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## FACTORS AND CONDITIONS WHICH CAUSE SCHOOL ABSENTEEISM

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### *Abstract:*

*Education is an important part of social life, being a state institute and included in state budgets, and the school - the main institution through which society perpetuates its existence. Today, from school we all expect everything: essential knowledge, attitudes, values, finding a vocation, a profession training, personality shaping and creating ideals. But, due to many causes, today school do not always satisfy contemporary society's expectations about its role.*

*In this case, formal education space becomes part of a context which exacerbates the act of school inadaptability, and the goal to prepare young people for life turns into breaking their life. In addition, the educational institution is designed in contemporary society as the core of crime prevention.*

*In recent decades, school inadaptability was the transition time from the small and individual problem hypostasis to a problem concerning masses.*

*There is a inadaptability of students to adapt to school demandings. But does the school is capable to self adapt to developments of the society?*

**Keywords: absenteeism, school deviance, school environment.**

This paper regards absenteeism in IX and X grades, its relations to other forms of school deviance, the influence of the main factors in the roots of school deviance (family, school, family-school relation, school group, the student's environment, the student's personality) on himself, and preventive measures / actions to be taken in this regard. School as an institution promotes assimilation roles and social statuses, communication and assimilation of scientific, technological and cultural legacy. Through the contribution of school education, children are developing informational-cognitive structures, his abilities

and also the emotional side, in the phrase of Jean Piaget, is behavior's energy. Affective and cognitive dimension are inseparable, they are expressed in human conduct.

"The school relationship has the main role in socialization achieving process and the [...] teacher-student relation is preprogrammed, objectives and goals are set at higher level" (M. Golu, 1993, Dynamic personality).

Stated objectives are:

1. Analyzing students' attitude towards school and the teachers;

2. Determining factors and conditions that favor the emergence of school absenteeism; Assuming that if school regulations concerning absences provisions are not applied unexcused absences not generating visible reaction from the school authorities, the absenteeism rate increases. Group of research has been made from a batch of 98 students:

- a) Age: 16-19 years old
- b) Gender:
  - Female: 15 students (15,3%)
  - Male: 83 students ( 84,7% )
- c) Types of families from which students came from:
  - Organized families : 64 students ( 65% )
  - Dysfunctional families: 34 students ( 35% )
- d) Socio-cultural level of the parents:
  - higher education: 11 ( 11% )
  - secondary education: 56 ( 57% )
  - secondary stage: 29 ( 30% )
  - primary stage: 2 ( 2% )

From the collected data were calculated unexcused absences for each student. Grouping unexcused absences of each student in every group was choosing the limit reporting number 20. This choice is based on the fact that according to the rules of organization and functioning of school education, Article 125 (1), a total of 20 unexcused absences shall be „awarded” with the expulsion notice.

Comparing the graphs of absolute frequencies (number of students) in semester I and II (Fig.1, Fig.2, Fig.3, Fig.4) is observed an increase in the number of students with high absenteeism, in the second semester compared to the first semester. Cause may be tolerance of the school system on absenteeism and parents lack of control on students, their contact with the school is becoming less.

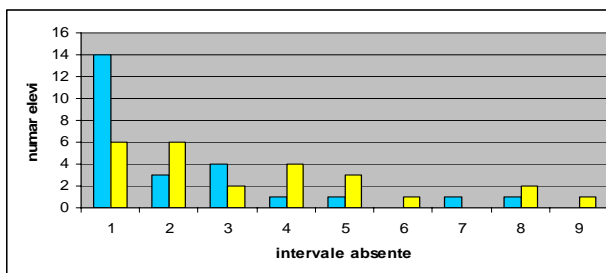


Fig.1 Graphical comparison of absolute frequencies (number of students)

■ Număr elevi –sem. I  
 ■ Număr elevi –sem. II

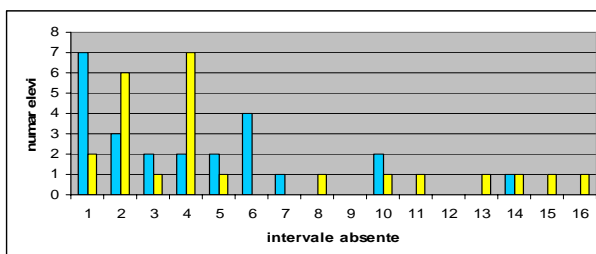


Fig. 2 Graphical comparison of absolute frequencies (number of students)

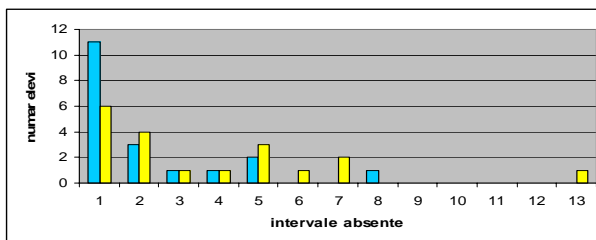


Fig. 3 Graphical comparison of absolute frequencies (number of students)

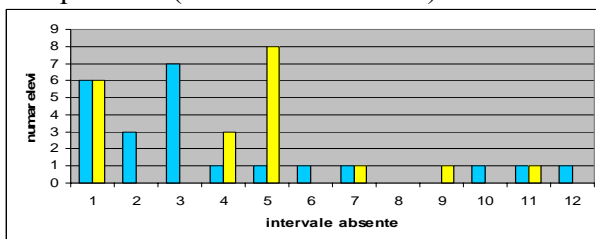


Fig. 4 Graphical comparison of absolute frequencies (number of students)



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Students with the highest absenteeism are in classes where class teachers:

- Not applying school regulation provisions relating to absences without leave (Art. 131 from Regulation of organization and functioning of pre-school organizations): the higher the number of unexcused absences for less a point to good behaviour with the number of students with high absenteeism increases in the next semester and next year also;
- Not maintain a direct and permanent contact with student's parents (through parents meetings, telephone etc.); in this case we can observe an increase in absenteeism since the first semester of ninth grade because of a lack of control parents on student performance;

Following the conclusions we come, to the class level, with the next recommendations:

- compliance with school regulations by grade teacher through lowering the behavior qualification if they reach the number of maximum absences forecast by regulation;

- maintaining contact between teacher / teachers, with parents through parent meetings, home visits or by telephone;
- continuity of class teacher during at least one cycle of education;
- meetings on various topics, in master classes, with representatives of the police;

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