Understanding the Barriers to School Attendance Among Immigrant Children

An Information Intervention to Promote Parental Monitoring and Reduce School Absenteeism

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Master Thesis - Behavior Change: SOW-PSMBC75

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Due date: 07.07.2023

Word Count:7977

Abstract

This quasi-experimental study aimed to investigate the impact of an informational intervention using flyers to promote parental monitoring among immigrant parents in Germany, with the goal of reducing school absenteeism. A non-random purposive sample of 76 parents was recruited from a secondary school for participation. The parents were either assigned to the experimental group, which received information on mandatory school attendance regulation, or the control condition, in which the presented information was about iPad maintenance. With regard to both groups as the between-subject factor, the study assessed and compared the effects of the provided information on parental monitoring scores of parents. The results indicated no significant differences in parental monitoring between the attendance regulation and iPad maintenance groups. Additionally, the analysis accounted for the number of children parents or guardians were responsible for, but it did now show any significant impact on parental monitoring. However, a significant difference in absences was observed after the intervention, with a decrease of 17.34% in the control group and 26.28% in the experimental group. These findings suggest that the provided information did not have a significant effect on parental monitoring behaviors. The insights gained based on this study highlight the importance of considering additional measures to address parental monitoring practices and acknowledge the limitations of the study.

Keywords: School attendance, absenteeism, immigrant families, parental monitoring

The importance of providing equal access to education for every child, regardless of their background, has long been emphasized by the United Nations (1948). Numerous studies further highlight the significance of consistent attendance in predicting academic success among students (Demir & Karabeyoglu, 2016; Klein et al., 2022). However, with an increasing immigrant population, Germany faces the challenge of a growing and diverse student population, where approximately 21.6% of individuals with a migrant background attend secondary or elementary schools (Statista Research Department, 2023). This growing diversity within the German education system raises concerns about adherence to mandatory school attendance regulations. Research consistently revealed that immigrant children exhibit higher levels of absenteeism compared to their non-immigrant peers (Brault et al., 2022; Yang & Ham, 2017).

School absenteeism refers to non-compliance with mandatory school attendance and is defined by the frequent absence of students from school (Klein et al., 2022)**.** Absenteeism can take various forms, including partial-day absences (arriving late or leaving early), full-day

absences, and extended absences (missing multiple consecutive days or weeks) (Kearney & Gonzálvez, 2022). These absences can be categorized as excused or unexcused, with excused absences authorized for valid reasons, such as illnesses or accidents, and unexcused absences being unauthorized and for unfounded reasons (Akkus & Cinkir, 2022; Gentle-Genitty et al., 2015).

School absenteeism goes beyond mere absence from class, with far-reaching implications for students and the broader community. It adversely affects academic performance, social integration, and long-term educational outcomes (Finning et al., 2019; Kearney et al., 2022). Absenteeism disrupts learning continuity, making it challenging for students to grasp complex concepts and keep up with the curriculum (Kirksey, 2019; Marbouti et al., 2018). Chronic absenteeism increases the risk of academic setbacks, limiting educational achievements and career prospects (John et al., 2022; Keppens, 2023).

Students who are frequently absent struggle with social integration and forming positive relationships with their peers (Ansari et al., 2023). The limited interaction can interfere with the development of friendships, social skills, and the ability to work collaboratively (Ansari & Pianta, 2019). Falling behind or being unable to meet academic expectations can result in a loss of confidence, reduced motivation, and an overall decline in psychological well-being (Birioukov, 2016; Özcan, 2022). School absenteeism also burdens families, educators, and the larger community (Heyne et al., 2019; Kim et al., 2020). Frequent absences prevent a continuous learning process within the classroom and require educators to put in additional efforts to support students catch up on missed content (Demir & Karabeyoglu, 2016). Parents worry about academic setbacks and long-term consequences, while schools allocate extra resources to address the issue (Akkus & Cinkir, 2022; Birioukov, 2021; Chu et al., 2019). Additionally, absenteeism perpetuates educational inequalities, restricts social cohesion, and prevents social progress (Kearney et al., 2022). The cumulative effect of missed school days can impede overall academic development, creating barriers for students to reach their full potential.

What causes school absenteeism?

Causes of school absenteeism can be categorized into individual-level factors, family-level factors, and school-level factors. *Individual-level factors* include physical and mental health issues, for instance, physical conditions and contagious diseases can result in extended absences (Melander et al., 2022). Additionally, depression or anxiety disorders can manifest as difficulties in coping with school-related stressors (John et al., 2022). Negative attitudes toward school may arise when students perceive themselves as unsuccessful or lacking

competence in their academic pursuits, leading to increased absences as a form of avoidance (Gubbels et al., 2019; Ricking & Schulze, 2019). When students perceive school as irrelevant to their interests and goals, or when teaching methods and curriculum fail to address their individual needs, they are more likely to develop a disengaged attitude toward learning and exhibit irregular attendance patterns (Eccles & Roeser, 2011).

Family-level factors encompass low socioeconomic status, parental involvement, and unstable home environments. Families who face economic hardships, poverty, or unstable housing situations may struggle to ensure their children's regular attendance due to limited access to basic needs (Klein et al., 2020; Morrissey et al., 2014). Unstable family environments, domestic conflicts, or neglect can lead to irregular attendance (Fornander & Kearney, 2019). Such circumstances can create an emotionally and psychologically challenging home environment for students, making it difficult for them to focus on their education and attend school regularly (Marlow & Rehman, 2021). Additionally, Birioukov (2016) discloses that family obligations and responsibilities, such as caring for younger siblings or assisting with household tasks, can contribute to increased absences as students are required to prioritize family responsibilities over school attendance. Cultural differences between host and home countries can impact parents' understanding of the importance of consistent school attendance and their role in monitoring it (Martin et al., 2020). Different cultural norms, beliefs, and expectations regarding education may influence parents' attitudes and behaviors toward ensuring their children's attendance (Robinson et al., 2018; Rosenthal et al., 2020).

School-level factors entail inadequate school climate, bullying, and a lack of supportive resources. Bullying and negative peer relationships create anxiety and fear associated with attending school (Owusu et al., 2022). The fear of encountering bullies or dealing with negative social interactions can result in frequent absences as students attempt to avoid distressing situations (Heyne et al., 2019). Factors such as limited access to public transportation or long commuting distances can further contribute to absenteeism (Gottfried, 2017). The physical state of school facilities or teacher competencies and behaviors can additionally discourage students from attending (Birioukov, 2016; Ocak et al., 2017).

For immigrant children, next to the above-mentioned factors, there are additional challenges that can aggravate school absenteeism. Language barriers pose a significant obstacle, as many immigrant families arrive in a new country with limited proficiency in the language of instruction, which makes effective communication with school authorities difficult and hinders parents' ability to stay informed about their children's attendance (Cerna

et al., 2021). Moreover, the absence of comprehension regarding attendance policies and the consequences, combined with language barriers and cultural differences, can contribute to unintentional absenteeism among immigrant families (Demir & Karabeyoglu, 2016; Melnikova, 2022). It is important to note that causes of school absenteeism are interconnected and often reinforce each other and collectively can heighten vulnerability to absenteeism.

The Role of Parents within The Academic Environment

As established in the beginning, immigrant children display higher rates of school absenteeism, which is why this study will primarily focus on the absences of the immigrant population. Demir and Karabeyoglu (2016) developed a model to examine factors that are associated with absenteeism in high schools. They disclose a negative relationship and significant effect on absenteeism for commitment to school (β = -0.81; $p < .01$) and parents' control (β = -.034, $p < .01$). Building upon their findings, this study will address the family-related factor of parental control, which is influenced by the knowledge and degree of monitoring by both mothers and fathers. Accordingly, parents of immigrant children will be targeted.

Parents serve as advocates for their children and contribute significantly to their educational experience (Erdem & Kaya, 2020; Rasool et al., 2021). Their involvement and support are vital in mitigating the challenges faced by their children and promoting academic success (Ayimbila et al., 2022; Đurišić & Bunijevac, 2017). It is within their responsibility and duty to engage with school authorities to ensure that their children's specific needs and circumstances are understood and accommodated (Birioukov, 2021; Kiral, 2020).

A determinant of parental control and a key element of school absenteeism among immigrant children is the parents' ability to monitor their children. *Parental monitoring* refers to the extent to which parents actively engage in tracking and supervising their children's behavior, including school attendance (Gyamfi & Pobbi, 2016). Effective parental monitoring involves various approaches, such as effective communication and collaboration with teachers, employing good parenting techniques, establishing a positive learning environment at home, and fostering good relationships with communities (Antony-Newman, 2018; Ayimbila et al., 2022). Research consistently demonstrates a positive relationship between the academic performance of children and the degree of parental monitoring and high levels of monitoring has been linked to increased educational attainments, higher graduation rates, and reduced behavioral problems as well as improved attendance (Ayimbila et al., 2022; Berlinski et al., 2021; Ross, 2016; Sapungan & Sapungan, 2014; Wang et al., 2013). In addition, several studies have demonstrated a significant relationship between school absenteeism and parental

involvement. For instance, Mathisen (2018) found a significant relationship between school absenteeism and parental monitoring, suggesting that higher levels of parental monitoring and involvement are associated with a reduced risk of school absence. Similarly, Cepada and Grepon (2020) support the impact of parents on attendance as their results substantiate a correlation between parental involvement and lower rates of absenteeism. By actively engaging in their children's education, immigrant parents can effectively address the challenges that contribute to absenteeism and promote regular school attendance.

According to the research conducted by Williams and Sánchez (2013), key barriers, such as illiteracy, limited time, poverty, and language barriers, diminish the level of parental monitoring among immigrant parents. A meta-synthesis conducted by Antony-Newman (2018) describes that language barriers and cultural differences encountered by immigrant parents can make it challenging to navigate the educational system and fully comprehend the importance of regular attendance. When parents are unfamiliar with the host country's school regulations and procedures, they may not understand the necessary steps to ensure their children's consistent attendance (Poyrazli, 2021). Parents who are unaware of the importance of regular attendance or do not know the potential negative consequences of absences may not prioritize monitoring their children's attendance.

Other studies specify that parent's own education and experience with the educational system can influence their understanding of attendance policies, the benefits of regular attendance, and their ability to communicate effectively with school personnel, which in turn can reduce their sense of responsibility to monitor their children (Baker et al., 2016; Cepada & Grepon, 2020; Gries et al., 2022; Kiral, 2020). Economic hardships, employment demands, and unstable living conditions further complicate immigrant parents' ability to dedicate adequate time and resources to monitor their children's school attendance (Alonso-Carmona & Martín-Criado, 2022). It is also stated that immigrant parents who are occupied with collecting enough financial resources to provide for their families have limited time available for monitoring their children (Gennetian et al., 2018; Solheim et al., 2022). The extent to which schools include and communicate with parents can also determine parents' share in monitoring their children (Hornby & Blackwell, 2018). Additionally, the stress associated with acculturation, which refers to adapting to a new culture, exacerbates the difficulties faced by immigrant parents (González-Falcón et al., 2022).

As already established, studies emphasize the importance of understanding the host country's educational system and the relevance of parental monitoring in children's academic progress, specifically regarding school attendance (Antony-Newman, 2018; Baker et al.,

2016; Cerna et al., 2021). Nevertheless, interventions and research efforts prioritize socioeconomic or student-related factors and tend to overlook a critical aspect, that is assessing parents` pre-existing knowledge of school regulations before implementing interventions (Eklund et al., 2022; Gubbels et al., 2019; John et al., 2022; Sosu et al., 2021). This is particularly salient within the population of immigrants, as no comprehensive studies have investigated whether immigrant families have acquired or received information on mandatory school regulations upon their arrival in a new host country. Consequently, it is decisive to examine whether the lack of knowledge about attendance regulations hinders parental monitoring efforts or if monitoring behaviors persist despite adequate information. Therefore, studies should not retain assumptions that these parents or guardians possess sufficient knowledge to make appropriate and competent efforts to effectively monitor the attendance of their children. To close the gap, the goal is to expand the limited knowledge about the influence of information provision as well as availability of information about school attendance regulations, on the extent of parental monitoring. The study also seeks to contribute to the development of effective strategies for reducing school absenteeism among immigrant children and promote awareness regarding the significance of understanding mandatory attendance policies.

Intervention Development

Information acquisition is facilitated through various mediums, including traditional media such as newspapers, flyers, books, and posters, as well as digital platforms like the internet and several websites that provide knowledge on virtually any subject (Wang, 2021). In the context of this master's project, the distribution of flyers is proposed as a feasible, cost-efficient, and easily implementable intervention strategy. Immigrant parents, the target group of this study, may not have guaranteed access to digital media due to financial constraints. A study on the effectiveness of flyers by Perks (2013) also adds that a population with a lower educational background recognizes flyers as a useful and credible source of information. For these reasons, flyers will serve as a comprehensive source of information on the mandatory attendance regulations set by educational institutions in Germany. To address language barriers, flyers will be available in multiple languages. This approach offers accessibility to a wide range of parents who may not be able to attend counseling or school meetings due to language barriers, financial constraints, or other limitations that inhibit the acquisition of said knowledge.

Theoretical Framework of The Flyer

The COM-B model by Michie et al. (2011) states that people who lack knowledge or are not informed about the consequences of their actions are likely to continue their behavior. Hence, they suggest that an educational intervention that focuses on "imparting knowledge and developing understanding" can result in behavioral change. This is further supported by the Knowledge Deficit Model (KDM) that declares once people possess all relevant knowledge, behavioral change will follow (Abrahamse, 2020; Weingarten, 2023). Without knowledge of certain rules or regulations, individuals may unintentionally fail to comply with them (OECD, 2000). In terms of school attendance, immigrant parents may not be aware of the mandatory school regulations in the German school system. Correspondingly, when parents are well-informed about the regulations and understand their role in ensuring regular school attendance, they are more likely to take proactive measures to monitor their children's attendance, thus reducing the likelihood of absenteeism (Antony-Newman, 2018).

In the context of mandatory school attendance, non-compliance to this legislation can be regarded as a violation of the law, thereby subject to various penalties. When exploring theoretical frameworks that address behavior change through punishment and reinforcement, Skinner's (1958) reinforcement theory stands out as a psychological principle that explains how behavior is shaped. In line with theory, modifying behavior entails punishing undesired behaviors while reinforcing desired ones by emphasizing their consequences. However, it is crucial to clarify that the proposed intervention does not seek to punish parents but rather aims to increase their awareness of the potential outcomes to foster behavioral change. The intention is to prompt adjustments in monitoring practices, by raising parental awareness.

Considering this objective, a more suitable theoretical framework that employs (potential) punishment to ensure compliance is the deterrence theory. The deterrence theory suggests that individuals are less likely to engage in certain behaviors if they perceive the potential punishment to be certain and severe (Abramovaite et al., 2022). Research by Kurz et al. (2014) on financial deterrents further elaborates that when the threat of punishments is perceived as retributive, it is more likely to achieve a desired effect on behavior. In the specific context of our study, which aims to address school absenteeism among immigrant parents in Germany, the deterrence theory can be applied by considering how knowledge of mandatory attendance regulations and the associated consequences can function as deterrent factors. When the number of absences of a child becomes excessively high, authorities have the right to impose a fine of 1000 euros on the parents (Bezirksregierung Düsseldorf, 2023). Considering the financial circumstances of many immigrant families, this fine can be

perceived as severe and not beneficial. The financial burden that is associated with such a penalty can act as a significant deterrent for parents, promoting attendance monitoring behaviors as well as compliance with the attendance regulations.

To facilitate this approach, the information flyer serves as a tool to emphasize the consequences of non-compliance, aiming to dissuade parents from engaging in behaviors that contribute to absenteeism. By highlighting the potential negative outcomes, the flyer aims to create a sense of deterrence, urging parents to prioritize regular school attendance and avoid behaviors that may lead to absences.

The presented information must be “accurate, reliable, authoritative, up to date and easily available” to be useful (Ford, 2018, p.9). The information flyer is designed to provide concise and easily understandable information by clearly outlining the expectations and consequences related to obligatory school attendance policies. To ensure understanding among parents with varying language proficiency, the flyer is offered in their native languages. Notably, to maintain the integrity of the deterrent factors and preserve the seriousness of this topic, it is advantageous to stay formal and use a tone set by authorities.

To further enhance the effectiveness of the intervention, a boosting strategy is implemented to increase the competency and confidence of immigrant parents in managing their children's attendance (Hertwig & Grüne-Yanoff, 2017). This strategy involves providing parents with an example template on how to appropriately excuse their children's absences. By offering concrete guidance on how to compose a valid and acceptable form to inform the school on absences, parents are provided with relevant knowledge that helps them to navigate the administrative processes involved in monitoring absenteeism. This not only increases their ability to contact the school in writing but also boosts their self-efficacy, enabling them to feel more capable and confident in their ability to actively monitor and manage their children's attendance.

These behavioral change techniques are a well-suited choice for promoting parental monitoring and reducing school absenteeism among immigrant children for several reasons. Immigrant parents are provided with information about mandatory attendance regulations and the potential consequences of non-compliance, empowering them to take proactive measures in monitoring their children's attendance. Berlinski et al. (2021) advocate that providing school-related information to parents can lead to not only improved grades but also increased attendance. By emphasizing the deterrent effects of absenteeism through an information flyer, parents are encouraged to prioritize regular school attendance. To overcome language barriers, the intervention includes translations of the flyer into parents' native languages,

ensuring accessibility and understanding. Additionally, a boosting strategy is implemented by offering parents an example template for excusing absences, increasing their competence and confidence in managing attendance. By combining these techniques, the intervention aims to enhance parental monitoring practices and foster consistent school attendance.

In light of the research goal, the primary research question that guides this study is as follows: "To what extent does information on mandatory school attendance regulations influence the level of parental monitoring of immigrant parents?" This question seeks to explore the potential impact of knowledge on parental monitoring practices and its subsequent effect on reducing school absenteeism among immigrant children. By examining the relationship between knowledge and monitoring, we can better understand the role of information provision and its potential implications for promoting regular school attendance. Accordingly, two hypotheses are formulated:

H1: There is a difference in mean parental monitoring scores between parents who receive information on mandatory school attendance regulations in comparison to parents who get information on iPad maintenance.

H2: There is a difference in terms of children's absences between parents who receive information on mandatory school attendance regulations in comparison to parents who get information on iPad maintenance.

It is expected that information about the legal requirements surrounding school attendance will lead to greater parental monitoring of their children's regular attendance at school as they will become aware of the consequences. In addition, we predict that absence rates will be lower in the intervention condition in contrast to the control. Furthermore, this study seeks to explore the potential influence of the number of children on the level of parental monitoring. The number of children in a family can affect parental resources, time allocation, and the ability to provide individualized attention to each child (Downey, 1995; Marsh et al., 2020). The rationale behind investigating the number of children as a potential influencing factor stems from the understanding that larger families might face unique challenges in maintaining consistent monitoring practices (Juhn et al., 2015). Thus, it is crucial to examine how this factor interacts with information provision and its effects on parental monitoring behaviors. In this regard, it is possible to gain additional insights into how family dynamics and the number of children might shape the effectiveness of information provision in promoting parental monitoring. Therefore, participants will be asked to indicate the total number of children they have. This exploration will provide a nuanced understanding

of the interplay between family structure, parental monitoring, and the effectiveness of information provision.

Method

Design

Immigrant parents from a secondary school in a culturally diverse urban area in Germany will be the target group of the current study. For reasons of anonymity and confidentiality, it is decided against disclosing the name of the school. An initial assessment indicated that the sixth and seventh grades of the secondary school were similar in demographics, cultural background, and especially on absence records, which made them suitable for comparable groups (see Table 1). Each grade comprises three classes. The assessment also revealed that the most prevalent native languages are German, Turkish, Romanian, English, and Arabic. Parents of the children in grade six were assigned the control group and received an information flyer about iPad maintenance. This information has been chosen as appropriate because the school planned to loan students school iPads. The information flyers on mandatory school attendance regulations were distributed to the experimental group, parents of grade seven. As such, the setup of this study involves a quasi-experimental design with a between-subject factor.

Table 1

Demographics, Cultural Background, Absences

Demographic	Grade Six	Grade Seven	Total
Age	$M = 12.54$ $SD = 0.7303$	$M = 13.33$ $SD = 0.6434$	$M = 12.97$ $SD = 0.7879$
Number of children	$N = 72$	$N = 85$	$N = 157$
Gender	$n = 41$ $n = 31$ (Male) (Female)	$n = 45$ $n = 40$ (Male) (Female)	$n = 86$ $n = 71$ (Male) (Female)
Turkish	$n = 14$	$n = 12$	$n = 26$
German	$n = 7$	$n = 9$	$n = 16$
Romanian	$n = 23$	$n = 27$	$n = 50$
Arabic	$n = 19$	$n = 23$	$n = 42$
English	$n = 9$	$n = 14$	$n = 23$
Absences	$n = 2823$ $n = 1687$ (Excused) (Unexcused)	$n = 2659$ $n = 1627$ (Excused) (Unexcused)	$n = 5482$ $n = 3314$ (Excused) (Unexcused)

Participants

Respondents in this study were recruited via a non-random purposive sampling method at a secondary school in Germany. The participants are parents of children who attend the sixth and seventh grades who have migration backgrounds in common. To determine the appropriate sample size for the study, a priori power analysis was conducted using G*power3 (Faul et al., 2007). By setting alpha to .05 and considering a medium effect size of $d = 0.5$ the analysis revealed that a total sample size of 102 participants would be adequate to achieve a power of 0.8. A total of 148 parents were invited to participate in the study. However, only 84 parents responded, which means that the desired sample size was not achieved. After assessing the eligibility of participants, seven parents had to be excluded due to not giving consent, partially completing the survey, or indicated not receiving an information flyer. As a result, the final sample size consisted of $N = 76$ participants, with 35 parents from the sixth grade (control group) and 41 from the seventh grade (experimental group) (see Table 2). Among the participants, 73.7% identified as mothers or female guardians ($n = 56$), 23.7% as fathers or male guardians ($n = 18$), and 2.6% ($n = 2$) as other roles. On average, each parent or guardian reported taking care of $M = 2.75$ children ($SD = 1.348$).

No incentives were offered for participating in the study. Ethical considerations were carefully considered throughout the research process, including obtaining informed consent from the parents, ensuring the confidentiality and anonymity of participants, and voluntary participation.

Table 2
Frequency and Descriptives of Parents Responses

Group	Number of parents	Parent Type	Child Custody		Pre-Knowledge	
			M	SD	(Yes)	(No)
Attendance Regulation	$n = 41$	Mother or female guardian: $n = 34$ Father or male guardian: $n = 7$ Other role: $n = 0$	2.54	1.164	$n = 10$	$n = 31$
iPad Maintenance	$n = 35$	Mother or female guardian: $n = 22$ Father or male guardian: $n = 11$ Other role: $n = 2$	3.00	1.515	$n = 17$	$n = 18$
Total	$N = 76$	Mother or female guardian: $n = 56$ Father or male guardian: $n = 18$ Other role: $n = 2$	2.75	1.348	$n = 27$	$n = 49$

Procedure and Materials

To initiate the study, a preliminary examination of all classes and grades of the secondary school was carried out to identify a suitable sample. Grades six and seven demonstrated similar absence rates and a balanced diversity of migration backgrounds, and thus were selected as target groups. However, it is important to note that individual data on absence rates of children was not available, which posed a challenge for implementing randomization. Without individual-level data, it would have been difficult to allocate participants randomly to different groups and ensure a fair distribution of absence rates within each group.

Subsequently, the sixth and seventh grades were requested to select and forward the assigned information flyer in their native language to their parents or guardians. Parents of grade seven received information on mandatory school attendance regulations in Germany (see Appendix A). To ensure similar conditions in both groups, class six got information on iPad maintenance (Appendix B). Parents were given two weeks to familiarize themselves with the presented information. In the following week, they should have received the survey along with the informed consent and information letter, via their children (see Appendix C).

Data collection on the extent of parental monitoring occurred via a self-developed survey based on valid and empirically tested scales (Ayimbila et al., 2022; Cepada & Grepon, 2020; Sartor et al., 2020). 11 items were selected from these original scales that operationalize parents' perception on monitoring behaviors (see Appendix D). Parents were asked to indicate their level of agreement on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). To determine the total score of parental monitoring per parent, the scores of all items were added together and then divided by 11. The reliability of the scale was assessed using Cronbach's Alpha, resulting in a value of $\alpha = .81$, which indicates good reliability. Translation of all materials occurred through collaborations with translators and social workers who were proficient in the following languages: German, Turkish, Romanian, English and Arabic. Parents were requested to return the completed surveys and informed consent form to the school. Each class had a designated box where children could deposit the filled-in surveys.

Apart from the scale, manipulation checks were included in the survey as well. For instance, these items controlled whether parents have received an information flyer or not and whether they were aware of the provided knowledge. Another item was dedicated to request the parents to mention how many children they take care of, to include it as a covariate within the analyses (see Table 3).

Once the survey responses were converted to a digital file, the hard copy versions of the surveys were destroyed. This step was taken to ensure that participant data remained confidential and secure throughout the study. The class teachers document student absences based on written excuses from students or parents, as well as absences without notice. Absence data from two weeks before and after the intervention were collected for each grade (see Table 4).

Data analysis:

With a quantitative outcome variable, *parental monitoring score* (continuous), and a categorical independent variable, *information provision* with two groups (Attendance Regulation/iPad Maintenance), an independent two-sample t-test is conducted to examine the first hypothesis (H1). A t-test is suitable when exactly two groups are being compared as it allows one to assess whether there is a difference among the group means (Field, 2018). This analysis will help to determine if the mean parental monitoring scores between the information flyers on attendance regulation and iPad maintenance conditions are significantly different. To commence with the data analysis process, the first step involved computing the mean score for parental monitoring (mean_PM) using the items coded as PM_1 to PM_11. The experimental group was attributed the value regulation = 1 and respectively the control group as maintenance = 0. Furthermore, to control for the effect of *number of children* as a covariate (quantitative, discrete), an analysis of covariance (ANCOVA) has been performed, with information as a between-subject factor and parental monitoring as a dependent variable. The purpose of conducting an ANCOVA is to address the potential impact of the number of children on parental monitoring. This analysis offers adjusted group means and helps to minimize error variance (Huitema, 2011). If, after accounting for the number of children, the two groups show a significant difference in parental monitoring, it suggests that the provided information had an effect. All the data were checked for assumptions, to ensure validity and reliability. Specifically, the data were examined for homogeneity, independence of observations, and normality, which in this case met the required criteria. Moreover, the data matched the requirement of a linear relationship. No significant outliers were identified.

To address the second hypothesis (H2), the McNemar chi-square test was conducted, because it allows to test paired data. As a non-parametric hypothesis test, it analyzes whether there are differences between a categorical dependent variable and two related groups (Pembury Smith & Ruxton, 2020). Here, information is the IV (categorical: Attendance Regulation/iPad Maintenance) and absences the DV (categorical: pre/post). By carrying out the McNemar test, the goal is to determine whether there is an association regarding absences

and the type of information parents receive and if absences significantly changed before and after the intervention.

All analyses and assumptions were computed by using IBM SPSS Statistics 26 software (IBM Corp, 2019).

Results

In this quasi-experimental study, with a non-random purposive sample, 76 parents of children from the sixth and seventh grades were allocated to one of two conditions (Attendance Regulation vs. iPad Maintenance). Parents either received a flyer that contained information on mandatory school attendance regulations in Germany or on iPad care and maintenance. During the assessment of assumptions, no anomalies were detected within the data set. The independent two-sample t-test with parental monitoring as a dependent variable (quantitative, continuous) and information as a between-subject factor (Attendance Regulation vs. iPad Maintenance), showed that the difference between regulations (M = 3.5033, SD = 0.4112) and maintenance (M = 3.5896, SD = 0.5187) was not significant (t (74) = .809, 95% CI [-0.1263, 0.2989], p = .42).

When corrected for number of children, the between-subject factor did not show a significant difference between PM scores as the adjusted R^2 = .032 was not significantly larger than 0 (F (1, 73) = 0.226, partial η^2= .003, 95% CI [-0.161, 0.156], p = .636). The ANCOVA with parental monitoring as the dependent variable, information as the between-subject factor, and number of children as a covariate (quantitative, continuous), revealed that the number of children was not significantly related to parents' parental monitoring scores, F (1, 73) = 3.799, partial η^2= .049, 95% CI [-0.002, 0.156], p = .055. For each additional child, there was a positive estimated change of 0.077 units in the mean parental scores.

Table 3

Frequency of Number of Children per Parent

		Number of children per parent							
		1	2	3	4	5	6	7	Total Number of Children
Group	iPad Maintenance	4	14	4	7	4	1	1	105
	Attendance Regulation	6	18	10	4	2	1	0	104
	Total Number of Children	10	64	42	44	30	12	7	209

Note. Frequency of Number of Children is indicated per Parent. It is to be read like: In group iPad Maintenance 14 parents indicated to have custody over 2 children. Total number of children indicates the sum of children.

Based on the McNemar chi-square test, it was revealed that there was a statistically significant difference between group regulation and group maintenance in pre- and post-intervention, $p < .001$. Because the estimated test value in this case indicated a value of $x^2 = 16.404$ at a 95% confidence interval, it was greater than the necessary x table value of 3.84, it can be stated that the two groups significantly differ in terms of absences (Kavzoglu, 2017). Absences in the control group decreased by 17.34 % and in the experimental group by 26.28 %.

Table 4

Pre- and Post-Intervention Absences

	Pre-Absences	Post-Absences	Row Total
Attendance Regulation	662	488	1150
iPad Maintenance	623	515	1138
Column Total	1285	1003	2288

Discussion

The primary objective of this study was to assess the impact of an intervention that utilizes informational flyers as means to promote parental monitoring behavior among immigrant parents in Germany, to reduce school absenteeism rates of their children. On behalf of the secondary school in which the present study was set, a non-random purposive sample of 76 parents was recruited to participate. To achieve the research objectives, the study employed a quasi-experimental design with a between-subject factor. The control group consisted of parents of grade six students who received information on iPad maintenance, while the experimental group included parents of students from grade seven who were provided with information on mandatory school attendance regulations. This design allowed for a comparison between the two groups and assess the effects of the provided information.

By comparing the parental monitoring scores of the attendance regulation and iPad maintenance group, the study sought to determine whether there were any significant differences in parental monitoring behaviors as a result of the intervention. Additionally, the study aimed to assess whether the information flyer had a significant impact on reducing school absences among the participants` children. This was done by observing absence records and juxtaposing the absence data before and after the intervention. Results indicate no effect of information provision nor number of children on parental monitoring, as both parent

groups had similar outcomes. Nevertheless, absence rates between the groups were different after the implementation of the intervention.

Upon analyzing the data, comparing parental monitoring scores between the two groups did not yield a statistically significant difference. The type of information (school regulations or iPad maintenance) did not have an impact on overall parental monitoring behaviors. In this case, it is correct to reject the hypothesis (H1) because the parental monitoring mean scores of both groups were not significantly different. Similarly, a significant relationship between the number of children and parental monitoring was not found. The adjusted group mean revealed that the difference in parental monitoring between the attendance regulation and iPad maintenance groups remained approximately the same, even after accounting for the number of children. These findings imply that the number of children in a family may not be a significant factor in influencing parental monitoring in this context. However, as the desired sample size was not achieved, the statistical power to expose a significant influence on parental monitoring was not available.

In conformity with the second hypothesis (H2), a significant difference between the attendance regulation and iPad maintenance groups was identified regarding pre- and post-intervention absences. Absences in the seventh grade decreased by 26.28 %. In contrast, the sixth grade had a decrease of 17.34 %. Hence, the results propose a significant effect of the intervention on reducing absences in the experimental group.

When comparing the findings to previous research on the topic of school absenteeism, it should be noted that this is the first study that tried to draw a direct connection between information provision and parental monitoring in the context of reducing school absenteeism among immigrant families. Despite a comprehensive review of available literature, no direct connections were found between the impact of information provision and parental monitoring with a study that focuses on a migrant population. This absence of prior research highlights the need for further investigation and exploration.

Related studies, such as the experimental study by Berlinski et al. (2021) tested whether providing parents with school-related information can be of use to promote school outcomes. They have demonstrated that the information provision was of use to facilitate parental monitoring and increase parental engagement which in turn led to improved grades and attendance. Other studies investigated whether providing parents with specific information about internet usage can affect parental behavior and subsequently reduce their children’s internet use (Gallego et al., 2017). The results of the present study were not able to replicate the effect of information provision to facilitate behavior change among immigrant

parents.

On the other hand, some studies describe mixed results or state that information alone is not able to change behavior. For instance, Abrahamse (2020) mentions in his research that written information was not able to influence recycling behavior. Arlinghaus and Johnston (2018) advocate that providing general information about the consequences of certain behaviors is insufficient to change behavior. They elaborate that filling in knowledge gaps to change behavior involves educating people about why it is necessary, and that personal relevance is needed. Wertz et al. (2016) further elaborate and state that parents might think that they monitor their children's activities but in reality, do not know much about it. However, in the study's context, parental monitoring scores did not indicate a clear tendency for either high or low levels of parental monitoring.

The lack of significant findings in the present study aligns with the latter research. With considerations of the above-mentioned studies, it can be argued that even if a potential knowledge gap among immigrant parents is accounted for, additional measures are necessary to address parental monitoring practices. These findings also highlight the limitations of the current study, as no associations were found between information provision and parental monitoring, despite other studies suggesting a potential effect of information provision.

The target group of this study was immigrant parents who had to evaluate their perception of how involved they are in monitoring their children. Because it would be difficult to operationalize parental monitoring via direct measures, it was necessary to rely on self-reports. Due to this introspection method, the given data may be vulnerable to social-desirability biases, and the lack of randomization raises concerns about selection bias. For instance, parents might be hesitant to disclose challenges or difficulties they are facing, including attendance issues, due to the desire to maintain a positive image or avoid stigmatization. Moreover, parents may be reluctant to provide honest answers because they fear it could have negative consequences, especially given the context of adhering to attendance policies. Steps to mitigate these potential biases and encourage accurate responses from immigrant parents included providing the survey in multiple languages, ensuring anonymity and confidentiality, and establishing trust through clear communication. To counteract a lack of randomization, the sixth and seventh grades were chosen based on similarities in demographics and a balanced diverse distribution of migration backgrounds which makes the sample group valid representatives of the target population.

A limitation that needs to be addressed is the duration of the intervention and the specific content of the information. In this study, the intervention consisted of a one-time

distribution of information to parents and a measurement point after two weeks. The duration of the intervention in this study may have been insufficient to produce significant changes in parental monitoring. By extending the intervention duration, parents would have had more opportunities to engage with the information, internalize its importance, and have more time to adjust the extent of their monitoring behavior. Furthermore, the information about mandatory school attendance regulations that was provided in the flyers may not be suitable for promoting parental monitoring. It is possible that other aspects of parental monitoring were not adequately addressed. For instance, content on adequate communication with teachers, the advantages of fostering a supportive home environment, establishing routines, and understanding the importance as well as long-term outcomes for school attendance could be relevant information in affecting parents' ability to monitor their children, which in turn can lead to decreased absences (Akkus & Cinkir, 2022; Robinson et al., 2018).

Another important limitation of our study is the lack of a pre-measurement of parental monitoring. A post-intervention assessment of parental monitoring was conducted without obtaining baseline measurements. This absence of pre-intervention data limits our ability to fully capture the changes in parental monitoring behaviors that can be attributed to the intervention. Consequently, statements on potential pre-existing differences in parental monitoring between the experimental and control group cannot be made. This also applies to the knowledge of parents. As stated in the model by Demir and Karabeyoglu (2016) knowledge of parents together with parental monitoring are contributing to parental control which in turn is associated with school absenteeism. Despite providing the parents with information we did not measure whether a change in their knowledge has occurred. It is plausible that parents were already familiar with school attendance regulations or that the experimental group was unaware before but after the intervention were on similar levels with the control group. In such cases, the information flyer may have had a limited impact on their knowledge. Accordingly, the lack of pre- and post-intervention assessment of parental knowledge prevents the study to make reliable and valid statements about the effect of the information intervention.

Despite the results demonstrating a significant change in absence rates following the intervention, it should be noted that alternative explanations exist for this context. The intervention could have been effective, even without a significant impact of parental monitoring, because the measurement of absences occurred in the last month before summer break. During this time there were several activities planned for students, such as class trips or receiving exam reports. Students were also informed to receive loaned school iPads before the

end of the school year. Under these circumstances, students might have been motivated to be present in school during the last couple of weeks, which also includes the post-intervention period. Besides, the accuracy and reliability of attendance records, particularly in schools where one relies on self-reporting by students, can be subject to errors and inconsistencies. These can introduce biases into the data and affect the interpretation of the intervention's effectiveness, as children without valid absence reasons might forge an excuse letter or teachers can forget to document absences (Keppens et al., 2019). Accordingly, strict documentation of absences would lead to more accurate interpretations. Therefore, while a decrease in absences can be attributed to the intervention, it is important to interpret the results carefully and consider other factors that may have influenced the difference in absences. For ethical reasons, it was not possible to collect data on individual absence rates. Therefore, elaborate, and comprehensive analyses that assess changes in absence rates were not possible.

Then again, supplementary findings illustrated that the ratio between excused and unexcused absences have changed in the experimental condition after the introduction of the intervention in comparison to the control group. The change, specifically the increase in excused absences, could indicate that the implementation of the boosting strategy and the provision of an example template, assisted parents in informing the school about their child's absence in writing. This is relevant because schools can utilize the distinction to confront children who are absent without valid excuses.

Based on the study's findings, and regarding the limitations, several directions for future research can be suggested. Firstly, it is important to investigate the long-term effects of information provision interventions on parental monitoring and absenteeism and utilize a random sampling method. Implementing follow-up assessments at multiple time points would provide insights into the sustainability of the intervention effects and potential fade-out over time. Moreover, exploring specific information and delivery methods can help to identify the most effective approaches in promoting parental monitoring and reducing absences. Comparative studies that examine the effects of different types of information could provide valuable information for educational policymakers and practitioners, for example Liu et al. (2021) highlight the short and long-term academic outcomes and social consequences because of school absenteeism. Another form of information could entail parental beliefs. Robinson et al. (2018) recommend that targeting parental beliefs and addressing misbeliefs about the utility value of schooling can lead to improved attendance rates. Long-term interventions that involve multiple sessions or follow-up activities may provide a more comprehensive and

sustained approach to promote parental monitoring behaviors. Therefore, future interventions should consider longer intervention periods to allow for gradual changes in parental behavior and to monitor the sustainability of the intervention's effects over time. Notably, baseline measures of information and degree of monitoring as well as induvial absence rates of children should be incorporated in prospective analyses to achieve more accurate assessments and analyses of the intervention`s impact.

To expand our understanding of the complex relationship between information provision, parental monitoring, and absenteeism, it is of interest to consider potential moderators and mediators, such as absence timing, family dynamics, cultural background, knowledge, and parent-teacher relationships (Keppens, 2023). Cultural backgrounds should receive increased attention in research that involves a culturally diverse population (Rasool et al., 2021). Even though the sample group is comparable as well as representative of a diverse population with a migration background, it is not a homogenous group. Within the present study, the characteristic that was of interest was a migration background and the associated challenges that come with migrating to a new country. However, there was no explicit focus on the impact that culture can have on parental monitoring practices. Hanel et al. (2018) and Rutigliano (2020) reason that especially cultural factors can significantly affect the attitudes and beliefs of immigrant families, particularly with regard to educational opinions. It is also stated that for example, Turkish or German cultures value education differently and accordingly have different expectations for their children’s academic development (Gebauer et al., 2021). Others demonstrated that in traditional cultures, gender can determine educational choices, with favorable attitudes toward boys’ education (Jin, 2023; Zhao, 2022). In consonance with these studies, cultural differences can affect the attitudes toward the utility of education which in turn can reduce their sense of responsibility to monitor their children (Kiral, 2020). Future interventions should consider these factors and design culturally responsive approaches that effectively engage and encourage immigrant parents in promoting school attendance.

While the intervention did not show a significant effect on parental monitoring but absence rates, the study provides valuable insights for future research and interventions in this area. One notable implication is that the need to ensure all parents possess information on mandatory school attendance regulations remains relevant. In the survey, 31 parents who were in the experimental group reported not being aware of the presented information (see Table 2). This revelation supports the assumption that immigrant parents might lack relevant knowledge about the consequences of failing to monitor the attendance of their children in

school.

In addition, the study gathered extensive literature on the challenges faced by immigrant families, including language barriers, cultural differences, and unfamiliarity with the educational system. This comprehensive review provides a solid foundation for future research and serves as a valuable starting point for further investigations. Since the study's results could not replicate the effects of information provision to encourage behavioral change as demonstrated in previous research, the study draws attention to the need for comprehensive interventions that go beyond informational flyers alone. While information provision is a valuable component, it should be complemented with other strategies such as teacher training, mentorships, feedback, and school support systems (Casal et al., 2017; Tumen et al., 2021). These multifaceted approaches can create a more supportive and collaborative environment, that can facilitate parental monitoring and address the underlying factors which contribute to absenteeism. By assessing these additional factors, researchers and practitioners can gain a more comprehensive understanding of the impact of interventions on parental involvement and absenteeism. In terms of practical applications, the study indicates that providing information to parents remains a relevant measure as many parents report not knowing the attendance policies and the consequences. Collaborative efforts between schools and parents can promote a supportive and inclusive educational environment that fosters regular attendance and engagement (Kearney et al., 2022).

In conclusion, the study examined the impact of information provision on parental monitoring and subsequently on absence rates among immigrant parents of children in the sixth and seventh grades at a secondary school in Germany. No significant differences between the two groups were identified. Accounting for the number of children did not change the findings. Although the experimental condition exhibited lower absence rates after the intervention, interpretations should be made with caution as several alternative explanations and limitations can bias the outcome.

The study's strengths lie in its use of standardized measures, and the inclusion of a covariate in the analysis. However, limitations include the non-random sampling method, reliance on self-report measures, and the absence of baseline measures, which decrease the validity and reliability of the outcomes. That is why, future studies should address these limitations and employ an experimental design that includes a pre- and post-measurements to assess the availability of information and level of parental monitoring beforehand. The construct of parental monitoring should be operationalized via more direct measures, for example by using lab tests or direct observations. In this manner, it should be possible to test

causal relationships and investigate hypotheses about immigrant parents more reliably. When parents were asked whether they know the presented information, the majority responded that they were not aware of regulation policies and their consequences. Respectively, it remains a relevant task to inform immigrant parents about mandatory school attendance regulations upon their arrival in a new host country. Therefore, the right content and channel should be investigated to increase their knowledge. As school absenteeism will remain a prevalent problem in Germany, and in addition to ongoing human migration, the successful integration of immigrant children into the German education system remains a responsibility that needs to be effectively managed. Therefore, more research on informational interventions is required to say that immigrant parents can benefit from additional information to improve upon their ability to monitor their children's attendance as means to counteract school absenteeism.

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Appendices

Appendix A

Information Flyer about Mandatory School Attendance Regulations

English Version:

Information regarding compulsory school attendance

1.What does compulsory school attendance mean?

Compulsory school attendance means that children are **obliged** to attend a school.

In Germany, a child is officially obliged to attend school in the year in which he or she reaches the age of six by 30 September. Compulsory school attendance always remains in force **over a 10-year period.**

Pupils are obligated to **attend lessons regularly** and also to participate in other **mandatory school events** (eg, school festivals, school trips, sports lessons, swimming lessons, etc). In addition, they are obligated to participate actively in lessons, doing preparatory and follow-up work, and also to do homework. **That is why it is kindly asked that you, as parents support your child to be present at school**.

In the event of illness, if your child is below the age of 18, it is **necessary to notify the school immediately** (no later than on the second school day), either verbally or in writing.

It is subsequently important for you to notify the school **in writing** with the reason why your child was not able to attend classes. If the pupil has been or is ill, a statement mentioning "illness" is adequate. The type of illness in question need not be specified.
If there are any doubts as to whether a child is not attending school for reasons of health, the school can require that the parents submit a medical certificate Reasonable doubts may arise, for example, through frequent unexcused absences.

School holiday dates must be respected, i.e. the holidays may not be shortened or extended. Before and after the holidays, leave of absence is prohibited in practically all cases. Exceptions to this rule may only be made for substantial reasons. An extension of the school holidays or cost savings for outward or return journeys in the case of a vacation trip do not constitute substantial reasons.

2. What happens if the obligation regarding school attendance is violated?

If your child fails to attend school despite the fact that he or she is not ill and, if no other substantial reason applies either, **you as parents will first of all be requested in writing by the school to excuse the absences** concerned by giving a reason for them.

You, as parents, are asked to ensure that your child attends classes regularly and also participates in other school events. It should be noted that with respect ot the law, there is the option of having the police or the public order office forcibly conduct the pupils to school or that legal procedures can be initiated.

If legal processes start, the parents or students will be given the opportunity to voice their opinions in the course of a formal hearing to be conducted within a two-week period. If the prerequisites for a penalty notice are met, a **fine of up to €1,000** may be imposed.

If you are uncertain or have any questions, speak to the school.
Further information on the topic of compulsory school attendance is to be found on the website of the Münster Bezirks-regierung (district government) (www.brms.nrw.de/go/schulpflicht).

3.What can you do?

In case your child **cannot come** to school please use the following as an example for how to excuse your children appropriately.

Sehr geehrte/r Frau/Herr _____ (Name of the class teacher)

Hiermit entschuldige ich mein Kind _____ (Name) für das Fehlen vom _____ (First date of missing) bis zum _____ (Last date of missing).
Der Grund ist: _____ (the reason for missing)

Vielen Dank, mit freundlichen Grüßen
_____(Your signature) _____(date of today)

In summary:

- Children are obliged to go to school.
- You, as parents are responsible to make sure that your children attend school and other school activities!
- When your child is ill or there is another emergency and cannot go to school then you have to notify the school immediately!
- Repeated, unexcused absence of your child from school can lead to a fine of up to 1000€

So please make sure your children go to school and to notify the school. 😊

German Version (only text):

Informationen zur Schulpflicht

1.Was bedeutet Schulpflicht?

Schulpflicht bedeutet, dass Kinder verpflichtet sind, eine Schule zu besuchen.

In Deutschland besteht für ein Kind in dem Jahr, in dem es bis zum 30. September das sechste Lebensjahr vollendet, die offizielle Schulpflicht. Die Schulpflicht bleibt stets für die Dauer von 10 Jahren bestehen.

Die Schülerinnen und Schüler sind verpflichtet, regelmäßig am Unterricht teilzunehmen und auch an anderen schulischen Pflichtveranstaltungen (z. B. Schulfesten, Klassenfahrten, Sportunterricht, Schwimmunterricht etc.) teilzunehmen. Darüber hinaus sind sie verpflichtet, sich aktiv am Unterricht zu beteiligen, Vor- und Nachbereitungen zu leisten und Hausaufgaben zu erledigen. Deshalb bitten wir Sie als Eltern, Ihr Kind bei der Anwesenheit in der Schule zu unterstützen.

Im Krankheitsfall ist, wenn Ihr Kind unter 18 Jahre alt ist, die Schule unverzüglich (spätestens am zweiten Schultag) mündlich oder schriftlich zu benachrichtigen.

Anschließend ist es wichtig, dass Sie der Schule schriftlich mitteilen, warum Ihr Kind nicht am Unterricht teilnehmen konnte. War oder ist der Schüler erkrankt, genügt die Angabe „Krankheit“. Die Art der Erkrankung muss nicht näher angegeben werden.

Bestehen Zweifel, ob ein Kind aus gesundheitlichen Gründen die Schule nicht besucht, kann die Schule von den Eltern die Vorlage eines ärztlichen Attests verlangen

Begründete Zweifel können beispielsweise durch häufiges unentschuldigtes Fernbleiben entstehen.

Die Schulferientermine müssen eingehalten werden, d. h. die Ferien dürfen weder verkürzt noch verlängert werden. Vor und nach den Ferien ist eine Beurlaubung praktisch in allen Fällen verboten. Ausnahmen von dieser Regelung sind nur aus triftigen Gründen zulässig. Eine Verlängerung der Schulferien oder Kosteneinsparungen bei Hin- oder Rückreise im Falle einer Urlaubsreise stellen keinen wichtigen Grund dar.

2. Was passiert bei einer Verletzung der Schulpflicht?

Wenn Ihr Kind die Schule nicht besucht, obwohl es nicht krank ist und auch kein anderer wichtiger Grund vorliegt, werden Sie als zunächst von der Schule schriftlich aufgefordert, die Fehlzeiten durch eine Angabe eines Grundes zu entschuldigen.

Sie als Eltern werden aufgefordert, dafür zu sorgen, dass Ihr Kind regelmäßig am Unterricht und den sonstigen Veranstaltungen der Schule teilnimmt. Es erfolgt zudem der Hinweis, dass die Möglichkeit der zwangsweisen Zuführung der Schülerinnen und Schüler zur Schule durch das Ordnungsamt oder die Polizei besteht bzw. ein Ordnungswidrigkeitsverfahren eröffnet werden kann.

Wenn ein Ordnungswidrigkeitsverfahren eingeleitet wird, wird den Eltern bzw. den Schülerinnen und Schülern im Rahmen einer förmlichen Anhörung innerhalb von 14 Tagen Gelegenheit zur Äußerung gegeben. Wenn die Voraussetzungen für einen Bußgeldbescheid vorliegen, kann ein Bußgeld bis zu 1000 Euro verhängt werden.

Wenn Sie unsicher sind oder Fragen haben, sprechen Sie mit der Schule. Weitere Informationen zum Thema Schulpflicht gibt es auf der Internetseite der Bezirksregierung Münster (www.brms.nrw.de/go/schulpflicht).

3. Was können Sie machen?

Sollte Ihr Kind nicht zur Schule kommen können, nutzen Sie bitte die folgende Vorlage, um Ihr Kind rechtgemäß vom Unterricht zu entschuldigen.

Sehr geehrte/r Frau/Herr _____ (Name of the class teacher)

Hiermit entschuldige ich mein Kind _____ (Name) für das Fehlen vom _____ (First date of missing) bis zum _____ (Last date of missing).
Der Grund ist: _____ (the reason for missing)

Vielen Dank, mit freundlichen Grüßen
_____(Your signature) _____(date of today)

In Zusammenfassung:

 Kinder sind verpflichtet, zur Schule zu gehen.

 Sie als Eltern sind dafür verantwortlich, dass Ihre Kinder die Schule und andere schulische Aktivitäten besuchen!

 Wenn Ihr Kind krank ist oder ein anderer Notfall eintritt und es nicht zur Schule gehen kann, müssen Sie die Schule sofort benachrichtigen!

 Wiederholtes, unentschuldigtes Fernbleiben Ihres Kindes von der Schule kann mit einem Bußgeld von bis zu 1.000 € geahndet werden

Turkish Version (only text):

Okul yükümlülüğüne dair bilgiler

1. Okul yükümlülüğü ne demektir?

Okul yükümlülüğü çocukların okula gitmekle yükümlü olması demektir.

Meslek eğitimi (çıraklık) sözleşmesi olmayan gençler için okul yükümlülüğü 18 yaşını doldurdukları yılın öğrenim yılı bitimine kadar devam eder.

Öğrenciler derslere ve aynı şekilde diğer zorunlu okul etkinliklerine düzenli olarak katılmakla yükümlüdür (örn. okul festivalleri, sınıf gezileri, beden eğitimi dersi, yüzme, vb.). Öğrenciler

bunun dışında işbirliği, ders öncesi ve sonrası hazırlıklar ve ev ödevlerinin yapılması ile de yükümlüdür. Çocuğunuzun okula gitmesi ebeveyn olarak sizin sorumluluğunuzdadır. Hastalık durumunda, gecikmeksizin (en geç ikinci okul gününde) okulu yazılı veya sözlü olarak durumdan haberdar etmelisiniz. Daha sonra çocuğunuzun neden okula gidemediğini okula yazılı olarak bildirmeniz gereklidir.

Öğrencinin hasta olması durumunda "Hastalık" açıklaması yeterlidir. Hastalığın ne olduğunu belirtmeniz gerekmez. Çocuğun okula sağlık nedeni ile gelmediği yönünde bir kuşku mevcutsa, okul ebeveynden ya da öğrenci reşitse, kendisinden bir doktor raporu ibraz etmesini isteyebilir.

Örneğin öğrencinin mazeret göstermeden sık sık okula gelmemesi bir kuşku gerekçesi olabilir. Tatil sürelerine uyulmalıdır, yani tatiller isteğe bağlı olarak kısaltılıp uzatılamaz. İlke olarak tatillerden önce ve sonra izin yasağı vardır. Yalnızca eğer önemli bir neden varsa, buna istisna tanınabilir. Okul tatilinin uzatılması veya tatil gezisinin gidiş-dönüş ücretinin daha uygun olması önemli neden değildir.

2. Okul yükümlülüğünün ihlali durumunda ne olur?

Çocuğunuz hastalık ve önemli başka bir neden dışında okula gitmezse, okul ebeveyn olarak sizden (veya reşitse, öğrencinin kendisinden) yazılı olarak okula gidilmeyen günlere ilişkin gerekçeli bir mazeret bildirimi talep eder.

Ebeveyn olarak sizden çocuğunuzun düzenli olarak derslere ve diğer etkinliklere katılmasını sağlamanız istenir. Reşit olan öğrencilere okula gitmekle yükümlü oldukları belirtilir. Buna ek olarak, öğrencilerin okula resmi merciler veya polis tarafından zorla götürülebileceği ve kamu düzenini ihlal davası açılabileceği de belirtilir.

Okul yükümlülüğüne dair bilgiler Kamu düzenini ihlal davası açıldığında, ebeveyne veya öğrenciye resmi bir duruşma kapsamında 14 gün içerisinde ifade verme fırsatı tanınır. Para cezasını gerektiren koşullar mevcutsa, 1000 Euro'ya varan miktarlarda para cezası verilebilir.

Emin değilseniz ya da sorularınız varsa, okulla görüşünüz. Okul yükümlülüğüne ilişkin daha fazla bilgiyi Münster Bölge Hükümetinin (Bezirksregierung Münster) İnternet sayfasında bulabilirsiniz (www.brms.nrw.de/go/schulpflicht).

3. Ne yapabilirsiniz?

Çocuğunuzun okula gelememesi durumunda, çocuklarınızı uygun bir şekilde nasıl mazur göreceğinize lütfen aşağıdaki örneği örnek olarak kullanınız.

Sehr geehrte/r Frau/Herr _____ (Name of the class teacher)

Hiermit entschuldige ich mein Kind _____ (Name) für das Fehlen vom _____ (First date of missing) bis zum _____ (Last date of missing).
Der Grund ist: _____ (the reason for missing)

Vielen Dank, mit freundlichen Grüßen
_____(Your signature) _____(date of today)

Özetle:

 Çocuklar okula gitmek zorundadır.

 Bir ebeveyn olarak, çocuklarınızın okula ve diğer okul etkinliklerine katılmasını sağlamaktan siz sorumlusunuz!

 Çocuğunuz hastaysa veya başka bir acil durumu varsa ve okula gidemiyorsa, hemen okula haber vermelisiniz!

 Çocuğunuzun tekrar tekrar, mazeretsiz devamsızlıkları 1.000 €'ya kadar para cezası ile cezalandırılabilir.

Arabic Version (text only):

معلومات عن الحضور الإجباري في المدرسة

1-ماذا يعني الانتظام الإلزامي في المدرسة؟

يعني الحضور الإجباري في المدرسة أن الأطفال ملزمون بالالتحاق بالمدرسة.

في ألمانيا ، يُلزم الطفل رسميًا بالالتحاق بالمدرسة في العام الذي يبلغ فيه سن السادسة بحلول 30 سبتمبر. يظل الالتحاق بالمدارس الإجباري ساريًا دائمًا على مدى 10 سنوات.

يلتزم الطلاب بحضور الدروس بانتظام وكذلك المشاركة في الأحداث المدرسية الإلزامية الأخرى (على سبيل المثال ، المهرجانات المدرسية والرحلات المدرسية ودروس الرياضة ودروس السباحة وما إلى ذلك). بالإضافة إلى ذلك ، فهم ملزمون بالمشاركة بنشاط في الدروس ، والقيام بالأعمال التحضيرية والمتابعة ، وكذلك أداء الواجبات المنزلية. هذا هو السبب في أنه يُطلب منك التفضل ، بصفتك والدين يدعمان طفلك ليكون حاضراً في المدرسة.

في حالة المرض ، إذا كان طفلك أقل من 18 عامًا ، فمن الضروري إخطار المدرسة على الفور (في موعد لا يتجاوز اليوم الدراسي الثاني) ، سواء شفهيًا أو كتابيًا.

من المهم لاحقًا بالنسبة لك إخطار المدرسة كتابيًا بسبب عدم تمكن طفلك من حضور الفصول الدراسية. إذا كان التلميذ مريضًا أو مريضًا ، فإن العبارة التي تشير إلى "المرض" كافية. لا يلزم تحديد نوع المرض المعني.

إذا كانت هناك أي شكوك حول ما إذا كان الطفل لا يذهب إلى المدرسة لأسباب صحية ، يمكن للمدرسة أن تطلب من الوالدين تقديم شهادة طبية

قد تنشأ شكوك معقولة ، على سبيل المثال ، من خلال الغياب المتكرر بدون عذر.

يجب احترام تواريخ العطلات المدرسية ، أي لا يجوز تقصير أو تمديد الإجازات. قبل الإجازات وبعدها ، تُحظر إجازة الغياب عمليًا في جميع الحالات. لا يجوز إجراء استثناءات لهذه القاعدة إلا لأسباب جوهرية. لا يشكل تمديد الإجازات المدرسية أو التوفير في التكاليف لرحلات الذهاب والعودة في حالة رحلة الإجازة أسبابًا جوهرية.

2. ماذا يحدث إذا تم الإخلال بالالتزام المتعلق بالالتحاق بالمدرسة؟

إذا لم يلتحق طفلك بالمدرسة على الرغم من حقيقة أنه ليس مريضًا ، وإذا لم يكن هناك سبب جوهري آخر ينطبق أيضًا ، فستطلب منك المدرسة أولاً وقبل كل شيء كتابيًا إعفاء الغيابات المعنية من خلال إبداء السبب بالنسبة لهم.

يُطلب منك ، بصفتك والدين ، التأكد من أن طفلك يحضر الفصول بانتظام ويشارك أيضًا في الأحداث المدرسية الأخرى. وتجدر الإشارة إلى أنه فيما يتعلق بالقانون ، هناك خيار أن تقوم الشرطة أو مكتب النظام العام بإجبار التلاميذ على الذهاب إلى المدرسة أو الشروع في الإجراءات القانونية.

إذا بدأت الإجراءات القانونية ، فسيتم منح الآباء أو الطلاب الفرصة للتعبير عن آرائهم في سياق جلسة استماع رسمية تعقد في غضون أسبوعين. إذا تم استيفاء المتطلبات الأساسية لإخطار الغرامة ، فقد يتم فرض غرامة تصل إلى 1000 يورو.

إذا لم تكن متأكدًا أو لديك أي أسئلة ، فتحدث إلى المدرسة.

يمكن العثور على مزيد من المعلومات حول موضوع الالتحاق بالمدارس الإلزامية على موقع (حكومة المقاطعة) .(www.brms.nrw.de/go/schulpflicht)

3. ماذا يمكنك أن تفعل؟

في حالة عدم تمكن طفلك من القدوم إلى المدرسة ، يرجى استخدام ما يلي كمثال لكيفية إعفاء أطفالك بشكل مناسب

Sehr geehrte/r Frau/Herr _____ (Name of the class teacher)

Hiermit entschuldige ich mein Kind _____ (Name) für das Fehlen vom _____ (First date of missing) bis zum _____ (Last date of missing).
Der Grund ist: _____ (the reason for missing)

Vielen Dank, mit freundlichen Grüßen
_____(Your signature) _____(date of today)

. في ملخص:

- الأطفال ملزمون بالذهاب إلى المدرسة.
- أنت ، بصفتك ولي الأمر ، مسؤول عن التأكد من أن أطفالك يذهبون إلى المدرسة والأنشطة المدرسية الأخرى!
- عندما يكون طفلك مريضًا أو هناك حالة طوارئ أخرى ولا يمكنك الذهاب إلى المدرسة ، فعليك إخطار المدرسة على الفور!
- قد يؤدي الغياب المتكرر لطفلك عن المدرسة بدون عذر إلى دفع غرامة تصل إلى 1000 يورو

Romanian Version (only text):

Informații privind frecventarea obligatorie a școlii

1.Ce înseamnă prezența la școală obligatorie?

Prezența obligatorie la școală înseamnă că copiii sunt obligați să frecventeze o școală.

În Germania, un copil este obligat oficial să meargă la școală în anul în care împlinește vârsta de șase ani până la 30 septembrie. Frecvența obligatorie la școală rămâne întotdeauna în vigoare pe o perioadă de 10 ani.

Elevii sunt obligați să participe la lecții în mod regulat și, de asemenea, să participe la alte evenimente școlare obligatorii (de exemplu, festivaluri școlare, excursii școlare, lecții de sport, lecții de înot etc.). În plus, ei sunt obligați să participe activ la lecții, efectuând lucrări pregătitoare și ulterioare și, de asemenea, să facă temele pentru acasă. De aceea, vă rugăm să vă sprijiniți, ca părinți, copilul să fie prezent la școală.

În caz de boală, dacă copilul dumneavoastră are vârsta sub 18 ani, este necesar să anunțați imediat școala (cel mai târziu în a doua zi de școală), fie verbal, fie în scris.

Ulterior, este important să anunțați școala în scris cu motivul pentru care copilul dumneavoastră nu a putut participa la cursuri. Dacă elevul a fost sau este bolnav, este adecvată o declarație care menționează „boală”. Nu este necesar să se precizeze tipul de boală în cauză.

Dacă există îndoieli cu privire la faptul că un copil nu frecventează școala din motive de sănătate, școala poate solicita părinților să prezinte un certificat medical.

Pot apărea îndoieli rezonabile, de exemplu, prin absențe frecvente nejustificate.

Datele vacanțelor școlare trebuie respectate, adică vacanțele nu pot fi scurtate sau prelungite. Înainte și după vacanță, concediul este interzis practic în toate cazurile. Excepții de la această regulă pot fi făcute numai din motive substanțiale. O prelungire a vacanțelor școlare sau economiile de costuri pentru călătoriile dus-întors sau dus-întors în cazul unei călătorii de vacanță nu constituie motive substanțiale.

Sehr geehrte/r Frau/Herr _____ (Name of the class teacher)

Hiermit entschuldige ich mein Kind _____ (Name) für das Fehlen vom _____ (First date of missing) bis zum _____ (Last date of missing).
Der Grund ist: _____ (the reason for missing)

Vielen Dank, mit freundlichen Grüßen
_____(Your signature) _____(date of today)

2. Ce se întâmplă dacă este încălcată obligația privind frecvența la școală?

În cazul în care copilul dumneavoastră nu merge la școală în ciuda faptului că nu este bolnav și, dacă nici un alt motiv substanțial nu se aplică, dumneavoastră, în calitate de părinți, vi se va cere în primul rând în scris de către școală să scuzați absențele în cauză, oferind un motiv pentru ei.

Dumneavoastră, în calitate de părinți, vi se cere să vă asigurați că copilul dumneavoastră urmează cursurile în mod regulat și participă, de asemenea, la alte evenimente școlare. De remarcat faptul că, cu respectarea legii, există opțiunea ca poliția sau oficiul de ordine publică să conducă forțat elevii la școală sau că pot fi inițiate proceduri legale.

Dacă încep procesele legale, părinților sau elevilor li se va oferi posibilitatea de a-și exprima opiniile în cursul unei audieri oficiale care va avea loc într-o perioadă de două săptămâni. Dacă sunt îndeplinite condițiile prealabile pentru o notificare de penalizare, se poate aplica o amendă de până la 1.000 EUR.

Dacă nu sunteți sigur sau aveți întrebări, vorbiți cu școala. Informații suplimentare despre tema frecvenței școlare obligatorii pot fi găsite pe site-ul web al Münster Bezirks-regierung (guvernul districtual) (www.brms.nrw.de/go/schulpflicht).

3. Ce poți face?

În cazul în care copilul dumneavoastră nu poate veni la școală, vă rugăm să folosiți următoarele ca exemplu pentru cum să vă scuzați copiii în mod corespunzător.

În concluzie:

 Copiii sunt obligaţi să meargă la şcoală.

 Dumneavoastră, ca părinți, sunteți responsabili să vă asigurați că copiii dumneavoastră merg la școală și la alte activități școlare!

 Când copilul dumneavoastră este bolnav sau există o altă urgență și nu poate merge la școală, trebuie să anunțați imediat școala!

 Absența repetată și nejustificată a copilului dumneavoastră de la școală poate duce la o amendă de până la 1000 de euro

Appendix B

Information Text for Flyer about iPad Maintenance

Dear parents,
we have gathered relevant information for you, and particularly for your children on how to take care of the loaned iPads from the school. To ensure that we can use them for a long period, we ask you to maintain them in a good state.

Care and Maintenance

iPad Care
Carefully transport your iPad to school every day. Avoid placing weight on the iPad. Never throw or slide an iPad. Never expose an iPad to long-term temperature extremes or direct sunlight. An automobile is not a good place to store an iPad.

iPad Case
Your iPad comes with a school-issued case. The purpose of the case is to protect the iPad, especially while the iPad is being transported. When not in use, closing the iPad case will save battery life and protect the screen. The iPad must remain in a protective case at all times, as good or better than the school issued case. You may decorate and individualize this case (stickers, etc.) if they wish, as long as the adornment is appropriate and does not degrade the protective nature of the case. No stickers or any other items should be attached to the iPad itself unless placed there by school staff.

iPad Battery
The iPad should be charged using the provided wall charger. Fully charged iPad batteries will typically last 12 – 15 hours of use. Waiting to charge the iPad until the charge is low (less than 20% life or red indicator light) will extend the battery life. It is your responsibility to charge the iPad and ensure it is ready for use in school each day. Failure to do so may result in the your inability to participate in classroom learning activities.

iPad Screen
The iPad is an electronic device; handle it with care. Never throw a book bag that contains an iPad. Never place an iPad in a book bag that contains food, liquids, heavy, or sharp objects. While the iPad is scratch resistant, it is not scratch proof. Avoid using any sharp object(s) on the iPad. The iPad screen is glass and vulnerable to cracking. Never place heavy objects on top of the iPad and never drop your iPad. Careful placement in your backpack is important.

iPads do not respond well to liquids. Avoid applying liquids to the iPad. The iPad can be cleaned with a soft, slightly water-dampened, lint-free cloth. Avoid getting moisture in the openings. Do not use window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives to clean the iPad. Use of unapproved cleaners may remove the protective film covering the face of the iPad.
If there are additional questions, please feel free to contact Erman Seckin.
(erman.seckin@hotmail.de)

Appendix C

Information Letter and Consent Form

English Version:

This is a project conducted by me, Erman Seckin, supported by [redacted]The project is part of my master's degree at Radboud University. Our goal is to understand the backgrounds of our students better and to improve their experience at school. To do so we are conducting a survey to also develop a better understanding about the perception of the caregivers of our students. Together we can improve and support the children in their development as competent students and create a positive learning environment.

That is why the information you provide will be extremely valuable in building up a picture of what we can do to help our students. The survey will take around 10 minutes to complete.

If possible, the survey will be provided in your native language.

We ask you to respond to all the questions you feel comfortable answering. There are no right, or wrong answers and we assure you that your responses to this questionnaire will be kept confidential. Most importantly participation is voluntary, and you will remain anonymous.

If you have questions, please feel free to contact me at erman.seckin@hotmail.de. Thank you for your participation.

Informed Consent

Would you please give your clear consent to participate in our project?
You can do this by reading the text below and then checking the box on the answer of your choice.

I hereby confirm that:

- I was satisfactorily informed about the study, and I have read and understood the written information on the study.

- I have had the opportunity to ask questions regarding the study and my questions have been answered satisfactorily.

-I agree to the use of the information I provide until the 1.10.23

- I was allowed sufficient time to consider whether to give my consent.

- I participate of my own free will.

I understand that:

- I have the right to withdraw my consent at any time without having to give a reason, and withdrawing my participation has no further consequences.

- My information will be processed anonymously and stored till 1.10.23

- I will not be informed about my individual results.

◯ **I hereby confirm that I have understood all of the statements above, and I give my consent to participate in the study.**

◯ **I do not give consent.**

German Version:

Dieses Projekt wird von mir, Erman Seckin, in Kooperation mit [redacted] zusammen durchgeführt. Das Projekt ist Teil meines Masterstudiums an der Radboud Universität. Unser Ziel ist es die Hintergründe unserer Schüler besser zu verstehen und ihre Erfahrungen an der Schule zu verbessern. Um dies verwirklichen zu können, wollen wir mit dieser Umfrage ein besseres Verständnis über die Wahrnehmungen der Eltern entwickeln. Zusammen können wir die Entwicklung der Kinder zu kompetenten Schülern und Schülerinnen verbessern und unterstützen und gemeinsam eine positive Lernatmosphäre schaffen.

Aus diesem Grund hat die Information, die sie uns bereitstellen einen hohen Wert darin unseren Schülern zu helfen. Die Umfrage dauert etwa 10 min.

Die Umfrage wird Ihnen, wenn möglich, in Ihrer Muttersprache mitgegeben.

Wir bitten Sie, wenn möglich, alle Fragen zu beantworten solange Sie damit einverstanden sind diese zu beantworten. Hier gibt es keine richtigen oder falschen Antworten. Alle Antworten werden anonym und sicher verwahrt. Teilnahme an der Umfrage ist freiwillig.

Bei Fragen bitte melden Sie sich bei mir unter erman.seckin@hotmail.de. Vielen Dank für Ihre Teilnahme.

Einverständniserklärung

Sind Sie damit einverstanden an diesem Projekt teilzunehmen?

Hiermit bestätige ich dass,:

Ich wurde zufriedenstellend über die Studie informiert und habe die schriftlichen Informationen zur Studie gelesen und verstanden.

- Ich hatte die Möglichkeit, Fragen zur Studie zu stellen und meine Fragen wurden zufriedenstellend beantwortet.

-Ich bin mit der Nutzung der von mir bereitgestellten Informationen bis zum 1.10.23 einverstanden

- Mir wurde ausreichend Zeit eingeräumt, um zu überlegen, ob ich meine Einwilligung geben sollte.

- Ich nehme aus freien Stücken teil.

Mir ist bewusst, dass:

Ich habe das Recht, meine Einwilligung jederzeit ohne Angabe von Gründen zu widerrufen. Der Widerruf meiner Teilnahme hat keine weiteren Konsequenzen.

- Meine Daten werden anonymisiert verarbeitet und bis zum 1.10.23 gespeichert

- Ich werde nicht über meine individuellen Ergebnisse informiert.

◯ **Hiermit bestätige ich, dass ich alle oben genannten Aussagen verstanden habe und gebe mein Einverständnis zur Teilnahme an der Studie.**

◯ **Ich gebe keine Einwilligung.**

Appendix D

Survey

English Version:

Who will complete this questionnaire?

- Mother or other female guardian ○
- Father or other male guardian ○
- Other ○

How many children are you taking care of?

Have you received an information letter?

Yes ○ **No** ○

If yes, have you read it?

Yes ○ **No** ○

Were you already aware of this knowledge?

Yes ○ **No** ○

Please answer the following statements by listening to your feelings and then check the box that fits. There is no right, or wrong answer and honest answers will help us the most.

On a scale from 1 (strongly disagree) to 5 (strongly agree)

	Stongly disagree	**Disagree**	**Neither agree nor disagree**	**Agree**	**Strongly agree**
1. I am interested in my child's school activities.	○	○	○	○	○
2. I attend parent-teacher meetings.	○	○	○	○	○

3. I am supportive of my child's efforts at school and his/her achievements.	○	○	○	○	○
4. I ask my child's teacher about his/her performance.	○	○	○	○	○
5. I monitor my child's attendance in school.	○	○	○	○	○
6. I check my child's exercise and assignment book regularly.	○	○	○	○	○
7. I supervise my child to do assignments at home.	○	○	○	○	○
8. I check my child's semester exams report card in every semester.	○	○	○	○	○
9. I discuss with my child how well they are doing at school.	○	○	○	○	○
10. I make sure that absences from school are excused.	○	○	○	○	○
11. I actively attend meetings in school.	○	○	○	○	○

German Version:

Wer beantwortet diese Fragen?

- Mutter oder weiblicher Erziehungsberechtigter ○
- Vater oder männlicher Erziehungsberechtigter ○
- Anderer ○

Um wie viele Kinder kümmern Sie sich?

Haben Sie einen Informationsflyer bekommen?

Ja ◯ **Nein** ◯

Falls ja, haben Sie es gelesen?

Ja ◯ **Nein** ◯

Waren Sie sich dieser Information bereits bewusst?

Ja ◯ **Nein** ◯

Bitte beantworten Sie die folgenden Aussagen, in dem Sie auf Ihr Gefühl hören und kreuzen Sie die passende Box an. Es gibt keine richtigen oder falschen Antworten, und ehrliche Antworten helfen uns am meisten.

Auf einer Skala von 1 (Stimme überhaupt nicht zu) bis 5 (Stimme voll und ganz zu)

	Stimme überhaupt nicht zu	**Stimme nicht zu**	**Neutral**	**Stimme zu**	**Stimme voll und ganz zu**
1. Ich interessiere mich für die Schulaktivitäten meines Kindes.	◯	◯	◯	◯	◯
2. Ich nehme an Elternsprechtagen teil.	◯	◯	◯	◯	◯
3. Ich unterstütze die Schulischen Leistungen und Erfolge meines Kindes.	◯	◯	◯	◯	◯
4. Ich frage die Lehrer nach der Leistung meines Kindes.	◯	◯	◯	◯	◯

5. Ich achte darauf, dass meine Kinder in der Schule anwesend sind.	◯	◯	◯	◯	◯
6. Ich kontrolliere regelmäßig die Hausaufgaben meines Kindes.	◯	◯	◯	◯	◯
7. Ich unterstütze mein Kind beim Hausaufgaben machen	◯	◯	◯	◯	◯
8. Ich fordere das Halbjahreszeugnis meines Kindes an.	◯	◯	◯	◯	◯
9. Ich unterhalte mich mit meinem Kind darüber, wie er/sie in der Schule zurechtkommt.	◯	◯	◯	◯	◯
10. Ich nehme an Veranstaltungen der Schule teil	◯	◯	◯	◯	◯
11. Ich achte darauf, dass die Schulfehlzeiten meines Kindes entschuldigt werden/sind.	◯	◯	◯	◯	◯

Romanian Version:

Cine raspunde la aceste intrebari?

- Mama sau tutorele legal femeiesc ◯
- Tatal sau tutorele legal barbatesc ◯
- Alte persoane ◯

De cati copii aveti grija?

Ati primit o scrisoare cu informatii?

Da ◯ **Nu** ◯

Daca da, ati citit-o?

Da ◯ **Nu** ◯

Erati deja constient/a de aceasta informatie?

Da ◯ **Nu** ◯

Vă rugăm să răspundeți la următoarele afirmații, dupa cum simtiti și apoi bifați răspunsul potrivit. Nu există răspunsuri corecte sau greșite, iar răspunsurile sincere ne ajută cel mai mult.

La o scala de la 1 (total dezacord) pana la 5 (total de acord)

	Total dezacord	**Dezacord**	**Neutru**	**De acord**	**Total de acord**
1. Sunt interesat de activitățile școlare ale copilului meu.	◯	◯	◯	◯	◯
2. Particip la sedintele cu părinții.	◯	◯	◯	◯	◯
3. Susțin realizările și succesele scolare ale copilului meu.	◯	◯	◯	◯	◯
4. Îi întreb pe profesori despre performanța copilului meu.	◯	◯	◯	◯	◯
5. Mă asigur de prezenta copiilor mei la scoala.	◯	◯	◯	◯	◯
6. Verific regulat temele copilului meu.	◯	◯	◯	◯	◯

7. Îmi ajut copilul să-și facă temele.	◯	◯	◯	◯	◯
8. Ma uit la notele pe jumătatea de an al copilului meu.	◯	◯	◯	◯	◯
9. Vorbesc cu copilul meu despre cum se descurcă la școală.	◯	◯	◯	◯	◯
10. Particip la evenimentele școlare.	◯	◯	◯	◯	◯
11. Mă asigur că absențele copilului meu de la școală sunt/vor fi scuzate.	◯	◯	◯	◯	◯

Turkish Version:

Bu soruları kim cevaplıyor?

- Anne veya kadın yasal vasi ◯
- Baba veya erkek yasal vasi ◯
- Bir diğer ◯

Kaç çocuğun var?

☐

Bir bilgi broşürü aldınız mı?

Evet ◯ **Hayır** ◯

Evet ise okudunuz?

Evet ◯ **Hayır** ◯

Bu bilgilerden zaten haberdar mıydınız?

Evet ◯ **Hayır** ◯

Lütfen aşağıdaki ifadeleri duygularınızı dinleyerek cevaplayınız ve uygun kutucuğu işaretleyiniz. Doğru ya da yanlış cevap yoktur ve dürüst cevaplar bize en çok yardımcı olur.

1 (kesinlikle katılmıyorum) ile 5 (kesinlikle katılıyorum) arasında bir ölçekte

	Kesinlikle katılmıyorum	**Katılmıyorum**	**Tarafsız kal**	**Kesinlikle katılıyorum**	**Kesinlikle katılıyorum**
1. Çocuğumun okul etkinlikleriyle ilgileniyorum.	◯	◯	◯	◯	◯
2. Veli toplantılarına katılıyorum.	◯	◯	◯	◯	◯
3. Çocuğumun akademik başarılarını ve başarılarını desteklerim.	◯	◯	◯	◯	◯
4. Öğretmenlere çocuğumun performansını sorarım.	◯	◯	◯	◯	◯
5. Çocuklarımın okula gitmesini sağlarım.	◯	◯	◯	◯	◯
6. Çocuğumun ödevlerini düzenli olarak kontrol ederim.	◯	◯	◯	◯	◯
7. Çocuğuma ödevlerinde yardım ederim.	◯	◯	◯	◯	◯
8. Çocuğumun ara sınav notlarına bakarım.	◯	◯	◯	◯	◯
9. Okuldaki durumu hakkında çocuğumla konuşurum.	◯	◯	◯	◯	◯

10. Okul etkinliklerine katılıyorum.	◯	◯	◯	◯	◯
11. Çocuğumun okula devamsızlıklarının mazeretli olduğundan/olacağından emin olurum.	◯	◯	◯	◯	◯

Arabic Version:

من يجيب على هذه الأسئلة؟

- الأم أو الوصي القانوني- أنثى ◯
- الأب أو الوصي القانوني - الذكر ◯
- آخر ◯

كم عدد الأطفال الذين تعتني بهم؟

☐

هل حصلت على نشرة معلومات؟

نعم ◯ لا ◯

إذا كانت الإجابة بنعم ، هل قرأتها؟

نعم ◯ لا ◯

هل كنت بالفعل على علم بهذه المعلومات؟

نعم ◯ لا ◯

يرجى الإجابة على العبارات التالية من خلال الاستماع إلى مشاعرك ووضع علامة في المربع المناسب. لا توجد إجابات صحيحة أو خاطئة ، والإجابات الصادقة تساعدنا أكثر.

على مقياس من 1 (لا أوافق بشدة) إلى 5 (أوافق بشدة)

	أوافق بشدة	**يوافق**	**لا أوافق ولا أرفض**	**تعارض**	لا أوافق بشدة
أنا مهتم بالأنشطة المدرسية لطفلي.	◯	◯	◯	◯	◯
أشارك في اجتماعات مع أولياء الأمور.	◯	◯	◯	◯	◯
أنا أدعم الأداء الأكاديمي لطفلي ونجاحه.	◯	◯	◯	◯	◯
أسأل المعلمين عن أداء طفلي.	◯	◯	◯	◯	◯
أتأكد من أن أطفالي يذهبون إلى المدرسة.	◯	◯	◯	◯	◯
أتحقق بانتظام من الواجبات المنزلية لطفلي.	◯	◯	◯	◯	◯
أساعد طفلي في واجباته المدرسية.	◯	◯	◯	◯	◯
أطلب من طفلي درجات منتصف العام .	◯	◯	◯	◯	◯
أتحدث مع طفلي حول حالته في المدرسة.	◯	◯	◯	◯	◯

أحضر الأحداث المدرسية.	○	○	○	○	○
أتأكد من أن تغيب طفلي عن المدرسة معذور.	○	○	○	○	○