

## **Understanding Student Absenteeism: A Quantitative Study**

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### **Abstract**

*The study aims to identify the reasons behind students' absenteeism behaviour in the selected schools of Al-Ain state of UAE. For the said purpose, the problem was identified based on the government reports, and a detailed literature review was conducted which helped in the identification of causes behind students' absenteeism behaviour, in general and specifically in UAE region. Taking the underpinning support of social learning theory, the framework was developed. The data was collected using a structured questionnaire, from 202 respondents. After ensuring the validity and reliability of the instrument and the data, structural equation modelling was applied. The findings confirmed that school environment, school motivational factors, and school interventional factors have a significant relationship with student absenteeism. The study recommended that School mechanisms need to be enhanced and the student motivational factors should be introduced in the schools to improve the attendance level or to decrease the absenteeism behaviour among the students. The study ended up with conclusions and limitation, for the future researchers and policy makers.*

**Keywords:** *Student Absenteeism, School environment, School motivational factors, School interventional factors.*

### **Introduction**

In the past century, educational research has suggested several broader indicators of students' behavior, such as school climate, student engagement, and student well-being, which are also linked to their educational attainment, academic performance, and the risk of dropping out of school. In recent years, student absenteeism gained prominent attention as the primary indicator of student performance (Gase, DeFosset, Perry, & Kuo, 2016). The Ministry of Education in the United Arab Emirates (UAE) stresses that the UAE's vision for the future relies on parents and students who take education seriously and thus attend schools regularly (Mohammed, 2017). The Ministry of Education prescribed 189 working days of school, where students cannot be absent for more than 21 days per year (Francis, 2019).

Most private schools adhere to the rules, but attendance policies vary across schools in Abu Dhabi (Carroll, 2014). The student's absence from school becomes a massive problem when it becomes chronic. Chronic absence is defined as a case where students miss 10% of school-working days over the entire school year for any reason, including excused or unexcused absences and suspensions. The phenomenon of absenteeism among students seems to be rampant in the UAE. Emirati school administrations have asked the Ministry

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of Education, students, and policymakers to urgently solve the problem as 50% of the students are reported absent from school before and after holidays.

Balkis, Arslan, and Duru (2015) conducted studies in the USA, where they highlighted the importance of school attendance and how absenteeism and high school dropout affect students' performance and academic achievement. The authors stressed that truancy or school absenteeism is the first step in a lifetime of problems for students; therefore, it is a severe issue for students, parents, and policymakers. The UAE also suffers from chronic student absences and truancy (Almazroui, 2023). Truancy is a term used to define students' lack from school without a real reason, hence, an unexcused absence (Strategies for Youth, 2019). According to comprehensive research done by Shaikh Saud bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah (Ridge, Farah, & Shami, 2013), the dropout patterns of male students were highly high in secondary education (students between the 10th to 12th grade). This is due to poor academic performance, exceeding acceptable retention levels, exceeding the number of absences, lack of motivation, disengagement, and other contributing personal reasons.

According to Faour (2012) report, Dubai indicates a more positive school climate due to the high quality of student services, the high salary scale provided to the school staff and teachers, impressive facilities, and an established learning support system, especially in its international private schools. These private schools in Dubai accounted for 65% of the TIMSS' eighth-grade sample. In terms of the school climate, Dubai, compared to other Arab countries, pays better teacher wages and has private schools that follow international standards more closely, which makes its school's overall climate comparatively better.

On the other hand, the class climate in Dubai schools showed negative results due to absence of students from school, not because they are sick, but because of the teachers' traditional approach to teaching, lack of interest in the topics taught, family obligations, or the general inability to understand the subjects of the curriculum because of lack of knowledge (Asif, Asad, Kashif, & Haq, 2021). The adverse classroom climate leads to a decrease in the attendance rate in the classroom, which reduces the learning time. It disrupts the continuity of learning, affecting student achievement in Dubai and other Arab regions (Faour, 2012).

According to the report, most schools in the GCC do not provide quality education to 8th-grade children, and teachers do not do their job effectively, which involves students' grades or innovative activities (Khan A. A., Asad, Khan, Asif, & Aftab, 2021; Majali, Alkaraki, Asad, Aladwan, & Aledeinat, 2022). In addition, many teachers ask parents to help their children with projects, homework, and exam preparation, which forces parents to hire private tutors to help them instead. While wealthy and upper-class parents can hire private tutors to help their children, many middle and lower-class parents in the GCC countries cannot afford private tutors due to their high costs, which means they are only able to help their children themselves and resort to accepting their poor performance in classes (Faour, 2012). Faour (2012) report also claimed that although there is an evident relationship between student absenteeism and negative student achievement in Gulf countries, these countries do not consider it a serious problem, resulting in students feeling the same way (Allam & Ahmad, 2013). The lack of research on student absenteeism in secondary grades and the lack of research that focused specifically on school absenteeism and its causes in Al Ain city schools necessitates the need to conduct research that investigates the cause of students' chronic absence in secondary school.

Given the lack of data in this area, more research is needed to examine trends in student absenteeism in secondary schools, the reasons behind it, the factors affecting student absenteeism in secondary grades, and how student absenteeism can be reduced, if not eliminated entirely. Therefore, this research proposes to bridge this gap by examining the trend of the absence of secondary school students in Al Ain schools and analysing how

absent students can be motivated to go to school regularly and focused primarily over the school related factors.

## Literature Review

The main reasons students drop out from school are poor academic achievement, non-engagement of students in school either academically or socially like not doing homework, participating in sports or extracurricular activities, misbehavior at school, substance abuse outside school, and high school absenteeism (Almazroui, 2023). This factor, high absenteeism, is a high indicator of dropout because students are lagging the educational process and becoming less able to cope with current school activities (Fadhel, Aljalahma, Almuhanadi, Asad, & Sheikh, 2022). Other institutional reasons include lack of social support from family, low access to economic opportunity (Almansour, Asad, & Shahzad, 2016), changes in the structure of the family (Zahra, Majeed, Mahmood, & Asad, 2012), living in an extreme poverty community (Alkhuzaie & Asad, 2018) without any positive role models or limited access to community resources and health issues of students also results in high absenteeism eventually leading to dropout.

### School Environment

The issue of absenteeism from school among secondary high school students is a crucial one that calls for direct concern of authorities and parents involved. Not only does it affect the results of students' performance and slows down the nation's goal in educational attainment and economic progress only, but it also leads to financial losses to the country. Garry's (1996) research report indicated that quality education is essential for individuals to thrive and become productive citizens, and it entails a public good which is linked with the school environment.

On the other hand, students dropping out of school or chronic absences from school's lead to a wastage of precious and limited government resources on education and therefore, increases expenditure on public welfare benefits (Allam, Asad, Ali, & Ali, 2021). Thus, students graduating from high schools with good attendance history will lead to private gains and entail public benefits. This study of Garry (1996) highlighted the economic gains and losses for the government and the individual concerning students' attendance and dropout from high schools. There is no such study in the city of Al Ain that investigates the benefit of students' attendance in secondary schools and why their attendance is an important concern.

Hunt and Hopko (2009) stated that school absenteeism or truancy is a considerable issue among adolescents for assorted reasons and argued that historical emphasis is on studying the prevalence of truancy and its causes in urban regions. Therefore, their study was focused on examining the truancy problem in rural areas of the Appalachian Mountains in North America. Their study found that high school truancy is significantly associated with increased depression, poor school performance, less educated mothers, social problems, less structured home environment, decreased participation in school sports, and higher grades. From the above discussion it is obvious that majority of the studies conducted over school environment are based on USA or Europe but there is scarcity of knowledge in the context of Arab world Especially UAE. Therefore, to address the gap following hypothesis is proposed:

H1: School environment significantly influences student Absenteeism behavior.

### School Motivation Factors

Alshareef, Hussein, Al Faisal, Sawaf, Wasfy, Albehandy and Altheeb, (2015) conducted a study on the time and place of physical violence among adolescents in Dubai and its impact on their education and life. The study involved 1054 students selected randomly from secondary and preparatory private and public schools of Dubai. The study found that most

physical violence, 85% happens at school, and 15% happens on the way to school. The study results showed that 77.5% of victims are beaten by their fellow students, and over 22.5% of victims were beaten more than three times over four weeks. The main impact of physical violence among adolescents is school absenteeism, as they feel unsafe going to school.

Likewise, Allam and Malik (2020) stressed that children and teens often spend hours unsupervised by an adult after school. Hence, unsupervised teens are much more likely to get involved in physical violence, substance abuse, drop out of school and engage in delinquent behavior. Therefore, there is an urgent need for a comprehensive anti-violence program or interventions that include violent children, victims, school staff, school social workers, and the community. This study result is relevant to the current study because it involved secondary grade students and found that physical violence, which is against the school motivation, among the secondary grades is high and takes place mostly in school or on the way to school and mostly by peers, which negatively impacts their school attendance (Allam & Malik, 2020). However, the study was conducted in Kingdom of Saudi Arabia and the authors suggested to conduct the similar studies in other gulf countries. Therefore, the second hypothesis is proposed as follows:

H2: School motivational factors significantly influence student absenteeism behavior.

#### School Interventional Programs

Allam and Ahmad (2013) studied the relationship between the frequency of school absenteeism and genetic and environmental factors. They examined the influence of genetic factors and shared and non-shared school interventional factors on variation of truancy in high schools. Their research study found a higher prevalence of truancy among males, 38%, compared to 29% among females, and prevalence increases with age. Their study concluded that genetics and environmental factors influence the frequency of truancy; 45% of the variance in truancy can be explained by genetic factors, whereas 55% by environmental influences. This study showed that school interventional factors are more responsible for truancy among high school students.

The study of Hunt and Hopko (2009) is particularly important for this research as it highlights the significant causes of truancy in rural areas. It identified the community factors that can be addressed through systematic prevention programs targeting secondary school students at risk of truancy and dropouts. There is no similar study in the context of Al Ain, so conducting such a study would not only identify the causes of school absence but also help in addressing these causes.

Ocak, Ocak, and Baysal (2017) conducted a research study on the causes of absenteeism among high school students in Turkey. Their study indicated that Turkey has compulsory education laws and stressed that students should attend schools regularly. While school attendance in public schools is not specifically addressed in this study, it remains an issue in public schools of Turkey and a policy concern. Thus, the school interventional programs to control absenteeism is a major concern which cannot be ignored. Such studies are lacking in the GC region which is trying to gain excellence in every field.

H3: School interventional programs have a significant influence over student Absenteeism behavior.

#### Underpinning Theory

School absenteeism among students can be explained and addressed through social learning theory. This theory was hypothesized by Albert Bandura (1971) who proposed that the learning process happens by observing, imitating, and modeling. Individuals can acquire new behaviors by observing and imitating others or through direct experience. Bandura (1982) believed that humans actively process information and think about the relationship between behavior and its consequences. Their immediate consequences unconsciously and

automatically strengthen the responses (Amir & Asad, 2018). Thus, reinforcement in social learning theory primarily serves as motivational and informational functions and has response strengthening capabilities. It means that people perform actions during the learning course and observe the different consequences associated with other actions.

This provides them with informative feedback. Reinforcement also serves as a motivational function as human behavior, according to Bandura (1971) is not controlled by immediate external reinforcement but is influenced by prior experiences, as from past experiences learn to expect outcomes they value from their certain actions while others have no appreciable effects. Hence, individuals' actions are regulated by anticipated consequences to a considerable extent. This theory posits that human behavior can be regulated by making it clear of its consequences and reinforcement through rewards and punishment that follow certain behavior.

Bandura (1989) added more to the behaviorist learning theories of operant conditioning and classical conditioning, such as individuals learning behavior from their environment through observational learning and mediating processes between stimuli and responses. Through his Bobo doll experiment, Bandura (1991) illustrated how children observe people's behavior around them and learn from it. They get influenced by parents, characters they watch on TV or any other media, or from friends or siblings and teachers. They provide them with examples of behavior to observe and imitate, pro or anti-social, masculine, or feminine (Asad, Haider, & Fatima, 2018). Their imitation of behavior is reinforced through internal and external reinforcement or positive or negative reinforcement.

For example, if the younger sibling observes that the elder sibling is getting punished for missing school, he might not want to repeat such behavior fearing similar consequences (McLeod, 2016).

McLeod (2016) stated that children's response to the imitation of the behavior depends on punishment or reinforcement. If a child imitates the behavior of his model and the consequences are rewarding, it is more likely that he will continue to perform the behavior.

Bandura Ross and Ross (1961) proposed four mediational processes that affect an individual's decision to imitate a behavior or not. First is attention which is to the extent individual is exposed to or notices the behavior. For an individual to imitate behavior, it must grab his attention as an individual observes many behaviors daily, some of which are not noteworthy. The second is retention, which indicates how well the behavior is maintained. Individuals notice many behaviors but may not remember everything that prevents imitation. Therefore, it is important to mimic the behavior for the individual to remember what they have observed. The third is reproduction which is the ability to perform the behavior by the individual whose model performs it. Not all behavior can be imitated due to physical ability or any other reason. This also influences the decision to try and imitate a behavior or not.

The last is motivation which will imitate behavior. The observer would consider the rewards and punishment of behavior, and if he thinks rewards outweigh the costs of behavior, then he is more likely to imitate the behavior. If not, the individual would not imitate the behavior. All these four mediating processes can be manipulated to reinforce a behavior that can be especially useful in motivating absent students to change their behavior (Khan S. N., Asad, Fatima, Anjum, & Akhtar, 2020). This theory would help identify how external environmental factors such as school factors or family factors influence student attendance at school. Furthermore, this theory can also help in developing measures that can motivate students to attend school regularly.

This theory is not only useful in this research to explain how truant students learn truant behavior but can also be used to change their behavior by motivating them with positive or negative reinforcement to attend schools regularly. McLeod (2016) stated that social learning theory is also criticized because it does not fully explain learning. All behavior,

particularly in cases where there is no role model in the individual's life whose behavior, he can imitate but still learning happens (Asad, Asif, Bakar, & Altaf, 2021). Despite these criticisms, social learning theory is widely used to understand aggressive behavior and modifications of behavior, particularly through media. Thus, the social learning theory would be useful in this research for understanding how various environmental factors influence students' behavior and attitude, that is, their attitude towards school, education, and attendance.

## Methodology

The purpose of this research is to identify factors causing truancy among secondary school students in Al Ain city and examine various strategies, programs, and academic measures that can be used to motivate truant students to attend schools regularly. The city of Al Ain was chosen as a subject of this thesis because preliminary research and data indicated that although chronic school absenteeism was considerably higher than surrounding cities, there seemed to be a lack of existing data about the matter. The study's implications are policy and school reforms that can be undertaken to address the issue of truancy in secondary schools in Al Ain city. Considering the population using the sample size formula 201 respondents were finally included in the research. The data has been collected using 5 points Likert Scale (Asad, 2020; Asad & Kashif, 2021; Asad, Asif, Khan, Allam, & Satar, 2022; Ali et al., 2020; Azman et al., 2020; Halim et al., 2020; Singh et al., 2019) and the questionnaires were adopted from the prior studies because constructing a new questionnaire might be unreliable yet like prior studies the reliability of the instrument was checked. The analysis has been made using Smart PLS 3 to run the structural model as it is mostly used by the researchers where primary study must be conducted (Asad, Asif, Bakar, & Sheikh, 2021; Asif, Asad, Bhutta, & Khan, 2021; Asad, et al., 2021; Rashid et al., 2020; Islam et al., 2019; Azman et al., 2021; Ali et al., 2020).

### Analysis

Firstly, the individual item loadings are assessed to distinguish any errors with any item and to establish convergence validity. All of the indicators were loaded upon their respective range values from less bound 0.708 whereas, the greater bound is 0.924. The results of all the item loadings of the variables are shown in table 4.9.

Table 1 Outer Loadings

Items	Absenteeism Behaviour	School Environment	School Interventional Programs	School Motivational Factors
SMF1				0.709
SMF 2				0.808
SMF 3				0.807
SMF 4				0.782
SMF 5				0.783
SMF 6				0.747
SE 1		0.777		
SE 2		0.890		
SE 3		0.824		
SE 4		0.805		
SE 5		0.849		
AB1	8.817			
AB 2	0.787			
AB 3	0.757			
AB 4	0.759			
AB 5	0.745			
AB 6	0.823			
AB 7	0.812			
AB 8	0.790			
SIP1			0.886	

SIP 2	0.708
SIP 3	0.850
SIP 4	0.924
SIP 5	0.831
SIP 6	0.756
SIP 7	0.878
SIP 8	0.763

After all the results of item loadings mentioned in table 1 which shows that all the item loadings greater than 0.7 have been maintained in this model which demonstrates that only a few numbers of items have been left even after the elimination of items that had loading values less than 0.7.

Afterwards, Cronbach's Alpha was used to analyse the reliability of Absenteeism Behaviour, School Environment, School Interventional programs, and School Motivational Programs were examined. The findings of all the variables are shown in table 4.10.

Table 2 Cronbach's Alpha

Constructs	Cronbach's Alpha
Absenteeism Behaviour	0.923
School Environment	0.869
School Interventional Programs	0.944
School Motivational Factors	0.852

After all the findings in table 2 for all the variables in Cronbach's Alpha are Absenteeism Behaviour, School Environment, School Interventional programs, and School Motivational Programs are range from 0.833 to 0.962, respectively. Henseler, Ringle, and Sarstedt, (2015) specified that the values in Cronbach's Alpha for all the variables are greater than the certain threshold level of 0.7. Furthermore, Composite reliability differs between 0 and 1; the calculated values or composite reliability of each construct should be greater than 0.60, that is the threshold level for composite reliability (Henseler, Ringle, & Sinkovics, 2009). Consequently, if the values are greater than 0.70 it is regarded as optimally as well as more appropriate (Hair, Black, Babin, & Anderson, 2010) . However, if the measured values are greater than 0.70 it will be deemed as more efficient (Hair, Black, Babin, & Anderson, 2010) . As a result, the findings of composite reliability can be seen in table 4.11.

Table 3 Composite Reliability

Constructs	Composite Reliability
Absenteeism Behaviour	0.936
School Environment	0.906
School Interventional Programs	0.953
School Motivational Factors	0.889

After all the estimated calculated values of composite reliability which are expected to be higher than the threshold level of 0.70. The values of AVE 0.5 show that the constructs are adequately convergent as well as they can explain higher than 50 percent of the variation. The findings of AVE measurements which range from 0.545 to 0.695 can be seen in table 4.12.

Table 4 Average Variance Extracted

Constructs	Average Variance Extracted
Absenteeism Behaviour	0.619
School Environment	0.660
School Interventional programs	0.695
School Motivational Factors	0.573

The findings of AVE in table 4.12 revealed that calculated values Absenteeism Behaviour, School Environment, School Interventional programs, and School Motivational Programs which are 0.619, 0.660, 0.695, and 0.573, respectively. Finally, discriminant validity is

measured which indicates that the measurements used to measure one variable must not be linked to the models' other variables.

Table 5 Discriminant Validity

Constructs	Absenteeism Behaviour	School Environment	School Interventional programs	School Motivational Programs
Absenteeism Behaviour	0.787			
School Environment	0.708	0.812		
School Interventional programs	0.517	0.632	0.828	
School Motivational Programs	0.576	0.574	0.374	0.757

After ensuring that all the constructs in the structural model are valid as well as reliable, discriminant validity has been also measured which is ensured. After ensuring the outer model, firstly, the direct relationships between the independent variables along with the dependent variables are measured in the examination of the inner model. The calculated values of all the paths are shown one by one below.

#### School Environment and Absenteeism Behavior

The findings of the first hypothesis suggest that the school environmental factors significantly influence motivation for school absenteeism among secondary school students of Al Ain city that is ( $\beta=0.405$ ;  $t=3.267$ ;  $p=0.001$ ) which is supported as shown in Table 4.14.

Table 6 Path Coefficient Direct Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
School Environment -> Absenteeism Behaviour	0.405	0.408	0.124	3.267	0.001

Afterward analyse the direct relationship of School Environment have a significant influence on Absenteeism Behaviour.

#### School Motivational Programs and Absenteeism Behavior

The findings of the second hypothesis shows that the School Motivational programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city ( $\beta=0.251$ ;  $t=2.096$ ;  $p=0.036$ ) which is supported as shown in table 4.17.

Table 7 Path Coefficients Direct Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
School Motivational Programs -> Absenteeism Behaviour	0.251	0.266	0.120	2.096	0.036

Subsequently calculating the direct relationships of School Motivational Programs have a significant influence on Absenteeism Behaviour.

#### School Interventional Programs and Absenteeism Behavior

Furthermore, the findings of third hypothesis demonstrates that the school interventional programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city ( $\beta= -0.231$ ;  $t= 2.288$ ;  $p=0.003$ ) which is supported. The results are shown in Table 4.18.

Table 8 Path Coefficient Direct Effect

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
School programs Behaviour	Interventional -> Absenteeism	0.231	-0.035	0.109	2.288	0.003

Later, evaluating the direct relationship of School Interventional programs have a significant influence on Absenteeism Behaviour.

## Discussions, Conclusions, and Implications

In this research the first objective assures that school environmental factors significantly influence motivation for school absenteeism. The findings based on the PLS direct effects of the outcomes showed school environmental factors significantly influence motivation for school absenteeism among secondary school students of Al Ain city ( $\beta=0.405$ ;  $t=3.267$ ;  $p=0.001$ ). The determined t value is 3.267 which is higher than the threshold level of 1.96 therefore the hypothesis was recognized that school environmental factors significantly influence motivation for school absenteeism.

Pani and Kishore (2016) demonstrated that school environmental factors can potentially create positive externalities through which a student can gain substantially from various strengths of his/her teachers whereas, one of the measurable effects of regular absenteeism in a school, where students from various cultures and regions interact, towards the school environment. Likewise, Berman, et al., (2018) demonstrated that school environmental factors have a simultaneous impact on school absenteeism. Furthermore, policymakers and decision makers examined that school environmental factors have significant importance in school absenteeism if a student perceives that their school environmental factors to be unsafe or threatening they may be increase school absenteeism Similarly if the school environment is not conducive to learning with interruptions or a lack of resources a student may be less motivated to attend school (Gase, DeFosset, Perry, & Kuo, 2016).

In this research, the second objective assures that School Motivational programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city. The findings based on the PLS direct effects of the outcomes showed School Motivational programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city ( $\beta=0.251$ ;  $t=2.096$ ;  $p=0.036$ ). The determined t-value is 2.096 which is higher than the threshold level of 1.96 therefore the hypothesis was recognized that School Motivational programs significantly influence motivation for school absenteeism among secondary school students.

Braun and Sellers (2012) suggested that daily quizzes in school has the desired motivational effect on student behavior with respect to preparation as well as to reduce school absenteeism. López-Fernández, Tovar, Raya, Marzal, and Garcia (2019) demonstrated that school motivational programs have a positive impact on school absenteeism. Joseph, Natarajan, Buckingham, and Noumani (2021) illuminated that school motivational programs' effect on encouraging students to learn online courses and enhanced digital skills which results in decrease school absenteeism. Moreover, school motivational programs have a significant impact on reducing school absenteeism. These programs encourage students to attend school regularly and engaged in their studies by providing students with motivational programs can help to create a culture where school attendance is valued as well as celebrated to reduce the school absenteeism of secondary school students.

Finally, the third objective assures that School interventional programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city. The findings based on the PLS direct effects of the outcomes showed School

interventional programs significantly influence motivation for school absenteeism among secondary school students of Al Ain city ( $\beta = -0.031$ ;  $t = 0.288$ ;  $p = 0.003$ ). The determined t-value is 0.288 which is higher than the threshold level of 1.96 therefore the hypothesis was recognized that School interventional programs significantly influence motivation for school absenteeism among secondary school students.

Furthermore, it illustrates that schools with interventional programs are affected by the motivation for school absenteeism and the factors they attained to perform the successful interventional programs in school absenteeism (Kearney & Graczyk, 2020; Fernandez, et al., 2019). Jiunn-Yih, et al., (2019) illuminated that school interventional programs reduce the prevalence in students that can be expected to minimize school absenteeism. Moreover, schools that communicate effectively with all parents of students regardless of language or culture provide parents with a specific school contact person who can address their questions and concerns and provide workshops about school absenteeism have higher attendance rates (Allison, et al., 2019).

### **Implications of the Research**

The findings of the study highlighted several implications for the policymakers and decision makers. As has been pointed out earlier, there is a dire need to comprehend what school absenteeism factors of the students contribute to secondary schools in Al Ain City greater intentions to transfer knowledge and skills. In addition, it is incredibly important that the gap between school absenteeism of students and school environment factors, school motivational programs and school interventional programs must be plugged.

In the past, secondary school students have overlooked the need to focus on school absenteeism with regards to their teachers, particularly in Al Ain City. But more recently, with the increasing interest and governmental spending on human resource development specifically in secondary schools, it is imperative to examine the determinants of school absenteeism. All the policymakers and decision makers involved in community development and human resource development can have significant support and guidance through this research. Moreover, the school absenteeism related to students such as school environment factors, school motivational programs and school interventional programs are examined in the study should be regarded as a guideline or benchmark by administrators of academic institutions.

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