaving refers to when a child under 15 cannot complete his education level and drop out from school (ibid.).

In higher secondary classes, MoE says that, a Mahroom is a student who has more than 25% absenteeism in higher secondary classes and is not allowed to appear in the annual examination. Moreover, Drop out are students who are absent for three consecutive years and their names are expelled from the register (Ministry of Education, 2012).

**Reasons of absenteeism**
According to NRVA 2011-12 report; main reasons for disrupting students' attendance at Afghan schools are economic, cultural, security, and distance considerations. A composite of cultural considerations, families' attitude towards girls' education, shortage of female teachers, early marriage and parents' negative perception about sending girls out of home for an education prevents 34 percent of primary school age girls and more than half (52 to 53 percent)of those in later ages to earn an education. On the other hand, one in nine boys in primary school age and 42 to 46 percent in older ages stay away from schools as they need to work for their families and also they cannot pay the costs of education (Central Statistics Organization, 2014). In Afghanistan children usually work and it is a reason for children not attending school (Save the Children Afghanistan, 2012 cited in Kibria, 2013).

Reasons for absenteeism may differ from country to country, family to family and even individual students. According to Wimmer (2008), absenteeism and school refusal behaviour is a complicated issue caused by a mix of factors. These factors are mental health problems, medical problems, family problems, school difficulties, stressful life events, Community influences, socioeconomic factors, and family perceptions about their children
education. Cook and Ezenne (2010) has narrowed down the causes of absenteeism under four categories (1) Home and family, (2) School, (3) Community and (4) personal characteristics of the students while on the other hand, Victoria (2004) cited in ibid. has broadly covered the reasons of absenteeism under two main headings (1) Family and personal factors (2) School related factors. Family and personal factors include when parents are unemployed and not valuing their children education, children live in a geographically remote area and students belonging to poor socio-economic background. School factors also stand out as a major reason of absenteeism that occur when school environment is not attractive for students, students feel bored doing homework, are bullied by peer students in schools, Teachers’ relations to students are not friendly and the school curriculum is irrelevant to children interest and experiences.

Students need to go to school and attend classes for the amount of time necessary to master instructional objectives in a grade. The Education for All Indicative framework expects at least 850 hours (or about 200 days at 5 days per week) for a student to attend her classes to achieve the academic objectives (Abadzi, 2007), but it is not confident to say that the students in Afghanistan attend classes for the required time. Moreover, it is sad to mention that only 23 percent girls and 42 percent boys attend school in secondary education (Central Statistic Organization, 2014). Factors for absenteeism can be categorized for girls and boys. Girls remain absent and lose their study time to care for their younger siblings (IDB, 2006 cited in Cook and Ezenne, 2010). With regards to Afghan context, Kibria (2013) researched that cultural norms are a big hindrance for girl students' attendance. Lack of female teachers, early and forced marriage, attitudes of family and community towards girls’ education and physical access to schools are barriers to girls’ education, Such factors lead to chronic and regular absenteeism amongst students and ultimately cause students drop out (Kibria, 2013). On the other hand child labour to support family income and house chores keep boys absent and away from school. An out of school boy in Nangarhar explained simply that “[A child] can go to school if he has time for schooling” (Peterson, 2009, p. 6).

Egger et al. (2003) cited in Kearney (2007) say that rigid disciplinary practices and regulations to integrate students to school, irrelevant school curricula, poor learning environment, lack of attention to diversity in school, and lack of proper attendance management practices cause children to avoid classes and leave schools.

Some students avoid going to school due to some environmental factors such as harassment, bullying, snow, rain and lack of transport. Punishment for absenteeism further aggravates the situation and sometimes students stay away from school altogether to avoid the sanctions associated with late arrival and absenteeism (Balfanz and Byrnes, 2012). Kibria (2013) has mentioned of physical punishment and says that Afghanistan is one of those countries such as Malaysia, Singapore and Taiwan where students are punished that leave negative effects on students psyche and cause children to remain absent and some leave school before completing their education level. Beside punishment, children avoid to attend classes due to fear that they will be evaluated on certain occasions such as examinations, oral presentation, and recitals in the presence of other students (Kearney, 2007).

Romero and Lee (2007) touches upon the factor of ethnicity that some authors have left unexplored. In a study, he found that American Indian children had the highest absenteeism rates. In grade 5, American Indian children were two times more absent from school as compared to their peers belonging to other ethnic backgrounds. Disability is the more prevalent factor of absenteeism in Afghanistan. According to Peterson (2009), People with disabilities constitute 1.6 percent of the population of Afghanistan. As compared to all other children, physically disabled children have 14 percent less chance and mentally disabled children are 20 percent less likely to attend school in Afghanistan. Age also has a bigger role in absenteeism, older children can help more with doing house chores and thus parents keep
them stay home. Displacement is unique factor for non-attendance in Afghanistan. Afghanistan was the leading country of origin of refugees in 2013. Afghanistan had 1.6 million people as refugees in Pakistan and 857 400 people as refugees in Iran by the end of 2013. Renewed conflict and security concerns also displaced 124,000 persons through the year 2013 (UNHCR, 2014).

Effects of students absenteeism
According Spradlin et al. (2012) absenteeism affects students' learning, their test scores and social development. William (2000) cited in Gupta and Lata (2014) is also of the same view and according to him, students who stay absent suffer academically and socially. Absenteeism not only affects the absent students but also impact the dynamics of the whole school/class. It affects teachers’ ability to adopt the curriculum requirements and instructional activities both for the present and absent students (Gupta and Lata, 2014).

Shahzada et al. (2011) are concerned about the financial costs absenteeism pose to a country, According to them a government has to spend the same amount whether 100% or 85% students are present and it is the reason that most of the states in USA allocate funds to educational institutions on the basis of average daily attendance of the students. Absenteeism has both short and long term consequences for students. According to Kearney (2007) youth that are chronically absent and refuse to go to school are more probable to have less academic achievements, become delinquent and drop out from school. It also put them on the risk to face economical and social problems in adulthood.

Strategies to tackle absenteeism
There different strategies that can be adopted at various levels to tackle absenteeism. Simons et al. (2010) view that for the sake to reduce absenteeism, school buildings have to be properly established and equipped to be friendly for all children. Shahzada et al. (2011) also have the same opinion that schools must be a place of interest where it has convenient building, adequate libraries, furniture, health facilities and facilities of co-curricular activities and relevant curriculum. In addition to school facilities, (Chang & Romero, 2008; Larson & Rumberger, 1995; Smink & Reimer, 2005) cited in Spradlin et al. (2012) proposes a local partnership between the families, community and school to improve attendance while (Epstein & Sheldon, 2002; Smink & Reimer, 2005) cited in ibid. call for national level efforts to raise awareness on the importance of school attendance, set attendance goals, provide motivation and rewards for attendance, involve parents and partner with community agencies to improve students’ attendance. According to Bati et al. (2012), beyond school facilities, student friendly ways of learning in schools helps in reducing absenteeism. Shahzada et al. (2011) say that students have to be provided with interesting learning experiences such as field trips, the use of films, television, radio and any other audiovisual aids. Spradlin et al. (2012) propose careful monitoring of absenteeism through institutions and families to assess the needs of students and initiate proper interventions.

Incentives and rewards have proved instrumental in regulating students’ attendance. Cook and Ezenne (2010) propose food commodities program for reducing students' absenteeism. Kearney (2007) proposes that since students differ in conditions thus alternative and after school programs have to be arranged for the students who can't attend in due school hours time, teachers have to be professionally trained to enable them to better support children who are at risk of absenteeism and provide them individual and flexible instruction to better meet their academic needs. Spradlin et al (2012) are mindful of students belonging to disadvantaged backgrounds such as poor students. According to them all stakeholders should collaborate to provide a friendly and engaging learning environment at school thus the
students regularly attend their classes. In addition to facilitation of students; Barlow and Fleischer (2011) say that students have to be provided with clear policies thus they understand their responsibility to prepare and participate in school activities, have good academic achievements and to improve their social skills. Such policies may have options for students to be supported and catch upon their studies and prevent further absenteeism (ibid.).

National policy about students' absenteeism
Ministry of Education of Afghanistan has developed a policy for basic and secondary education where it sets out certain attendance confirmation for students to retain in school and appear in exams. It says that students must abide by the rules of the school; School rules expect student to be present in the class before the teacher arrival, regularly attend the classes on due time and fully engage with their learning. Disciplinary committee has responsibility to take corrective actions when Children have higher absenteeism. To be eligible to appear in exam, Students in grade one must have an attendance of 50 percent, from grade two to grade six have 70 percent and from grade seven to twelve must have 75 percent and the students who live in hostel must have 80 percent attendance to appear in the annual examination (Ministry of Education, 2012). Kearney (2007) says that lack of proper monitoring and management of attendance cause children to avoid classes and leave schools.

METHODS
This study was aimed to conduct a quantitative investigation for collecting parents' and teachers' opinion about the level of absenteeism, causes and the strategies they have adopted to tackle the problem at the secondary school level. The quantitative research method of using questionnaire helped in collecting the opinion of 100 teachers and 100 parents in a short period of time (Bryman, 2012). With questionnaire, study did not need to hold interview with the respondents what helped me to distribute some questionnaires to the respondents through colleagues (Cohen et al. 2010). The data was collected in two weeks time, I first planned to send questionnaire to students as well but due to a very large sample size and ethical consideration I dropped this idea. Ethical consideration included the probable hesitation that some girls and their parents may have shown to their girls leaking information about the cultural and family related barriers they face with school attendance. For data collection, questionnaires were prepared in relation to literature review. Two separate questionnaires were prepared, one for parents and one for teachers comprising of background data questions and 19 other questions on causes of and strategies have adopted to reduce students' absenteeism. Most of the questions had multiple choices with an empty space to write their answer that was not included in the choices. Likert scales in the questionnaire informed the level of agreement and disagreement of the respondents that helped to know the level of their judgment (Bryman, 2012). To cut down the number of questions, some questions that provided same information were pooled into one question.

For better understanding and receiving maximum response, questionnaires were translated into Pashto. For the validity of the study, translated questionnaires were piloted with 4 parents and 4 teachers in school B. Validity in research means whether the research method measures what it intends to measure (Denscombe, 2010). Respondents' level of response showed that questions were clear to them to answer.

Selection of Schools
Due to limited resources I decided to conduct study with ten formal schools only in Kabul city. Higher secondary level school teachers and parents who had children in secondary
classes were considered to be population of my study. A sample size of 100 teachers and 100 parents were decided for sending questionnaires. I received a list of higher secondary schools from the education directorate; there were 141 higher secondary schools that included 74 male schools and 67 female schools. Five schools from girl schools list and five schools from boys school list were selected applying random sampling using computer based application.

In September 2014, an authorization letter to visit 10 schools in Kabul city was taken from Deputy Minister of Education. 100 questionnaires were sent to parents and 100 to teachers in 10 schools of Kabul city. 10 teachers and 10 parents in each of 10 schools who were conveniently found and volunteered were given questionnaires. 83 parents and 95 teachers sent back the filled questionnaires. School authorities could provide the data in five categories as (1) students absent from 1-15 days through academic year (2) Students absent from 16-30 days, (3) students absent from 31-46 days (4) students who have got Mahroom and (5) those who have dropped out from school due to excessive absenteeism.

A data base in Microsoft Excel program was developed and data was entered, coded and analyzed. Data was separately analyzed in two sheets for parents and teachers what gave a picture of the responses for parents and teachers with segregation of sex, income level, and school background. Moreover, cases from school data provided a nuanced picture of students' absenteeism in relation to the causes of students' absenteeism and strategies available. The school level attendance data from schools was also analyzed for schools, grade level and categories of absenteeism.

Limitation
Approval to visit schools was time consuming and needed to take approval from many sources such as Ministry of Education, Education Department, District Education Department and the school principal. Respondents were informed that they have the right not to participate in this study and withdraw from the study whenever they desire (Bryman, 2012). Also they were informed that their identity will not be revealed (Cohen et al. 2011). In some cases the school authorities thought of the study as an assessment and were hesitant to share the absenteeism data for schools and there is chance that school authorities may not have shared all the exact data. Also the parents seemed not familiar with answering questionnaire, and may have answered the commonly desired options. Teachers did not have enough extra time to work over and provide data, but the letter from Education department persuaded them to share data. In girl schools, the district education departments were hesitant to authorize entry to the schools. Moreover, it was a bit difficult to distribute 100 questionnaires for parents and 100 for teachers in 9 districts of Kabul city. Presidential election crises restricted my movements on certain days for security reasons.

Some teachers and parents did not take time to write for the open questions no 1, 2 and 5. About the multiple choice answers for questions, most of the respondent stick to the given choices and hardly any one commented extra option. This study was conducted in center of the Kabul city, and the condition for families and teachers slightly differ with other provinces; For example, as compared to Kabul, girls are more limited by cultural reasons and long distance to school in the provinces. School in Kabul run for two or three shifts and teachers are busier than teachers in provinces. There is possibility that the study may have a bit different results from those conducted in provinces and rural parts of the Kabul province. Shortage of time and financial resources did not allow conducting survey for students as well; findings of the study would be more reliable if students themselves were questioned about the reasons of absenteeism. Moreover, questionnaire limited respondents to the structure of questions and did not provide them a chance to share additional opinion and viewpoints. A mix of quantitative and qualitative methods would have yielded more convincing findings.
FINDINGS

Participating parents and teachers’ profile
Totally, 10 schools including five girl schools were surveyed in 9 districts of Kabul City. 100 questionnaires were distributed amongst teachers and another 100 to parents. Students’ attendance data was collected from school records. A total of 83 parent respondents with the average age of 42 and the mode of 44 years (Majority of parents’ age) participated in the study. 46% parents were male and 54% were female. 64% parents spoke Pashto whereas 36% were Dari speakers. 28% parents had primary education, 61% had secondary level education, 6% parents graduated from Islamic education and 4% acquired other private education. Since the study was conducted in the schools that are located in the city center of the Kabul which is capital of the country that is why the percent of parents’ literacy is high, moreover, there were parents who although not acquired any formal education but had learned at home and could qualify for a grade level education therefore they selected a level of education.

In the group of teachers, 95% respondents answered the questionnaires, 48% were male and 52% female teachers. Teachers had an average age of 45 and mode of 50 years. Majority of the teachers (42%) had Bachelor degree, 37% graduated from Teacher training colleges, 14% had higher secondary level education, 4% had master degree and 3% only completed Islamic education.

Summary of school statistics
In total, there were 4305 girl and 8041 boy students in 10 schools. Findings reveal that boy students were approximately double in number than girl students. Generally, Total number of students (girls and boys) is high at Grade 10 and lower at Grade 12 level.

Table 1: Number of students in higher secondary classes of 10 schools

<table>
<thead>
<tr>
<th>Grade level</th>
<th>School</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>Total # of girls and boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 10</td>
<td></td>
<td>214</td>
<td>323</td>
<td>351</td>
<td>475</td>
<td>945</td>
<td>709</td>
<td>395</td>
<td>275</td>
<td>314</td>
<td>264</td>
<td>1538</td>
</tr>
<tr>
<td>Grade 11</td>
<td></td>
<td>135</td>
<td>257</td>
<td>356</td>
<td>450</td>
<td>865</td>
<td>1006</td>
<td>351</td>
<td>288</td>
<td>291</td>
<td>190</td>
<td>1323</td>
</tr>
<tr>
<td>Grade 12</td>
<td></td>
<td>93</td>
<td>246</td>
<td>340</td>
<td>397</td>
<td>851</td>
<td>594</td>
<td>487</td>
<td>360</td>
<td>371</td>
<td>153</td>
<td>1444</td>
</tr>
<tr>
<td>Total # students in school</td>
<td></td>
<td>442</td>
<td>826</td>
<td>1047</td>
<td>1322</td>
<td>2661</td>
<td>2309</td>
<td>1233</td>
<td>923</td>
<td>976</td>
<td>607</td>
<td>4305 (total) 8041</td>
</tr>
</tbody>
</table>

Total # of students in 10 schools

12346

Explanation of absenteeism data
Absenteeism was high in most of the schools surveyed but with some difference at grade level, categories of absenteeism including mahroom and drop out status. There were schools
such as school "H" for boys where absenteeism was high at first three categories (1, 2 and 3) but the level of mahroom and drop out students was not high, while in School "F" for boys absenteeism is constantly high in all the categories. Analyzing the data for all schools at two extremes of categories and grade level, in category 1, grade 12 had the high absenteeism of 26%, followed by grade 11 with 25% absent students and grade 10 having 23% absent students. On the other hand grade 10 had the high mahroom rate of 17%, followed by 13 % in each grade 11 and 12. Grade 10 had dropout rate of 5%, followed by 4% in grade 11 and 2% in grade 12.

A comparative scenario for boys and girl students' attendance at grade level
Looking through the table horizontally, it informs that as compared to girls, boys are more absent in first four categories. Boys' absenteeism is higher at category 1 and then reduces at category 2 and 3 but is again high at category 4. Likewise girls are more absent at category 1 and absenteeism reduces at category 2 and then down to category 3 but is higher at category 4 (mahroom). Girls have higher dropout rate of 7% in grade 10, and 4 % in grade 12 as compared to boys having 4 % and 1% drop out in grade 10 and 12 respectively. As compared to mahroom students, dropout rate is small 4% for both boys and girls in grade 11. Going through the columns of the table, category 1 shows that boys' absenteeism increases each year while girls' absence decreases. On the other hand under category 2, boys' absence decreases and girls' absence increases. For mahroom students, absence decreases both for girls and boys. Likewise a decrease in drop out both for girls and boys is seen from grade 10 to grade 12.

Table 2: A comparison of attendance between boys and girls

<table>
<thead>
<tr>
<th>Grade level</th>
<th>Category 1 (1-15 day absents)</th>
<th>Category 2 (16-30 day absents)</th>
<th>Category 3 (31-46 day absents)</th>
<th>Category 4 Mahroom students</th>
<th>Category 5 Drop out students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Grade 10</td>
<td>24%</td>
<td>20%</td>
<td>18%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>28%</td>
<td>17%</td>
<td>14%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>32%</td>
<td>15%</td>
<td>15%</td>
<td>19%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Reasons of Students' absenteeism
Parents' views of reasons of their children absenteeism

Parents and teachers had various opinions over the reasons of absenteeism for boy and girl children, they also had common opinions on some reasons of absenteeism but had a lower difference in frequency of responses. As seen in the below table 3, in response to an open question asking parents about the major reason of their children absenteeism, 29% parents mentioned that schools and teachers of their male children are not serious to regularize students' attendance and have not established sufficient procedures to control absenteeism.
Weak school regulation was not a concern concern in girl schools as only 6% teachers associated weak school regulation with girl absenteeism. 23% Parents stated that boys are absent for health problems, again a lower percent (11%) of the parents linked up sickness with girl students' absenteeism. Poverty seemed to affect both boy and girl students attendance as 18% parents termed poverty as a reason of absenteeism for boys and 20% parents related it with girls' absenteeism. With regards to insecurity, less number of parents (10%) termed it a reason of boys' absenteeism while on the other hand most parents (39%) associated their girls' absenteeism with insecurity. Migration and change of residence although got a lower frequency of response from parents (11% for boys and 8% for girls) but was shared as a common reason both for boy and girls' absenteeism. 10% parents informed that their boys are absent as they work and support family income. 6% parents mentioned that their girls miss upon school hours due to house errands. Cultural barriers were only for girl children where 9% mentioned that children miss upon school days due to cultural barriers such as early marriages, girls' limitation on moment and community perception about girls' education.

Table 3: General view of parents on the reasons of their children absenteeism

<table>
<thead>
<tr>
<th>Main reasons of absenteeism</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sickness</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Weak school regulation</td>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>Poverty</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Insecurity</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Migration/Change of residence</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Child work/House errands</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Cultural barriers</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>64</td>
</tr>
</tbody>
</table>

In the table below, parents replied through selecting a choice about the financial and house related factors that cause absenteeism among their children. Parents shared various aspects of financial reasons, 34% parents mentioned that their family income is low and there are other livelihood priorities such as supporting the family income that do not allow parents to send children to school. 23% parents mentioned that they cannot afford the high direct costs of their children education; another 19% parents replied since they are unemployed thus children work and help in earning a livelihood for the family. There were parents (14%) who informed that due to poverty they cannot afford the opportunity lose of their children labour and have assigned them on other job and do not have time for school.

In addition to financial factors, family related factors especially for girls' absenteeism were found prevalent in the study. As compared to girls, more parents (26%) replied that the reason of their boys' absence is due to participation in community events. 18% boys and 31% girls who made absence were informed by parents as due to receiving and serving guests at home. According to parents, 16% of absent girls were away to assist mother in house work while 39% of absent boys to assist father in his profession. A high percent (42%) of absent girls were thought to be absent as they looked after young children at house. As compared to rural areas, Schools in Kabul are accessible in terms of distance but taking a general view of parents about the long distance, still 42% parents mentioned that long distance cause absenteeism among girls. Afghanistan is known for its high number of person with
disabilities; in the study 36% parents mentioned that long distance cause absenteeism among children with disabilities.

Table 4: Family level factors of children absenteeism

<table>
<thead>
<tr>
<th>Financial factors</th>
<th>Family related factors</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Parents Unemployment</td>
<td>16</td>
<td>19</td>
<td>13</td>
</tr>
<tr>
<td>School costs</td>
<td>19</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td>Family low income</td>
<td>28</td>
<td>34</td>
<td>7</td>
</tr>
<tr>
<td>Child busy in family livelihood</td>
<td>12</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>None</td>
<td>8</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>83</strong></td>
<td><strong>100</strong></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>

When parents were specifically asked about various cultural barriers, their level of education presented different attitudes among them in relation to children absenteeism. 25% parents having lower primary and upper primary level education related early marriages with children absenteeism, a decrease is seen when parents' education level increase where only 6% parents having higher secondary education termed early marriages as a cause of children absenteeism. For forced marriages, response of parents decreases from lower primary (17% parents) to upper secondary level education (3%). In Afghanistan, forced marriages resemble early marriages where girl want to continue education but family decides to marry her. Likewise some of the parents were reluctant to send their daughters to school as they were thinking that their daughters would be seen by men outside the home, and they would be criticized by other conservative community members. A decrease in the frequency of responses is observed when parents' education level goes up but those having Islamic education (40%) replied that parents reluctance to exposure of girls to outside world is a barrier to girl students' attendance. Parents' response of "None" to cultural barriers increases as their education level increases. Statistics in the table below can be better understood horizontally.

Table 5: Parents views about cultural barriers to school attendance in relation to their education level

<table>
<thead>
<tr>
<th>Education Level of Parents</th>
<th># of parents</th>
<th>Parents responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early marriages</td>
<td>Forced marriage</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Lower Primary (G 1-3)</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Upper Primary (G 4-6)</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Lower Secondary (G 7-9)</td>
<td>17</td>
<td>4</td>
</tr>
</tbody>
</table>
Teacher views about the reasons of their students' absenteeism

In response to an open question, teachers shared various views about the causes of boy and girl students' absenteeism. As compared to boys, more teachers (19%) mentioned that insecurity interrupts girl attendance. Although early marriages affect both boys and girls attendance but most teacher (33%) mentioned that early marriages in girls cause them to stay absent. An interesting finding was that 19% parents related early marriages among boys with absenteeism. About students' motivation, 31% teachers mentioned that boys are not well motivated to attend schools and thus stay absent. Moreover, 20% teachers associated lack of motivation with girl students' absenteeism. As compared to girls who seems to suffer less from bullying (only 2% teachers mentioned), 24% teacher were outspoken about bullying among boys where others make fun of students. 13% teachers stated that migration and change of residence equally affect both girls and boys attendance. Another 13% teachers informed that harassment on the way to school where vulgar boys pass comments and gestures to the girls offset their attendance.

Table 6: General view of teachers on the reasons of their students' absenteeism

<table>
<thead>
<tr>
<th>Main Reason of absenteeism</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Insecurity</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Harassment</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Bullying</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>Migration/Change of residence</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>Early marriages</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>54</td>
<td>100</td>
</tr>
</tbody>
</table>

Bullying children was a reason of students absenteeism shared by teachers especially in boy schools. In reply to a question about various groups of people bullying children in school, most (36%) of the teachers mentioned that Children are bullied by older students in the school. 28% mentioned that students are bullied by classmates, while 13% teachers informed that teachers themselves make fun of students in the school. 5% teachers said that school guards and support staff make jokes on students and 18% mentioned that students are not bullied by any one in school.

Parents' and teachers' views about the effect of students' absenteeism

In the table below parents' and teachers' views are taken over the effect of students' absenteeism on their academic performance and drop out. 53% parents and 56% teachers responded that they strongly agree to the assumption that absenteeism negatively affects students' academic performance, 7% parents did not have knowledge to reply, and only 2% parents and 3% teachers strongly disagreed to the statement. Relating students' absenteeism to
their drop out, more parents (45%) and teachers (42%) selected the second choice of agreeing to the assumption. Almost equal number of parents and teachers mentioned not knowing an answer. As compared to parents (1%), more teachers (9%) strongly disagreed to this assumption that absenteeism cause drop out among children.

Table 7: Effect of students' absenteeism from parents and teachers perspective

<table>
<thead>
<tr>
<th>Option</th>
<th>Absenteeism lead to lower academic performance among students</th>
<th>Absenteeism cause drop out among students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parents</td>
<td>Teachers</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>37</td>
</tr>
<tr>
<td>I Don't Know</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

**Strategies parents use for reducing children absenteeism**

Mothers and Fathers have adopted various strategies to help their children attend classes. An efficient and important strategy that both parents use is to motivate their children to attend classes. 88% parents mentioned that they motivate children and improve their attendance. Most (31%) parents motivated children and praised them for keeping up regular attendance. 28% parents were setting high expectation for children thus they get ambitious, engage and do not miss on school days. 20% parents gave gift rewards to their children for good attendance. Another 20% parents discussed about school events and studies with children thus children get a sense that their education is valued and also for parent to learn from their children about any obstacles to attendance and take timely action to resolve them.

Figure 8: Strategies parents use to motivate children for school attendance

<table>
<thead>
<tr>
<th>Parents' motivation strategies</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward for attendance</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Praise for attendance</td>
<td>26</td>
<td>31</td>
</tr>
<tr>
<td>Discuss about school and studies</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Set high expectation for children</td>
<td>23</td>
<td>28</td>
</tr>
<tr>
<td>Bring for Excursion</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100</td>
</tr>
</tbody>
</table>

Below is a case from school "A" for Girls where students had lower absenteeism (as only 2% in grade 10 and 3% in grade 11 in category 1). More than half (60%) mothers mentioned that they take care of children school time and do not assign them on a work during school hours; another 20% said that they accompany their daughters to schools and 20% mothers were helping children with home work assigned by teacher. Parents differed in strategies, where
40% father informed that they arrange transport to and from school, 40% father were providing education supplies and materials while another 20% father were not engaging children in house work during schools hours. The options that have got zero does not mean that they are not important at all but it was a case of a successful school where fathers and mothers used the mentioned strategies to facilitate their children to attend classes.

Table 9: Strategies parents use for enhancing children's attendance in School "A".

<table>
<thead>
<tr>
<th>Ways a mother helps in sending child to school</th>
<th>Ways a father helps in sending child to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option</td>
<td>#</td>
</tr>
<tr>
<td>Accompany Child to school</td>
<td>1</td>
</tr>
<tr>
<td>Dress Child for school</td>
<td>0</td>
</tr>
<tr>
<td>Help with Completing homework</td>
<td>1</td>
</tr>
<tr>
<td>Provide meal before school</td>
<td>0</td>
</tr>
<tr>
<td>Don't engage child in house work during school hours</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>

Strategies teachers of various education level use for improving children attendance

The table below depicts that with improving students' attendance, teachers behave more professionally when they have higher education. As compared to Grade 12 graduate teachers (31%) who motivate students, more teacher training college graduate teachers (57%) used motivation to integrate students into school; likewise a higher percent of teachers individually supported absent students as their education level goes up. Most Islamic education teachers (66%) were individually supporting absent students. About contacting parents of absent students, there is a clear difference as 15% and 25% for minimum (Grade 12) and maximum (Master) education level of teachers respectively. A striking finding revealed was that less qualified teachers are more likely to punish their students' for absenteeism, mostly (54%) Grade 12 teachers were using punishment as method to control absenteeism and this rate decreases as the education level of teachers' increases.
Table 10: Strategies teachers use for enhancing children attendance in School

<table>
<thead>
<tr>
<th>Teacher Education Level</th>
<th># of teachers</th>
<th>Teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Motivation</td>
</tr>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Training College</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Bachelor</td>
<td>40</td>
<td>19</td>
</tr>
<tr>
<td>Master</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Islamic education</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>

Beside above strategies, over all 62% teachers involved families in their children education to reduce students' absenteeism. School "A" for girls that had lower absenteeism and School "H" for boys that had higher absenteeism were selected as a case to investigate the benefit of family involvement in reducing students' absenteeism.

Families' involvement was found as an important factor in reducing absenteeism at category 1-3. Comparison of two schools shows that school "A" for Girls where 100% teachers involved families in their children education had lower absenteeism as compared to school "H" for boys where 89% teachers did not involve families in their children education.

Table 11: Teacher involvement of families in their children education in two schools

<table>
<thead>
<tr>
<th>School</th>
<th>Question</th>
<th>Option</th>
<th># teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School &quot;A&quot; for Girls</td>
<td>Do you involve families in their children education</td>
<td>Yes</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School &quot;H&quot; for Boys</td>
<td></td>
<td>Yes</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>8</td>
<td>89</td>
</tr>
</tbody>
</table>

Table 12: A comparative case of students' attendance in two schools

<table>
<thead>
<tr>
<th>School</th>
<th>Grade level</th>
<th># of students at Grade level</th>
<th>Level of Absenteeism through educational year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-15 Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Over all, teachers used different ways to involve parents in their children education and reduce their absenteeism. Most (29%) teachers were calling parents for individual meeting to school. 24% teachers mentioned that their schools have a shura where parents are members and attend shura meetings. 22% teachers were using conventional way of sending letters to parents to update them on their children studies and attendance. 17% teachers informed that they contact parents by phone while the least number (8%) teachers were visiting students' parents in their houses.

A comparison of facilities and strategies in two schools having higher and lower absenteeism

Two schools have different hard and soft facilities that can be related to having a role in reducing students' absenteeism. 50% teacher in school "H" for boys mentioned that their school has convenient school building, and 50 % teachers narrated that their school has a library, enough textbooks and learning materials for students. On the other hand 30% teachers in school "C" for girls said that they have established a bullying free environment in school, 50% teachers mentioned that their school has play and recreational activities to attract students while 20% teachers mentioned that their school has clear attendance policies for students and teachers. Comparing two schools inform that soft facilities such as bullying free school environment, recreational activities and clear attendance rules have proved effective in reducing students' absenteeism in school "C" as compared to physical facilities (Convenient school building, Library) in school "H". It was interesting to find that soft facilities or services could not reduce the Mahroom and dropout rate of students in school "C" where still 12 % girl students were Mahroom in grade 11, 7% in grade 12 and 4% girl students were dropped out in grade 10, 4% in grade 11 and 7% in grade 12. This finding implies that students get Mahroom and dropout as the get marry at an early age.

<table>
<thead>
<tr>
<th>School &quot;A&quot; for Girls</th>
<th>Grade 10</th>
<th>214</th>
<th>2%</th>
<th>0%</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 11</td>
<td>135</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>93</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>School &quot;H&quot; for Boys</td>
<td>Grade 10</td>
<td>275</td>
<td>49%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Grade 11</td>
<td>288</td>
<td>43%</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Grade 12</td>
<td>360</td>
<td>58%</td>
<td>31%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Table 13: Facilities provided in two schools

<table>
<thead>
<tr>
<th>School</th>
<th>Option</th>
<th>Teachers responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>School &quot;H&quot; for boys</td>
<td>Convenient School building</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Library and learning materials</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>School &quot;C&quot; for girls</td>
<td>Play and recreation activities</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Bullying free school environment</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clear attendance policies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Table 14: A comparative case of students' attendance in relation to facilities in two schools

<table>
<thead>
<tr>
<th>School &quot;H&quot; for boys</th>
<th>Grade level</th>
<th>Total # students</th>
<th>Level of Absenteeism through educational year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-15 day</td>
</tr>
<tr>
<td>Grade 10</td>
<td>275</td>
<td>49%</td>
<td>18%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>288</td>
<td>43%</td>
<td>26%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>360</td>
<td>58%</td>
<td>31%</td>
</tr>
<tr>
<td>School &quot;C&quot; for girls</td>
<td></td>
<td></td>
<td>1-15 day</td>
</tr>
<tr>
<td>Grade 10</td>
<td>351</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Grade 11</td>
<td>356</td>
<td>22%</td>
<td>8%</td>
</tr>
<tr>
<td>Grade 12</td>
<td>340</td>
<td>11%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Common strategies for improving students attendance
Besides parents and teachers, there are other different stakeholders involved in improving students' attendance. There are various groups that campaign for improving students especially girls attendance. 33% teachers mentioned that school shura advocate about children enrolment and attendance. 19% teachers mentioned that Education Radio and Television broadcasts programs about the importance of education. 11% mentioned that Ministry of education mobilizers preach for improving students' attendance and 5% mentioned that NGOs volunteers visit houses and communities to convince parents on sending children to school. There are stakeholders providing security to schools. In most of the schools there are are school janitors recruited by government but others also have a role in providing secure environment for children studies. Most (59%) teachers mentioned that school janitor provide security to schools while 26% teachers stated that school shura has a role in protecting school against any threats or attacks. 15% shared that community in general safeguard school and its facilities.

DISCUSSION
Ten schools surveyed had various patterns of students' absenteeism. Survey findings present data in five categories where rate of absenteeism is different among the schools, boy and girl schools and grade level. As compared to girls, boys are more absent in category 1, 2 and 3 that is absence up to 46 days. Boys' absenteeism starts reducing from category 1 to 3 but is high for Mahroom students. Likewise girls' absenteeism starts reducing from category 1 to 3. A common point for both girls and boys is that their absenteeism starts to rise again from category 3 to category 4 (Mahroom students). Drop out remain higher for girls than boys. This finding of Mahroom and dropout rate for girls implies that in Afghanistan girls get marry at an early age and when married cannot continue their education thus due to higher absenteeism get Mahroom and ultimately dropout. According to Kibria (2013), early marriage among girls is the main reason of drop out in Afghanistan. Mansory (2007) has also mentioned early marriage as an important reason of girl students' dropout. My study revealed that 33% teachers associated early marriages with girls' absenteeism and 19% with boys' absenteeism. According to teachers' views, an interesting point found from the study that is not supported by other authors was that early marriages in boys also affect boy students' attendance. Males are considered earners of the family and when marry early, take the responsibility to work as well, look after family responsibilities and thus may remain sporadically absent or will drop out. Study findings shows that both boys and girl students
attendance is affected by insecurity. Peterson (2009) says that between January 2005 and June 2006, 204 attacks on schools, teachers, and students were documented what resulted in death of 75 students and teachers. Most of the parents (39%) replied that insecurity causes their girls to stay away from classes as compared to boys (10% parents). It shows that insecurity affects girls' attendance more than boys. According to Jackson (2011), girls' access to education is hampered by growing insecurity in Afghanistan.

Findings of this study revealed that as compared to girls, boys are more than double absent for sickness. There may be two reasons, first, we can assume that boys are more prone to get sick, second that boy students often make false excuses that they are sick and avoid attending the classes. Sickness was a unique reason informed by parents that Peterson (2009) has not explored in Afghanistan. 29% parents claimed that schools do not have a strong system to regularize students' attendance. The weak school regulation system can be interpreted as although the Ministry of Education has an attendance policy for schools but most of the students do not know the minimum attendance required and the teacher do not take the required corrective actions. Some teachers do not take regular attendance, there are absent students who receive proxy attendance, and students who have got higher absenteeism bring fake documents for sickness to avoid any disciplinary action. In my literature review, Kearney (2007) says that lack of proper monitoring and management of attendance cause children to avoid classes and leave schools.

Study findings show that both boys and girls attendance is affected by poverty. For poor families, girl attendance is not a priority and they do not spend on girl education. Boys are busy with earning a livelihood for family. 34% of the families surveyed had low income which does not allow their children to keep attendance. Gupta and Lata (2014) consider poor socio-economic background is a main reason of students' absenteeism. 23% parents associated their children absenteeism with school costs. Kearny (2007) is also of the view that financial costs impede students' attendance. Peterson (2009) consider indirect costs for learning materials, school uniform, transport and food as a factor offsetting students' attendance, moreover, the opportunity lose of child labor don't allow families to send their children to school. Findings show that 14% of the parents linked up students' absenteeism with work where children are busy to earn a livelihood for family.

Rate of migration and change of residence is although not high but it is a common barrier to school attendance both for boys and girls. Families living in rented houses in Kabul change residence within the districts of the city due to house rent fluctuation or personal interests, migrate seasonally to other provinces or Pakistan in winter. In Afghanistan, it is a lengthy and complex process to shift admission between schools and this irregularity in residence causes disruption to the attendance of most students in such families. Due to unavailability of literature to support this point, we can assume that other authors have overlooked the sporadic change of residence as a reason of students' absenteeism in urban areas of Afghanistan.

There are are some conservative beliefs that have assimilated to the culture and are more embedded in rural areas. In an open question, 9% of the parents related girl students' absenteeism with cultural barriers. Kibria (2013) confirms this finding that in Afghanistan, families and community have a perception that girls are to give birth to children, rear them and take charge of household activities. Some parents are not prepared to send their daughters to school so they might be seen by men, and it will disgrace family reputation. Likewise, they do not allow girls to join in mixed schools or learn from a male teacher. Girls are married at an early age and their education is not considered a necessity, they are expected to do tailoring, embroidery and household chores. When parents were specifically asked about the cultural barriers, then per their education level a high percent (63%) shared different reasons for girls quitting school. Cultural barriers included early and forced marriages, reluctance of
parent to send girls outside and negative perception about parents' education. Parents seem getting tolerant to girls education as their education level increases.

In addition to above, there are some family related reasons of absenteeism. Social life in Afghanistan is very strong, communities and relatives gather at various events where children are brought by parents to participate. A response in relation to household factors received from parents was that 7% boys and 31% girls miss school hours as they are kept home to receive and serve guest on certain events and routine days. Moreover, in addition to help mother in house work, 42% of the parents replied that girls are considered to share the responsibility with mothers to look after young children in house. Older children mostly girls look after younger ones especially when mother is sick, busy in house work or away from home for any reason. Peterson (2009) says that girls are particularly asked to stay home and look after their younger siblings. Likewise for boys, fathers decide to assign their male children on a work instead of getting an education (ibid.).

According to Ministry of Education, in order to save resources and have wider coverage, there has to be a distance of three kilometres among schools (Ministry of Education, 2012), this standard has not met in rural areas, even in urban areas there are some barriers that students especially girls can't walk this long. 42% of the parents mentioned that long distance cause absenteeism among girl children and 36% of the parents associated the long distance with absence of disable children. Girls do not have school transportation; those who walk long or transport through public buses are risking insecurity and harassment incidents on the way to school. Kibria (2013) share that in Afghanistan, physical distance between house and school is one of the main reasons of girls drop out. In Afghanistan, physically disabled children are 14 percent less likely and those who have mental problems are 20 percent less likely to attend school as compared to other children (Peterson, 2009). 36% parents who informed disability as a reason for interrupting students attendance implies that inclusive and especial needs education has not been encouraged, schools have not provided facilities for children with disabilities, Government has not arranged for transportation and children with disabilities have not been motivated and empowered. Beyond physical limitations, disabled children are more prone to be bullied on the way and in the school. Bullying is common in boy schools, 24% of the teachers mentioned that students avoid coming to classes due to fear of bullying. According to 13% of the teachers, harassment on the way to way to schools is a unique reason for girls' absenteeism in Afghanistan. Balfanz and Byrnes (2012) also say that these two factors impede students' attendance.

A high degree of parents and teachers agree to the statement that students' absenteeism has a detrimental effect on students' academic performance and cause drop out among them which imply that parents are aware of the consequences of students' absenteeism. Although most parents and teacher agreed to the statement there were a number of parents (12%) and teachers (14%) who disagreed to the statement that absenteeism lead to drop out among students. This disagreement can be inferred to the weak schools regulations where teacher don't take regular attendance, students receive proxy attendance, and bring fake sickness documents to avoid consequences.

Teachers and parents have adopted various strategies at their levels to control children absenteeism. Based upon the social and parental roles identified in Afghan society, mothers and fathers help children differently to attend classes. Findings from the case of school "A" for girls where students had good attendance shows that the successful strategy for mothers to enhance children attendance is to accompany girls or disable children to and from school. Moreover, girl attendance is improved when mothers don't engage them in house work and help them have enough time to attend their classes and do home work. Fathers' role is found effective in providing transport and education supplies, and to avoid engaging children in house work during school time. Shahzada et al. (2011) in their study have clarified the role of
parents and have confirmed that parents need to provide basic amenities and education supplies to their children, provide transport and give them enough time to attend school and do home work.

Study findings shows that the majority of parents (88%) motivate children which implies that children are well motivated to attend but the issue is of environmental, cultural and family level factors and when these are addressed students attendance will improve. On the other hand table 6 above informs that 31% of the teachers associated boys' absenteeism with lack of motivation and 20% of the teachers linked up girls' absenteeism with lack of motivation. Since the question "Do you motivate your children" leads respondents to a Yes, it is probability that the frequency of answer might have got biased.

Like parents, teachers also have adopted various methods to help students reduce their absenteeism. 48% of the teachers surveyed in 10 schools used motivation to integrate students into school life and raise their interest in studies and school environment. 16% of the teachers used to individually help those students who were weak in studies. Article 39 of Afghan education law strictly prohibits punishment (Ministry of Education, 2008) but still 16% of the teachers were using punishment as a tool for controlling students' absenteeism. According to Peterson (2009), corporal punishment increase absenteeism among students. Kearney (2007) says that rigid disciplinary practices to control absenteeism make ground for rise in absenteeism. Finding of the study reveal the qualified teacher more professionally deal with reducing absenteeism and avoid punishment.

According to Sharon and Karen (2009), teachers and parents support each other to ensure better learning for children. Family involvement in children education was found as an effective strategy to reduce absenteeism. 62% of the teachers involved families in their children education using various means such as invited parents to school shura meeting, called parents of absent students for individual meetings, sent letter, made phone calls and visited parents at their houses. A comparative case between two schools show that school "A" for girls where all teachers involved families in children education has a lower absenteeism while school "H" for boys where 89% teachers did not involve families in children education had a higher absenteeism.

Schools surveyed had some hard and soft facilities to make school environment child friendly and enhance students' attendance. Facilities varied among schools, a comparative case between two schools show that school "H" for boys which had physical facilities (convenient school building, library) had higher absenteeism and school "C" for girls that had soft facilities such as recreational and extracurricular activities and bulling free environment had lower absenteeism. It means to me that children are more attracted by soft child friendly services. Bati et al. (2012) view that student attendance will improve when soft child friendly services are provided in school. This comparative case contrast common understanding that attendance improves when there is convenient school building and enough learning materials available. This finding also deviates from the drop out study that Mansory conducted where he mentions that students studying in proper buildings seem to be more motivated and continue education (Mansory, 2007). Although schools in Kabul center have similar buildings and likewise they receive same learning materials, but the difference in answers might be that teachers in school "C" for girls did not consider physical facilities important in reducing absenteeism. Although mentioned facilities helped in reducing absenteeism in category 1-3 among girl students in school "C" but the rate of Mahroom and drop out students is not well reduced. Again, continuation of girls' education relies on parents' decision, cultural and environmental factors (Peterson, 2009). Community involvement is an important strategy to improve enrolment and attendance and protect school facilities. 33% of the teachers informed that school shura comprised of teachers and community members advocated for children attendance and 26% of the teachers mentioned that the school shura protected school
facilities, thus Schools shuras have proved effective in improving students' attendance. Schools such as "A, and "C" who had active school shuras had less absenteeism. Peterson (2009) confirms that school shura called Parents Teacher Association (PTA) has a role in improving school attendance.

CONCLUSION

Absenteeism is a huge problem in Afghan education system. To reach national and global education targets, Ministry of Education encourages massive enrolment at the cost of absenteeism. Strategies adopted at various levels have not been sufficient to resolve this issue. It needs a robust and long-term effort to tackle the reasons of absenteeism.

Study findings show patterns of absenteeism varying among schools and for girls and boys. As compared to girls, Boys seem to be more absent at category 1-3 but have a lower dropout rate. In addition to poverty, childhood in Afghanistan is short and male children in early teenage life are expected to start work and earn a livelihood. Rise in the percent of Mahroom girls and their high dropout means that girls are forced by cultural factors to quit school when they grow up and reach puberty.

Absenteeism has various reasons among girls and boys in relation to gender, family background and environment. Common reason of absenteeism found for boys and girls were insecurity, financial problems, Teacher and parents' indifference, sickness and migration. There were some reasons such as child work that stood solely for boys, harassment and house errands for girls. Moreover, girls' attendance is affected by gendered biased values assimilated into culture. Study finding reveal that most of the parents are aware and agree that absenteeism offset students' academic performance and put them on the risk to be dropped out.

Per their role, most of the teachers and parents have adopted various strategies to control absenteeism. Comparative cases among the schools inform that some strategies are working better than the others. For parents, strategies differed between father and mothers; study findings inform that student attendance will increase when father and mother both facilitate children to attend schools. It was good indication that a good number of teachers (48%) used positive and motivate ways to reduce students' absenteeism but it was sad to find that despite corporal punishment is strictly forbidden by law, still 16% teachers in formal schools punished their students for absenteeism. Educated parents are more tolerant and supportive of their girls' education and likewise qualified teacher deal more professionally on tackling students' absenteeism. Parents' involvement improves education environment and reduce students' absenteeism, Ministry of education has school shuras/committees in its schools where parents are members and one of its main responsibilities is to reduce students' absenteeism. Most (62%) teachers surveyed were involving families in their children education.

Findings of the study are mainly in line with the literature review, to some degree it does not match as the local literature on absenteeism was not available and the international literature studied differed with the conditions of the students, families and schools in Afghanistan. I propose for conducting further studies on absenteeism and other education related issues in Afghanistan. Study findings respond well to elaborate on problem area and inform required information. Resources did not allow conducting survey for students as well; finding would be more convincing if students themselves were questioned about the reasons of absenteeism. Moreover, questionnaire limited respondents to the structure of questions and did not provide them a chance to share additional opinion and viewpoints. A mix of quantitative and qualitative methods would have yielded more reasonable findings.
REFERENCES


Annex 1. Parents' questionnaire

Assalam u Alaikum, my name is Jannat Gul and I am the student of Master in Education Program.

This questionnaire is designed to be answered by 100 parents of the students in 10 schools of Kabul city center, Afghanistan. This questionnaire is for to explore various causes of absenteeism and the strategies adopted to tackle absenteeism. The questionnaire is not for your evaluation, it has academic purpose only. The data will be collected through this questionnaire will be used only for statistical purpose in thesis. Your accurate information will help me completing quality research work.

Please note that you need to give your general opinion over questions number 4, 8, 11, 12, 13, 18 and 19 in relation to your community while in all the rest of questions you need to respond in relation to your own children.

Age: .................................. years
Male □  Female □

Education: (Please select one option based on your highest level of education)
Lower Primary □  Upper Primary □  Lower Secondary □  Upper Secondary □
Islamic education □  Other specify............ □

Father occupation..................................................
Mother occupation..........................

Family Income per month: ..........................................................

Ethnicity:..........................................................

Every part of the below questionnaire has short instruction please read the direction and follow accordingly. There are some options for every question in case none of them suits your view please write your view in the (other please specify) option.

Absenteeism: Absenteeism is when a child is absent from class on school session days. It is a persistent, habitual, and unexplained absence from school. A child arrives late, leave early or skip individual classes. In absenteeism, students refuse to go to school and sometimes children remain absent because their parents keep them out of school for their needs and other priorities. A Mahroom is a student who is absent from school for more than the permitted time.

Questions:

1: What are the main reasons of absenteeism for your male children (Please leave the line empty in case you don't have male children enrolled in school)

........................................................................................................................................................................
........................................................................................................................................................................

2. What is the main reason of absenteeism for your female children? (Please leave the line empty in case you don't have female children enrolled in school)
3. What are the major security concerns for your children in going to School? Please select the most appropriate option.

1. Fear of bomb blasts
2. Fear of abduction
3. Fear of poisoning at school
4. Fear of acid sprayed in face on the way to school
5. None
6. Don't know

4. Long distance from house to schools cause absenteeism more in which of the following group in your community? Please select the most appropriate option.

1. Girls
2. Boys
3. Students with disabilities
4. None
5. Don't know

5. Which of the harassment types are faced by your students on the way to school? Please write down.

6. Whom of the following is responsible - for bullying your children in the school? Please select the most appropriate option.

1. Peers
2. Older students
3. Teacher
4. Support staff members in School (i.e. Driver, Gate keeper, gardener etc)
5. None

7. Which of the following major health problems keep your children absent from school? Please select the most appropriate option.

1. Fever
2. Typhoid
3. Tuberculosis
4. Digestive system problems
5. Respiratory system problems
6. Mental Problem
7. Other please specify ....................
8. What are the cultural barriers that keep girls absent from school in your community? Please select the most appropriate option.

1. Early marriage
2. Forced marriages
3. Reluctance to exposure of girl to outside world
4. Negative perception about girls' education
5. None

9. What are the major financial factors that keep your children absent from school? Please select the most appropriate option.

1. Parents' unemployment
2. School costs (school uniform and stationary)
3. Family low income
4. Children involvement in earning family livelihood
5. None

10. What are the major house related factors that keep your children absent from schools? Please select the most appropriate option.

1. Participate in community events
2. Serve guests
3. Engage with mother in house errands
4. Engage with father in profession/business
5. Looking after younger children
6. None

11. Absenteeism leads to lower academic performance amongst students.

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree

12. Absent students get addicted to substance use

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree

13. Absenteeism cause drop out among students

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree
14. Do you motivate your children to attend their classes?

1. yes
2. No

15. If yes, how do you motivate your children to keep attendance? Please select the most appropriate option.
1. Reward for attendance
2. Praise for attendance
3. Discuss about school events and studies
4. Set high expectation for children
5. Bring for excursion

16. How a mother help in sending child to school? (For mothers only) Please select the most appropriate option.

1. Accompany child to school
2. Help child dress properly and be prepared
3. Help child with completing home work for school
4. Ensure children eat before they go to school
5. Do not engage child in housework during school hours
6. Any other way please specify, .................................

17. How a father helps in sending child to school? (For fathers only) Please select the most appropriate option.

1. Arrange transport for School
2. Provide education materials
3. Accompany the child to school
4. Help child with completing home work for school
5. Do not engage child in housework during school hours
6. Any other way please specify, .................................

18. Who have been providing security to school in your community? Please select the most appropriate option.

1. Government
2. School Shura
3. Community
4. Other please specify ..............................
5. No one

19. Who have been involved in eliminating cultural barriers to education in your community? Please select the most appropriate option.

1. School Shura
2. Education Radio Television
3. Ministry of Education
4. NGOs
Annex. 2. Teachers’ Questionnaire

Assalam u Alaikum, my name is Jannat Gul and I am the student of Master in Education Program. This questionnaire is designed to be answered by 100 teachers in 10 schools of Kabul city center, Afghanistan. This questionnaire is for to explore various causes of absenteeism and the strategies adopted to tackle absenteeism in schools. The questionnaire is not for your evaluation, it has academic purpose only. Since you have a teaching experience and knowledge of various factors that affect your students’ attendance and the strategies that have been adopted at your school level to tackle those problems, thus please respond questions focusing on the school and community you teach in. The data collected through this questionnaire will be used only for statistical purpose in thesis. Your accurate information will help me completing quality research work.

Sex: Male ☐ Female ☐
Age: …………………… years
Ethnicity: Pashto Speaker ☐ Dari Speaker ☐
Education: (Please select one option based on your highest level of education)
Grade 12 ☐ Teacher Training Institute ☐ Bachelor ☐ Master ☐
Islamic education ☐
Teaching Experience…………….. years
Teaching Subject:
Social Science ☐ Language the Holy Quran ☐ Drawing ☐ Writing ☐
Math and Geometry ☐ Dinyat (Islamic) ☐ Others ☐ …………..
Teaching Class: Boys ☐ Girls ☐ Mixed ☐
Teaching Level/Grade: Grade-10 ☐ Grade-11 ☐ Grade-12 ☐
Class Size: ……………………..

Every part of the below questionnaire has short instruction please read the direction and follow accordingly. There are some options for every question in case none of them suits your view please write your view in the (other please specify) option.

Absenteeism: Absenteeism is when a child is absent from class on school session days. It is a persistent, habitual, and unexplained absence from school. A child arrives late, leave early or skip individual classes. In absenteeism, students refuse to go to school and sometimes children remain absent because their parents keep them out of school for their needs and other priorities. A Mahroom is a student who is absent from school for more than the permitted time.

1: What are the main reasons of absenteeism for boys of the school you teach in? Please write down below
............................................................................................................................
.............................................................................................................................
2. What is the main reason of absenteeism for girls of the school you teach in? Please write down below
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................

3. What are the major security concerns in going to School? please select one appropriate answer

1. Fear of bomb blasts
2. Fear of abduction
3. Fear of poisoning at school
4. Fear of acid sprayed in face on the way to school
5. None
6. Don't Know

4. Long distance from house to schools cause absenteeism more in which of the following group? Please select one appropriate answer

1. Girls
2. Boys
3. Students with disabilities
4. None
5. Don't know

5. Which of the harassment types are faced by students on the way to school? Please write down.

-----------------------------------------------------------------------------------

6. Which of the following group stands for causing bullying in the school? Please select one appropriate answer

1. Peers
2. older students
3. Teacher
4. School support staff members
5. None

7. Which of the following major health problems keep your students absent from school? Please select one appropriate answer

1. Fever
2. Typhoid
3. Tuberculosis
4. Digestive system problems
5. Respiratory system problems
6. Mental Problem
7. Other please specify .........................
8. What are the cultural barriers that keep students absent from your school? Please select one appropriate answer

1. Early marriage
2. Forced marriages
3. Reluctance to exposure of girl to outside world
4. Negative perception about girls’ education
5. None

9. What are the major financial factors that keep students absent from your schools? Please select one appropriate answer

1. Parents' unemployment
2. School costs (school uniform and stationary)
3. Family low income
4. Students involvement in earning family livelihood
5. None

10. Absenteeism leads to lower academic performance amongst students

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree

11. Absent students get addicted to substance use

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree

12. Absenteeism cause drop out among students

1. Strongly agree
2. Agree
3. I do not know
4. Disagree
5. Strongly disagree

13. Do you work for improving your students' attendance? 

1. Yes
2. No

14. If yes, how do you do? 

1. Motivation
2. Individually support the absent student
3. Contact parents of absent students
4. Punishment for absenteeism

15. Do you involve families in their children education activities?
1. Yes
2. No

16. If ye, how do you involve families in their children education activities? Please select one appropriate answer

1. Calling parents for meeting in school
2. Sending letters to families
3. Visiting the parents
4. Meet with parents through school Shura
5. Contact by phone

17. Which of the following facilities are available in your school? Please select one appropriate answer

1. Convenient school building
2. Libraries and sufficient learning materials
3. Relevant and interested curriculum
4. Child centred teaching methods
5. Health services
6. Play and Recreation activities
7. Distribution of food stuffs
8. Bullying free environment
9. Clear attendance policies
10. None

18. Who have been providing security to school that you teach in? Please circle the right answer.
1. Government
2. School Shura
3. Community
4. No one

19. Who have been involved in eliminating cultural barriers to education in your community? Please circle the right answer.

1. School Shura
2. Education Radio Television
3. Ministry of Education
4. NGOs
5. Religious Ullemas
6. None
Annex 3

Students attendance record through education year 1392 for ____________________ School
District________________

<table>
<thead>
<tr>
<th>Grade</th>
<th># of students from 1 up to 15 days in a school through the year</th>
<th>Total # of students in a grade level</th>
<th>Total # of students in a class</th>
<th># of students from 16 up to 30 days in a school through the year</th>
<th># Mahroom students in a school through the year</th>
<th># Drop out of students from school due to absenteeism</th>
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<tbody>
<tr>
<td>Grade 10</td>
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<td>5</td>
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<tr>
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<tr>
<td>Grade 12</td>
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<td>3</td>
<td>4</td>
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<td>6</td>
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</tbody>
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Annex 4: Background data of teachers in 10 schools who participated in the survey and responded to the questions

<table>
<thead>
<tr>
<th>School</th>
<th>Grade 12</th>
<th>TTC Graduate</th>
<th>BA</th>
<th>MA</th>
<th>Islamic Education</th>
<th>Total # of teachers answered in each school</th>
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<td>0</td>
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<td>1</td>
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<td>10</td>
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</tr>
<tr>
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<td>3</td>
<td>33</td>
<td>0</td>
<td>9</td>
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</tbody>
</table>
Annex 5: Background data of parents who participated in the survey and responded to the questions

<table>
<thead>
<tr>
<th>School</th>
<th>Lower Primary</th>
<th>Upper Primary</th>
<th>Lower Secondary</th>
<th>Upper Secondary</th>
<th>Isamic Education</th>
<th>Privat Education</th>
<th>Total # of Parents answered in each school</th>
<th>Average monthly family income in each school</th>
</tr>
</thead>
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Total number of parents responded to the questions: 83
1. عوامل بزرگ غیر حاضری پسران شما چی است؟

2. عوامل بزرگ غیر حاضری دختران شما چی است؟

3. عوامل بزرگ غیر حاضری

[ ] ترس از انفجار
[ ] ترس از اختطاف
[ ] ترس از مسمومیت
[ ] فاصله دور از خانه به مکتب که کودک گریه نکند
[ ] هیچکدام
[ ] نمیدانم

4. در جریان رفن به مکتب اطفال شما به کدام نوع ازار و اذیت رو برو میشود؟

[ ] ترس از انفجار
[ ] ترس از اختطاف
[ ] ترس از مسمومیت
[ ] ترس از پاشیدن تیزاب به روی اطفال
[ ] هیچکدام
[ ] نمیدانم

5. کدام یک از ذیل در اثر مسافری از دیگر مناطق باعث غیرحاضری کودکان شما می‌گردد؟

[ ] هیچکدام
[ ] شاگردان کلاس سال مکتب
[ ] معلمان
[ ] ملازمین مکتب (گارد، صفدارکار و غیره)

6. کدام یک از عوامل ذیل به دلیل اجتماعی غیرحضوری اطفال شما می‌گردد؟

[ ] هیچکدام
[ ] مادر
[ ] امراض ناشی از عواید
[ ] تبعیض
[ ] امراض ناشی از مصرف مصرف
[ ] امراض ناشی از تب
[ ] امراض ناشی از مصرف کردن مواد مخدر

7. کدام یک از عوامل ذیل که باعث غیرحاضری اطفال شما می‌گردد؟

[ ] هیچکدام
[ ] مصرف مواد مخدر
[ ] تبعیض
[ ] اختلالات روانی
[ ] مشکلات روانی

8. کدام مشکلات ناشی از مسایل اقتصادی باعث غیرحاضری اطفال شما می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

9. کدام مشکلات ناشی از مسایل عواید باعث غیرحاضری شاگردان شما می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

10. کدام مشکلات ناشی از مسایل عواید باعث غیرحاضری اطفال شما می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

11. غیرحضوری باعث تقلیل سویه اطفال می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

12. شاگردان غیر حاضر به موارد معنادار می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

13. غیرحضوری باعث اخراج شاگردان از مکتب می‌گردد؟

[ ] هیچکدام
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی
[ ] نیازمندی‌های اجتماعی

14. آیا شما اطفال خود را رفتن به مکتب تشویق می‌نمایید؟

[ ] نه
[ ] خیر
[ ] یا
[ ] نمیدانم

15. اگر بخواهید به کدام طریق؟
سلام علیکم! اسم من توتاخیل است و در بخش تعلیم و تربیت محصل ماستری می‌باشم. ای
ن سوال نامه جهت تکمیل تحقیق اینجانب ترتیب گردیده است. برای اینکه مطمئن شویم
من بهترین نتیجه را از تحقیق بگیریم، لطفاً به این سوال‌ها پاسخ بدهید.

۱. عوامل بزرگ غیرحضوری شاگردان تدریس در مکتب شما چی است؟
۲. عوامل بزرگ غیرحضوری شاگردان در مکتب شما چی است؟
۳. عوامل بزرگ امنیتی در مکتب شما چی است؟
۴. عوامل بزرگ امنیتی در مکتب شما چی است؟
۵. کدام یک از ذیل دارای اذیت و آزار شاگردان شما در مکتب هستند؟

ماشین‌ها
دوچنین
شکسته
درجه تحصیل (لطفاً از گزینه‌های داده شده یک گزینه را انتخاب نمایید و تحصیل نهایی خود را معلوم کنید):

۱۶. جهت پدیدار کردن اطلاعیه در مکتب هزینه به مکتب کمک می‌کنیم؟ (صرف برای مادران)
۱۷. چطور یک مادر در رفتن اطفال خویش به مکتب کمک می‌نماید؟ (صرف برای مادران)
۱۸. چطور یک پدر در رفتن اطفال خویش به مکتب کمک می‌نماید؟ (صرف برای پدران)
۱۹. کی در محل شما از مکتب محافظت می‌نماید؟
۲۰. کی در محل شما از بین بردن موانع کلاسی در مکتب و تعلیم تربیتی مهم می‌نماید؟

ضمیمه
دوام
5. کدام یک از عوامل صحی ذیل باعث غیرحاضری شاگردان شما می‌گردد؟ (شما می‌توانید یک گزینه را انتخاب نمایید)

- [ ] ازدواج های قبل ازدواج
- [ ] ازدواج های بعد ازدواج
- [ ] عدم دختران شریان پدیده
- [ ] هیچ یک

8. کدام مشکلات کلتوری در محل شما باعث غیرحاضری دختران می‌گردد؟ (شما می‌توانید یک گزینه را انتخاب نمایید)

- [ ] ازدواج های قبل ازدواج
- [ ] ازدواج های بعد ازدواج
- [ ] عدم دختران شریان پدیده
- [ ] هیچ یک

11. کدام عوامل اقتصادی ذیل باعث غیرحاضری شاگردان شما می‌گردد؟ (شما می‌توانید یک گزینه را انتخاب نمایید)

- [ ] نداشتن کاری و وظیفه والدین
- [ ] مصارف مکتب (قرطاسیه و لباس مکتوب)
- [ ] عوارض ناگفته فامیل
- [ ] مصروف شدن اطفال در کار برای عوارض فامیل
- [ ] هیچکدام

13. آیا شما برای اجرای اخراج شاگردان از مکتب می‌گردد؟

- [ ] کاملا موافق هستم
- [ ] موافق هستم
- [ ] موافق نمی‌باشم
- [ ] هیچ موافق نمی‌باشم
- [ ] نمیدانم

14. شاگردان غیرحاضر به مواد مخدر معتاد می‌گردد؟

- [ ] کاملا موافق هستم
- [ ] موافق هستم
- [ ] موافق نمی‌باشم
- [ ] هیچ موافق نمی‌باشم
- [ ] نمیدانم

17. در محل شما کدام سهولت‌ها موجود است؟ (شما می‌توانید یک گزینه را انتخاب نمایید)

- [ ] خدمات دوستانه برای اطفال
- [ ] کتابخانه
- [ ] نصاب علمی و مباحث
- [ ] مراکز حاضر
- [ ] هیچکدام

18. چه درحل شما از مکتب محروم می‌بردید؟ (شما می‌توانید یک گزینه را انتخاب نمایید)

- [ ] حرکت کوپ
- [ ] مراکز حاضر
- [ ] هیچکدام

19. چه درحل شما از بین بردن موانع کلتوری درمورد تعیین اولویت و ترتیب هیچکدام می‌بردید؟

- [ ] هیچکدام

به سوالات دیگری صفحه ۲ مراجعه نمایید.
ضمیمه سوم: ضوابط حاضری شاگردان در سال ۱۳۹۲

فورمه احصایی شاگردان دوره ثانوی لیسه (۱۳۹۲)

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نتیجه: در کل شماره ۲‌شما جمله تعداد شاگردان از تمام شعبات صنف دهم، پایدار و دوادهم را مطابقت می‌دهید و بعدا به چاپ خواهید بازدید.

ضمنیه چهارم: سویه تحصیلات معلمین در مکاتب سروی شده

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نوت: در کل شماره ۲‌شما جمله تعداد شاگردان از تمام شعبات صنف دهم، پایدار و دوادهم را مطابقت می‌دهید و بعدا به چاپ خواهید بازدید.

های با قیمانده (۹۳ تا ۹) شما یک شعبه صنف ۰۱، ۱۱ و ۲۱ راه انتخاب نمایید و درباره آن یک شعبه معلومات بدهید.
ضمیمه پنجم: معلومات درباره والدین که در سروی سهم گرفته‌اند

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<th>تعلیم از صنف هفتمتا نهم</th>
<th>تعلیم از صنف دهمتا دوازدهم</th>
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جمله تعداد والدین که در سروی سهم گرفته‌اند