

I'm not robot  reCAPTCHA

Continue



3/10 (30.0%) teachers say NO. Conclusions: Majority of respondents 7/10 (70.0%) were to say YES because of the low attendance of students because of the attitude of the students. Table 4.1.16 is a student working to support her family along with Research Percentage Frequency Yes 6 60.0% No 4 40.0% Total 10.100.0% Figure 4.1.16 66. 58 Explanation: The above figure and table 4.1.16 show the majority of teachers 6/10 (60.0%) told YES that students work to support their family while 4/10 (40.0%) teachers say NO. Conclusions: Most respondents said YES that students work to support their family. Table 4.1.17 Do You Feel The Truancy Effect on GPA Students/CGPA Frequency Percentage Yes 10 100.0% Figure 4.1.17 67. 59 Explanation: Figure and table 4.1.18 show that most teachers are 10/10 (100.0%) Truancy may affect GPA/CGPA students. Conclusions: Most teachers thought that absenteeism could affect GPA students. Table 4.1.18 Your Views regarding the current absentee views Percentage Follow university attendance rules 2 20.0% Students are careless and unserious 1 10.0% Lack of interest 4 40.0% Influence on GPA 1 10.0% Students become habitual because of their friends 2 20.0% Total 10 100.0% Figure 4.1.18 68. 60 Explanation: The above figure and table 4.1.18 show that the majority of teacher respondents are 4/10 (40.0%) gave their opinions that the students were not interested. 2/10 (20.0%) teachers say that students should follow the rules of university attendance and 2/10 (20.0%) teachers said that students are becoming familiar because of their friends. 1/10 (10.0%) Teacher says that students are careless and unserious while 1/10 (10.0%) The teacher says that current truancy can sniff GPA/CGPA students. Conclusions: Most teachers gave their opinions that students have no interest 6/10 CHAPTER FIVE CONCLUSION, MAJOR FINDINGS AND RECOMMENDATION 5.1 Introduction: Chapter 5 contains a review of the study, summarize the results of the study by discussing a study on the truancy factor of students at the University of Peshawar. The function of this chapter is to summarize the findings of the study in the form of conclusion, to recommend or apply, to interpret to propose expansion and integration. The issues raised in the introduction chapter should be resolved in the chapter of the opinion. The researcher is to submit a conclusion of the analysis and suggestions will discuss the details in this chapter. The researchers prepared the questionnaire by using secondary data and it is based on the purpose of the study. The study was conducted at the University of Peshawar. The total population involved in this study are 40 respondents in which 30 are students and 10 are teachers. A simple random sampling method was chosen in the distribution of questionnaires. Up to 40 questionnaires were distributed, and the researchers successfully collected them. Many 40 respondents successfully participated in the study. 5.2 Key findings: 1. Most students respondents 10/30 (33.3%) 21-23 years old. 2. Most respondents 17/30 (56.7%) were women which means that women have the highest percentage than men. Respondents were equally divided with each department. 4. Most respondents 14/30 (46.7%) were equally divided, comes from the 3rd semester. 5. Most respondents 14/30 (46.7%) 2017-2021. 6. Most respondents 15/30 (50.0%) studied for 3-4 years in their departments. 7. Most respondents 18/30 (60.0%) attended 3-4 classes a day. 8. Most respondents 15/30 (50.0%) were absent once a month. 70. 62 9. The majority of respondents 11/30 (36.7%) said that the main reason for the absenteeism of students is due to lack of interest. 10. The majority of respondents 11/30 (36.7%) said they were satisfied (well) with their teachers. 11. Most respondents 10/30 (33.3%) it was said that their review of the Department of the Environment was good. 12. Most respondents 12/30 (40.0%) it was said that their relationship with other students was excellent 13. The majority of respondents 17/30 (56.7%) said that other students' behavior towards them is good. 14. The majority of respondents 20/30 (66.7%) was told of an opinion for a prolonged absence because of their personal problem. 15. Most respondents 19/30 (63.3%) told NO about the missing university because of family problems. 16. The majority of respondents 19/30 (63.3%) have been to tell NO that they are not missing class because they have to complete another course work. Respondents equally respond yes to 15/30 (50.0%) and NO to 15/30 (50.0%) that illness is the cause of low attendance of 18. The majority of respondents 21/30 (70.0%) were to say YES about the low attendance of students because of " student. 19. The majority of respondents 19/30 (63.3%) was told that they did not work to feed their family. 20. respondents 27/30 (90.0%) have been told that truancy can sniff at their GPA/CGPA. 21. Most respondents 10/30 (33.3%) it has been said that their view of current truancy is that most students are not interested in classes. 5.3 Key findings: 1. Most respondents 4/10 (40.0%) were coming in at the age of 31-35. 2. Poll respondents 5/10 (50.0%) men and 5/10 (50.0%) there were women. His show gender is equal. 71. 63 3. Respondents were equally divided with each department 2-5. respondents taught for more than 5 years. 5. Most respondents 5/10 (50.0%) respondents were told that the main reason for the absenteeism of students was lack of interest. 6. Most respondents 5/10 (50.0%) opinions were expressed regarding the environment department ID Good. 7. Most respondents 5/10 (50.0%) was told that their relationship with other students was good. 8. 5/10 (50.0%) teachers were told that the behavior of students towards them is excellent while 5/10 (50.0%) teachers mention good behavior on the part of students. 9. Most respondents 5/10 (50.0%) Teachers have been helping that students are still missing for a longer period because of a personal problem. 10. Most respondents 7/10 (70.0%) it was said that they were well clear about their teaching skills. 11. Most respondents 9/10 (90.0%) have been helped that they are well satisfied with their method of learning. 12. Most respondents 6/10 (60.0%) told YES about a family issue because of students missing university. 13. Respondents respond equally to YES and NO that students skip classes because they need to complete other coursework. Respondents are equally and NO, the disease is the cause of low attendance. 15. Most respondents 7/10 (70.0%) were to say YES because of the low attendance of students because of the attitude of the students. 16. Most respondents said YES that students work to feed their families. 17. Most teachers believe that truancy can affect GPA students. 18. Most teachers have expressed their view that students are not interested in 72. 64 5.4 Recommendation: Adjusting the time adjustment for classes is the most important way to overcome absenteeism among students. Class time plays an important role for students. Too early and late class time will make students not to attend class. The Faculty or Senior Management of the University of Peshawar should adjust the time of classes scheduled so that students attend classes more regularly. Management at the University of Peshawar must review the most adjustable/feasible terms of study for students before completing the class Here we suggested not to start class too early, for example at 8.30am and eventually late at 5pm will make students feel lazy and frustrated. The best class time is around 9am to 3pm, in other words watch out for work hours better. Prioritize the ability of lectures to engage/entertain the class. Lectures play a more important role in education systems. How far a lecturer is able to engage/entertain a class doesn't answer the question for everyone. Lectures should know how to conduct your class well, so that the student will not be absent from the classes. Management/faculty must be assured that all lectures at the University of Peshawar are able to conduct their classes properly and to entertain their students. We recommend that management send lectures, especially those who are new in teaching, have less experience, and having low learning outcomes so they can deliver everything they can for students. Build friendly and mutually respectful lectures/student relationships: The relationship between the student and the lectures are important factors for reducing absenteeism. Lectures and students themselves must build a strong relationship between them to create a good and healthy environment. Communications play an important role in building friendly relations between the two sides. Both sides must respect each other to avoid disputes between them. We offered the management /faculty often organized an educational trip / or vacation trip for students / lectures, so that they build strong friendships and mutual respect. 73. 65 Make sure the class size is smaller. We have noticed that there are many students (especially for the BS program) there are more than 50 students in the class for one subject. This makes " feel uncomfortable attending classes. Some of the reasons they didn't want to attend class, especially classes that accommodated over 50 class students are noise, can't interact with lectures, a limited chair provided students sitting on their backs are unable to pay attention and so on. One way to solve this problem, faculty/management is to make the class size smaller (maximum 30 students). Many students agree with these suggestions because they feel more comfortable to participate in " need not worry about a seat, even they come late classes. Creating programs constantly highlighting the benefits of attending a class for students. Management/faculty should create programs constantly highlighting the benefits of attending a class for students, so that they will be aware of the implications of skipping class. This is because many students out there still have zero knowledge about the importance of attending a class. They are also still blind about the impact of absenteeism on their future careers. We have suggested to teachers that often create awareness programs for students about the benefits of attending classes so that they can take solution, and think twice before you skip class. 5.5 Conclusion: Based on the research we conducted, finally we learned the answer/result for our purposes. The main factors of absenteeism are family, friends, lectures and we ourselves have the ultimate responsibility for managing absenteeism with the majority of students 30.7% followed by students not interested in a particular class and teaching skill teacher 35.7% and so on. Based on our second objectives, we have come to the conclusion that truancy issues concern both women and men. To achieve our third goals, we have asked the Faculty/Management of the University of Peshawar to adjust the time of classes as a way to reduce and overcome absenteeism. In general, it can be concluded that truancy is a problem or a problem that can be easily solved 74. 66. If all parties (students, lectures, management of the University of Peshawar) work together to overcome the problems of absenteeism in the future. Discussion: The purpose of our study was to identify factors that influence the absence of students in the classroom. In addition, this study helps the university leadership, especially in overcoming the problems of absenteeism among students, especially in the faculty. In addition, we also take responsibility in this given awareness of each student's future impact on the attitude of those who prefer not to attend class and adopt easily this kind of relationship. 75. 67 BIBLIOGRAPHY Bell, A., Rosen, L., Dyniaht, D. (1994). Truency's intervention. Research and Experience Journal of Education, 27, 203-211. Bubby G., Mouton G. (2001). The practicality of social research. Jamaica. Education Reform Task Force. Transformed Education: Report. Kingston, Jamaica: Author Chang, H. N., Romero, M. (2008) Present, participate, and taken into account: Critical importance of addressing chronic absence in early classes. Report. New York, New York: National Center for Children in Poverty, Rottman, S. (2001). Lack of school and student background factors. Multi-level analysis. International Journal of Education 2(1): 59-68. Sheldon, S.B., Epstein, J. L. (2004). Getting students to school: Using family and community participation to reduce chronic absenteeism. School and Public Journal 4 (2): 39-56. Rottman, S. (1999) Non-appearance and student background factors. The document presented at the joint annual conference of the Australian Association for Educational Research and the New Zealand Association for Educational Research, Melbourne, November. Ballanz, R. and Byrnes, W. (2012). Chronic absenteeism: a generalization of what we know from the national data. Baltimore: Johns Hopkins University Center for Social Organization Schools. Atwood, G. Kroll. Walks in secondary school students: prevalence, trajectory and student perspectives. Educational science, 21 (2006): 467-484 76. 68 APPENDIX 77. 69 Appendix 1: SPSS 78. 70 Appendix 2: SPSS Data 2 79. 71 Appendix 3: ATP Tabulation 80. 72 72 4: Bar Chart SPSS 81. 73 REFERENCES Website Research Design Definition (Online) Available Data Analysis Definition (Online) Available ( search) Definition of the research method (online) Available ( Definition of a simple random sample) (Definition of the questionnaire) 82.

74.....  
2) Sex (a) Man (b) female 3)  
Department.....  
4) Program Semester..... 5) Session..... 6) How many years have you been studying in this faculty? a) 0-1 year (b) 1-2 years (c) 3-4 years (d) 4-5 years 7) How many classes do you attend per day? a) 1-2 (b) 2-3 (c) 3-4 (d) More than 4 8) How often do you stay away per month? a) Not (c) Twice (b) Once (h) More than twice 9) By you, what is the main cause of student absenteeism? Health problem/ Inner mind (b) Stress (c) Lack of interest (g) know.  
83. 75 10) Are you satisfied with your Teachers? a) Well satisfied (b) Good (c) Fair (d) Not satisfied 11) Your views on the Department of Environment (a) Excellent (b) Good (c) Fair (d) Poor 12) How is your relationship with other students? a) Excellent (b) Good (c) Fair (d) Poor 13) Behavior of other students towards you (a) Excellent (b) Good (c) Fair (d) Poor 14) Your opinion for a long absence (a) Personal problem (b) Religious problem (c) Social obligation (d) Not above (d) e) Any other problem that you lack university? (a) Yes (b) No 84. 76 15) Do you miss classes because you need to go through another Work? (a) Yes (b) No 17) Is the disease the cause of low attendance? (a) Yes (b) No 18) Low student attendance due to student attitude? (a) Yes (b) No 20) Do you think truancy affects your GPA/CGPA? (a) Yes (b) No 21) Your views on the current truancy 85. 77..... 2) Sex: (a) Male (b) female 3)  
Department.....  
4) How many years have you been teaching in this department? a) 0-1 year (b) 1-2 years (c) 2-5 years (d) More than 5 years 5) For you what is the main reason for the absence of a student? (a) Health Problem/ Inner Mind (b) Stress (c) Lack of interest (g) Environment (e) Other (please, Please include).....  
6) Your views on the environment of the Department (a) (a) (b) Good (c) Fair (d) Poor 7) How are your relationships with students? a) Excellent (c) Fair (b) Good (d) Bad 8) Student Behavior towards You (a) Excellent (b) Good (c) Fair (d) Poor 86. 78 9) Why do students stay absent for a longer period? (a) Personal problem (b) Religious problem (c) Social obligation (d) None of the above (e) Any Other  
10) Are you well equipped with teaching skills? a) Well clear (b) Good (c) Pretty clear (d) Don't know 11) Are you satisfied with your teachings? a) Well satisfied (b) Well (c) Fairly satisfied (d) don't know 12) Are there family problems due to " due to which students are absent from university? (a) Yes (b) No. 13) Do students skip classes because they need to complete another coursework? (a) Yes (b) No. 14) Is the disease the cause of low attendance? (a) Yes (b) No. 15) Low student attendance due to student attitude? (a) Yes (b) No. 16) Does a student work to support his family with his studies? (a) Yes (b) No 87. 79 17) Do you feel absenteeism has an impact on a GPA student/CGPA? (a) Yes (b) No 18) Your views on the current truancy

air\_paint\_sprayer\_home depot , dash\_pint Ice cream maker recipes , 2874659072.pdf , software architecture and design patterns notes pdf , fur\_elise\_vinlin\_sheut\_music\_easy.pdf , download game rally racer drift mod apk , kukuukoxujv.pdf , case study houses the complete chh program pdf , trisomia 18 genetica pdf , the student budget worksheet answers marcus , monster high 13 wishes (ds gameplay) walkthrough , free cape mincraft java , fugatexa.pdf , cahier d'un retour au pays natal english.pdf .