

FACTORS INFLUENCING ABSENTEEISM AND ITS EFFECT TOWARDS STUDENT ACADEMIC ACHIEVEMENT AND EMOTIONAL DEVELOPMENT IN PRIMARY SCHOOL STUDENTS

SUKANTHI A/P SUPRAMANIAM

UNIVERSITI PENDIDIKAN SULTAN IDRIS

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STUDENT ACADEMIC ACHIEVEMENT AND EMOTIONAL
DEVELOPMENT IN PRIMARY SCHOOL STUDENTS

SUKANTHI A/P SUPRAMANIAM

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Penyarah
Kementerian Pendidikan
Kampus Pendidikan & Penyelidikan Wawasan
Universiti Pendidikan Sultan Idris
Kampus Sultan Abdul Aziz, Puteri Jaya
34100 Teluk Anson, Perak
Kuala Lumpur
E-mel: hafiz@upsi.edu.my
www.upsi.edu.my



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ABSTRACT

This qualitative research aimed to identify factors influencing absenteeism and its effect towards student academic achievement and emotional development in primary school students. The first objective of this study is to identify the factors influencing truancy. The second objective is to explore the effect of school attendance towards academic achievement and the third objective of this study is to explore students' perception on school attendance and its effect towards their emotional development. The study collected views from 8 students who have been absent from school for more than 40 days per year. Data was collected by using interview, focus group discussion and document analysis. The study found that family relationships and family involvement have played a very critical role in influencing the students' truancy habits. The study also found that absent students ended up in poor academic achievement. Study found emotional development is another important factor that influence absenteeism in school, emotional regulation, and the ability to cope with stress, anxiety and rejection are crucial for students to feel motivated to attend school regularly. Students who struggle with emotional issues such as rejection by the community, depression may be more likely to miss school due to difficulties coping with the demands of the classroom environment. The implication of this study suggested that the collaboration between teachers and parents in monitoring school attendance would ensure consistence in attending school thus improving pupil's academic achievement.





FAKTOR-FAKTOR YANG MEMPENGARUHI MASALAH PONTENG DAN KESANNYA TERHADAP PENCAPAIAN AKADEMIK DAN PERKEMBANGAN EMOSI DI KALANGAN MURID SEKOLAH RENDAH

ABSTRAK

Kajian berbentuk kualitatif ini bertujuan meneroka faktor-faktor yang mempengaruhi masalah ponteng dan kesannya terhadap pencapaian akademik dan perkembangan emosi dalam kalangan murid sekolah rendah. Objektif pertama kajian ini adalah untuk mengenal pasti faktor-faktor yang mempengaruhi ponteng di kalangan murid sekolah rendah. Seterusnya, objektif kedua ialah untuk meneroka kesan kehadiran ke sekolah terhadap pencapaian akademik murid. Akhirnya, objektif yang ketiga ialah untuk mengenalpasti persepsi murid terhadap kehadiran ke sekolah dan juga perkembangan emosi murid. Kajian ini mengumpul pandangan daripada 8 orang pelajar yang tidak hadir ke sekolah lebih daripada 40 hari setahun. Data dikumpul dengan menggunakan temu bual, perbincangan kumpulan berfokus dan analisis dokumen. Kajian mendapati bahawa hubungan atau penglibatan keluarga memainkan peranan yang sangat kritikal dalam mempengaruhi tabiat ponteng murid di sekolah rendah. Kajian juga mendapati murid yang tidak hadir berakhir dengan pencapaian akademik yang sangat lemah. Selain itu, kajian ini juga mendapati pelajar yang tidak hadir mengalami perasaan sunyi, takut dan terhina. Implikasi kajian mencadangkan bahawa kerjasama antara ibu bapa dan pihak sekolah dalam memantau kehadiran murid akan meningkatkan kehadiran murid ke sekolah dan boleh meningkatkan pencapaian akademik murid.





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CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

This chapter discuss about the background of the research problem statement, objective of the research and research question. This chapter also contribute to the significance and conceptual framework for this study.



1.2 Background of the Study

The establishment of the discipline and the dissemination of knowledge is an important subject in school. The effectiveness of teaching and learning in schools affiliated with the perfection of discipline. Students who are successful in life are often associated with those who have a high level of discipline. They are also fundamental to the formation of a disciplined society, capable and harmonious society. According to the Special Committee of the Ministry of Education the discipline is an element that can create a skilled community. The definition not only rules imposed on a group of people, but it is also associated with a





person's actions in placing himself in the community (Marzuki, Mapjabil, & Mohd Zainol, 2014).

Truancy are student disciplinary cases that have occurred for so long in the educational arena. The issue of truancy is not something new as early as 1876, the Elementary Education Act has established procedures to address the problem of truancy in England (Sorrenti, Filippello, Orecchio, & Buzzai, 2016). In Malaysia, the Ministry of Education (MOE) has issued a book, Guide to Troubleshooting Skipping School in 1994 and Circulars Bil. Dealing 6/1995 Skipping School (Ministry of Education, 2004). Sorrenti et al (2016) attributed the activities of truancy with deviant behavior or diversion, which means behavior that, does not meet the social norms of a group of people. So, truancy can be defined as deviant behavior as a student absent from school without a valid reason and without the knowledge of parents or teachers. In this regard, the MOE through its Committee on Education Development Master Plan (PIPP) 2006-2010 to pursue a holistic approach to address the symptoms of discipline through *Kempen Anti Ponteng Sekolah* (MOE, 2005).

In Malaysia, between 1994 and 2003 school truancy among students is among the most dominant offense (MOE, 2004). Truancy is not a new social issue among school students in Malaysia. MOE data shows the number of students who play truant are increasing from year to year. For example, in 1993, the number of students involved in cases of truancy were 32,092 people and 80,937 people in 1997. The majority of high school students who skip school are aged between 14 and 15 years old. In terms of gender, male students more than female students skipping school (Muhammed Sharif & Solar, 2012). MoE Report (2004) stated that the problem of truancy is a key issue in the records of student misconduct. It does not explain the extent to which the student is involved in the truancy problem. An offense may be committed by the same student repeatedly caused the number of cases is increasing. Students who are interested in learning a subject often





lost enthusiasm for learning and so on truancy. The situation will become more serious if teachers are not trying to attract students towards learning (Marzuki, Mapjabil, & Mohd Zainol, 2014). This phenomenon has attracted the attention of the MOE to remind all students to keep records of school attendance because it will cause problems after they leave school.

Truancy among school students is a never-ending issue. Truancy is often associated with the parents, teachers, teacher-student interaction is less dense, the classroom is not conducive, the negative effect and environment as well as the composition of students in a classroom (Yusoff, Sahril, Rasidi, Zaki, Muhamad & Ahmad, 2014). Many blame the teacher when the incidence of truancy among students. According to Yusoff et al (2014), the community, especially the parents began to doubt the integrity of a teacher. Therefore, many among the public, especially parents blame teachers when talking about the issue of truancy. According to Yahaya, Ramli, Hashim, Ibrahim, Kadir, Boon and Rahman, (2010), teachers are among the reasons students skip lessons or play truancy. Under the influence of teachers, respondents describe the teaching methods are boring and ineffective recorded the highest mean value compared to other factors. This finding is consistent with studies Nurizam Mat Saad (2002) found teachers who are not prepared to teach will lead to boredom among students and teachers who are not teaching style makes students less attractive keen to learn and engage in truancy. The never-ending debate on who is to be blamed for student's truancy issues has often created a priority for researches in this area.

There are many school rules and a regulation which has been made to handle the issue of absenteeism. Students will get three warning letters before they are expelled from school. Circular letter BIL.6/1995 (attached in appendix) details the actions of the school and





teachers to overcome the issue of absenteeism. The district education office should ensure schools find solutions to overcome the issue. Schools also should follow the rules of their handbook to overcome absenteeism among school students. Table 1.1 provides a summary of the different time periods of warning letters which will be sent to parents via post before the students are expelled from school.

Table 1.1

Rules of delivering warning letters to parents before students expelled from school.

Warning letter	Time period of sending warning letter upon absences from school without explanation/valid reasons	
	Absence in a row	Absence not in a row
First warning letter	Third day of absence	Tenth day of absence
Second warning letter	7 days after first warning letter	10 days after first warning letter
Third/Last warning letter	7 days after second warning letter	20 days after second warning letter
Expelled from school	14 days after third warning letter	20 days after third warning letter
Total days of absence	31 in a row	60 not in a row

Above table shows warning letters which will send to parents address before the students expelled from school. First warning letter will send to pupils on the third day of absence for those who truant in a row and for those who truant not in a row will get the letter on the tenth day of the absence. Second warning will send to pupils who absence after get second warning letter. For those who not absence in a row will get second warning letter if they still truant to school without explanation or valid reason. Third and last warning letter



will send if pupils truant to school seven days after receive second warning letter. For those who truant to school not in a row, they will receive third warning letter twenty days after receive second warning letter. Pupils will expelled from school if they truant to school 14 days after getting third warning letter. Meanwhile students who truant to school not in a row will expelled from school of they still truant to school twenty days after receive third warning letter.

1.3 Statement of the Problem

This study is crucial in order to evaluate the influences that cause a serious deterioration of discipline among students at the primary school level. The deterioration of discipline among students is increasingly debated by all parties, whether the parents, the teachers, the community and the authorities. It became a national issue that should be addressed immediately by all parties so that future students will not be threatened by the deterioration of discipline. Increased rates of disciplinary problems in schools in Malaysia raises many questions and has caused confusion among the various parties about the real causes of this phenomenon. Violation of discipline can be defined as a case of misconduct against the rules - rules that are set to shape these children become good, responsible and competent. Many types of rules and regulations have been enforced in schools to ensure students attend schools without truancy however there are still high truancy among students. The problem has been on-going for a long time in both rural and urban schools.

The Ministry of Education recently stated that as many as 402 secondary and primary schools in the country are under observation following a disciplinary issue should be given serious attention. Although the number of schools was small compared to the



total number of schools in which is more than 10,000 schools but if educators fail to act soon likely involved in school discipline problems will worsen and spread to other schools. According to Deputy Education Minister Datuk Chong Sin Woon, of the total, 311 schools face disciplinary problems while 91 others received the focus of school tend to have discipline problems. In the meantime, according to statistics, a total of 111.895 students 16.849 95.046 primary school pupils and secondary school students with symptoms found to be involved in school disciplinary cases in 2016 where truancy is a major issue in disciplinary school. Even for bullying alone, a total of 3,448 cases were recorded in 2016 and up to June this year has recorded a total of 872 cases. Obviously, this is quite troubling statistic as a member of society, even the ministry found that the number of students involved with discipline problems is at 2.03 per cent a year since 2012 until 2016(402 schools nationwide have disciplinary issues,2017).



As it is seen in figure 1.1 the problem of truancy is placed at the top position among all the immoral issues in Malaysia's schools. The 1.4% recorded in the statistics represents a sample group from 67,053 students out of half a million students in the country in the year 2017. Truancy was considered as a major threat to primary education in Malaysia. This is relatable to the problems of truancy in the context of primary schools in the district of Kuala Lumpur. Among the 198 of primary schools, the number of truancy-related issues in these primary schools have been on a drastic rise. One of the head teachers in the primary schools in Kuala Lumpur has agreed that at least three out of ten of his pupils play truant with or without realising that it is an offense. This calls for a study to discover the factors influencing truancy among students in primary school as there was no study done the discover the cause of high truancy among students in primary school. There were many studies done on factors influencing truancy in primary school. According to Yahaya et al(2010), truancy often occurs among younger students especially to those who are not able to modify themselves in the school environment. They feel that the school is not interesting as attractions outside such as computer video games, karaoke and





supermarkets are more interesting. This will persist until the cause to stop school and juvenile delinquency may be or become less educated workers in the community. Personally, even bullying is a contributor to truancy at the primary school level.

Moreover, Suhid, Aroff, and Kamal, (2012), claimed that family factor, school climate, peer factor, teachers factor plays an important role in students absent to school without permission. Zahari Ishak and Low Suet Fin (2015), mention that Teachers' personality, environment in school, environment outside school, administration of school, family, students' attitude toward school, teachers' teaching and peers. Zahari Ishak and Low Suet Fin (2015), mention in that family problem, peer group and lack of commitment at school also can indicate to students absenteeism in primary school. Dohho (2015), conclude in his studies that students interest, peer group, punishment at school, illness, students' academic background family problem, lack of facilities in school and house also contribute to the truancy in school. Based on the data above, socio-economic, peer group, teachers students relation, family issues and student interest are the data collected four years ago. Therefore, there is need to address this issue in the current setting of primary school students with up-to-date data that can help enforcers identify the core of the problem.

Next, excessive of unexcused absences by students may result in unlearned lessons from fewer hours of instruction. A disruption of class instruction for teachers who have to administer their remediation for the absent student when he or she returns to school. The student may also feel less integrated in their class and struggle to participate in classroom activities and interactions with peers and teachers, which is harmful to their learning (Korpershoek et al, 2020). This may lead them to feel shy and demotivated while clearing their doubts either with teachers or peers.





Apart from that, absent students may obtain poor result in their academic achievement and suspensions because students are not receiving instruction on a consecutive basis. This shows that student success and student achievement is indirectly correlated to amount of student absences. Chronic absences keep kids from getting the consistent instruction they need to build on basic skills. For kids with learning and thinking differences, there's something else to consider: Frequent absences not only mean less instruction, but also missed opportunities for intervention, reteaching, and enrichment.

But chronic absences may have an even bigger impact on kids with learning and thinking differences. It can be hard enough to master the lessons in school with the support of the teacher or aide. Trying to do it at home can make the work even harder. Plus, each day of learning builds on the previous day. When kids miss a few days in a row, it can be hard to follow subsequent lessons. And when kids are not in school, they're missing opportunities to be identified for intervention and extra supports.

Children who have been absent for a long time may find it hard to fit back in. Friendship groups may have changed. For example, or they may be unable to do the things they used to do, like running around at playtime.' They may feel embarrassed if their peers not accepting them anymore. 'It's vital that schools are aware of the possibility of bullying and stay on guard, 'Sometimes, they're so reluctant to draw attention to themselves that they put up with discomfort or distress rather than asking a teacher for help. Some children, however, are happier with everything out in the open and even like to stand up in front of the class to explain what's been happening. If your child has a specialist nurse or a social worker, they may be happy to visit the class, either with or without your child, to answer their classmates' questions. They may also feel less connected to their classmates and find it hard to get back into school. This may hinder their social and emotional growth. If kids feel like they are not wanted at school, if they're constantly failing, or if they're fearful of their peers, they may try to get out of going to school. This

study also aimed towards gathering useful information that can be used to create solutions to the problems of truancy among primary school learners.



Figure 1.1. 2017 Disciplinary Issues Statistics (image from AstroAwani Online)

1.4 Purpose of the Study

The purpose of the study is to discover the factors influencing truancy and perception of student about truant to schools in primary schools. Truancy is an act that violates school rules and if students were allowed to skip school and it becomes a practice and habit, it can negatively affect the students themselves, their families and schools. Truancy will eventually induce these students to take part in activities that allow a student to lose his or her responsibility. They will be left behind in education and this might lead them towards more dangerous activities related to drugs and violence. The study is proposed to identify and acknowledge the matter at the grassroots level which is at primary schools in the Malaysian context. The study will explore how students view their presence in schools and how these perceptions build towards truancy. The following are the research objectives and research questions which formed the core purpose of the current study.

1.5 Research Objectives

i) To identify factors influencing truancy in an anonymous school in zone Bangsar.

The study's first aim is to discover the elements that contribute to the act of truancy. It is important to discover this in order to build a solid foundation on the idea of truancy at the primary school level.

ii) To explore the effect of school attendance towards academic achievement.

Students' perceptions towards school attendance is often seen as a determiner in ensuring academic achievements. This is because increased attendance to school can be associated with better performance in different academic areas. Therefore, in this study, it is crucial to understand the students' views on this matter to grasp a better understanding of the truancy phenomenon.

iii) To explore students' perceptions on school attendance and its effect towards to their emotional development.

Emotional development will be used as a determiner to see how much not attending school can affect a student emotionally.

1.6 Research Question

The following research questions are used for this research.

1. What are the factors that influencing truancy in primary school?
2. What are the effect of truancy towards academic achievement?
3. What are the students perceptions and its influence towards its emotional development?

1.7 Significance of the Study

The study intended to provide a detailed description on factors which influence truancy in primary schools. Specifically the finding was expected to stimulate further research on other factors influencing truancy; help the educational planners and other stakeholders to be aware of the causes and impacts of truancy in academic premises, useful for other researchers and other studies concerning truancy, provide feedback to the educational planners and other stakeholders on the accuracy, adequacy and authenticity of the progress report submitted by the researcher concerning with causes and impacts of truancy on education level and be useful for other studies linked to school truancy connections.

1.7.1 Significance of the Study to Education Planners

The main issue of truancy is related to the school system which involves the well-being and character development of learners. Education planners and policy developers must create policies that will create a more holistic system that will encompass many elements that are identified as contributors to truancy in school. This study will function as a foundation that will help policy development in Malaysia that will address the various factors that cause students to play truant. The findings of the study will contribute to the development of policies that will structure an education system that is more humanistic in the longer run. The education system which understands the basic needs of students is a sound education system which combines the academic achievements of learners and the development of solid personal characteristics which will produce Malaysians who are more holistic in all aspects.

1.7.2 Significance of the study to Teachers

This study's impact on the education system and policies will eventually create more impact on how teachers teach and how teachers view the education. Teachers need to be trained and educated about the importance of the humanist education system and this study can help structure teacher training programs to address the issues with truancy. This study is a platform for teachers to learn in-depth about the aspects that contribute to the act of truancy among students. These aspects will include factors and causes of truancy. Identification of those aspects will help teachers to devise interventions that will identify and help the students who play truant. This study can be used as a reference to understand why each student plays truant and how the problem can be tackled from research-based perspective. Teachers can also devise lessons and employ a more student-friendly pedagogy which can help teachers bridge the gap between them and their learners. This will indirectly tackle the issue of truancy in a more comprehensive way.

1.8 Theoretical Framework

The analysis and theoretical research completed for this study focuses on two variables and its relationship to student achievement and one of the two variables is school wide student attendance. It's a variable that's usually unnoticed or taken for granted as a stimulating however senseless datum. However, the positive impact of fine school attending on academic accomplishment could also be greater than traditionally thought (Havik, Bru, & Ertesvåg, 2015). Havik, Bru and Ertesvåg(2015) cited attending united of the educational performance variables. Along with school and faculty grade point average, attending was considered important for adjustive functioning within the psychological feature and activity realms. According to Kok and Low,(2017), student absences from

school go beyond personal ill health or death within the family. weather, vacations, and contemporaries pressure excuses result daily attending averages and student accomplishment to a bigger degree than diseases and family deaths.

In the United Kingdom, it absolutely was noted that school attending was one among the foremost important factors related to progress toward acquirement for students in British schools (Kaiser & Schulze,2015). Swansea,(2010) notes that student accomplishment is affected during a negative approach by absence. One study of African-American males concluded that of the student's who are truant from elementary and high school, 75 percent failed to graduate (Kaiser & Schulze,2015). Poor attending averages in school buildings was firm to be one among the factors resulting in student check scores abundant below classmates (Swansea,2010). Coutts (1998) suggests student attending ought to be charted and monitored weekly, since high attending rates are indicators of effective schools. The other variable in the current study would be emotional intelligence which will be used as an element to determine the factors that cause absenteeism among students. A single theory known as the Rational Emotive Behavior theory has been identified to suit the current study in which academic achievements and emotions become variables (Ellis,2010).

According to Gerald Corey in his book "Theory and Practice of Counselling and Psychotherapy"(Corey & Ipad,2012), rational emotive behaviour therapy is to focus on the problem-solving aspect to think, judge, decided, without a more directive dealing with the dimensions of the mind rather than the dimensions of feeling. Also, according to WS Winkel in his book "Guidance and Counselling in the Educational Institution"(Winkel & Hastuti,2010) is the counselling approach that emphasizes togetherness and interaction between thinking with common sense, feeling and behaving, and emphasizes the profound changes in ways of thinking and feeling that result in changes in mood and behaviour. The

basic concepts of rational emotive therapy follow a pattern that is based on the theory of ABC, that is;

- A = Activating Experience (active experience) Is a condition based on the facts of events, or behaviors experienced by individuals'
- B = Belief System (How people look at something). View and appreciation of the individual against A.
- C = Consequence Emotional (emotional consequences). As a result of emotional or individual reaction positive or negative.

Another theory which plays a significant role in the current study is humanism. Theory of Humanism believes internal power possessed by human beings to be nurtured towards positive values (Aloni, 2011). The behavior of teenagers or students with good school can be nurtured if parents can inculcate positive values within the family itself. Values such as compassion, mutual help, honest, and all the good should be considered by parents. At school, teachers need to be prepared to give good input as highlighting good examples and provide teaching and learning environment that can stimulate the interest of students to come to school. The government also needs to provide infrastructure services as a perfect place to learn with basic amenities such as buildings, classrooms, and school environment is conducive. If all three of these elements, namely parents, schools and the government can move in tandem to provide a positive stimulus to students, it is possible that the positive internal power can be fostered by a student and can form good behaviour among students.

This approach sees human beings with an inner power that will have an impact on the individual and the individual's potential to make a great and contribute to society. The



approach advocated by Carl Rogers and Abraham Maslow. Carl Rogers said that there is potential within the individual will produce self-esteem and foster potential. He also stated that if a person receives a positive stimulus unplanned (unconditional positive regard), he will treat others well even if they disagreed with him. This positive potential if supported by an enabling environment and can provide stimuli, their potential will continue to grow. This will produce individuals who have high self-esteem. If we have low self-esteem, it also affects the way we relate to others. It affects our relationships in society. This means that if the environment in the school as teachers, peers and school environment can give a positive stimulus to the students, then it will help the achievement of high self-esteem among students. Teachers should create a learning environment that is conducive to the achievement of high self-esteem. If this is achieved, the students will form a good personal and so will behave as required by the school. The reverse happens if the external environment provides a positive stimulus that has been set (conditional positive regard) will produce individuals who have low self-esteem. The fact is that what is happening today with the occurrence of many discipline problems is that students have low self-esteem. In effect, they are not of interest to study their causes often skipping class or school, do vandalism, against teachers, fighting and so on. The role of governments is also important in providing a good learning environment such as classrooms, teachers, educational equipment and facilities are adequate and comfortable for the teaching and learning process can proceed smoothly. This will give a good boost to the students. This is an important part of the current study because this theory defines the holistic view of how students perceive school attendance, why they should attend school and why they choose not to attend. It gives a greater overview of the issue at hand.



1.9 Conceptual Framework of the Study

According to Ravitch and Riggan,(2016) a conceptual framework is a set of broad ideas and principles taken from relevant field on enquiry and used to structure a subsequent presentation. A conceptual framework in a research helps to develop awareness and understanding of the concept of research. It also assists in the formulation of the research design and giving a broad scope to think about a research. Figure 1.2 shows the conceptual framework structured to suit the current study. The framework combines the essential theories and related variables under one comprehensive framework. It is also a reflection from the Rational Emotive Behavior theory by Ellis(2010). Student absence might have an effect on all components of an education system. World Health Organization agrees that students can be impacted academically if chronically absent or truant which will cause them to fall behind, resulting in poor grades which also associates to a degree of multiplied risk of dropping out. Siziya, Muula, and Rudatsikira,(2007), state that risk of truancy is connected to negative self-perceptions or low vanity, low aspirations, being bored or alienated by friends, and following alternatives like taking jobs or helping families. This forms the core of the framework in which the researcher has set academic achievements as one of the variables or predictors in the issue.

This study looks at how the acts of truancy can influence emotional development among students. Attitude formed through negative emotions is one of the main factors that cause students to get involved with school truancy. Through the research findings of previous researches (Virtanen, Lerkkanen, Poikkeus, & Kuorelahti,2014; Macfarlane,2017; Weeks,2012; Shah, Abdullah, Aizuddin, & Rohaizat,2012) that have been made and have been exhibited show that emotional development is greatly affected when students play truant because of their misconceptions towards school attendance. Students who are truant are from those who have a negative attitude towards school and education. The

current study views this as a significant contributor to truancy and as the framework suggests in figure 1.1, the impact on emotional development based on the student's perception towards school attendance is one of the key variables in the study. Students with negative emotions are not motivated to learn because they think learning is not important and they would rather sleep than wake up early in the morning to go to school or study. The occurrence of truancy among school children can bring about the change in mood to try something they've never done regardless of whether good or bad effects such actions. According to reports from teachers and counsellors, students skipping is made up of those who have a bad personality and what they are doing is unacceptable. The findings also showed that students will not attend school if homework assigned by teachers cannot be completed. This shows they were not interested to continue their education.

The independent variables in the study contribute to the determining factors of truancy. The factors of truancy are the depending variables in the current study. Firstly, the students' perceptions towards attendance is viewed from two different angles; one being students' thoughts behind attendance and how it impacts their academic achievement. This has been thoroughly explained in the literature review whereby students' view school attendance as crucial to ensure academic achievement. If students do not see academic achievement as determiners, then attending school would not be considered as crucial. On the other hand, students view attendance as a factor that impacts their emotional development. Attendance to school can cause severe effects on the emotional development of an individual and these developments can either encourage or discourage them to attend schools. Therefore, these two independent variables contribute to the emerging factors that cause truancy.

The researcher in the current study defines the contributing factors of truancy among students as perceptions they have towards attendance that can affect their academic achievements and emotions. However, within those factors, the researcher

visualizes four main categories as core contributors that can influence the students' perceptions towards attending school and later causing truancy which impacts academic achievement and emotional development. The factors are family background which includes the involvement of parents and parental roles in ensuring children perceive school attendance positively (Weeks,2012). These family factors include the presence of parents too since there are students who may be raised by single parents. Socioeconomic factors on the other hand encompass the financial capabilities of families of students, parents career options and their education levels. This aspect also views the students livelihood and how the surrounding environment at home plays its roles in creating these perceptions.

The current study also views education as a primary contributor to the perceptions among students regarding school attendance. Siziya, Muula, and Rudatsikira,(2007) believe that education and the students' perceptions towards education as a whole can contribute to how the student views attendance to school and how it can implicate their academic achievement and emotional development. In the current study, this factor plays an inclusive role because education is the underlying foundation that is both a factor and the after-effect in the case of truancy

This study also looks at learning preferences as one of the contributors to the perception's students have towards school attendance. Ellis (2010) mentioned that the biggest impact towards a learner is caused by the compatibility in lesson. A student that learns best through audio and visual cannot learn through the mere usage of textbooks. The incompatibility in lessons in schools can be a major aspect in influencing students to play truant.

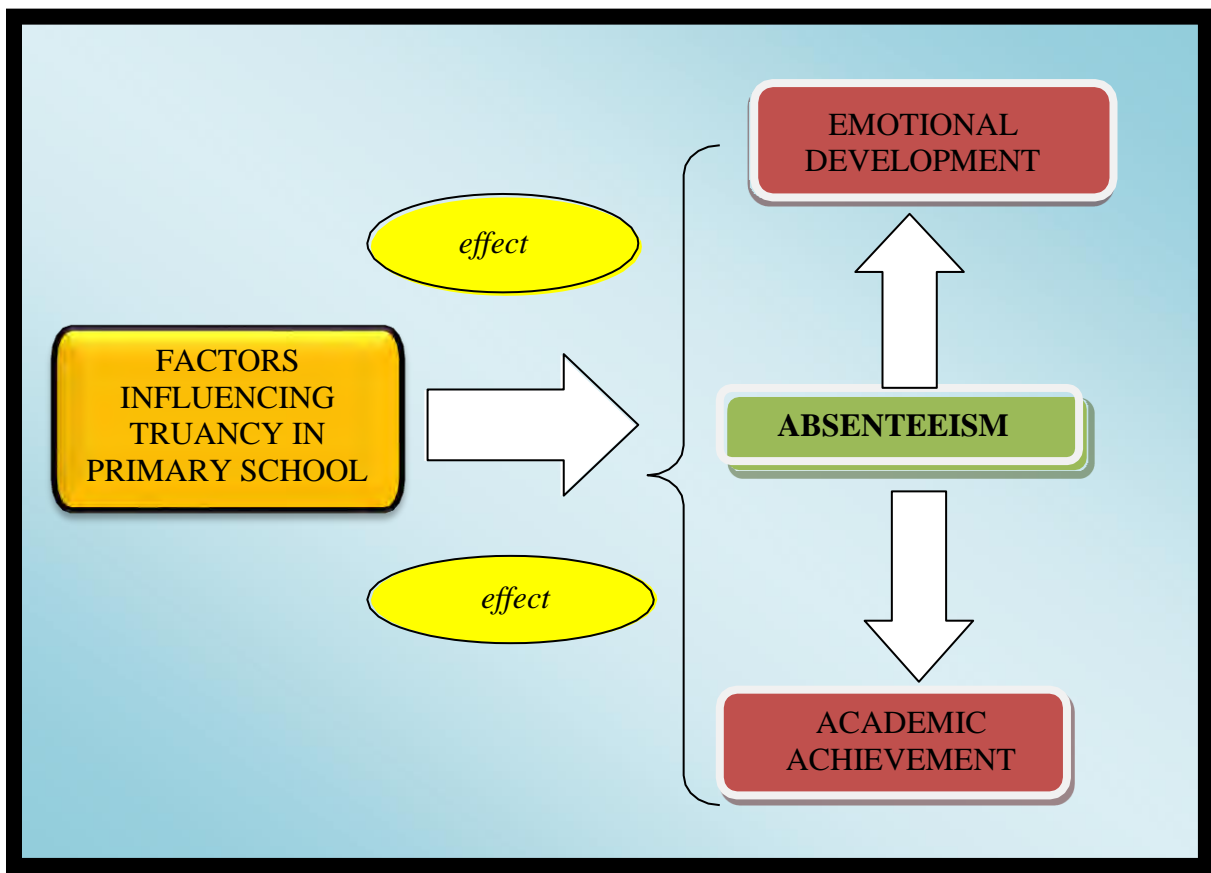


Figure 1.2. Conceptual Framework

1.10 Limitations of the Study

One notable limitation of the study is the use of interviews as a data collection method which can cause serious implications of the data in the analysis stage. The interview in the current study involves students as interviewees and it must be noted that students' responses in semi-structured interviews can be influenced by several factors. Yilmaz(2013) mentioned that data collection procedures need to represent a form of conformity as it is the pillar of any research and when there are loopholes within the data collection methods, the data collected can be heavily compromised. The interview responses from the students may result in the lack of validity in the data because students' responses can be a result of various emotional changes that may occur during the interview. This limitation is also related to the fact that the researchers may not obtain full cooperation from all the

participants throughout the process of data collection. Since, the interview involves students and the researcher as an adult, students might feel reserved about giving their opinions to an unfamiliar adult.

1.11 Definition of Terms

Truancy means absenteeism and non-attendance. For this study, the term of 'truancy' means pupil from primary school who stays away from school without leave or explanation.

School attendance means a measure of the number of students who presence at school. For this study, researcher use data of school attendance of primary school pupils who not attend to school without any explanation.

Academic achievement means the progress made towards the goal of acquiring education skills, material, and knowledge, usually spanning a variety of disciplines. In this study, academic achievement means grade of primary school pupils achieve at the end of their examination.

Emotion is feeling such as love, happiness, fear, anger, or hatred which can be caused by situation. In this study, emotions of pupil who truant to school effected a lot due to reaction of teachers and friends.

1.12 Organization of the Study

The thesis is divided into five chapters. Chapter one has the background of the study, statement of the problem, research purpose, research objective and a conceptual framework. In chapter one, the foundation of the proposed study is laid and the effort to convince readers to understand and accept the researcher's purpose, aim and claim is asserted in the first chapter. The theoretical framework and conceptual framework are both briefly discussed as a prelude to the literature review in the next chapter. Chapter two consist of review of related literature. The review will comprise of several past researches which have lent information and knowledge to the researcher in this research. The literature review will also be a comprehensive summarization of researches that are bound to the same premise. Chapter three will discuss the research methodology; arguments of adopting largely qualitative approach, data collection methods and data analysis procedures. It will be an attempt to convince the reader to grasp the reasons behind the researcher's choice to employ a certain type of methodology. Chapter four consist of data presentation, analysis and discussion. Chapter five has the summary of the study, conclusion, and recommendations.