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Honda, Glenn Fumio

THE RELATIONSHIPS OF THE DEPARTMENT OF EDUCATION - HONOLULU
POLICE DEPARTMENT TRUANCY PROGRAM ON AVERAGE DAILY
ATTENDANCE AND THE ATTITUDES OF SECONDARY SCHOOL TRUANTS,
NONTRUANTS, TEACHERS AND ADMINISTRATORS TOWARD TRUANCY ON
OAHU

University of Hawaii

Ed.D. 1984

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ATTENDANCE AND THE ATTITUDES OF SECONDARY
SCHOOL TRUANTS, NONTRUANTS, TEACHERS AND
ADMINISTRATORS TOWARD TRUANCY ON OAHU

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DOCTOR OF EDUCATION

IN EDUCATIONAL ADMINISTRATION

DECEMBER 1984

By

Glenn F. Honda

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ABSTRACT

The Hawaii Department of Education (DOE) and Honolulu Police Department (HPD) goals were to reduce school truancy, decrease juvenile crime rates during school hours and increase the average daily attendance (ADA). A Truancy Program was initiated for the 1981-82 and 1982-83 school years.

The study was concerned with testing and analyzing two null hypotheses: 1) no significant difference between the ADA of the Truancy Program school years (1981-82 and 1982-83) and the ADA of the previous four school years (1977-78, 1978-79, 1979-80, and 1980-81) in the four Oahu school districts; 2) no significant differences in the means of the four attitudinal categories--attendance, learning, causes of truancy, and the success of the Truancy Program among nontruants, first offender truants, repeat offender truants, teachers and school level administrators.

Findings supported the acceptance of the null in hypothesis one and the rejection of the null in hypothesis two. The average number of truant cases declined and there were significant decreases in juvenile crime cases.

Ten recommendations were developed: 1) more social and educational agencies should be utilized to assist the truants;

2) focus should be placed on truants' favorite and least favorite subjects; 3) truants' academic progress should be closely monitored; 4) ADA recording procedure should be standardized; 5) absence follow-up procedure should be standardized; 6) truants enrolled in school but not apprehended by HPD should be identified; 7) children not enrolled in school should be identified; 8) Maui, Hawaii and Kauai should replicate this study; 9) Truancy Program should be continued, and 10) focus should be placed on the differences of attitudinal perceptions between school level personnel.

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I. INTRODUCTION

IDENTIFICATION OF PROBLEM

The Department of Education (DOE), State of Hawaii and the Honolulu Police Department (HPD) planned a program to curb truancy in January 1981. This program, termed the Truancy Program, was implemented in November 1981, and was continued during the 1983-84 school year.

The problem, as identified by the DOE and HPD in establishing the program and procedures for the enforcement of the Truancy Program, was stated as follows:

- A. The public schools on Oahu are faced with a serious attendance problem. Total enrollment for the school year 1980-81 was 124,983.

Department of Education records reflect an average absentee rate of 8.8 percent [rounded off to the nearest one tenth of one percent] for this period or a total of 10,873 student absences on any given day.

- B. Although most of these absences were for legitimate reasons or authorized, many were not and it is probable that many of these students were on the streets contributing to our crime rate.
- C. Yearly statistics show that more than 50 percent of the persons arrested for property crimes were juveniles, and many of these offenses were committed by students while they were absent from school.¹

DOCUMENTATION OF PROBLEM

The purpose of the DOE and HPD effort was to reduce school truancy and concomitantly combat crime on the island of Oahu by "cracking down" on "street" truants, that is, "getting kids off the street".² A study in California had shown that 95 percent of the children who were serious juvenile offenders had begun their careers as truants.³ Before the establishment of the Truancy Program, little emphasis had been placed on returning the truant to school. Consequently, the Superintendent of Education and the Chief of Police made the following statement:

We are pleased to announce a continuing program of the DOE and HPD to cooperatively enforce the compulsory school attendance law. Our goal is to reduce truancy and thereby ensure that our children are afforded maximum opportunity to receive appropriate education. We believe, at the same time, that this effort will also reduce occasions where our children may become involved with anti-social and unlawful activities.⁴

RATIONALE FOR THE TRUANCY PROGRAM

Before the rationale of the Truancy Program can be stated, the operational definitions of truancy are required. Tyerman's categories of absenteeism form the basis for the operational definitions of truancy for this study. The four categories of absenteeism are: 1) unwell--kept home in good faith; 2) parental withdrawal--student kept away by parents for their own purposes; 3) truancy--absent on own initiative without parent's permission; and 4) school phobia--fear of going to school or leaving home, although the parents were

anxious that their child should go regularly.⁵ Categories three and four were used as the operational definitions of truancy. Any child apprehended by the HPD without a legitimate document was considered to be a truant in this study.

The rationale for the Truancy Program can now be stated. The joint DOE and HPD effort was to "cooperatively enforce the school attendance law".⁶ Etzioni has labeled this method of exercising power as "coercive" power which ". . . results in alienation involvement . . ." by the child.⁷ The concepts of coercion in itself may result in the alienation of students. Four coercive power sources were used by the DOE and HPD to enforce the school attendance law.

The first power source was Section 298-9 of the Hawaii Revised Statutes (HRS), which stated that "unless excluded from school or excepted from attendance, all children who have arrived at the age of at least six years, and who will not have arrived at the age of eighteen years, on or before December 31 of any school year, shall attend either a public or private school for and during such school year, and any parent, guardian, and other person having the responsibility for or care of a child whose attendance at school is obligatory shall send the child to some such school."⁸

The second power source was the enforcement of compulsory attendance (Section 298-13, of the HRS). Although the HRS charges the DOE with the enforcement of compulsory attendance, it does not relieve any police officer of the responsibility for the enforcement.⁹

The DOE and HPD can petition the courts for an educationally neglected child or a repeat offender truant through Section 571-11 (2) (D) of the HRS. The third power source is entitled "Jurisdiction" which states that ". . . the courts shall have exclusive original jurisdiction in proceedings: . . . concerning any child living or found within the circuit . . . who is neither attending school nor receiving educational services required by law whether through his own misbehavior or nonattendance otherwise."¹⁰

The fourth power source was the penalty. Section 298-12 of the HRS states that ". . . if any child of school age persists in absenting himself from school, the family court judge shall, upon a proper petition, citation or complaint being made by the school teacher or any other officer or agent of the department of education or police officer, or any other person, cause such child and the father or mother, guardian, or other person having the charge of the child, to be summoned to appear before the judge, and upon its being proved that the person responsible for the child had not used proper diligence to enforce the child's regular attendance at school, such responsible party shall be guilty of a petty misdemeanor; provided that, this section shall not apply to any child not liable to compensatory attendance at school".¹¹

The State Legislature amended Section 298-12 of the HRS to impose stricter punishment for the failure to enforce the child's regular attendance at school (Act 238, effective

June 14, 1982).¹² The penalty is a maximum \$500 fine and six months in prison instead of a maximum \$50 and two months in prison.

Exceptions to the compulsory school attendance law were made for the child who had valid reasons for not attending school. Therefore, police officers were instructed to ask students found off campus during school hours to show the standard permanent or temporary passes issued to students with legitimate reasons for not being in school. Each pass was numbered to curb its unauthorized use.

The HPD and DOE had their own areas of responsibilities in the Truancy Program. First, the HPD was responsible for returning the first offender truant to school. Once in school, the truant was counseled and sent to class. The second offender truant was arrested and taken to the Juvenile Crime Prevention Division (JCPD) of the HPD and parents were required to report to the JCPD for the release of their child. The third offender truant (or more offenses) was arrested, taken to the JCPD where the child was released to parents, and the child and the parents were referred to the family court. A truant who was not taken into custody or refused custody by the parents at the end of the day was placed in the Hawaii Youth Correctional Facility. Thus, a truant can be treated as a juvenile delinquent in both public and private school systems in the State of Hawaii.

The DOE liaison to the HPD monitored the Truancy Program and recommended corrective action whenever necessary.

Each school kept a truancy log and turned it in to the DOE liaison. Information on the Truancy Procedure was disseminated by the schools to all students and parents at the beginning of the school year. Student passes (temporary and permanent) were issued and strictly monitored. When a truant was not enrolled in any school, the DOE assisted the HPD in locating the child's proper school. The DOE informed the parents of a child's act of truancy. The HPD also notified the parents that the child was apprehended, by sending a letter signed by the Chief of Police to the child's home.

THE RESEARCH QUESTIONS TO BE STUDIED

Data presented thus far support the formulation of two primary research questions which this study purports to examine. First, what would be the effect of the DOE and HPD Truancy Program upon the average daily attendance (ADA) for all public secondary schools on the island of Oahu? A statistically significant increase in the ADA may have meant that more students were attending school, as a result of the DOE and HPD Truancy Program. To examine this research question, descriptive data which included average daily attendance rates by school and district on Oahu were analyzed.

Second, what would be the attitude of nontruants, first offender truants, repeat offender truants, teachers and administrators toward the joint DOE and HPD Truancy Program? Three surveys were developed to determine the attitudes of students (truants and nontruants), teachers and administrators

toward the DOE and HPD Truancy Program. A statistical analysis of the survey examined the relationships between attitudes of truants and attitudes of the remainder of the school level population.

HYPOTHESES

Two hypotheses were stated in the null form. The first hypothesis stated that there was no statistical significant mean difference between the ADA of the Truancy Program school years (1981-82 and 1982-83) and the ADA of the previous four school years (1977-78, 1978-79, 1979-80, and 1980-81) in the four Oahu school districts.

The second hypothesis stated that there were no significant differences in the mean interval data of the four attitudinal categories--attendance, learning, causes of truancy, and the success of the Trauancy Program--among nontruants, first offender truants, repeat offender truants, teachers, and school level administrators (principals and vice principals).

ASSUMPTIONS AND LIMITATIONS

Inasmuch as attitudes of attendance appear to be positively correlated, this study was based upon the premise that if a child does not have a positive attitude toward school, then the child would probably not want to attend school. The Mayor of Honolulu mentioned the idea that perhaps knowing the student's reasons for truancy would be important in solving the truancy problem.¹³ Based upon the assumption

that the attitude of the child may be an important factor in reducing the truancy rate, this study will determine the effect of the Truancy Program upon the average daily attendance and the attitudes of secondary school truants who were apprehended by the HPD.

The following were three limitations of this study. First, definitions of absences varied from school to school. A child may have been absent by one school's standard but considered tardy by another school's standard. For example, in some schools, an absence marked at the beginning of the school day was not changed to a tardy when the student reported to school. Another example was the case of a student reporting to school after the lunch period. The student was considered to be absent in some schools but not in other schools. A third example was the change in the definition of absence within the school in the last five years. The variations in the definition of absence may have affected the average daily attendance rate used in this study. In an attempt to control this limitation, the administrators were asked to define absence in the survey.

Second, during the conduct of this study, the influence of another statewide program to improve attendance may have affected the average daily membership (ADM). This program to improve attendance was prompted by the Educational Neglect Law which requires that any child with twenty or more unexcused absences be referred to the family court by the DOE.

Third, due to the limitation of time and budget, all surveys were sent to the principal of each secondary school. This method of administering a survey may not have enhanced the consistency which was important for a high reliability of the responses. The manner in which each administrator disseminated the information and instructions of the survey to each respondent may have varied, even though specific guidelines were given to each administrator. In addition, the attitude of the administrator or the person responsible for the surveys may influence the final outcome of the surveys.

II. REVIEW OF THE LITERATURE

HISTORY OF COMPULSORY SCHOOL ATTENDANCE IN AMERICA

Several decades before the Civil War began much pressure was brought about for the improvement of the schools in America. This was largely due to the rise of large cities [with its network of complex socialization structures] and the dramatic increase in the industrial working class which was supplied by immigrants (particularly from Europe) and transplanted farmers.¹⁴ There was a large influx of immigrants during this period of industrialization. Many immigrants could not speak English and consequently had difficulty in conversing with immigrants from other countries. By 1850, it was estimated that 2,800,000 people of America were foreign born constituting 12 percent of the population.¹⁵ Therefore, the American educational system became an important medium in assisting the immigrant in acculturating in their new setting.

During the pre- and post-Civil War period, there were many feelings of uncertainty, distress and unrest among the people of a divided nation. The end of the Civil War in 1865 did not immediately solve the political and social differences of a war-torn nation. America continued to strive ahead and progress was a prominent product regardless of the fact that although the Civil War geographically made

America a single country again, the period of socialization saw America as still being divided.¹⁶ As Noble stated:

The thirty-five-year period between 1865 and 1900 may be regarded as the aftermath of the Civil War. The cessation of hostilities released peacetime energies that found an outlet on the one hand, in the settlement of the West and, on the other, in the industrialization of the North. In the meantime, the South lay prostrated from the exhaustion of war and reconstruction. Economic conditions differed in each of these three areas. Social and cultural life varied accordingly. During this period, there was no semblance of homogeneity for the country as a whole. There was a West and a South as truly as there was a North.¹⁷

During this period of social turmoil and division, attempts were made to have people become more orderly in their daily lives to display a sense of loyalty toward the social system of America, and conform to certain ideals and values within the American culture. "Compulsion" was the applied term and defined by Burgess as:

. . . primarily but not exclusively, the use of legislation to accomplish two related objectives. First, state of federal standards, having the force of law, supplanted local informal persuasion and local formal regulations of behavior . . . the "right" to behave in a locally standardized manner, regardless of how idiosyncratic (in national and regional terms) local standards might be . . . The second objective, intimately related to the first, involved the use of legislation to redefine "loyalty" and "Americanism" according to the vision of an emergent American consensus."¹⁸

One such compulsion was the compulsory school attendance law which was enacted by each state to impose on everyone the new mission of schools: "The search for merit and ability became a new ideal born of democratic antagonism to the

reality of inherited privilege of opportunity through schooling."¹⁹ With the assistance of Horace Mann, Massachusetts was the first state to legislate compulsory school attendance in 1852 and Mississippi was the last in 1918. Thus, the state and local governments accepted the responsibility of educating the children of America. The industrialization period of America brought many children into the factories and other business establishments. Compulsory school attendance forced many of these children into the schools with the assistance of child labor law legislations.

Parents or guardians were faced with punishment of fines and imprisonment if children were not attending school "and, as a final measure, could confine truants and other delinquent children in appropriate boarding institutions."²⁰ Therefore, truants without adequate care could be placed in the custody of a law enforcement agency if the courts deemed it necessary. Burgess felt that although the compulsory school attendance law ". . . seemed reasonable and urgently needed, . . . such laws amounted to class legislation directed to the poor and at ethnic racial minorities."²¹ Some people viewed these types of laws as undemocratic.²²

Between the periods of the pre-Civil War era until the turn of the 20th century (during the period of compulsory school attendance legislation in all fifty states), educators and government leaders had learned the following:

They discovered, among other things, that passing a law does not necessarily get children to school; that in the absence of proper statistical

records there is no way of knowing in the first place whether or not children are attending; that without effective enforcement procedures, the very children the law is designed to coerce escape its beneficent influence; and that without correlative measures regulating child labor and employment a compulsory attendance law is a sham, unenforceable and ultimately meaningless.²³

The compulsory school attendance laws brought many children into classrooms who would not otherwise receive an education. Cremin in 1964 stated that:

Thousand of recalcitrants and incorrigibles who in former times might have dropped out of school now became public charges for a minimum period. And as the school-leaving age moved progressively upward, every problem was aggravated as youngsters became bigger, stronger, and more resourceful. The dreams of democratic idealists may have resided in compulsory attendance laws but so did the makings of the blackboard jungle.²⁴

In the 1980's, lack of discipline was cited as the biggest problem in the public schools. The Gallup Poll in 1980 asked students thirteen to eighteen years old, to name "very big" or "fairly big" problems in their schools and the majority (63 percent) listed absenteeism, marijuana use, and classroom disturbance.²⁵

The question always asked was, should attendance be compulsory? Black has stated the following:

In fact, a majority are motivated to study and learn. Do we give these youngsters a real chance to achieve scholastically when we pack them into crowded classrooms with chronic disrupters who don't want to learn, won't study, and would rather be somewhere else? I submit that we do not give serious learners a fair shake.

A first step to correcting abuses is to realize that attendance, by itself, does not guarantee learning. A second step is to

understand what the segregation of disrupters into "special schools" may help the rest of the students learn but simply creates prisons for the rule breakers, in which no education at all is conducted. A good third step would be to visualize different kinds of motivation for those who might choose to leave school if they were allowed to do so - motivation toward constructive careers which brings not only monetary rewards but new self-respect as members of society.²⁶

HISTORY OF COMPULSORY SCHOOL ATTENDANCE IN HAWAII

"Like Mann, the missionaries saw government schools to be the chief means of creating ideological unity, order, and above all, morality in the society."²⁷ The leaders of the Kingdom of Hawaii, during the early progressive movement of America, strived for Burgess' concept of compulsion. Controversies such as the separation of religion from the schools and the acquisition of land for the use of public education dominated the era. Missionaries, Hawaiian royalties, commoners, and immigrants, all with different customs and values, strived for unity in solving the educational problems of the kingdom.

During the 1840's, the missionaries gradually relinquished control over general education and reluctantly gave up the responsibility to educate the public.²⁸ However, the missionaries established additional special schools to supplement the inadequate public supported system.²⁹ For example, Punahou School was established in 1841 to educate the missionary students.³⁰ "A general school law was adopted in 1841 which provided that common schools be organized and supported by the government . . . "³¹ These laws also established a

type of compulsory school attendance. However, the enforcement of these laws was weak and attendance was mainly for children of the missionaries and Hawaiian royal elite. In 1847, William Richards, the first Minister of Public Instruction, stated to the Hawaiian legislature:

In performing the duties devolved on the Minister of Public Instruction, by Section 4 of the preliminary chapter of the law pertaining to that department, I have considered myself authorized to take charge of those children who are wandering away from their parents . . . Some instances have occurred in which parents and guardians of children have refused to send them to school. The names of such will be published if they persist in such refusal . . . ³²

After approximately seven years as Minister of Public Instruction, William Richards died and Reverend Richard Armstrong replaced him in 1848. Reverend Armstrong proposed the avoidance of teaching controversial religious doctrines in the public schools and it was gradually implemented.³³ A colleague of Horace Mann, Reverend Armstrong sailed as a missionary to Hawaii in 1832. As Massachusetts established the compulsory school attendance law in 1852, Hawaii also planned to accomplish the same goal for all the children of Hawaii, under the leadership of Reverend Armstrong. He had the arduous tasks of unifying the total educational system of Hawaii, improve educational instructions, raise the standards of teacher certification, reconcile sectarian differences, and bring about the sensitivity on the part of the public to the importance of public education and the need of public support.³⁴ Accomplishing these tasks established a

centralized system of public schools for the islands. "To Richard Armstrong was indeed, entrusted a task not dissimilar from that of his New England friends and contemporaries, Henry Barnard and Horace Mann."³⁵ To further the cause for compulsory school attendance, a law was passed in 1854 providing for the support of English schools for Hawaii's children.³⁶

In 1855, a board of education was established to replace the minister of public instruction and the board consisted of three members of which Reverend Armstrong was president.³⁷ One of the features of a board of control in place of a ministry was the attempt to reproduce an American system of education in Hawaii. This reproduction was in line with American practice which was moving toward the direction of centralization and strengthening of authority for the public educational system of Hawaii.³⁸

In 1857, Reverend Armstrong conferred with Horace Mann. This meeting influenced Reverend Armstrong in the codified laws of 1859 which were important in the evolution of public education in Hawaii.³⁹ One provision of the codified laws was to provide for the enforcement of school attendance for all of the children in Hawaii.⁴⁰ Wist describes the accomplishments of Reverend Armstrong and his influence of American education in Hawaii:

. . . He may well be regarded as the father of American education in Hawaii. Not only had he shared with the other Protestant missionaries the labors contingent upon laying the foundations for popular instruction, but his was to be the

opportunity of consolidating gains made. It was during the period of his leadership that the American ideal of public education was implanted, that the present type of administrative organization was introduced, that the schools were made secular, and that the English language as the medium of instruction was introduced . . . ⁴¹

After Armstrong's death, public education in Hawaii continued to gain influence from the American ideals as the bond between the United States and Hawaii became more prevalent. "The period from 1868 to 1894 was a transitional period in which Hawaii's education system established precedents which made it truly an American system."⁴²

The period between 1850 and 1900 brought large numbers of immigrants from all over the world to Hawaii. Many of them were poor and came to seek the "better life" by having the opportunity to work in the sugar plantations. Life was difficult as the work hours were long and living conditions were not the best. "Cruelties, injustices, and even barbarities, when coupled with poor housing and sanitary facilities, strange food, loneliness and exhausting and monotonous work, made the lot of the plantation laborers a rugged one."⁴³ However, the immigrants strived for success and hoped for better opportunities for their children. To many of the immigrants, success was significantly correlated with education as there were only two class systems on the plantations. A person was either a master or a servant; there was not a middle class.⁴⁴

As industrialization became more complex the need for precise communication was apparent. Due to cultural and language differences, individual and group interactions among the various ethnic factions within the total population of Hawaii became a problem. "Pidgin" English developed as an informal method to develop a bond between the various languages. Moreover, during the first few decades of the twentieth century, pidgin "was a step along the way" in assimilating the children of Hawaiians and "alien laborers" into the "haole" way of life.⁴⁵ To aid this "step", the Board of Education in 1882 declared that the complete substitution of English for Hawaiians was "the settled part of this board" (the English language became compulsory), and arguments from that time were not whether English was best for Hawaiians but over how to best make English the first language for Hawaiians and other non-English speaking children.⁴⁶

In 1900, the Congress of the United States approved Hawaii's status as a territory. Three attendance officers in 1907 were allocated by the legislature under the jurisdiction of the deputy sheriff "to ascertain the whereabouts and causes of absence of any child reported by the Department of Public Instruction or its agents."⁴⁷ In 1925, compulsory attendance ages were changed to six to fourteen (previously the ages were six to fifteen).⁴⁸ From 1900-1928, Hawaii saw an increase in the student population. As a result of the Depression, the birthrate in 1929 decreased from 41.57 to 27.40 per thousand people.⁴⁹ During

the period between 1930-1934 there was an increase in student population. In 1934, Oren E. Long, Superintendent of Education, reported to the legislature that the ideal of equal opportunity for all children was not being realized; children at their own expense, needed to travel as much as eight to ten miles to attend school.⁵⁰

Success continued to be accentuated in the various ethnic groups. Education was a very high priority in Oriental families. Stueber discusses this fact:

While the prestige of the haoles remained high, there was increasingly less reason for other groups to defer to haoles superiority. To be "up there with the haoles" lost much of its meaning when, for example, the Chinese could point to a higher average family income in 1950 than that of the Island's Caucasians. Education achievement among the Island's Orientals became a source of real pride. By 1950 the Chinese and Japanese groups had 94.1 percent of their sixteen and seventeen year olds in school as compared to a 77.4 percent of the Caucasians and 78.1 percent of the Hawaiian group. The half century mark found Chinese success in the professional fields to be out of proportion to the size of their group . . . ⁵¹

As the only state in the Union with a centrally controlled educational system, Hawaii possessed no local school boards or county systems with varying standards. Students of all ethnic backgrounds continued to take advantage of compulsory school attendance.

CAUSES OF TRUANCY IN RELATIONSHIP TO ATTITUDES

The leading causes of truancy were due to negative conditions or limitations within the environment of the child

which could not be altered, corrected or controlled by the truant. The causes of truancy appeared to be similar according to several experts. Hersov stated that truancy stemmed from: 1) larger families; 2) inconsistent home discipline; 3) poor role models; 4) failure in schools; and 5) poor peer relationships.⁵² Tyerman listed the following as reasons for truancy: 1) depressed home condition; 2) low parental standard; 3) poor role models; 4) failure in schools; 5) poor peer relationships.⁵³ Holmer stated that truancy stemmed from: 1) poor home life; 2) poverty; and 3) absence of mother from home.⁵⁴ Freeman believed that truancy resulted from: 1) broken homes in low income areas far from school; 2) conflict with parents and parental neglect; 3) one or both biological parents absent from the home; and 4) high proportion of grade failures.⁵⁵

Studies of truancy in Hawaii were limited both in number and in scope. The "landmark" study of truancy in Hawaii was written by Esther Holmer in 1935. Holmer did an in-depth study encompassing the demographic description of the truants and their families on the island of Oahu.⁵⁶ However, Holmer did not emphasize the effects of attitudes upon the absentee rate in truancy.

Holmer mentioned three environmental factors which contributed to truancy. The first factor was geographical. Holmer described Honolulu as an ideal placed in all the world in which to play "hookey": its balmy climate, swimming or surfing, waterfront activities, shopping activities, canneries

and machine shops, art academy, valleys with waterfalls and hidden pools, long vacations (which made children reluctant to return to school), movies, and playground activities.⁵⁷

The second factor was financial. Holmer stated:

Lack of adequate facilities (funds, equipment, buildings, teachers) has caused many boys and girls to leave the public schools in Honolulu, poorly equipped for life.

Large numbers of them (20 percent) leave at the end of the eighth grade because they are not permitted to go on. Quite a number of others do not continue because their families cannot afford the additional expenses . . .

They will probably be doing unskilled work the rest of their lives. Many of them will become dependent on the community in their old age, if not sooner, for a livelihood [sic]; as a result their children may be truant and delinquent and continue a vicious circle.⁵⁸

Holmer reported that in 1932, there were 711 female truants and 566 male truants as opposed to 503 ill females and 395 ill males (total of 1,277 truants and 898 ill students).⁵⁹ These figures were compiled by attendance officers, better known as truant officers, who visited the homes. The third factor which contributed to truancy was the make-up of the population. There were two reasons for the high truancy rate among girls. First, girls were many times kept at home to help with chores or assist in watching the younger siblings.⁶⁰ Second, there was an "abnormal sex distribution" of the population which was made-up of disproportionately more unmarried men than women:

The presence of any large body of homeless and womenless men has a definite affect on the amount of crime, especially sex offenses . . . The major proportion of the girls brought to the family court were declared delinquent because

of "immorality" in 1932 and 1933. The ratio
[sic] was 76 and 55 percent respectively.⁶¹

Poor home conditions, personal problems and school problems were observed as the major factors contributing to truancy in the report of the Truancy Committee to the Territorial Commission of Children and Youth.⁶² The report also discussed the fact that truancy was a symptom indicating that something at home or at school or within the child was seriously wrong.⁶³ Holmer has stated that "truancy is a symptom of maladjustment and family disorganization."⁶⁴

Tyerman showed that truants were more often males.⁶⁵ Freeman showed the same information.⁶⁶ Holmer stated that the truants were largely Hawaiian, fourteen years of age, female, and the first child or first girl in the family and mainly from the Kalihi-Palama area.⁶⁷ Freeman found that many truants were of part-Hawaiian ancestry.⁶⁸ The report of the Truancy Committee found that the truancy rate was the highest in the rural Oahu area and that the truancy problem was the greatest beginning in the junior high school years.⁶⁹

The National Institute for Education conducted a survey in 1978 entitled "Violent Schools - Safe Schools." The following data was collected: 1) 22 percent of secondary students were afraid to use certain lavatories; 2) 20 percent of secondary students were afraid of being hurt or "bothered" by other students; 3) 4 percent (representing 800,000 pupils) actually stayed away from school out of fear (school phobia).⁷⁰

School phobia was considered by Clarizio and McCoy to be a type of behavior disorder.⁷¹ School phobia was a type of "anancastic reaction" (behavior disorder) or "childhood separation anxiety disorder" in which the classroom, school building, teacher, janitor, classmates, school bus, cafeteria, principal or other specific aspects of school become extremely fear-arousing for the child.⁷² It has been pointed out that the relationship with the mother seems to be more critical than the father.⁷³ There was a high correlation between childhood separation anxiety disorder and high socioeconomic levels.⁷⁴ Families at a higher socioeconomic level as a rule had fewer children.⁷⁵ Mothers had more time to become involved in the dependent relationship with the child which was frequently observed in school phobia.⁷⁶ The child became panic stricken in an uncomfortable predicament (which caused anxiety), where they felt lost and away from the parents. A certain amount of independence was a real developmental task that children in our society must attain in order to make the initial school adjustment satisfactory.⁷⁷

Miller, Barrett and Hampe had identified two types of school phobias which were summarized in Table 1.0.⁷⁸ The "Characteristics of Types I and II School Phobics" has nine characteristics of each type of phobia. The presence of six out of nine characteristics for each type of phobia were sufficient for classification as Type I or Type II phobia.⁷⁹ "Children with the Type I disorder tend to be younger, have more cooperative parents, and make a comparatively rapid

TABLE 1.0

CHARACTERISTICS OF TYPE I AND TYPE II SCHOOL PHOBICS

Type I	Type II
1. The present illness is the first episode.	1. Second, third or fourth episode.
2. Monday onset, following an illness the previous Thursday or Friday.	2. Monday onset following minor illness not a prevalent antecedent.
3. An acute onset.	3. Incipient onset.
4. Express concern about death.	4. Death theme not present.
5. Mother's physical health in question; actually ill or child thinks so.	5. Health of mother not an issue.
6. Good communication between parents.	6. Poor communication between parents.
7. Mother and father well adjusted in most areas.	7. Mother shows neurotic behavior; father, a character disorder.
8. Father competitive with mother in household management.	8. Father shows little interest in household or children.
9. Parents achieve understanding of dynamics easily.	9. Parents very difficult to work with.

Source: Harvey Clarizio and George McCoy "Behavior Disorders in Children", New York: Harper and Row, 1983, p. 181. [Data is from L. C. Miller, C. L. Barrett, & E. Hampe. "Phobias of Childhood in a Prescientific Era". In A. Davis (Ed.) Child Personality and Psychopathology, New York: Wiley, 1974, p. 104.]

response to intervention even though the onset of their disorder may be of an acute nature. In contrast, children with Type II school phobia are likely to be older, have less cooperative parents and respond slowly to even intensive treatment, such as hospitalization.⁸⁰

Children with school phobia had average academic achievement, at least for the initial few years despite erratic surface behavior.⁸¹ Identifiable school phobia was found to occur at a rate of three per one thousand pupils with an additional seven per one thousand pupils having school phobia in a mild or moderate form that was therefore less easily identifiable.⁸²

COST OF NONATTENDANCE

Absenteeism appeared to be a big problem in the United States. The costs, which emphasized the loss of time and teaching, were tremendous. The California School Boards Association determined the following:

The costs of nonattendance are staggering in several ways. Los Angeles Unified District loses more than \$34 million annually to "other" unexcused absence; moreover, this represents the loss of nearly four million pupil days of instruction each year. This may at least partially explain the difficulties that some students have in meeting course and proficiency district requirements.

As overwhelming as the data are for unexcused absences, they fail to show the number of students who are not in class because of illness (or alleged illness) and a variety of "legitimate" reasons. There seems to be no statistics on how much of a teacher's individual attention and/or classroom time is consumed by the review of material, repetition of lessons, make-up assignments and other

requirements related to pupil absence. Many teachers will personally tell you, that even "the excused absence" is a significant problem.

Even more significant is the correlation between regular school attendance and the success of children in school. Conversely, a major result of school absenteeism can be academic failure; and this cycle, once started, may produce feelings of inferiority, frustration and disinterest in pupils, and in turn lead to their eventual dropping out of school.⁸³

RELATIONSHIP BETWEEN TRUANCY AND SCHOOL DROPOUTS

Other experts also felt that truancy could lead to a child becoming a dropout from school. Zeaman concluded that the factors involved in becoming a potential dropout were: 1) irregular attendance; 2) lack of reading readiness followed by poor reading ability; 3) constantly failing or near failing grades; and 4) tendency to withdraw from classroom activities and antisocial behavior.⁸⁴ Testing revealed that learning disabilities, immaturity, inability to grasp broad concepts and unrecognized physical problems often were behind these symptoms.⁸⁵

Bowman and Matthews found that 40 percent of students drop out and did not finish high school.⁸⁶ Reasons for dropping out were similar in pattern to truancy: 1) lower socioeconomic class; 2) dissatisfaction with school and sense of failure to climb academic ladder of success; and 3) below grade level in achievement.⁸⁷ Tyerman reported that 50 percent of truants could not do their classwork.⁸⁸ Fear of punishment, ridicule and constant frustration lead to the general unhappiness of the students.⁸⁹ Tyerman concluded

that there was a .56 correlation between truancy and stealing.⁹⁰ In the United States, the proportion of delinquent children with records of truancy was as high as 95 percent.⁹¹

THEORETICAL CONSTRUCT IN RELATION TO THE TRUANCY PROGRAM

Theory must be applied to reality for it to be practical. This practicality can be applied in reasearch. As Silver stated:

Thus we need more than a belief that a theory makes sense, more than an intuition about the nature of reality. We need demonstrations, verification, proof that theory does explain reality before we can accept as truth. We need stronger evidence than merely our own individual perceptions that the generalizations in the theory do apply to real concrete events. This is why we conduct research.⁹²

Therefore, Silver had applied an empirical theory called the "Ladder of Abstraction" to research and termed it "Theory and Research in Relation to a Ladder of Abstraction". The six stages of research were in hierarchical order from the concrete to the abstract. They were: 1) raw data--information gathered through research instruments; 2) item--specific instances of the variable being studied; 3) operation (instrumentations)--determined precisely how the information pertaining to that variable will be gathered and many items and instruments may be utilized; 4) variables--quality or characteristic by which individuals, groups or things of interest differed from each other; 5) hypotheses--converted proposition into a statement of relationships between or among variables so that the variables could be studied

empirically; and 6) conceptual framework--theory being used as the basis for selecting the events to be studied must be linked logically to the particular problem being investigated.⁹³ Silver's comparison of theory and research in relation to the "Ladder of Abstraction" was placed in Table 2.0⁹⁴

TABLE 2.0
SILVER'S COMPARISON OF THEORY AND RESEARCH
ON THE "LADDER OF ABSTRACTION"

Theory		Research	
	Abstract		
Theory			Conceptual framework
Propositions			Hypotheses
Constructs			Variables Operation (instrumentation)
Concepts			Items
Sensations			Raw data
	Concrete		

Source: Paula F. Silver, Educational Administration Theoretical Perspectives on Practice and Research (New York: Harper and Row, Publishers, 1983), p. 13.

In Silver's "Ladder of Abstraction" on the theory and research, the terms on the left side of the ladder in Table 2.0 were congruent to the terms on the right side of the

ladder. The research portion of the "Ladder of Abstraction" can be comparable to any research project such as the one undertaken in this study on truancy.

The truancy framework was listed as follows: 1) raw data--on average daily attendance rates (ADAR) for six years and on truant cases in terms of age, grade, sex, cases of juvenile burglaries during school hours, and on attitudes of truants toward truancy; 2) item--each intermediate school, high school and district had an ADAR for six years and twenty-three statements were placed on surveys; 3) operation (instrumentation)--data on ADAR and truant cases were gathered from the DOE and HPD and the surveys were designed and distributed to five sub-samples (administrators, teachers, nontruants, first offender truants and repeat offender truants); 4) variables--the ADAR were grouped into total averages per year and statements on the survey were categorized by attitudes (attendance, learning, causes of truancy and the success of the Truancy Program); 5) hypotheses--relationship between ADAR and relationship between the four attitudinal categories by five sub-samples; 6) conceptual framework--based upon a set of three theoretical assumptions of the Truancy Program. These theoretical assumptions were: 1) the Truancy Program increased the average daily attendance (ADA); 2) the Truancy Program encouraged truants to attend school so that learning could occur; and 3) the Truancy Program sought a positive relationship among the five sub-

samples on their perception of the four attitudinal categories (attendance, learning, causes of truancy, and the success of the Truancy Program).

The conceptual framework of the Truancy Program utilized three theoretical assumptions to form generalization of the findings in this study toward the public secondary school population on Oahu. Therefore, the three theoretical assumptions were utilized to assist in the analysis of the ADA and perceptions of attitude and to generalize the findings toward the public secondary school population on Oahu. Generalizations of the findings would be reported through comments, conclusions and recommendations. Table 2.1 displays the relationship between Silver's "Ladder of Abstraction" on research and this study on truancy.

The conceptual framework for this study of the Truancy Program determines the reciprocal relationship between truancy, the ADA and the perceptions of attitude of all school level personnel. The basic design of the conceptual framework implicate the findings that low truancy rates would indicate a high ADA and positive ratings on the four attitudinal categories; whereas, high truancy rates would indicate a low ADA and negative ratings on the four attitudinal categories (see Figure 1).

In the conceptual framework the left side of the rectangle demonstrates low truancy rates indicating positive perceptions of attitude and high ADA. The right side of the rectangle demonstrates high truancy rates indicating negative

TABLE 2.1

SILVER'S "LADDER OF ABSTRACTION" ON RESEARCH IN
RELATION TO THIS STUDY ON THE TRUANCY PROGRAM

Research		Truancy
Abstract		
Conceptual framework		Attempt of this study to analyze the ADA and perception of attitudes and to generalize the findings toward the public school population on Oahu through comments, recommendations and conclusions
Hypotheses		Relationship between ADAR Relationship between 4 categories of attitude with 5 sub-samples
Variables		ADAR grouped into total averages/year Statements on survey categorized into 4 attitudinal groups with 5 sub-samples
Operations (Instrumentation)		Information gathered from DOE-HPD 3 surveys designed and distributed to 5 sub-samples
Items		Each school's and district's ADAR for 6 years 23 statements on attitudinal survey with demographic data
Concrete		

Source: "Research" portion of Table 2.1 was from Paula F. Silver, Educational Administration: Theoretical Perspectives on Practice and Research (New York: Harper and Row, Publishers, 1983), p. 9.

perceptions of attitude and low ADA. Where the center of the rectangle intersects with the diagonal line, the null hypothesis would be accepted indicating no significant relationship in the perceptions of attitude on the four attitudinal categories and no significant relationship in the ADA in regards to the Truancy Program. The conditions in the environment cannot be dismissed as a determinant factor in the findings of this study. Therefore, the relationships between the attitudinal categories of attendance, learning, causes of truancy, and the success of the Truancy Program on the five sub-samples would be analyzed.

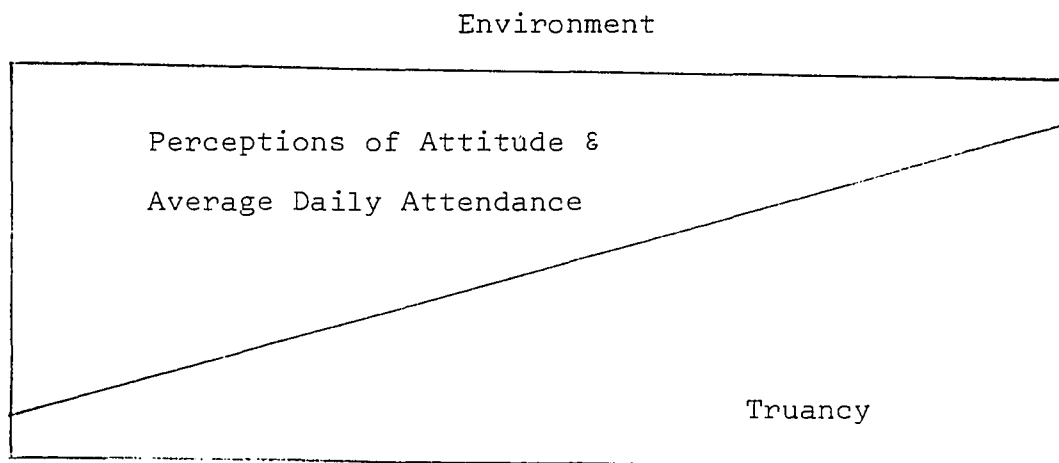


Figure 1. Conceptual framework of the Truancy Program utilizing truancy rates, ADA and perceptions on attitude.

Source: Adapted from J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review, 65 (1957), p. 430.

The theoretical construct as related to research was applied to this study. In the Methodology chapter of this study, the specific details of each step on the hierarchy of the "Ladder of Abstraction" in relationship to truancy can be viewed.

III. METHODOLOGY

This chapter is concerned with two essential areas as determined by the hypotheses: the first, with the average daily attendance rates (ADAR) and the second with the four categories of attitudes based on five sub-samples measured with an attitudinal survey. This chapter contains seven major sections which are: 1) the design of this study; 2) the DOE calculation of the average daily absence rates; 3) the calculation of the ADAR and the number of truant cases per month for the 1981-82 and 1982-83 school years; 4) the calculation of the average daily truancy rates (ADTR); 5) the sample and sampling method for the attitudinal surveys; 6) the survey validation, administration and instrument; and 7) the statistical procedure utilized in determining the outcome of this study.

DESIGN OF STUDY

As the title of this study indicates, the "relationships" between the variables of the ADAR for the 1977-78 through the 1982-83 school years and the "relationships" between the four categories of attitudes in comparison to the five sub-samples were analyzed. The effectiveness and efficiency of the DOE and HPD efforts in the Truancy Program were not analyzed or evaluated in this study. Statistical analysis

procedures (utilized to form conclusions of this study) focused on correlations, differences between percentage means and differences in observed and expected frequencies in various groupings. These comparisons did not necessarily indicate that there were causal relationships among variables.⁹⁵ The four categories of attitudes were perceptions of the sub-samples' and not evaluations of attitudes.

This study had a quasi-experimental, ex post facto design. The population utilized in the ADAR was not manipulated by this researcher to control and experiment on the treatment. Examining the effects of a "naturalistically occurring treatment" after the treatment has occurred rather than creating the treatment was the main concept involved.⁹⁶ Huck, Cormier and Bonds used the term "unplanned treatment" with the example: the effects of a social reform program or law that deals with legalized abortion on adolescent marriages.⁹⁷ In this study, the "unplanned treatment" was the effects of the Truancy Program in conjunction with the compulsory attendance law on returning truants back to school.

Specifically, a co-relational study was utilized to determine the extent of the relationship between two or more sets of data from a group of subjects.⁹⁸ The data collected were the ADAR of public school students over a six school year period and four categories of attitudinal data of five sub-samples of public secondary school students on the

island of Oahu. This co-relational study was related to the two null hypotheses presented in Chapter I. At most, this study will show the relationships that existed "after-the-fact" between ADAR and between attitudes of the five subsamples.⁹⁹

DOE CALCULATION OF THE AVERAGE DAILY ABSENCE RATES

The DOE did not compute ADAR. Instead, average daily absence rates were computed and recorded.¹⁰⁰ The DOE formula for calculating the average daily absence rates (see Table 3.0), was utilized to calculate each school's ADAR.

CALCULATION OF THE AVERAGE DAILY ATTENDANCE RATES (ADAR) AND NUMBER OF TRUANT CASES PER MONTH

The DOE average daily absence rates were converted into ADAR by subtracting the average daily absence rate from 100 percent. Thus, in the case of High School #42, the ADAR was: 100 percent - 13.1 percent = 86.9 percent. This method of computation was designed for the statistical analysis of this study. The ADAR were obtained for the 1977-78 through the 1982-83 school years. The total public school enrollment (population) was utilized in determining the ADAR.

The ADAR were obtained for all four Oahu school districts (Honolulu, Central, Leeward, and Windward). Table 4.0 shows the ADAR by these four school districts. There were slight increases in average daily attendance (ADA) in

TABLE 3.0

THE METHOD OF CALCULATING THE AVERAGE DAILY
 ABSENCE RATES FOR ALL SCHOOLS BY THE
 DOE WITH A SPECIFIC EXAMPLE

Aggregate days membership (total number of students enrolled daily, summed by everyday in session the school year)	
<hr/>	= Average Daily Membership
Days in session	
Aggregate days attendance (total number of students attended daily, summed by everyday in session the school year)	
<hr/>	= Average Daily Attendance
Days in session	
Average daily membership	- Average Daily Attendance
	= Average Daily Absence
Average daily absence	% of membership absent
<hr/>	= (Average Daily Absence
Average daily membership	Rate)

Example: High School #42 (1982-83 school year)

276,834	
<hr/>	= 1,591
174	
240,642	
<hr/>	= 1,383
174	
1,591	- 1,383 = 208
208	
<hr/>	
1,591	= 13.1%

TABLE 4.0

AVERAGE DAILY ATTENDANCE RATES OF THE
FOUR OAHU SCHOOL DISTRICTS FOR SIX
CONSECUTIVE SCHOOL YEARS

Districts	Average Daily Attendance Rates					
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Honolulu	92.0	93.2	93.2	93.2	93.6	93.1
Central	93.2	93.3	94.0	94.2	94.4	94.9
Leeward	90.4	90.2	90.4	90.4	90.7	91.3
Windward	90.9	92.6	91.5	91.8	92.4	92.5
TOTAL AVE.	91.62	92.32	92.27	92.40	92.78	92.95

Oahu school districts during the past six school years except for the 1979-80 school year. The 1979-80 decline may be attributed to the school custodians' strike when many students did not attend school.

Tables 4.1 and 4.2 display the yearly ADAR by intermediate and high schools respectively. The DOE State Office did not keep records of the average daily attendance on a monthly basis.

Table 5.0 displays the 1981-82 and 1982-83 data on the number of truants apprehended per month by the HPD. The total average truants apprehended per month for both school years were compared; the findings are discussed in Chapter IV.

CALCULATION OF AVERAGE DAILY TRUANCY RATES (ADTR)

To compare truancy rates among schools, it was important to determine the truancy rate in each school. The utilization of actual numbers to compare truancy among schools was misleading because each school had a different student enrollment. Therefore, a technique to determine relative proportion was devised to realistically compare the truancy rate differences among schools. The resultant index was the average daily truancy rate (ADTR). The formula for calculating ADTR is found in Table 6.0.

TABLE 4.1

AVERAGE DAILY ATTENDANCE RATES (ADAR) FOR ALL
PUBLIC INTERMEDIATE SCHOOLS ON THE ISLAND
OF OAHU FOR THE PAST SIX SCHOOL YEARS

School #	Average Daily Attendance Rates					
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
1	93.7	93.3	92.8	94.8	93.5	92.4
2	95.6	94.7	95.4	95.8	95.3	95.7
3	94.7	93.8	95.0	95.3	97.1	96.6
4	94.0	93.4	92.6	94.7	93.7	94.8
5	95.2	93.6	93.1	94.3	94.8	95.1
6	92.4	92.9	91.9	93.8	93.7	94.8
7	93.1	91.5	93.5	93.8	93.3	93.7
8	94.6	93.6	93.2	94.6	94.8	95.1
9	94.2	95.7	94.6	95.4	95.4	96.1
10	93.9	93.5	94.0	94.9	93.8	95.2
11	91.6	89.7	89.8	92.5	93.5	94.3
12	82.6	80.0	84.3	78.4	78.9	86.7
13	86.7	86.1	84.2	88.2	89.9	90.2
14	88.5	86.9	85.9	88.3	88.9	91.7
15	91.1	91.1	91.8	94.1	93.2	94.5
16	89.8	89.5	88.5	90.3	92.5	93.5
17	90.6	86.9	90.8	93.7	93.0	93.6
18	82.5	91.4	92.6	92.9	92.6	92.9
19	89.7	90.7	89.9	91.9	91.9	93.0
20	90.8	90.5	90.4	91.9	92.7	93.6
34	88.0	89.4	89.5	91.4	91.8	93.8
35	95.4	95.1	95.5	96.1	95.8	95.1
36	93.3	93.0	94.3	95.4	94.9	95.9
37	90.2	90.1	89.8	93.7	94.4	94.5
TOTAL AVE.	91.3	91.1	91.4	92.8	92.9	93.9

TABLE 4.2

AVERAGE DAILY ATTENDANCE RATES (ADAR) FOR ALL
PUBLIC HIGH SCHOOLS ON THE ISLAND OF
OAHU FOR THE PAST SIX SCHOOL YEARS

School #	Average Daily Attendance Rates					
	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
21	91.1	88.9	90.0	90.8	92.5	94.6
22	87.4	87.5	86.9	90.4	91.8	93.2
23	92.4	92.1	92.0	92.7	93.0	94.2
24	89.7	90.7	89.9	91.9	91.9	93.0
25	84.0	83.9	80.0	81.0	84.0	84.0
26	80.0	87.1	82.9	91.8	93.0	83.5
27	89.8	89.3	89.3	92.6	92.8	92.9
28	82.6	80.0	84.3	78.4	78.9	86.7
29	92.6	89.9	86.7	88.4	91.7	91.0
30	75.7	74.8	77.6	78.8	78.7	79.5
31	86.6	85.9	87.3	84.0	88.8	84.9
32	82.5	91.4	92.6	92.9	92.6	92.9
33	89.0	91.1	82.3	83.0	84.6	87.4
38	88.7	91.6	87.0	88.6	92.8	90.9
39	86.7	89.0	89.4	89.5	90.2	91.8
40	85.0	82.0	85.0	85.8	93.2	86.0
41	91.5	91.2	97.0	89.7	89.8	92.0
42	90.2	89.9	88.8	92.7	89.7	86.9
43	87.6	82.2	75.2	81.3	80.4	82.4
44	83.1	81.9	80.9	83.4	87.5	87.1
45	85.8	86.3	86.0	92.6	91.9	92.0
TOTAL AVE.	86.8	87.0	86.2	87.6	89.0	88.9

TABLE 5.0

COMPARISON OF THE AVERAGE NUMBERS OF TRUANTS PER
SCHOOL DAY BY MONTH FOR THE 1981-82 AND 1982-83
SCHOOL YEARS FOR ALL OAHU SCHOOLS

Months	1981-82		1982-83	
	# of School Days	Ave. # of Truants/ School Day	# of School Days	Ave. # of Truants/ School Day
September	20	*	20	43.9
October	21	*	20	29.0
November	18	55.8	18	33.3
December	14	33.6	13	26.5
January	20	31.6	21	30.7
February	18	35.3	18	29.3
March	18	32.0	18	34.2
April	21	29.8	20	29.8
May	20	21.0	21	29.6
June	7	2.0	6	1.7
TOTAL # OF SCHOOL DAYS	**177		175	
TOTAL AVE. PER MONTH		30.14		28.80

* Treated statistically as missing value.

** Truancy Program started 2 months after school year
began (136 school days) in the 1981-82 school year.

TABLE 6.0

CALCULATION OF THE AVERAGE DAILY TRUANCY
RATE (ADTR) FOR EACH SCHOOL
WITH AN EXAMPLE

<u>Truants/school</u>	
School days/year	= Average number of truants/day
<u>Truants/day</u>	
Average daily membership	= ADTR

Example: High School #25 (1981-82 school year)

<u>628 Truants</u>	
136 School days	= 4.62 average number of truants/day
<u>4.62 Truants/day</u>	
2.434 ADM	= .0018981 ADTR

SAMPLE AND SAMPLING METHOD FOR
THE ATTITUDINAL SURVEY

Defining the Population

The survey sample was drawn from the public secondary school personnel (population) on the island of Oahu. The survey did not incorporate elementary and private school personnel due to the insignificant number of truant cases in those types of schools during both treatment (1981-82 and 1982-83) school years. The number of cases for

elementary and private schools was forty-one and seventy respectively for the 1981-82 school year and thirty-three and sixty-six respectively for the 1982-83 school year.

Sampling Procedure

Stratified random sampling was utilized to include parameters of special interest and to control for internal validity in terms of selection factors.¹⁰¹ The essential parameter was secondary school personnel. School personnel were divided into five sub-samples: 1) school level administrators (principals and vice principals); 2) teachers; 3) nontruants; 4) first offender truants; and 5) repeat offender truants. The nontruant, first offender truant and repeat offender truant sub-samples were further stratified into grade levels so that an equal number of students could be drawn from the population. The one sample technique in this situation could have produced a wide variability in the number of students obtained to respond to the survey. "While randomness is the key to overcoming selection bias in sampling, stratification adds precision in insuring that the sample contains the same proportional distribution of respondents on selected parameters of the population . . . [and] increases the likelihood that the sample will be representative of the population."¹⁰²

The sub-sample sizes were determined by the use of the stratification formula, $n = (z/e) (p) (1-p)$ where:
1) n = stratified random size; 2) z = standard score

corresponding to a given confidence level; 3) e = proportion of sampling error in a given situation; and 4) p = estimated proportion or incidence of cases in the population.¹⁰³ The probability level was set at $p < .05$; at the 95 percent confidence level, $z = 1.96$.¹⁰⁴ Extra respondents were added to the sub-sample sizes as a precaution of keeping the 95 percent confidence level in case the actual survey respondent level was low. The total population of school administrators was selected since there were only ninety-seven principals and vice-principals in the intermediate and high schools. If school administrators in the secondary schools were randomly selected, the sample would not have been adequate. Table 7.0 shows the total number of respondents in the five sub-samples.

Three intermediate schools and eight high schools chose not to participate in the survey. Of the 727 respondents, less than half (317) responded to the survey. In combining the sub-samples of students, a total of 168 non-truants, first offender truants and repeat offender truants responded to the survey. "Surveys have suffered a bad reputation among educators for the past forty years or more. Perhaps this has been mostly a result of the many poor survey studies that appear to have been thrown together hastily with little thought as to what information is sought or what purpose the information will serve."¹⁰⁵ Table 7.1 reflects the actual number of school personnel (sub-samples) responding to the survey.

TABLE 7.0
 TOTAL NUMBER OF RESPONDENTS REQUESTED TO
 RESPOND TO THE ATTITUDINAL SURVEYS

Respondents	Intermediate Schools	High Schools	Totals
Nontruants	59	91	150
1st offender truants	84	136	210
Repeat offender truants	31	59	90
Teachers	75	105	180
Administrators	39	58	97
TOTALS	288	439	727

TABLE 7.1

TOTAL NUMBER OF RESPONDENTS ACTUALLY
RESPONDING TO ATTITUDINAL SURVEY

Respondents	Intermediate Schools	High Schools	Totals
Nontruants	49	39	88
1st offender truants	32	27	59
Repeat offender truants	12	9	21
Teachers	52	47	99
Administrators	26	26	52
TOTALS	171	148	319

SURVEY VALIDATION, ADMINISTRATION AND INSTRUMENT

Survey Validation

The validation procedure was conducted in the following manner. Initially, one survey was constructed and administered to five administrators, five teachers, three truants and two nontruants on April 18, 1983. Permission to conduct the validation procedure was granted to by the Director of the Planning and Evaluation Services Branch of the Hawaii State Department of Education. Respondents were requested to critique the survey as well as respond to the various statements.

After reviewing the results of the critique in the validation process, it was felt that combining all demographic data on one survey instrument would mean extraneous reading on the part of the respondents, increasing the chances for errors and confusion. Therefore, three separate survey instruments were developed, requesting different demographic data from students, teachers and administrators.

In addition to demographic data, the three survey instruments requested attitudinal information in the form of twenty-three statements. A minimal number of statements was designed to insure respondent interest from the beginning to the end of the survey. Language and vocabulary selected for the survey statements were carefully selected to assist student respondents with reading difficulties. All five sub-samples were requested to respond to the same

twenty-three statements. Respondents were requested to reply directly on the surveys and to place comments on the survey when necessary.

Survey Administration

The three surveys were distributed in late May 1983 and collected in the middle of June 1983. Permission to conduct the survey was granted by both the Superintendent of Education and the Deputy Superintendent of Education. The three related surveys were administered to the following five sub-samples: 1) nontruants; 2) first offender truants; 3) repeat offender truants; 4) teachers; and 5) school level administrators (principals and vice principals).

A packet with all the student, teacher, and administrator surveys was either mailed or personally delivered to each secondary school. The packet also contained a copy of the approval letter from both the Superintendent and Deputy Superintendent and a cover letter to the school administrators (see Appendices A and B). Basically, the letter explained the objectives of the survey and requested the performance of three tasks by the administrators.

First, the administrators were asked to distribute the student's form of the survey to those students whose names appeared on an attached list (see Appendix C).

Second, the administrators were requested to assemble students at the start of the school day or at noon. Also, student respondents were requested to complete the survey

sometime near the end of the school year when exams were finished and textbooks were checked in. When the forms were completed, the administrators were requested to gather the surveys and place them into the large envelope which was provided.

Third, administrators were asked to distribute the teacher's survey to those teachers whose names appeared on an attached list (see Appendix C). The administrators were requested to designate an area for the large envelope where teachers placed the completed surveys.

Survey Instrument

The demographic data requested from nontruants, first offender truants and repeat offender truants were: 1) sex; 2) age; 3) school; 4) school district; 5) grade; 6) most favorite subject; 7) least favorite subject; 8) student status; a) never picked up by the police for being a truant; and c) picked up more than once by the police for being a truant.

The demographic data requested from the teachers were: 1) sex; 2) school; 3) school district; 4) assigned grade level; and 5) assigned subject area (see Appendix E).

The demographic data requested from the administrators were: 1) status; a) principal; b) vice principal; 2) sex; 3) district; 4) school; 5) school's method of determining absence or tardy; and 6) school's follow-up procedure when a student was absent (see Appendix D).

Statement numbers .1 through 20 on the survey (following the demographic data) attempted to assess the attitudes of all school respondents toward truancy. Each survey statement reflected one of four critical categories of attitudes on truancy. Two of the four categories were attendance and learning which Feist included in a short questionnaire for teachers on attendance in a high school in California.¹⁰⁶ These two categories were expanded to meet the needs of this study. The other two categories were causes of truancy and the success of the Truancy Program.

All sub-samples responded to the same survey statements. The sub-samples selected one of seven choices on each statement. The choices on three categories on the attitudinal survey were measured in terms of interval data and were labeled as follows: from the negative strongly disagree, disagree, agree, to the positive strongly agree. There were seven boxes on an equal continuum for each statement. The respondents placed an "X" in one box for each statement. When the data were processed into the computer, each box for each statement received a value (from value number 1 for strongly disagree to value number 7 for strongly agree).

The statements in the causes of truancy were exceptions. The word "not" was omitted to avoid confusion on the part of the student respondents. Therefore, the negative was "strongly agree" and the positive was "strongly disagree". Each of these survey statements reflected one

of four critical categories of attitudes regarding truancy. Each survey statement was placed in one of the four following attitudinal categories:

Attendance

- 1) The Truancy Program will keep the student in school.
- 6) The Truancy Program has helped the student to have a better attendance record.
- 8) The administrator has spent extra time to help the student in improving attendance.
- 10) A repeat truant should be returned to school even if he/she doesn't want to be in school.
- 18) Being picked up by the police officer frightens the truant to the point where he/she won't be a truant anymore.
- 19) The teacher has spent extra time helping the student to improve attendance.

Learning

- 3) The Truancy Program will improve the student's learning experiences within the school.¹⁰⁷

- 4) The teachers have spent extra time helping the student makeup all work missed.
- 5) The Truancy Program has helped the teacher to have a higher rate of learning in the classroom.
- 13) The Truancy Program encourages the student to study harder.

Causes of Truancy

- 2) Truancy is caused by problems with teachers.
- 7) Truancy is caused by problems with the principal and/or vice principal.
- 11) Truancy is caused by the student's poor feelings about himself/herself.
- 14) Truancy is caused by problems within the home.
- 17) Truancy is caused by the school not meeting the needs of the student.
- 20) Truancy is caused by pressures or problems with friends.

Success of the Truancy Program

- 9) The school and HPD have contacted most parents/guardians when the student was truant. Informing

parents/guardians has helped in curbing truancy.

- 12) The Truancy Program is successful in terms of helping the student to have positive attitudes toward school.
- 15) Different school programs should be set up for repeat truants who do not do well in school.
- 16) The Truancy Program should continue.

Ranking of Activities, Programs and Procedures

Statement numbers 21 through 23 on the survey required the rank ordering of items by the respondents. As in statement numbers 1 through 20, all samples responded to the same statements. The statements were as follows:

- 21) Rank all of the following locations or activities listed where you feel most truants are caught.
 - A) _____ Beaches and/or parks
 - B) _____ Shopping centers
 - C) _____ Video game centers
 - D) _____ Snack shops
 - E) _____ On the way to school

- 22) Rank all of the programs or procedures listed that are most helpful in curbing truancy.
- A) _____ Suspension/detention
 - B) _____ Informing parents
 - C) _____ Arrest
 - D) _____ Family court referral
 - E) _____ Counseling by police, teacher, counselor or administrator
- 23) Rank all the activities or procedures listed that you feel would be most helpful to truants in the future.
- A) _____ Different school programs such as
_____ Alternative Learning Center.
 - B) _____ Home tutoring
 - C) _____ Referral to family court
 - D) _____ Schedule change
 - E) _____ On the job training at another organization.

The items in each statement were ranked using numbers 5, 4, 3, 2, 1 with "5" meaning "most" or "most helpful" and "1" meaning "least" or "least helpful". Statement number 21 determined the activities in which truants were engaged during the act of truancy and the location where most truants were caught. Data from this statement may assist the DOE in determining school activities which can be generated and offered to the truant within the school setting. Statement number 22 determined the programs or procedures which were

helpful in curbing truancy at the time when this survey was administered. Statement number 23 determined the programs or procedures which may be helpful in curbing truancy in the future. (See Appendices D, E and F for samples of the administrator, teacher, and student surveys.)

STATISTICAL PROCEDURE

All collected data were processed in the University of Hawaii computer system. The statistical program selected to analyze the data was the Statistical Analysis Program (SAS). The confidence level was set at the $p < .05$ level of significance. The independent variables were nontruants, first and repeat offender truants, teachers, administrators, average daily attendance rates, sex, age of truants, school, grade (student assigned grade level and teacher assigned grade level), subject (student's most and least favorite and teacher assigned), and district. The dependent variables were the four categories of attitude: attendance, learning, causes of truancy, and the success of the Truancy Program.

Statistical Procedure on Average Daily Attendance Rates (ADAR)

Comparisons of the ADAR means of all six school years (1977-78 through 1982-83) were made. The analysis of variance test procedure was utilized in the comparisons.

Pearson's Product Moment Correlation technique was utilized as a follow-up procedure to compare the linear relationship of the average daily truancy rates (ADTR) by months of the school year for both the 1981-82 and 1982-83

Pearson's Chi Square was used to analyze all of the frequency data found in Chapter IV. First it was used to find the relationship between the average number of truants per month for both the 1981-82 and 1982-83 school years. Second, it was used to determine the relationship of burglary, theft, shoplifting, and auto thefts during school hours with the 1980-81, 1981-82 and 1982-83 school years (this type of data was not available for previous school years). Third, Pearson's Chi Square was also utilized to determine the relationship between the repeat offender truants of the 1981-82 school years with the repeat offender truants of the 1982-83 school years. Fourth, it made comparisons of truants' sexes (male and female) and schools (public and private) for the 1981-82 and 1982-83 school years. The following formula displays the calculation of the Pearson's Chi Square.¹⁰⁹

$$\chi^2 = \frac{\sum(O_j - E_j)^2}{E_j}$$

Where: O_j = sum of observed frequencies

E_j = sum of expected frequencies

To test the first hypothesis, the One Way Analysis of Variance with Repeated Measures (ANOVA) test procedure was used in the comparison of the total average means of the various school years for the four school districts, the twenty-four intermediate schools and the twenty-one high

schools. Repeated measures indicated that the populations utilized in the data were not independent of each other. The following formulas (an example based on ADAR for the four districts on Oahu) display the calculation of the ANOVA F-value which was important in determining the differences of the means.¹¹⁰

Correction term:

$$C = \frac{(GS)}{n}$$

Total sum of squares:

$$SS_{\text{total}} = \bar{X}_1^2 + \bar{X}_2^2 + \bar{X}_3^2 \dots \bar{X}_{23}^2 + \bar{X}_{24}^2 - C$$

Sum of squares among means of 77-78, 78-79, . . . 82-83:

$$SS = \frac{\bar{X}_{77-78}^2 + \bar{X}_{78-79}^2 + \dots + \bar{X}_{82-83}^2}{4 \text{ districts}} - C$$

Sum of squares within conditions 77-78, 78-79, . . .
82-83:

$$SS_{\text{within}} = SS_{\text{total}} - SS_{\text{among}}$$

Variance (mean square):

$$V_{\text{among}} = \frac{SS_a}{df}$$

$$V_{\text{within}} = \frac{SS_w}{df}$$

$$\text{Standard deviation (SD)} = \frac{SS_w}{V_{\text{within}}}$$

F value (df = 6, df = 23 at p < .05):

$$F = \frac{V_{\text{among}}}{V_{\text{within}}}$$

The Scheffe's test was used as a follow-up to the ANOVA test procedure to substantiate the reliability of the measurement. The Scheffe's test permits post hoc comparisons of means (when they are found to be significantly different); it is the most widely applicable and accepted test for post hoc comparisons that are "unplanned"; and the compared groups need not be independent of each other. Since the groupings on the ADAR were not independent of each other, the Scheffe's test was applicable.¹¹¹ The following formula displays the calculation of the Scheffe's test. One formula computes the observed difference between the means (t_{observed}). The other formula (t_{critical}) computes the critical value that t_{observed} must exceed to reject the null hypotheses.

$$t_{\text{observed}} = \frac{\hat{c}}{\sqrt{\frac{MS_w}{n} (w_1^2 + w_2^2 + \dots + w_k^2)}}$$

Where: \hat{c} = value of contrast

MS_w = mean square within groups (error)
from the ANOVA table

k = number of groups

$$t'_{\text{critical}} = \sqrt{(k-1) F_{\text{critical}}(\alpha, k-1, df_w)}$$

Where: k = number of groups

F_{critical} = critical value of the F distribution with k-1 degrees of freedom in the numerator and df_w in the denominator

Statistical Procedure on the Attitudinal Survey

For the descriptive analysis, the means of the attitudinal survey of the five sub-samples were analyzed. The means ranged between 1 through 7 as these were the choices of the respondents on each survey statement (statements #1 to #20). The means of the frequencies were utilized as points of discussion in the conclusion of this study as the perceptions of the truants may not have necessarily been identical with the perceptions of the adult sub-samples or of the nontruants. The variables analyzed were: 1) sex; 2) student status--nontruant, first offender truant, repeat offender truant; 3) administrator status--principal and vice principal; and 4) school type--intermediate and high schools. The t-test was utilized to show the significant differences between the means. The following formulas display the calculation of the t-test.¹¹²

Calculation of group variances:

$$S_1^2 = \frac{N_1 \sum X_1^2 - (\sum X_1)^2}{N_1 (N_1 - 1)}$$

$$S_2^2 = \frac{N_2 \sum X_2^2 - (\sum X_2)^2}{N_2 (N_2 - 1)}$$

Calculation of t-value (df = $N_1 + N_2 - 2$, $p < .05$):

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \times \frac{N_1 + N_2}{N_1 N_2}}}$$

Where: S = Group
 N = Number of frequencies
 $(\sum X^2)$ = Sum of squared scores
 \bar{X} = Mean for each group

The Chi Square frequencies produced by the Statistical Analysis System (SAS) provided the basis for determining a descriptive analysis of the second hypothesis. In addition, the ranking responses of nontruants, truants, teachers and administrators to item numbers 21 through 23 in the survey were analyzed and compared. The three items were: 1) where respondents felt that most truants were found; 2) the programs or procedures that respondents felt were most helpful in curbing truancy; and 3) the activities or procedures that respondents felt would be most helpful to truants in the

future. Also analyzed and compared were the responses of the students by grade levels on the most favorite subject and least favorite subject. The responses of school administrators on the school's method of computing the average daily absence rate and follow-up procedure when a child was absent were descriptively analyzed and compared.

To test the second hypothesis, the one way analysis of variance procedure (ANOVA) was utilized in the analysis of the differences between each of the attitudinal categories (attendance, learning, causes of truancy and success of the Truancy Program), and each of the five sub-samples (non-truants, first offender truants, repeat offender truants, teachers and administrators).

Furthermore, the 2 x 4 factorial design utilizing the multivariate analysis of variance technique (MANOVA) determined the relationships of the four attitudinal categories--learning, attendance, causes of truancy and the success of the Truancy Program--to the five sub-samples and four districts (see Table 7.0). This canonical analysis was a type of multiple regression technique for measuring and comparing four dependent variables.¹¹³ Canonical weights were statistically assigned to maximize the variability between the groups, relative to the variability within the groups, and to find the associations between the dependent and independent variables.¹¹⁴ This procedure also gave the canonical correlation percentage which stated the

variances between each attitudinal category and the subsamples and districts.

The formula for the MANOVA technique was similar to the ANOVA technique in that the pooled within-groups sum of squares were utilized. The main difference was that in the MANOVA technique, because four dependent variables were considered, the within and between sums of squares for all dependent variables were utilized. "With multiple dependent variables, it is convenient to assemble the sum of squares and cross products in the following three matrices; W = pooled within-groups SSCP; B = between groups SSCP; T = total SSCP."¹¹⁵ With this statistical procedure, Wilks' Criterion (Λ) was utilized in testing for significance between the four dependent variables. The following was the formula for Wilks' Criterion.¹¹⁶

$$\Lambda = \frac{|W|}{|T|}$$

TABLE 7.2

2 X 4 FACTORAL DESIGN OF THE FIVE SUB-SAMPLES AND FOUR DISTRICTS
WITH THE FOUR ATTITUDINAL CATEGORIES

	Attendance	Learning	Causes of Truancy	Success of Truancy Program
5 Sub-samples				
Four Districts				

IV. FINDINGS

The findings of this study are categorized into two major areas based on the hypotheses. The first hypothesis is concerned with the analysis of the average daily attendance (ADA) of the Truancy Program school years and the ADA of the previous four school years. The second hypothesis is concerned with the analysis of the interval data of the four attitudinal categories by the five sub-samples.

To present the findings most comprehensively, all appropriate descriptive statistics, statistical analysis and tables with data pertaining to each hypothesis are consolidated with focus upon the hypothesis under discussion. As such, each hypothesis is discussed separately.

HYPOTHESIS ONE: ANALYSIS OF THE AVERAGE DAILY ATTENDANCE

Hypothesis one, in the null form states that there is no significant mean difference between the ADA of the Truancy Program school years (1981-82 and 1982-83) and the ADA of the previous four school years (1977-78, 1978-79, 1979-80, and 1980-81) in the four Oahu school districts. The descriptive statistics for the first hypothesis encompasses nine major sections. These major sections discuss the findings on: 1) student enrollment and nonenrollment; 2) truants and truant cases for 1981-82 and 1982-83; 3) average number of

truant cases for each district by month; 4) average number of truant cases by month; 5) truant cases by age, grade and type of school; 6) juvenile crime cases; 7) average daily truancy rates (ADTR); 8) repeat offender truants within the same school year; and 9) 1982-83 repeat offender truants from the previous school year.

An analysis of the averages of the two school years under study showed that the Truancy Program for the 1981-82 school year covered eight months and the 1982-83 school year covered ten months. For the 1981-82 school year, the number of truant cases was divided by eight months to find the average mean of the cases and for the 1982-83 school year, the number of cases was divided by ten months. Student enrollment and nonenrollment data were statistically analyzed to serve as the basis of comparison of nonenrolled students apprehended by the HPD with nonenrolled students not apprehended by the HPD.

Student Enrollment and Nonenrollment

A comparison of the 1972-73 and 1982-83 school years showed a sharp decline in the public school enrollment by approximately 19,500 students. In the same period, there was an increase in the private school enrollment of approximately 5,300 students. Public school enrollment had been decreasing at a steady rate from year to year. Table 8.0 displays the total student enrollment for both the public and private schools in the State of Hawaii from the 1972-73 through the 1982-83 school years.¹¹⁷

TABLE 8.0

TOTAL STUDENT ENROLLMENT FOR PUBLIC AND
PRIVATE SCHOOLS DURING THE 1972-73
THROUGH THE 1982-83 SCHOOL YEARS

School Year	Public	Private	Total
1972-73	181,587	32,773	214,360
1973-74	178,307	33,705	212,012
1974-75	176,844	34,858	211,702
1975-76	176,232	35,939	212,171
1976-77	174,838	35,898	210,736
1977-78	172,649	36,181	208,830
1978-79	170,515	36,297	206,812
1979-80	168,393	37,187	205,580
1980-81	165,094	37,878	202,972
1981-82	162,805	38,039	200,844
1982-83	162,024	38,105	200,129

Source: Department of Planning and Economic Development "State of Hawaii Data Book", Table 84, p. 104. [Data is from Hawaii State Department of Education, data supplied January 20, 1983.]

Enrollment in elementary, intermediate and high schools in 1982-83 totaled 200,129, slightly less than the preceding year and 7.1 percent below the all time high reached in 1971-72. There were 233 public schools . . . and 162,625 students (81.0 percent of the total). There were also 140 private schools . . . and 38,105 pupils. Students graduating from public and private high schools in 1981-82 numbered 13,948 . . . ninety-two percent of the children 5 and 6 years old were in school in 1980 . . . The expenditure per pupil in public schools rose from \$1,007 in 1971-72 to \$2,701 in 1981-82. Among adults the illiteracy rate dropped from 8.4 percent in 1950 to 1.9 percent in 1970.¹¹⁸

The student enrollment figures can be used in calculating the approximate number of students not enrolled in any school. The number of students not enrolled in school was compared with the total school enrollment figures calculated from the 1970 and 1980 population census for Hawaii.

The population census for Hawaii had displayed the total state school age population and the total school enrollment figures for 1970.¹¹⁹ The total school age population and total school enrollment figures were also listed for the 1980 school year.¹²⁰ School enrollment for 1970 was based on a 20 percent sample of the population and the 1980 school enrollment was based on a 15.7 percent sample of the population. Therefore, these school enrollment figures on the census tables were "inflated" by the Census Bureau to represent the total population. The inflated method was not detailed in the census manuals, however, the areas of population were "weighted" to insure accuracy.¹²¹ Tables 9.0 and 9.1 show the age groups (7 to 13, 14 to 15 and 16 to 17)

TABLE 9.0

TOTAL NUMBER OF STUDENTS ENROLLED AND NOT ENROLLED
IN THE STATE OF HAWAII IN 1970

Age	Total Population	*Total Enrolled in School	Differ- ence	**Maximum Standard Error	Total Not Enrolled
5-6	***	***			
7-13	112,301	108,757	3,552	+ 882	2,670
14-15	30,733	30,409	324	+ 540	0
16-17	29,123	26,362	2,761	+ 540	2,221
18-19	***	***			
Total					4,891

* 20% Sample of population, statistically inflated by Census Bureau to represent total population.

** Computation of maximum standard error on school enrollment based upon tables provided on pages App-58 to App-60 of the Census Volume Appendix at $p < .05$ confidence level.

*** Figures for these age groups are not included because Census Bureau school enrollment combines these age groups. Also, 5 and 19 year old students and many 18 year old students are not required to attend school.

Source: United State Department of Commerce, Bureau of Census. 1970 Census of Population, characteristics of the Population, Hawaii, Vol. 1, Part 13, January 1973, Tables 62 and 20; p. 31, 103.

TABLE 9.1

TOTAL NUMBER OF STUDENTS ENROLLED AND NOT ENROLLED
IN THE STATE OF HAWAII IN 1980

Age	Total Population	*Total Enrolled in School	Differ- ence	**Maximum Standard Error	Total Not Enrolled
5-6	***	***			
7-13	104,203	102,604	1,599	+ 730	869
14-15	31,682	31,741	-59	+ 486	0
16-17	33,557	31,711	1,846	+ 486	1,360
18-19	***	***			
Total					2,229

* 20% sample of population, statistically inflated by Census Bureau to represent total population.

** Computation of maximum standard of error on school enrollment by formula provided in pages D-3 to D-10 in Census Volume Appendix at $p < .05$ confidence level.

*** Figures for these age groups are not included because Census Bureau school enrollment combines these age groups. Also, 5 and 19 year old students and many 18 year old students are not required to attend school.

Age 14-15 group has either a population count error or inflation count error by the Census Bureau in school enrollment because school enrollment figure exceeds the total population figure.

Source: United States Department of Commerce, Bureau of Census. 1980 Census of Population, Characteristics of the Population, Hawaii, Volume 1, (Chapter B, July 1982, Table 18, p. 14), and (Chapter C, June 1983, Table 66, p. 27).

of children enrolled in school and of the total population for 1970 and 1980. Though the compulsory attendance age was from 6 to 18, (students who will not have arrived at the age of eighteen years, on or before December 31 of any school year), ages 5 and 6 and ages 18 and 19 were combined by the Census Bureau. Therefore, ages 5 to 6 and ages 18 to 19 were not utilized.

The number of students not enrolled was computed by subtracting the total school enrollment from the total population for ages 7 to 17. Furthermore, since the school enrollment figures for 1970 and 1980 were based on sample sizes, the standard error was computed at the $p < .05$ confidence level, then subtracted from the difference between the total population and total school enrollment. The 1970 standard error was computed by the use of tables in the census report.¹²² The 1980 standard error was computed by the formula $Se = \sqrt{5Y(1-Y/N)}$, where: Y = the number of students enrolled in the age group; and N = the total number of students enrolled in the State of Hawaii.¹²³ Then this result was multiplied by the standard adjustment factor listed in the appendix of the census report.¹²⁴ (The 1970 census report did not use the formula for the standard error as in the 1980 census report.)

The calculations revealed that a minimum of 4,891 students were not enrolled in 1970 and a minimum of 2,229 students were not enrolled in the 1980 school year (excluding 6 and some 18 year old students not excused by the compulsory

school attendance law.) The decrease of nonenrollment over the ten year period could be attributed to the decrease in student population rather than the effects of the Truancy Program. Students not enrolled and not excused by the DOE were considered truants in this study.

Truants and Truant Cases for
1981-82 and 1982-83

A truant was operationally defined in this study as a student (a "body") apprehended by the HPD. It did not matter whether the truant was apprehended more than once. A truant was a person counted as "one" for statistical purposes. In both the 1981-82 and 1982-83 school years, the HPD had returned a total of 9,789 truant cases from all schools on the island of Oahu, (see Table 10.0).¹²⁵ A truant case was operationally defined in this study as a student who was apprehended one or more times by the HPD. Each pick-up was counted as a case.

Tables 11.0 and 11.1 display the number of apprehended truant cases by student enrollment status for both the 1981-82 and 1982-83 school years.¹²⁶ The Honolulu School District outnumbered the truant cases of the Central School District by a ratio of more than 3:1, the Leeward School District by more than 2:1 and the Windward School District by about 4:1 during the 1981-82 school year. In the 1982-83 school year, the Central, Leeward and Windward School Districts increased considerably and the Honolulu School District declined considerably.

TABLE 10.0
TOTAL NUMBER OF TRUANTS AND TRUANT CASES
OF ALL SCHOOLS FOR THE 1981-82
AND 1982-83 SCHOOL YEARS

School Year	Truants	Truant Cases
*1981-82	3,629	4,378
1982-83	4,427	5,411
TOTALS	8,056	9,789

* Truancy Program started 2 months after school began
in the 1981-82 school year.

TABLE 11.0

NUMBER OF TRUANT CASES BY OAHU SCHOOL DISTRICTS
AND STUDENT ENROLLMENT STATUS FOR
THE 1981-82 SCHOOL YEAR

Student Enrollment Status	Oahu School Districts				TOTALS
	Honolulu	Central	Leeward	Windward	
Public Schools	2,228	600	829	528	4,185
Private Schools	52	1	4	0	57
Other Private Schools					13
Not Enrolled					52
Other Public Schools					3
Special Schools	10	0	0	36	46
Other Special Schools					9
Out of States					2
Out of Islands					11
TOTALS	2,290	601	833	564	*4,378

* Truancy Program started 2 months after school year began

TABLE 11.1

NUMBER OF TRAUNT CASES BY OAHU SCHOOL DISTRICTS
AND STUDENT ENROLLMENT STATUS FOR
THE 1982-83 SCHOOL YEAR

Student Enrollment Status	Oahu School Districts				TOTALS
	Honolulu	Central	Leeward	Windward	
Public Schools	1,830	1,141	1,102	1,153	5,226
Private Schools	41	2	4	5	52
Other Private Schools					14
Not Enrolled					41
Other Public Schools					0
Special Schools	0	1	0	49	50
Other Special Schools					25
Out of States					1
Outside Islands					2
TOTALS	1,871	1,144	1,106	1,207	5,411

The student enrollment status data were provided by the HPD.¹²⁷ There were fifty-two truants not enrolled in any school during the 1981-82 school year and forty-one truants not enrolled during the 1982-83 school year. These students were not enrolled at the time of pick-up by the apprehending police officers. Disposition of these ninety-three truant cases was not known due to the fact that follow-up records were not kept by the HPD and DOE. However, both the DOE and the HPD made every effort to assure that the truants' "home" schools were located and the truants enrolled.

The number of students not enrolled on the island of Oahu was of a startling proportion. Nonenrollment seems to be a problem which has not been addressed by responsible agencies.

Average Number of Truant Cases for
Each District by Month

The relationship of the average number of truant cases per month for both Truancy Program school years was analyzed by districts (see Appendix G). The two school years were not independent of each other. There was a significant relationship in that although the number of truant cases was higher in the 1982-83 school year than in the 1981-82 school year, the overall relationship for the four school districts showed a significant decline from the first to the second school year. This was due to the fact that the number of truant cases were based on a ten month average for the 1982-83 school year.

However, only the Honolulu School District demonstrated a sharp decrease in truant cases per month. The other three school districts showed a slight increase. The findings indicated specifically that: 1) the significant decrease in truancy rate in the Honolulu School District could have been attributed to the Truancy Program; and 2) there were no significant decreases in the truancy rates for the other three districts.

Average Number of Truant Cases by Month

During the first two months of the Truancy Program implementation in 1981-82, the police had apprehended 1,005 and 470 students respectively. During the first two months of the second year, the police had apprehended 878 and 579 truants respectively. The figures for September and October 1982 seem high at first glance but the truancy rate for those two months was lower than the rate for the first two months of implementation in the 1981-82 school year (see Table 5.0 in Chapter III).

The relationship between the truant cases by month for the 1981-82 and 1982-83 school years was analyzed (see Appendix H). The frequency data were calculated on eight months for each school year. The results of the analysis showed that there were significant and dependent relationships between the two school years. The number of cases were lower during the 1982-83 school year. The significant relationship and decrease in the number of truant cases may be attributed to the Truancy Program.

A comparison of the monthly average number of truant cases per month for the two Truancy Program school years revealed a significant linear correlation. The statistical analysis showed that the truancy rates for both school years declined proportionately from the beginning to the end of both school years.

Truant Cases by Age, Sex, Grade and Type of School

The 1981-82 and 1982-83 school years combined figures of truants demonstrated the fact that: 1) males outnumbered the females; 2) the majority of the students apprehended were sixteen year old students in the tenth grade; 3) an extraordinary number of traunts were in grades nine and ten; and 4) the number of truants in elementary and private schools was extremely low as compared to the public secondary schools. Tables 12.0 and 13.0 show the number of truants apprehended by age, sex, grade level and type of school for both treatment school years.¹²⁸

Descriptive statistics on the male and female truant cases for the 1981-82 and 1982-83 school years revealed that the average number of male and female truant cases remained approximately the same for both treatment school years. Statistically, the number of male and female truants did not significantly decline from the 1981-82 school year to the next school year (see Appendix I).

TABLE 12.0

NUMBER OF TRUANT CASES BY AGE AND SEX OF
ALL SCHOOLS FOR THE 1981-82
AND 1982-83 SCHOOL YEARS

Age	*1981-82			1982-83		
	Male	Female	Totals	Male	Female	Totals
18	0	0	0	0	0	0
17	813	394	1,207	912	422	1,334
16	879	420	1,299	1,063	597	1,660
15	713	372	1,085	765	510	1,275
14	311	177	488	427	316	743
13	122	68	190	154	105	259
12	54	28	82	64	31	95
11	7	5	12	17	2	19
10 <	12	3	15	23	3	26
TOTALS	2,911	1,467	4,378	3,425	1,986	5,411

< This symbol means "and below"

* Truancy Program Started 2 months after school began in 1981-82

The descriptive data (see Table 13.0) on grade levels revealed that the combined truant cases for both school years increased at a very high rate from grade 6 to 7 (34 to 282), 8 to 9 (536 to 1,927) and 9 to 10 (1,927 to 3,060). Interviews with reliable sources from the HPD revealed that this high increase was probably due to the adjustment that students encountered when changing from elementary to intermediate school, then from intermediate to high school (some intermediate schools contained both grades seven and eight, while others contained grade seven through nine).¹²⁹

Truant cases in two other types of schools (public and private) were analyzed in terms of truant cases. Table 13.0 displays the number of truant cases for both the public and private schools on the island of Oahu. In the 1981-82 school year, there were forty-one truant cases (less than .010 percent of the total truant cases) from the public elementary schools and seventy truant cases (.016 percent of the total truant cases) from the private elementary and secondary schools. In the 1982-83 school year, there were fifty-five truant cases (.010 percent of the total truant cases) from the public elementary schools and sixty-six (.012 percent of the total truant cases) truant cases from the private elementary and secondary schools. The private school truant cases decreased in 1982-83 school year while the public sector truant cases increased.

The relationship between the number of truant cases for public and private schools for the 1981-82 and 1982-83 school

TABLE 13.0

NUMBER OF TRUANT CASES BY GRADE AND PUBLIC
OR PRIVATE SCHOOLS FOR THE 1981-82
AND 1982-83 SCHOOL YEARS

Grade	*1981-82			1982-83			Grand Total
	Public	Private	Total	Public	Private	Total	
12	733	22	755	848	10	858	1,613
11	959	6	965	1,231	18	1,249	2,214
10	1,394	17	1,411	1,636	13	1,646	3,060
9	763	8	771	1,144	12	1,156	1,927
8	255	9	264	265	7	272	536
7	124	6	130	149	3	152	282
6	10	2	12	22	0	22	34
5	15	0	15	4	0	4	19
4 <	16	0	16	29	3	32	48
**Unknown			39			17	56
TOTALS	4,269	70	4,378	5,328	66	5,411	9,789

< This symbol means "and below"

** Grade level not recorded on police report

* Truancy Program started 2 months after school year began in the 1981-82 school year

years was determined. The 1981-82 and 1982-83 school years by public and private schools were independent (see Appendix J). The average number of public and private school truant cases remained the same for both school years.

This fact indicated that the effects of the Truancy Program did not significantly lower the truancy rate for public or private schools. Although statistical analysis showed no significant difference, the isolated number of truant cases for secondary public schools showed an increase from 4,228 to 5,273.

Juvenile Crime Cases

Prior to the start of the Truancy Program, the increasing number of juvenile crime cases was a major concern to both the DOE and HPD. An objective of the Truancy Program was to curb the number of crimes committed by juveniles during school hours. Four juvenile crime case categories were determined by the HPD. These categories were: 1) burglary; 2) thefts (other than shoplifting); 3) shoplifting; and 4) auto thefts (see Table 14.0). The number of juvenile crime cases from September 1981 to June 1982 showed a decline over the same period in the previous year. However, the 1982-83 school year showed an increase in the juvenile crime case category of "Thefts (other than shoplifting)". The HPD had not determined the reason for the increase in this category. Another crime category which showed an increase was stolen vehicles and the HPD suggested that this

increase was due to the fact that more juveniles suspected to be truants in vehicles were stopped and questioned than in the previous year. Table 14.0 shows the number of juvenile crime cases during the last three school years.¹³⁰ The arrests occurred during the school days between the hours of 8:00 a.m. and 2:00 p.m.

TABLE 14.0

JUVENILE CRIME CASES DURING SCHOOL DAYS BETWEEN
THE HOURS OF 8:00 A.M. AND 2:00 P.M. FOR THE
1980-81, 1981-82 AND 1982-83 SCHOOL YEARS

Crime	1980-81	1981-82	1982-83
Burglary	264	239	216
Thefts (other than shoplifting)	187	149	205
Shoplifting	244	131	45
Auto thefts	55	73	103
TOTALS	750	592	569

As far as "numbers" were concerned, the HPD accomplished its objectives. Except for "Thefts (other than shoplifting)" and "Auto thefts", the HPD apprehended and returned many juvenile crime offenders (1,891) to school. The procedures in returning the truants to school were carefully planned in a joint effort with the DOE.

The juvenile crime variables (cases of burglary, theft, shoplifting and auto theft between the hours of 8:00 a.m. and 2:00 p.m. during school days) were compared with: 1) the 1980-81 (control), 1981-82 (treatment) and 1982-83 (treatment) school years; 2) the 1980-81 and 1981-82 school years; 3) the 1980-81 and 1982-83 school years; and 4) the 1981-82 and 1982-83 school years.

The three school years (1980-81, 1981-82 and 1982-83) were not independent in that the overall number of crime cases decreased over the three years. The significant relationship may be attributed to the Truancy Program because this design consisted of one control and two experimental variables (see Appendix K).

The 1980-81 and 1981-82 school years (see Appendix L) were independent in that the number of crime cases significantly decreased.

The 1980-81 and 1982-83 school years were also independent in that the number of crime cases significantly decreased (see Appendix M).

A comparison of both treatment school years (1981-82 and 1982-83), indicated that the relationship was not significant (see Appendix N). There was not a significant increase or reduction in juvenile crime cases between both treatment school years.

The overall conclusion of this finding was that there were significant decreases in juvenile crime cases which may be attributed to the Truancy Program. This conclusion was

based on the fact that: 1) the number of truant cases decreased from the first to the second treatment school years; and 2) there was a significant decrease from the control to the first treatment school year and the control to the second treatment school year.

Average Daily Truancy Rates (ADTR)

The ADTR was effective in ranking the schools with the most truants to the least and vice versa. Discussion of the calculation of the ADTR was found in Table 6.0 (Chapter III). Table 15.0 displays an example of the unique feature of the ADTR in two high schools. High School #25 had the larger number of pick-ups per year and the larger number of average pick-ups per day. However, because of the higher average daily membership (ADM), High School #25 did not have the higher truancy rate. High School #39, with its lower ADM had the higher ADTR. Therefore, when comparing both schools in relationship to ADTR, High School #39 ranked first and High School #25 ranked second. For comparisons of truancy rates between schools, the utilization of ADTR was the most effective method. See Tables 15.1 through 15.4 for the complete listings of the ADTR for intermediate and high schools during the 1981-82 and 1982-83 school years.

TABLE 15.0

UNIQUE FEATURE OF THE AVERAGE DAILY TRUANCY RATE
(ADTR) USING TWO HIGH SCHOOLS AS EXAMPLES
OF ADTR FOR THE 1982-83 SCHOOL YEAR

School	# of Pick-ups Per Year	Average # of Pick-ups Per Day	ADM	ADTR
25	579	3.27	2,599.9	.0012577
39	532	3.01	1,556.1	.0019343

Viewing the truancy rates for each school resulted in an important finding. Statistical analysis determined that there were no significant linear relationships between the size of school (ADM) and the ADTR. Findings were as follows for both the intermediate and high schools: 1) schools with a small ADM did not necessarily have a large ADTR; 2) schools with a small ADM did not necessarily have a small ADTR; 3) schools with a large ADM did not necessarily have a large ADTR; and 4) schools with a large ADM did not necessarily have a small ADTR. For example, Intermediate School #34 with the second smallest ADM for both school years had the highest (.00084444) and second highest (.0004297) ADTR for each of the school years. Intermediate School #36 had a small ADM and ranked eighteenth (.0000840) and fifteenth (.0000725) respectively in ADTR for both school years.

TABLE 15.1

AVERAGE DAILY TRUANCY RATE (ADTR) FOR THE
INTERMEDIATE SCHOOLS ON THE ISLAND OF
OAHU FOR THE 1981-82 SCHOOL YEAR

School #	# of Pick-ups Per Year	Average # of Pick-ups Per day	ADM	ADTR
1	31	.23	803.1	.0002863
2	4	.03	1,034.7	.0000289
3	4	.03	910.6	.0000329
4	7	.05	824.0	.0000606
5	1	.01	873.9	.0000114
6	68	.50	1,103.7	.0004530
7	13	.10	462.4	.0002162
8	24	.18	1,024.4	.0001757
9	13	.10	749.6	.0001334
10	23	.17	809.2	.0002100
11	116	.85	1,354.0	.0006277
12	58	.43	1,183.0	.0003634
13	16	.12	907.3	.0001322
14	18	.13	983.9	.0001321
15	13	.10	1,133.4	.0000882
16	19	.14	1,338.6	.0001045
17	1	.01	735.0	.0000136
18	30	.22	1,477.0	.0001289
19	10	.07	1,101.4	.0000635
20	17	.13	1,092.8	.0001189
34	54	.40	473.7	.0008444
35	24	.18	1,181.6	.0001523
36	9	.07	832.4	.0000840
37	21	.15	1,208.3	.0001241
TOTAL	*594	.18	983.3	.0001919

* Truancy Program started 2 months after school year began in the 1981-82 school year.

TABLE 15.2

AVERAGE DAILY TRUANCY RATE (ADTR) FOR THE
INTERMEDIATE SCHOOLS ON THE ISLAND OF
OAHU FOR THE 1982-83 SCHOOL YEAR

School #	# of Pick-ups Per Year	Average # of Pick-ups Per Day	ADM	ADTR	Difference Between ADTR 81-82 and 82-83
1	15	.08	819.6	.0000976	.0001887
2	3	.02	1,050.8	.0000019	.0000270
3	6	.03	939.6	.0000319	.0000010
4	8	.05	897.8	.0000556	.0000050
5	1	.01	943.3	.0000106	.0000008
6	62	.35	1,085.7	.0003223	.0001307
7	6	.03	424.5	.0000706	.0001456
8	27	.15	1,000.4	.0001499	.0000258
9	21	.12	800.3	.0001499	-.0000165
10	6	.03	841.3	.0000356	.0001744
11	134	.76	1,436.9	.0005289	.0000988
12	41	.23	1,040.0	.0002211	.0001423
13	48	.27	1,019.6	.0002648	-.0001326
14	43	.24	1,042.3	.0002302	-.0000981
15	28	.16	1,146.9	.0001395	-.0000513
16	40	.23	1,156.4	.0001988	-.0000943
17	3	.02	732.9	.0000272	-.0000136
18	53	.30	1,544.0	.0001943	-.0000654
19	33	.19	1,135.1	.0001673	-.0001038
20	6	.03	1,089.2	.0000275	.0000914
34	38	.21	488.6	.0004279	.0004147
35	12	.07	1,221.7	.0000572	.0000951
36	11	.06	826.7	.0000725	.0000115
37	46	.26	1,255.7	.0002070	-.0000829
TOTAL	691	.16	977.5	.0001604	.0000315

TABLE 15.3

AVERAGE DAILY TRUANCY RATE (ADTR) FOR THE
HIGH SCHOOLS ON THE ISLAND OF OAHU
FOR THE 1981-82 SCHOOL YEAR

School #	# of Pick-ups Per Year	Average # of Pick-ups Per Day	ADM	ADTR
21	67	.49	1,626.8	.0003012
22	75	.55	1,733.3	.0003173
23	82	.60	1,899.7	.0003158
24	10	.07	1,101.4	.0000635
25	628	4.62	2,434.0	.0018981
26	276	2.02	1,430.0	.0014125
27	175	1.29	1,252.0	.0010303
28	58	.43	1,183.0	.0003634
29	150	1.10	2,320.4	.0004740
30	72	.53	1,665.1	.0003182
31	154	1.13	2,212.1	.0005108
32	30	.22	1,477.0	.0001489
33	139	1.02	1,607.0	.0006347
38	217	1.60	1,850.0	.0008648
39	90	.66	1,695.2	.0003893
40	407	2.99	2,165.0	.0013810
41	151	1.11	1,295.6	.0008567
42	218	1.60	1,606.0	.0009962
43	255	1.88	1,741.0	.0010798
44	199	1.46	2,084.0	.0007005
45	165	1.21	1,246.9	.0009704
TOTAL	* 3,618	1.27	1,696.5	.0007318

* Truancy Program started 2 months after school year began in the 1981-82 school year.

TABLE 15.4

AVERAGE DAILY TRUANCY RATE (ADTR) FOR THE
HIGH SCHOOLS ON THE ISLAND OF OAHU
FOR THE 1982-83 SCHOOL YEAR

School #	# of Pick-ups Per Year	Average # of Pick-ups Per Day	ADM	ADTR	Difference Between ADTR 81-82 and 82-83
21	229	1.29	1,610.5	.0008009	-.0004997
22	109	.62	1,756.2	.0003530	-.0000357
23	45	.25	1,960.8	.0001274	.0001884
24	33	.19	1,135.1	.0001673	-.0001038
25	579	3.27	2,599.9	.0012577	.0006404
26	172	.97	1,332.0	.0007282	.0006843
27	71	.40	1,101.0	.0003633	.0006670
28	41	.23	1,199.1	.0001918	.0001716
29	131	.74	2,331.5	.0003173	.0001567
30	123	.69	1,638.0	.0004212	-.0001030
31	483	2.73	2,282.1	.0011962	-.0006854
32	53	.30	1,544.0	.0001943	-.0000454
33	211	1.19	1,537.6	.0007739	-.0001392
38	151	.85	1,756.3	.0004839	.0003809
39	532	3.01	1,556.1	.0019343	-.0015450
40	391	2.21	2,067.8	.0010687	.0003123
41	93	.53	1,183.3	.0004477	.0004090
42	142	.80	1,591.0	.0005028	.0004934
43	347	1.96	1,872.7	.0010466	.0000332
44	335	1.89	2,054.7	.0009198	-.0002193
45	316	1.79	1,522.5	.0011756	-.0002052
TOTAL	4,587	1.23	1,696.8	.0006891	.0000427

Repeat Offenders Within the
Same School Year

Repeat offenders were of vital concern to this study. The number of repeat offender cases increased by 1.6 percent from the 1981-82 to the 1982-83 school year. Tables 16.0 and 16.1 show the information on repeat offender truants in the 1981-82 and 1982-83 school years (total number of truants, not truant cases).¹³¹

TABLE 16.0

NUMBERS AND PERCENTAGES OF 2nd, 3rd, 4th, AND
5th REPEAT OFFENDER TRUANTS FOR
THE 1981-82 SCHOOL YEAR

Repeat Offender	Number of Truants	Total Truants	Percentages
2nd offenders	450	3,629	12.4%
3rd offenders	98	3,629	2.7%
4th offenders	26	3,629	.7%
5th offenders	6	3,629	.2%
TOTALS	580	3,629	16.0%

* Truancy Program started 2 months after school began during the 1981-82 school year.

TABLE 16.1

NUMBERS AND PERCENTAGES OF 2nd, 3rd, 4th AND
5th REPEAT OFFENDER TRUANTS FOR
THE 1982-83 SCHOOL YEAR

Repeat Offender	Number of Truants	Total Truants	Percentages
2nd offenders	596	4,427	13.5%
3rd offenders	149	4,427	3.4%
4th offenders	26	4,427	.6%
5th offenders	3	4,427	.1%
TOTALS	774	4,427	17.6%

The relationship between the number of truants in each category of repeat offenders for the 1981-82 and 1982-83 school years was determined (see Appendix 0). The 1981-82 and 1982-83 school years and four categories of repeat offenders were independent. The number of truants in each category remained approximately the same (no significant relationship) from one school year to the next. There was not a significant decrease in the number of repeat offender truants in each category.

To validate the internal consistency of the same data on repeat offenders, statistical analysis was performed on the average number of truant cases (as opposed to the statistical analysis of the total number of truants as discussed in the previous paragraph). The result was the same as the first

(see Appendix P). The average number of truant cases remained the same from one school year to the next. The effect of the Truancy Program did not decrease the number of repeat offender truants in the second treatment school year.

1982-83 Repeat Offenders
From the Previous Year

Of greater concern than repeat offenders within the 1981-82 school year were the repeat offenders of the 1982-83 school year (truants within the 1982-83 school year who were truants during the 1981-82 school year). There were 597 repeat offender truants in the 1981-82 school year.¹³² This number of truants was 17.4 percent of the total number of truants in the 1981-82 school year. This percentage rate seems small, however, these truants may need the most assistance.

HYPOTHESIS ONE: STATISTICAL ANALYSIS ON
AVERAGE DAILY ATTENDANCE (ADA)

The statistical analysis for the first hypothesis encompasses three major sections: 1) intermediate schools; 2) high schools; and 3) districts. In the sections, the ADAR of the following school years were compared: 1) the 1977-78 through the 1982-83 school years (four control and two treatment school years); and 2) the 1980-81 through the 1982-83 school years (one control and two treatment school years). When significant differences were found in the statistical analysis of the 1980-81 through the 1982-83 school years, the

Scheffe test was utilized to determine the pair of school years that were significantly different.

Intermediate Schools

The ADAR of the last six years for intermediate schools were analyzed. Findings indicated that there were significant differences in the ADAR means for the last six school years (see Table 17.0). However, it would not be appropriate to utilize the six years; especially the four years prior to the treatment years.

The reasons for the inappropriateness of utilizing the six school years were: 1) the large decrease in public school enrollment over the six years (approximately 10,600 students); 2) the consistent increases in ADAR over the six years which showed significant differences (i.e. between the 1977-78 and 1982-83 school years); and 3) the excessive amounts of control school years utilized which indicated an increase in the ADAR for the first and last control school years.

Therefore, the most crucial years for comparison were the 1980-81, 1981-82 and 1982-83 school years, since the last two school years were the treatment years and the 1981-82 school year was the control year. The Scheffe test was utilized to indicate the exact location of the significant differences on the compared school years.

The ADAR of the last three school years for the intermediate schools were analyzed. Results of the analysis indicated that there was a significant difference between the rates (see Table 17.1)

Since the finding indicated that there was a significant difference between the 1980-81 and the 1982-83 school years, the Scheffe test was utilized to determine the exact locations of the differences between the variables (see Table 17.2). Results showed that the significant differences were between the 1980-81 and 1982-83, and between the 1981-82 and 1982-83 school years. There was no significant difference between the 1980-81 and 1981-82 school years (the first control and treatment school years). Therefore, the results indicated that the effect of the Truancy Program on the increase in ADAR was negligible.

High Schools

The ADAR of the six school years for high schools were analyzed (see Table 4.2 in Chapter III). Findings indicated that there was a significant difference in the relationship (see Table 17.3). However, as in the analysis of the intermediate schools, it was more appropriate to utilize the control year immediately preceding the treatment years and the two treatment years.

The analysis on the ADAR of the last three school years for the high schools showed no significant difference (see Table 17.4). The Truancy Program did not significantly increase the ADAR.

TABLE 17.0

STATISTICAL RESULTS OF THE ANOVA FOR THE 1977-78,
1978-79, 1979-80, 1980-81, 1981-82, AND 1982-83
SCHOOL YEARS FOR THE OAHU INTERMEDIATE SCHOOLS

Source	DF	ANOVA SS	F Value	PR > F
Years	5	153.83534723	16.07	.0001
Schools	23	1,315.35993056		
Years*schools	115	220.21965277		

TABLE 17.1

STATISTICAL RESULTS OF THE ANOVA FOR THE 1980-81,
1981-82 AND 1982-83 SCHOOL YEARS FOR
THE OAHU INTERMEDIATE SCHOOLS

Source	DF	ANOVA SS	F Value	PR > F
Years	2	20.22583334	8.69	.0006
Schools	23	646.98875000		
Years*schools	46	53.55416666		

TABLE 17.2

RESULTS OF THE SCHEFFE TEST PROCEDURE ON THE 1980-81, 1981-82
AND 1982-83 SCHOOL YEARS FOR THE OAHU INTERMEDIATE SCHOOLS

Scheffe Grouping	Mean (\bar{X})	N	Year	DF	MSE	T Critical
A	93.942	24	1982-83	46	1.16442	1.78874
B	92.887	24	1981-82			
B	92.758	24	1980-81			

Means with the same letter are not significantly different.

TABLE 17.3

STATISTICAL RESULTS OF THE ANOVA FOR THE 1977-78,
 1978-79, 1979-80, 1980-81, 1981-82 AND 1982-83
 SCHOOL YEARS FOR THE OAHU HIGH SCHOOLS

Source	DF	ANOVA SS	F Value	PR > F
Years	5	140.29206350	4.09	.0021
Schools	20	2,006.64825397		
Years*schools	100	685.43460317		

TABLE 17.4

STATISTICAL RESULTS OF THE ANOVA FOR THE 1980-81,
 1981-82 AND 1982-83 SCHOOL YEARS
 FOR THE OAHU HIGH SCHOOLS

Source	DF	ANOVA SS	F Value	PR > F
Years	2	25.17809524	2.51	.0936
Schools	20	1,147.38095238		
Years*schools	40	200.27523809		

Districts

The ADAR of the last six school years for the districts were analyzed. As in the intermediate and high schools, the findings showed a significant difference between the rates (see Table 17.5). However, it would be appropriate to analyze the control year immediately preceding the treatment years and the two treatment years.

An analysis was made between the last three school years of the ADAR with the districts. Findings from the analysis of the districts' ADAR for the last three school years indicated that there were no significant differences (see Table 17.6). The Truancy Program did not significantly increase the ADAR.

The overall conclusion was that hypothesis one was rejected over the 1977-78 through the 1982-83 school years. There were significant increases in the ADA when comparing the control school years with the treatment school years. However, it was established that utilizing the last three years of the study would be appropriate.

The analysis of the data revealed that there were no significant increases in the ADAR for the two treatment school years and the one previous control year (1980-81 to 1982-83). Therefore, the null hypothesis concerning the ADA for the last three school years was accepted.

TABLE 17.5

STATISTICAL RESULTS OF THE ANOVA FOR THE 1977-78,
1978-79, 1979-80, 1980-81, 1981-82 AND 1982-83
SCHOOL YEARS FOR THE FOUR OAHU SCHOOL DISTRICTS

Source	DF	ANOVA SS	F Value	PR > F
Years	5	4.25833333	5.36	.0051
Districts	3	39.27500000		
Years*districts	15	2.38500000		

TABLE 17.6

STATISTICAL RESULTS OF THE ANOVA FOR THE 1980-81,
1981-82 AND 1982-83 SCHOOL YEARS ON
THE FOUR OAHU SCHOOL DISTRICTS

Source	DF	ANOVA SS	F Value	PR > F
Years	2	.63166667	3.99	.0791
Districts	3	22.28250000		
Years*districts	15	.47500000		

HYPOTHESIS TWO: ANALYSIS OF THE PERCEPTIONS OF ATTITUDES

The second hypothesis states that there is no significant mean difference in the interval data of the four attitudinal categories toward attendance, learning, causes of truancy and the success of the Truancy Program among non-truants, first offender truants, repeat offender truants, teachers and administrators (principals and vice principals). The sub-samples' perceptions of attitude provide data to test the null hypothesis.

The descriptive statistics for the second hypothesis contained five major sections. These major sections discussed the findings of: 1) favorite and least favorite subjects; 2) average mean for each attitudinal statement grouped by attitudinal categories; 3) differences in attitude between administrators, sexes, and types of schools; 4) ranking responses on statements #21 - 23 on the attitudinal survey; and 5) each school's absence and tardy procedures.

Student's Most and Least Favorite Subjects

An assumption was made in Chapter I that if a child did not have a positive attitude toward school, the child may not want to attend school. Information on the most and least favorite subjects may indicate areas requiring improvement for the child in school, especially the truant.

A response requested in the survey was the students' most favorite subject. Table 18.0 reveals the number of students and subjects that were selected by rank order.

TABLE 18.0

STUDENTS' MOST FAVORITE SUBJECT

Subjects	Nontruants	First Offender Truants	Repeat Offender Truants	Total Truants	Total Truants & Nontruants
1. Physical Education	14	9	5	14	28
2. Math	16	7	2	9	25
3. English	14	7	2	9	23
4. Social Studies	9	8	2	10	19
5. Industrial Arts	11	7	1	8	19
6. Art	3	5	4	9	12
7. Science	2	5	2	7	9
8. Music	2	1	0	1	3
9. Band	1	2	0	2	3
10. Health	1	0	0	0	1
11. Other	7	4	2	6	13
12. More Than One response	7	3	1	4	11
13. No Response	1	1	0	1	2
TOTAL					<u>168</u>

The first offender truants chose physical education as the first most favorite and social studies as the second most favorite subjects. The repeat offender truants chose physical education and art as the first and second most favorite subjects respectively. These findings were important in considering overall curriculum programming for truants.

Another response requested in the survey was the students' least favorite subject. Table 18.1 reveals the number of students and the subjects selected in rank order. The first offender truants chose social studies and math as the least favorite subjects. The repeat offender truants chose social studies and English as the least favorite subjects. Nontruants chose English and math as the least favorite subjects. None of the repeat offender truants chose physical education as the least favorite subject. Among the other subjects that were least liked, nontruants chose social studies and first offender truants chose English.

Mean Responses for Each Statement of Attitude

It was difficult to analyze the number of responses for each attitudinal statement. Therefore, the analysis was accomplished by identifying the differences in perceptions among the five sub-samples for each attitudinal statement. The mean for each statement of each sub-samples was calculated on a continuum of 1 to 7. Tables 19.0 to 19.3 display the means for each statement in the category of attitudes for

TABLE 18.1

STUDENTS' LEAST FAVORITE SUBJECTS

Subjects	Nontruants	First Offender Truants	Repeat Offender Truants	Total Truants	Total Truants & Nontruants
1. Social Studies	12	13	6	19	31
2. English	15	12	3	15	30
3. Math	15	13	2	14	30
4. Science	13	8	2	10	23
5. Physical Education	10	4	0	4	14
6. Music	4	1	2	3	7
7. Health	4	1	2	3	7
8. Band	5	1	0	1	6
9. Art	1	1	0	1	2
10. Industrial Arts	0	1	0	1	1
11. Other	3	0	1	1	4
12. More Than One Response	5	4	3	7	12
13. No Response	1	0	0	0	1
TOTAL					<u>168</u>

TABLE 19.0
 MEANS (\bar{X}) OF THE FIVE SUB-SAMPLES' RESPONSES
 ON EACH STATEMENT OF THE
 ATTITUDES ON ATTENDANCE

Sub-samples	*Statement # with \bar{X} on Attendance						AVERAGE \bar{X}
	1	6	8	10	18	19	
Administrator	5.08	5.18	5.31	4.47	4.18	4.69	4.82
Teacher	4.57	4.88	4.57	4.07	3.65	4.32	4.34
Nontruant	4.33	4.76	4.16	5.03	4.06	3.83	4.36
First Offender Truant	4.47	3.97	4.07	4.34	4.85	3.98	4.28
Repeat Offender Truant	3.10	3.76	3.50	3.14	3.19	3.24	3.32
AVERAGE \bar{X}	4.31	4.51	4.32	4.21	3.99	4.01	4.22

* Means (\bar{X}) were rounded off to the nearest hundredths.

TABLE 19.1

MEANS (\bar{X}) OF THE FIVE SUB-SAMPLES' RESPONSES
ON EACH STATEMENT OF THE
ATTITUDES ON LEARNING

Sub-samples	*Statement # with \bar{X} on Learning				Average \bar{X}
	3	4	5	13	
Administrator	4.22	4.67	4.20	3.49	4.15
Teacher	3.92	4.57	3.57	3.28	3.84
Nontruant	4.08	4.34	3.78	3.59	3.05
First Offender Truant	4.14	3.38	3.25	3.40	3.54
Repeat Offender Truant	3.29	3.76	3.24	2.90	3.30
AVERAGE \bar{X}	3.93	4.14	3.61	3.33	3.58

* Means (\bar{X}) were rounded off to the nearest hundredths.

TABLE 19.2
 MEANS (\bar{X}) OF THE FIVE SUB-SAMPLES' RESPONSES
 ON EACH STATEMENT OF THE ATTITUDES
 ON THE CAUSES OF TRUANCY

Sub-samples	*Statement # with \bar{X} on Causes of Truancy						Average \bar{X}
	2	7	11	14	17	20	
Administrator	3.18	2.55	5.24	5.32	4.22	5.14	4.28
Teacher	2.83	2.72	5.18	5.45	3.91	5.13	4.20
Nontruant	3.44	3.14	4.29	4.50	3.59	4.64	3.93
First Offender Truant	3.66	3.29	4.26	3.70	4.09	4.12	3.85
Repeat Offender Truant	4.43	4.05	3.24	3.29	3.38	3.71	3.68
AVERAGE \bar{X}	3.51	3.15	4.44	4.45	3.84	4.55	3.99

* When sub-samples responded to survey, negative = 7 and positive = 1 on the Causes of Truancy. This differs from the other 3 categories of attitude where negative = 1 and positive = 7.

** Means (\bar{X}) were rounded off to the nearest hundredths.

TABLE 19.3

MEANS (\bar{X}) OF THE FIVE SUB-SAMPLES' RESPONSES
ON EACH STATEMENT OF THE ATTITUDES ON THE
SUCCESS OF THE TRUANCY PROGRAM

Sub-samples	*Statement # with \bar{X} on the Success of the Truancy Program				AVERAGE \bar{X}
	9	12	15	16	
Administrator	6.02	3.90	6.08	6.25	5.56
Teacher	5.14	3.58	5.69	5.62	5.01
Nontruant	5.02	4.01	4.89	5.35	4.82
First Offender Truant	5.12	4.26	5.14	4.14	4.67
Repeat Offender Truant	4.29	3.52	4.90	3.33	4.01
AVERAGE \bar{X}	5.12	3.85	5.34	4.94	4.81

* Means (\bar{X}) were rounded off to the nearest hundredths.

each of the five sub-samples. In these tables, the means of each of the sub-samples on each statement can easily be compared.

With regard to attendance, the analysis indicated that the administrators felt the Truancy Program has kept the students in school, has helped the students to have a better attendance record and that the administrators have spent extra time to help the student in improving attendance. The repeat offender truants (3.22), when compared with the administrators (4.82), showed the widest range of difference in the category of attendance.

The descriptive analysis of the perception on learning indicated that repeat offender truants disagreed with the idea that the Truancy Program encouraged the student to study harder. The nontruants (3.05), when compared with the administrators (4.15), showed the widest range of difference. The average mean of all sub-samples was 3.58.

In rating the causes of truancy, both the administrators and teachers gave it a rating of "disagreed". Administrators disagreed that they were the cause of truancy (mean of 2.55 on statement #7). Teachers disagreed that they were the cause of truancy (mean of 2.83 on statement #2). The repeat offender truants rated themselves higher as a cause of truancy with a mean of 3.24. The adults agreed that truancy was caused by the students' negative feelings about themselves. The three sub-samples (repeat offender truants, teachers and administrators) perceived the student

as a cause of truancy; the teachers and administrators did not have the same perceptions of themselves as the students had of themselves. The difference in the perceptions of the five sub-samples was large. This may be contributory as a cause of truancy.

Analysis of the success of the Truancy Program showed the most positive responses by the five sub-samples. The average mean of all sub-samples was 4.81. The administrators displayed the highest mean (5.56) while the repeat offender truants had the lowest (4.01). Administrators, teachers, nontruants and first offender truants agreed that informing parents and guardians had helped in curbing truancy. First offender truants agreed that different school programs should be established for repeat offender truants not doing well in school. On the same statement nontruants and repeat offender truants had means of 4.89 and 4.90 respectively. Should the Truancy Program continue? Findings indicated that only administrators, teachers and nontruants agreed. First offender truants had an average of 4.14 and repeat offender truants had an average of 3.33. This seems to indicate that the repeat offender truants were not favorable to the continuation of the Truancy Program. However, that statement had the highest average (4.99) out of the twenty statements. Administrators had the highest mean for that statement (6.25) followed closely by teachers (5.62) and nontruants (5.35).

Attitudes Between Principals
and Vice Principals

The means between principal and vice principal responses on attendance, learning, causes of truancy and the success of the Truancy Program were analyzed. Results showed that there were no significant differences in each of the four categories of attitude. Findings indicated that there were no significant differences in the perceptions of attitudes between the principals and vice principals. Table 20.0 displays the results of the analysis.

Attitudinal Statement by Sexes

Statistical analysis of the means for each attitudinal statement for the five sub-samples by sex (male and female) was conducted. Results showed that there were significant differences in two of the variables. These variables were: 1) male (2.94) and female (3.45) teacher respondents on statement #13 in the category of learning, "The Truancy Program encourages the student to study harder"; and 2) male (5.21) and female (5.83) teacher respondents on survey statement #16 in the category of the success of the Truancy Program, "The Truancy Program should continue". The female teachers had a more positive perception than the male teachers in the two variables that were compared. Table 21.0 displays the significant differences. The other eighteen statements indicated no significant differences.

TABLE 20.0

T-TEST RESULT OF THE PRINCIPAL AND VICE PRINCIPAL
PERCEPTIONS OF ATTITUDE BY CATEGORY

Category	Sub-sample	\bar{X}	SD	t Value	p>t
Attendance	Principal	4.84666667	1.34980320	.3772	.7063
	VP	4.78846154	1.34888061		
Learning	Principal	4.30000000	1.13262010	1.9338	.0545
	VP	3.99038462	1.15325788		
Causes of Truancy	Principal	4.11409396	1.49562516	-1.6756	.0949
	VP	4.41666667	1.64986151		
Success of the Truancy Program	Principal	5.51515152	1.47332497	- .4344	.6644
	VP	5.60576923	1.49704090		

The Abbreviation of "VP" is Vice Principal

TABLE 21.0

T-TEST RESULT OF MALE AND FEMALE PERCEPTION
OF ATTITUDES BY SURVEY STATEMENT

Survey Statement Number	Respondents	\bar{X}	SD	t Value	p>t
Learning 13	Teacher				
	Female	3.45312500	1.16741048	2.0593	.0422
	Male	2.94117647	1.17914135		
Learning 16	Teacher				
	Female	5.83076923	.99324643	2.3911	.0187
	Male	5.21212121	1.55638957		

Attitudinal Category by Sex

Grouping the statements by the four categories of attitude (attendance, learning, causes of truancy and the success of the Truancy Program) and calculating the mean for each of the five sub-samples by sex formulated the method by which the t-test could be performed to compare relationships. Results showed that there were significant differences in two of the variables that were compared. These variables were: 1) male (4.70) and female (5.03) administrator respondents on the category of attendance; and 2) male (3.61) and female (3.95) teacher respondents on the category of learning. Table 21.1 displays the significant differences. Comparisons of the other five sub-samples on each of the four attitudinal categories showed no significant differences.

Attitudinal Category by Type of School

Four types of schools were compared with the sub-samples on each of the attitudinal categories. The four types of schools were: 1) intermediate - grades 7 to 8; 2) intermediate - grades 7 to 9; 3) high school - grades 9 to 12; 4) high school - grades 10 to 12. To reduce the amount of extraneous reading, only the significant differences are displayed. Tables 22.0 to 22.3 display the comparisons of the four types of schools in the following manner; 1) grades 7 to 8 with grades 7 to 9; 2) grades 10 to 12 with grades 9 to 12; 3) grades 7 to 8 with grades 9 to 12; and 4) grades 7 to 9 with grades 10 to 12.

TABLE 21.1

T-TEST RESULT OF MALE AND FEMALE PERCEPTION
OF ATTITUDES BY CATEGORY

Attitudinal Category	Respondents	\bar{X}	SD	t Value	p>t
Attendance	Administrator				
	Female	5.02777778	1.13942380	1.9853	.0480
Male	4.70430108	1.45330297			
Learning	Teacher				
	Female	3.95652174	1.36933789	2.4266	.0157
Male	3.61029412	1.28911566			

The analysis of the attitudinal categories (attendance, learning, causes of truancy and the success of the Truancy Program) by type of school would give an indication of the relationships in the perception of attitudes between the paired sets of schools. It is of vital interest to examine the relationships of: 1) the two types of intermediate schools (younger students); 2) the two types of high schools (older students); and 3) the combination of intermediate and high schools (an analysis of younger and older students) by the five sub-samples. If the perceptions of attitude differ significantly, emphasis must be placed in recognizing the areas of differences to assist the truant in the school setting. This recognition of the significant differences could assist in raising the ADA, lowering the ADTR and reducing the crime rate.

The first comparison was between the two types of intermediate schools (grades 7 to 8 with grades 7 to 9). There was a significant difference between the two types of intermediate schools in the perception of attendance. There were no significant differences on the other three attitudinal categories (learning, causes of truancy, and the success of the Truancy Program). Findings generally indicated that when the two types of intermediate schools were compared, the perceptions of attitude were not significantly different. Table 22.0 displays the results. The five sub-samples generally felt that the perceptions of attitude toward students were not different.

TABLE 22.0

T-TEST RESULT OF THE PERCEPTION OF ATTITUDE
OF STUDENTS IN GRADES 7 TO 8 AND
GRADES 7 TO 9 BY CATEGORY

Attitudinal Category	Respondents	\bar{X}	SD	t Value	p>t
Attendance	Nontruants				
	Gr. 7 - 8	4.87179487	1.54550774	2.7591	.0062
	Gr. 7 - 9	4.36111111	1.56699153		

The second comparison was between the two types of high schools (grades 10 to 12 with grades 9 to 12). Results showed that there were significant differences in three of the variables that were compared (see Table 22.1). These variables were: 1) teacher respondents on the category of attendance, 2) administrator respondents on the category of learning and 3) teacher respondents on the category of success of the Truancy Program. Findings generally indicated that there were no significant differences in the perceptions of attitude among the five sub-samples on each attitudinal category.

The third comparison was between one type of intermediate school (grades 7 to 8) and one type of high school (grades 9 to 12). There were significant differences in four of the variables that were compared (see Table 22.2). These variables were: 1) nontruant respondents on the category of attendance; 2) first offender truant respondents on the category of attendance; 3) repeat offender truant respondents on the category of attendance; and 4) first offender truant respondents on the category of learning. Findings indicated that there were significant differences in the perceptions of attitude among the sub-samples for both types of schools.

The fourth comparison was between the second type of intermediate school (grades 7 to 9) and the second type of high school (grades 10 to 12). Results showed that there were significant differences in five of the variables that

TABLE 22.1

T-TEST RESULT OF THE PERCEPTION OF ATTITUDE
OF STUDENTS IN GRADES 10 TO 12 AND
GRADES 9 TO 12 BY CATEGORY

Attitudinal Category	Respondents	\bar{X}	SD	t Value	p>t
Attendance	Teacher				
	Gr. 10 - 12	3.50000000	1.44420022	-3.5929	.0004
Gr. 9 - 12	4.42338710	1.44051323			
Learning	Administrator				
	Gr. 10 - 12	4.91666667	.66855792	2.6430	.0097
Gr. 9 - 12	4.01250000	1.15280341			
Success of the Truancy Program	Teacher				
	Gr. 10 - 12	4.12500000	1.48360607	-2.6402	.0090
Gr. 9 - 12	5.02424242	1.56933851			

TABLE 22.2

T-TEST RESULT OF THE PERCEPTION OF ATTITUDE
OF STUDENTS IN GRADES 7 TO 8 AND
GRADES 9 TO 12 BY CATEGORY

Attitudinal Category	Respondents	\bar{X}	SD	t Value	p>t
Attendance	Nontruant				
	Gr. 7 - 8	4.87179487	1.54550774	4.1628	.0001
	Gr. 9 - 12	4.07906977	1.71531831		
	1st Offender				
	Gr. 7 - 8	4.58695652	1.54550774	2.9901	.0032
	Gr. 9 - 12	3.79411765	1.82576844		
Repeat Truant					
Gr. 7 - 8	3.62500000	2.14298654	2.5477	.0148	
Gr. 9 - 12	2.22222222	1.06027497			
Learning	1st Offender				
	Gr. 7 - 8	3.81967213	1.76548574	2.1388	.0344
	Gr. 9 - 12	3.17910448	1.62299175		

were compared (see Table 22.3). These variables were:

- 1) teacher respondents on the category of attendance;
- 2) first offender truant respondents on the category of attendance;
- 3) repeat offender truants on the category of attendance;
- 4) repeat offender truants on the category of learning;
- and 5) teacher respondents on the category of the success of the Truancy Program.

As in the third comparison, there were significant differences in the perceptions of attitude of the five sub-samples.

Perception Responses to Statements #21 to #23

The last three statements on the attitudinal survey (statements 21, 22, and 23) were ranking statements. These perception rankings indicated: 1) where the truants were apprehended by the HPD; 2) the programs or procedures that were most helpful in curbing truancy; and 3) the activities or procedures that would be most beneficial to the truant in the future. Table 23.0 displays the first choice responses of the five sub-samples on the last three statements of the attitudinal survey.

Findings on the first choice responses to statement number 21, where truants were apprehended, indicated that the majority of the respondents (168) felt that most truants were apprehended "on the way to school". Snack shops (57) was the second choice response.

Suspension and/or detention received the majority of the first choice responses (96) on statement number 22, regarding programs or procedures that were most helpful in

TABLE 22.3

T-TEST RESULT OF THE PERCEPTION OF ATTITUDE
OF STUDENTS IN GRADES 7 TO 9 AND
GRADES 10 TO 12 BY CATEGORY

Attitudinal Category	Respondents	\bar{X}	SD	t Value	p>t
Attendance	Teacher				
	Gr. 10 - 12	3.50000000	1.44420022	-3.1779	.0018
	Gr. 7 - 9	4.32692308	1.31046799		
	1st Offender				
	Gr. 10 - 12	4.01666667	1.73196926	-1.9873	.0487
	Gr. 7 - 9	4.67708333	2.17882050		
Repeat Truant	Gr. 10 - 12	2.50000000	1.85230518	-3.0048	.0035
	Gr. 7 - 9	4.01886792	2.38980661		
Learning	Repeat Truant				
	Gr. 10 - 12	2.50000000	1.57279503	-2.6024	.0119
Gr. 7 - 9	3.91666667	2.12972165			
Success of the Truancy Program	Teacher				
	Gr. 10 - 12	4.12500000	1.48360607	-2.7402	.0074
	Gr. 7 - 9	5.01408451	1.33623092		

TABLE 23.0

TOTAL NUMBERS OF FIRST CHOICE RESPONSES BY THE
FIVE SUB-SAMPLES ON STATEMENTS # 21 TO #23

-
-
21. Rank all of the following locations or activities listed where you feel most truants are found.
- A. 29 Beaches and/or parks
 - B. 29 Shopping centers
 - C. 27 Video game centers
 - D. 57 Snack shops
 - E. 168 On the way to school
22. Rank all of the programs or procedures listed that are most helpful in curbing truancy.
- A. 96 Suspension/detention
 - B. 38 Informing parents
 - C. 47 Arrest
 - D. 38 Family Court referral
 - E. 71 Counseling by police, teacher, counselor, or administrator
23. Rank all the activities or procedures listed that you feel would be most helpful to truants in the future.
- A. 29 Different school programs such as Alternative Learning Center
 - B. 82 Home tutoring
 - C. 60 Referral to Family Court
 - D. 90 Schedule change
 - E. 38 On the job training at another organization
-

curbing truancy. Counseling by police, teacher, counselor or administrator was the second choice response (71).

Schedule change received the majority of the first choice responses (90) on statement number 23, regarding procedures that would be most helpful to truants in the future. Home tutoring received the majority of the first choice responses (82) for activities that would be most helpful to truants in the future. Different school programs such as alternative learning centers received the fewest number of responses (29).

Understanding the perception of the five sub-samples on where truants were found, programs or procedures that were most helpful in curbing truancy, and activities or procedures that would be most helpful to truants in the future may be valuable for the DOE and HPD. Understanding these perceptions would assist in future planning of a more comprehensive Truancy Program.

Understanding the methods of determining each school's ADA and absence follow-up procedures may also be vital for the DOE and HPD. This information would assist in establishing new or revised procedures for future Truancy Programs.

Procedures for Schools' ADA and Absence Follow-up

On the survey, administrators reported on methods of calculating the ADA and the follow-up procedure when a student was absent from school. Thirty-three secondary schools on the island of Oahu responded to the survey. Tables 24.0 and 24.1 display the frequency of the various reported methods

of the ADA and absence follow-up procedure. The principals' responses were utilized as the data for this study. In cases where the principals did not respond to the ADA or absence follow-up procedure, the vice principals' responses were utilized.

TABLE 24.0

FREQUENCY OF ADMINISTRATORS' METHOD OF RECORDING
AVERAGE DAILY ATTENDANCE (ADA)

Number of administrator respondents on the method of recording the ADA:

A.	0	Student is considered absent when he/she doesn't report to school at the start of school. Absence isn't changed to tardy when student is late.
B.	26	Student is considered absent when he/she doesn't report to school at the start of school. Absence is changed to tardy when student is late.
C.	4	A student reporting to school after 10:00 is considered absent.
D.	1	A student reporting to school after 12:00 is considered absent.
E.	1	Another method
F.	1	No response

Findings on the absence follow-up procedure indicated that the majority of the schools (26) considered students as absent when not present at the start of school. This absence was changed to tardy when students reported to school at anytime during the day.

Four schools considered students absent even if they arrived after 10:00 a.m. If students reported to school before 10:00 a.m., the absence was changed to tardy.

In one school, a student reporting to school after 12:00 p.m. was considered absent. If the student reported to school before 12:00 p.m., the absence was changed to tardy.

Indication was that the secondary schools varied in the method of determining the schools' ADA. This fact was considered as a limitation of this study.

Administrators were also requested to respond to the type of follow-up procedure utilized when a student was absent. Table 24.1 displays the findings on the follow-up procedure.

TABLE 24.1
FREQUENCY OF ADMINISTRATORS' FOLLOW-UP
PROCEDURE ON STUDENT ABSENCE

Number of administrator responses on the follow-up procedure when the student was absent from school:

A.	13	Call home during the first day of absence.
B.	7	Call home during the second consecutive day of absence.
C.	4	Call home during the third consecutive day of absence.
D.	3	Don't call home. Wait for written excuse or phone call from parent.
E.	6	Another method
F.	0	No response

Findings on the student absence follow-up procedure indicated that: 1) thirteen schools called home during the first day of absence; 2) seven schools called home during the second consecutive day of absence; 3) four schools called home during the third consecutive day of absence; 4) three schools did not call home at all but waited for a written excuse or phone message from the parent or guardian; and 5) six schools had other methods of absence follow-up procedures.

There were six schools that chose "another method" on the absence follow-up procedure. Statements were written on the surveys by the administrators. The statements were: 1) after referrals from the respective teachers, the counselors called home; 2) each quarter, the attendance officer called home after third day of unexcused absence--not necessarily consecutive; 3) counselors called home only for selected students and not for every absentee; 4) depended on how often the chronic students was absent and how much time the clerk spared for attendance calls; 5) calls were made when volunteer help was available; and 6) calls were made within three days of absence and letter sent home as follow-up. As in the ADA procedure, schools had various methods of following-up on absent students.

HYPOTHESIS TWO: STATISTICAL ANALYSIS
ON THE PERCEPTIONS OF ATTITUDE

The statistical analysis for the second hypothesis encompasses four major areas: 1) each category of attitude by the three student sub-samples; 2) each category of attitude by the five sub-samples; 3) each category of attitude by the four districts; and 4) the 2 X 4 factorial design. The analysis utilized the "General Linear Model (GLM)" procedure of the "Statistical Analysis System (SAS)".¹³³

Each Category of Attitude by
Student Sub-samples

The relationship of the four attitudinal categories by the three student sub-samples were analyzed. Findings indicated that there was a significant difference in the category of attendance, learning and the success of the Truancy Program (see Table 25.0). The students' perceptions on the causes of truancy did not differ.

The Scheffe test determined the exact location of the differences between the means. Results indicated that the significant differences were between: 1) repeat offender truants and nontruants on attendance; 2) repeat offender truants and first offender truants on attendance; and 3) repeat offender truants and nontruants on the success of the Truancy Program. The ad hoc comparison did not determine the location of the differences in the category of learning because of: 1) a smaller number of respondents than the other three attitudinal categories; and 2) a larger $PR > F$

TABLE 25.0

ANOVA TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF THREE STUDENT SUB-SAMPLES BY CATEGORY

Attitudinal Category	DF	ANOVA SS	F Value	PR > F
Attendance \bar{X} = 4.18711656				
Sub-samples	2	21.99309892	7.52	.0008
Attendance	160	234.10540142		
Sub-samples* attendance	162	256.09850034		
Learning \bar{X} = 3.73113208				
Sub-samples	2	11.43618731	4.12	.0181
Learning	156	216.75720892		
Sub-samples* learning	158	228.19339623		
Causes of Truancy \bar{X} 3.86058700				
Sub-samples	2	.94737696	.75	.4721
Causes	156	97.99007937		
Sub-samples* causes	158	98.93745632		
Success of Program \bar{X} 4.65243902				
Sub-samples	2	10.48536298	3.94	.0214
Success	161	214.32866141		
Sub-samples* success	163	224.81402439		

* = The analysis of both variables.

value than the other three attitudinal categories on the ANOVA analysis. Table 25.1 displays the differences between the group compared means.

Category of Attitudes by Five Sub-samples

The relationships of the mean differences on the interval data of both the student sub-samples and the teacher and administrator sub-samples were determined. Significant differences were found in three of the attitudinal categories (see Table 25.2).

Since there were significant differences in the perception on all four categories of attitude, the follow-up procedure (Scheffe test) was utilized to determine the exact location of the differences between the means. Findings indicated that the significant differences were between: 1) on attendance--administrators by repeat offender truants, nontruants by repeat offender truants, teachers by repeat offender truants, and first offender truants by repeat offender truants; 2) on learning--administrators by repeat offender truants; 3) on causes of truancy--administrators by repeat offender truants; 4) on success of the Truancy Program--administrators by teachers, administrators by nontruants, administrators by first offender truants, administrators by repeat offender truants, teachers by repeat offenders, and nontruants by repeat offender truants. Table 25.3 displays the differences between the group compared means.

TABLE 25.1

SCHEFFE TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF THREE STUDENT SUB-SAMPLES BY CATEGORY

Attitudinal Category	Group comparisons with Significant Differences	MSE	T Critical
Attendance:	Repeat Offender/Nontruant Repeat Offender/First Offender	1.46316	1.74715
Learning:	* None	1.38947	1.74757
Success of the Truancy Program:	Nontruant/Repeat Offender	1.33123	1.74705

*The Scheffe test was a conservative ad hoc test which did not show a significant difference in its findings for two reasons: 1) a smaller number of respondents than the other three attitudinal categories; 2) a higher PR > F value on the ANOVA analysis than the other three attitudinal categories.

TABLE 25.2

ANOVA TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF THE FIVE SUB-SAMPLES BY CATEGORY

Attitudinal Category	DF	ANOVA SS	F VALUE	PR > F
Attendance \bar{X} = 4.34694989				
Sub-samples	4	37.47225242	3.55	.0001
Attendance	301	329.94323414		
Sub-samples* attendance	305	367.41548657		
Learning \bar{X} = 3.83114754				
Sub-samples	4	17.95976345	4.09	.0030
Learning	300	329.34433482		
Sub-samples* learning	304	347.30409836		
Causes of Truancy \bar{X} = 4.03300330				
Sub-samples	4	11.08417841	5.20	.0005
Causes	298	158.91912192		
Sub-samples* causes	302	170.00330033		
Success of Program \bar{X} = 4.89950980				
Sub-samples	4	42.63197159	10.49	.0001
Success	301	305.84045488		
Sub-samples* success	305	348.47242647		
* = The analysis of both variables				

TABLE 25.3

SCHEFFE TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF THE FIVE SUB-SAMPLES BY CATEGORY

Attitudinal Category	Group Comparisons with Significant differences	MSE	T Critical
Attendance:	Administrator/Repeat Offender Nontruant/Repeat Offender Teacher/Repeat Offender First Offender/Repeat Offender	1.096160	1.54972
Learning:	Administrator/Repeat Offender	1.09781	1.54975
Causes of Truancy:	Administrator/Repeat Offender	.53329	1.54982
Success of the Truancy Program:	Administrator/Teacher Administrator/Nontruant Administrator/First Offender Administrator/Repeat Offender Teacher/Repeat Offender Nontruant/Repeat Offender	1.01608	1.54972

Category of Attitude by Districts

The relationships between the mean scores on the interval data of the four school districts were determined. Significant differences were found on the causes of truancy (see Table 25.4).

Since there were significant differences in the perception of attitudes on the district level, the follow-up procedure was utilized and determined the exact location of the differences between the means. Results indicated that the significant differences were between the Windward and Honolulu Districts on the causes of truancy. Table 25.5 displays the differences between the group compared means.

Findings of the Multiple Regression Analysis

For the second hypothesis, the multivariate analysis of variance technique (MANOVA) was utilized to determine the relationships and the degree of relationships between the four attitudinal categories with: 1) the five sub-samples; 2) the four school districts; and 3) both the five sub-samples and the four districts. The relationships and degree of relationships were determined by calculating the characteristic roots (eigenvalue), canonical correlation percentage and characteristic vectors (eigenvector) for each MANOVA test.¹³⁴ Table 26.0 display the results of the MANOVA test and Wilks' test of significance. Wilks' criterion (Λ) was utilized to test the relationships between the dependent and independent variables.

TABLE 25.4

ANOVA TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF ALL SUB-SAMPLES BY CATEGORY AND DISTRICT

Attitudinal Category	DF	ANOVA SS	F Value	PR > F
Attendance \bar{X} = 4.34694989				
Districts	3	2.74763971	.76	.5213
Attendance	302	364.66784686		
Districts* attendance	305	367.41548657		
Learning \bar{X} = 3.83114754				
Districts	3	.30542119	.09	.9612
Learning	301	346.99867717		
Districts* learning	304	347.30409836		
Causes of Truancy \bar{X} = 4.003300330				
Districts	3	6.57215444	4.01	.0082
Causes	299	163.43114589		
Districts* causes	302	170.00330033		
Success of Program \bar{X} = 4.89950980				
Districts	3	6.04353037	1.78	.1498
Success	302	342.42889610		
Districts* success	305	348.47242647		

*The analysis of both variables.

TABLE 25.5
SCHEFFE TEST RESULT OF THE ATTITUDINAL PERCEPTION
OF ALL SUB-SAMPLES BY CATEGORY AND DISTRICT

Attitudinal Category	Group Comparisons with Significant Differences	MSE	T Critical
Attendance:	None	1.20751	1.62311
Learning:	None	1.15282	1.62315
Causes of Truancy:	Windward/Honolulu	.54659	1.62321
Success of the Truancy Program	None	1.13387	1.62311

TABLE 26.0

MANOVA TEST RESULT OF ATTITUDINAL PERCEPTION WITH
TEST OF SIGNIFICANCE UTILIZING WILKS' CRITERION

Variables	MANOVA Canonical %	Wilks' Criterion		
		Λ	F Value	Prob > F
5 Sub-samples		.79970558	3.74	.0001
Attendance	77.18			
Learning	17.98			
Causes of Truancy	4.78			
Success of the Truancy Program	.06			
4 Districts		.89484247	2.44	.0041
Attendance	67.22			
Learning	27.63			
Causes of Truancy	5.15			
Success of the Truancy Program	.00			
5 Sub-samples with 4 Districts		.82852941	1.04	4037
Attendance	40.98			
Learning	27.18			
Causes of Truancy	20.98			
Success of the Truancy Program	10.86			

Findings in the first analysis between the five sub-samples and four attitudinal categories indicated that there was a strong significant association between the five sub-samples and the four attitudinal categories. The perception of attitude on attendance accounted for 77.18 percent of the variance between the five sub-samples when all dependent variables were simultaneously analyzed through MANOVA. The perceptions on learning, causes of truancy, and success of the Truancy Program showed variances of 17.98 percent, 4.78 percent and .06 percent respectively.

The second analysis compared the four attitudinal categories (dependent variables) with the school districts (independent variables). Findings indicated that there was a moderate significant association between the four districts and the four attitudinal categories. As in the previous MANOVA test result, the perception of attitude on attendance accounted for the largest variance (67.22 percent) between the vectors of each of the school districts. The perceptions on learning, causes of truancy and success of the Truancy Program accounted for variances of 22.63 percent, 5.15 percent and 0.00 percent respectively.

The third analysis indicated that there was no significant association between the dependent variables and the interaction between the five sub-samples and four school districts. However, as in the previous tests, the perception of attitude on attendance accounts for the highest variance

(40.98 percent) between the independent variables. The perceptions on learning, causes of truancy, and success of the Truancy Program showed the variances of 27.18 percent, 20.98 percent and 10.89 percent respectively.

Conclusive results on the relationship between the attitudinal categories and the school personnel in each school district were determined. Findings indicate that the perception on attendance accounted for the highest variances in comparison to the other attitudinal categories when compared with: 1) the five sub-samples; 2) four school districts; and 3) the five sub-samples and four school districts combined.

The association between all sub-samples and school districts displayed moderate variances in each of the four attitudinal categories (40.98, 27.18, 20.98, and 10.86 percents respectively). Findings indicated that there were significant differences in the perception of attitudes by administrators, teachers and students. This has been substantiated through the ANOVA and MANOVA findings. Findings also indicated that repeat offender truants perceived the four attitudinal categories differently from the adult school level personnel, especially the administrators.

Hypothesis number two, which stated that there was no significant mean difference in the interval data of the four attitudinal categories of attendance, learning, causes of truancy and the success of the Truancy Program among non-

truants, first offender truants, repeat offender truants, teachers and administrators, was rejected. There were significant differences in the perceptions of attitudes by the five sub-samples.

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V concerns three essential areas: 1) the summary and comments of the first three chapters; 2) the discussion of the conclusion found from data in Chapter IV; and 3) recommendations based on conclusions. The impacts and implications of this study are also discussed in this chapter.

SUMMARY AND COMMENTS OF FIRST THREE CHAPTERS

Chapter 1

The DOE and HPD goals were to reduce school truancy and to increase the average daily attendance. In having students attend school, the DOE and HPD agreed upon the notions that: 1) students would be afforded a maximum opportunity to receive an appropriate education; and 2) crime committed by juveniles would be reduced during school hours. Students were apprehended and returned to school by the use of police authority.

This authority was the DOE and HPD cooperative effort in enforcing the school attendance law as a truancy law does not exist in the Hawaii Revised Statutes. The sources of authority were: 1) the school attendance law; 2) enforcement of the school attendance law; 3) courts exercising exclusive original jurisdiction--when students were not attending school; and 4) penalty of being a truant.

During the Truancy Program, no parent was fined under the school attendance law. A parent was charged with contempt of court and jailed as the whereabouts of the children (who were not attending school), was not disclosed.¹³⁵ Increasing the maximum penalty to \$500 and six months in prison appeared to be a very stern method in reducing the rate of truancy. Lipham and Hoeh stated that . . . "through compulsory attendance laws, the schools also possess coercive power. Moreover, the typical student has few alternative schooling options available to him other than perhaps private, parochial, or more recently 'alternative' schools. Therefore, it should not be surprising to find among many students a high degree of alienation."¹³⁶

In the Hawaii school system, truancy and delinquency were considered synonymous especially if a truant were a repeat offender. An arrested repeat offender truant could be handcuffed at the wrists (behind the back of the child) at J.C.P.D. Technically, the arresting officer was within the limits of the law in handcuffing the child. If the child resisted and escaped without handcuffs, the police officer could be charged with one day suspension from the police force.¹³⁷

The school setting can be contrasted to the police department setting in the physical apprehension of a truant. A teacher or any educational staff member does not have the authority to use a handcuff in any situation. The educator must appeal to the child's emotions in discouraging the

child from running away from the classroom or school. In this situation, one can visualize how the term "delinquent" can be applied to a truant.

A truant should not be considered as delinquent but as a "deprived" child.¹³⁸ Perhaps, by changing the term and concept from delinquent to deprived, more social and educational agencies could assist the truant as a diversion from the judicial system of Hawaii.

The judicial system intervened immediately after the third offense had been committed. The DOE and HPD should consider using the judicial system as a final resort after all diversion attempts had been applied and deemed ineffective in assisting the truant. As Johnson had stated, "Juvenile acts in many states are being revised with the intent of diverting children from the judicial system and directing them to social agencies for help."¹³⁹ Utilizing social and educational agencies for assistance may fully reveal the truant's attitudes toward nonattendance. After understanding the truant's perception on truancy, perhaps educators can find diversion methods in which to assist the truant in the school situation.

To assist the truant, officials of the DOE, HPD, and other social agencies should recognize the fact that truancy is not an illness generated from the child himself (as for example in influenza). Truancy is a "symptom" of serious disorder within the child's environment.¹⁴⁰ Truancy is a symptom of the bombardment upon the perception of a child

of negative forces from within the environment. As Tyerman states a ". . . child's behavior [regarding truancy] is a reflection of some unresolved conflicts."¹⁴¹

The term "reflection" indicates that the environment determines the attitude of the truant. The attitude of the child in turn, determines behavior whether it is being construed as positive or negative. The truant's environment appears to be a decisive factor in the actions of the truant. How the truant proceeds to manipulate the negative or positive conditions within the environment and the reactions to the situation once the condition is not effectively manipulated by the truant is an important factor in forming an attitude.

Zieman and Benson concluded that educators must not "write off" truants because they: 1) valued learning and a high school education was a desired goal; 2) desired good grades, sense of belonging, to be liked by teachers, and not to be labeled as problem students; 3) had not totally given up or rejected the school and 4) wanted to be successful students but felt blocked from doing so in their present school experiences.¹⁴² Intrinsically, the truant basically desired achievement and success. Thus, to assist the truant in the educational setting, the perceptions of attitudes of the truants were of vital importance in this study, especially in relationship to nontruants, teachers and administrators.

Chapter II

A view of the history of compulsory school attendance in America and Hawaii provided an interesting comparison. During the pre-Civil War period, Horace Mann greatly influenced the educational system of the New England states. At the same time, Mann's colleague, Reverend Richard Armstrong came to Hawaii with the same aspirations for an excellent educational system for the Kingdom. Reverend Armstrong developed a strong educational system, striving for compulsory school attendance for all the children of Hawaii. This educational system was based on the American educational system and the beginnings of this system were established early as in the continental United States.

Other similarities between the development of compulsory school attendance in America and Hawaii were: 1) influence of the missionaries in education; 2) the large number of immigrants from Europe to America and from the Orient to Hawaii; 3) language barrier and cultural differences between various ethnic groups in America and Hawaii; and 4) industrialization resulting in child labor laws and the strict enforcement of compulsory school attendance laws.

The review of the literature revealed that the main causes of truancy were: 1) difficulties within the family structure; 2) difficulties within the school situation; and 3) poor peer relationships. Except for Holmer's study, truants were mostly males with difficulty adjusting to various situations.

Also in reviewing the literature, a theoretical construct was developed in relation to the DOE and HPD Truancy Program. Silver's "Ladder of Abstraction" on research was interrelated to this study on truancy. The interrelationship assisted in the writing of Chapter III and Chapter IV of this study.

Chapter III

The methodology was concerned with two essential areas as determined by the hypotheses: 1) average daily attendance rates (ADAR); and 2) the four categories of perceptions on attitude (attendance, learning, causes of truancy, and the success of the Truancy Program) based on five sub-samples and the four school districts measured with an attitudinal survey. This co-relational study had a quasi-experimental, ex post facto design.

Relationships between variables were the main focus of this study. The following relationships were analyzed: 1) the variables of the average daily attendance rates for the 1977-78 through the 1982-83 school years by intermediate schools, high schools and districts; and 2) the four categories of attitudes in comparison to the five school level sub-samples. The effectiveness or efficiency of the DOE and HPD efforts in the Truancy Program were not analyzed or evaluated. Rather, attitudes of the five sub-samples were of vital concern.

The attitudes of the truants in relationship to the nontruants, teachers and administrators were a focal point of this study. Therefore, the number of respondents completing the surveys were crucial to the outcome of this study. Three intermediate schools and eight high schools did not participate in the completion of the surveys. Most principals who did not participate in the study felt that the surveys were requested to be completed too late in the school year. In defense of this criticism, it must be understood that the surveys could only be sent to the schools after the large majority of the truants were identified. This identification of the truants was accomplished only toward the end of the school year for stratified random sampling purposes. Also, if the surveys were administered earlier, there would not be enough repeat offender truants for the stratified random sampling of seventh and eighth graders as the number of truants in these grade levels was very small. Thus, even if the total number of repeat offender truants from the seventh and eighth grades was utilized earlier in the school year (before May), there would not be enough respondents.

The next section discusses the findings of Chapter IV. Differences in the perceptions of attitude by the sub-samples were found. These differences were placed into perspective by relating the comments of Chapter IV with the findings.

DISCUSSION OF THE CONCLUSIONS FOUND
FROM DATA IN CHAPTER IV

The findings were reported in four major areas:

1) hypothesis one--descriptive statistics on student enrollment and nonenrollment, trauants, truant cases and average daily attendance (ADA); 2) hypothesis two--descriptive statistics on the perceptions of attitude; 3) hypothesis one--statistical analysis on the average daily attendance rates (ADAR); and 4) hypothesis two--statistical analysis on the perception of attitude.

Hypothesis One: Descriptive Statistics

Student Enrollment and Nonenrollment

Public school enrollment declined by approximately 19,500 students from 1972-73 to the 1983-84 school years. In the period between the 1972-73 and the 1982-83 school years, the student enrollment for private schools increased by approximately 5,300 students.¹⁴³ One cannot ascertain that the increase in private school enrollment caused the decreases in public school enrollment since the fluctuations of enrollments may have been due to other variables such as a decrease in the birth rate between the 1972-73 through the 1982-83 school years.

The HPD was apprehending students who were not enrolled in any school. This prompted the analysis of the total enrollment and nonenrollment figures for the State of Hawaii. The analysis implied that there was a substantial number of

school age students not enrolled in any school and who may have not been apprehended for truancy by the HPD.

Tables 9.0 and 9.1 in Chapter IV displayed the total number of students not enrolled in school for the State of Hawaii. Students that had long term illnesses were classified as "inpatient care".¹⁴⁴ The number of students found in this classification was extremely small. Furthermore, all students with long term illnesses had to be identified and enrolled by a "home" based school before being classified as children receiving inpatient care. Therefore, the number of students not enrolled due to any medical illness would be minimal and should not affect the "total not enrolled" column of Tables 9.0 and 9.1 in Chapter IV.

There were approximately 4,891 students not enrolled in 1970 and 2,229 students not enrolled in 1980 in Hawaii. The decrease in nonenrollment could be attributed to the decrease in student population rather than the effects of the Truancy Program.

The number of students requesting to withdraw from school (legitimate dropouts) in the 1982-83 school year was approximately 458.¹⁴⁵ A legitimate dropout was a student who completed the DOE "Form OIS 4140: Request to Withdraw [sic] School-age Child" and received approval of the request. If the approximate figure of 458 students was used as the average for legitimate dropouts, and subtracted from the 1970 and 1980 nonenrollment figures, then the difference became a "true" dropout figure. A true dropout

was a student who had dropped out of school without permission from the DOE and was thus not enrolled in any school.¹⁴⁶ Calculations showed that there were approximately 4,433 true dropouts in 1970 and 1,771 true dropouts in 1980.

Truants and Truant Cases

A truant was operationally defined as a "body" apprehended by the HPD and a truant case was a student apprehended more than once. Each pick-up was counted as a case. There was a total of 8,056 truants and 9,789 truant cases for both the 1981-82 and 1982-83 school years. In general, the number of truant cases among the four school districts showed an average decline and there was a significant relationship between the 1981-82 and 1982-83 school years. However, only the Honolulu District showed a drastic decline in the rate of truant cases. This decline may have been attributed to the Truancy Program. The Honolulu School District had the highest truant cases for both school years. There were increases in the truancy rates for the other three school districts (Central, Leeward and Windward). These increases in the three school districts could mean that the Truancy Program did not influence truants to attend school.

The numbers of apprehended truants not enrolled in school were an alarming fifty-two in 1981-82 and forty-one in 1982-83. The HPD and DOE made every effort to locate the "home" school to enroll the truant.

Figures for 1981-82 and 1982-83 demonstrated that:

1) males outnumbered the females; 2) sixteen year old students in the tenth grade were the most truants apprehended; 3) extraordinary numbers of truants were identified in grades nine and ten; 4) there were large increases in truant cases for both school years from grades six to seven, eight to nine and nine to ten; and 5) the number of truants in public elementary and private schools was extremely low as compared to the public secondary schools.

The number of male and female truants did not significantly decline from 1981-82 and 1982-83. Truant cases from the private schools and public elementary schools were extremely small compared to the public secondary schools. The private school truant cases decreased in the 1982-83 school year as the public sector truant cases increased.

In general, the total average number of truant cases was lower during the 1982-83 school year. The significant relationship and lowering of the number of truant cases may be attributed to the Truancy Program. A comparison of the average monthly number of truant cases between both Truancy Program school years revealed a significant linear correlation. The truancy rates declined proportionately, from the beginning to the end of both school years.

Juvenile Crime Cases

There were four crime case categories determined by the HPD on juvenile offenders between the hours of 8:00 a.m. and 2:00 p.m. during school days. The HPD accomplished its

objectives by returning many crime offenders to school (1,891) for both treatment school years. There were significant decreases in the number of offenders between the following school years: 1) 1980-81, 1981-82 and 1982-83; 2) 1980-81 and 1981-82; and 3) 1980-81 and 1982-83 school years. There were no significant decreases between the two treatment school years. However, the overall finding was that there were significant decreases in juvenile crime cases which may be attributed to the Truancy Program.

Average Daily Truancy Rates (ADTR)

The ADTR was developed for two purposes. First, the ADTR standardized the number of truant cases for each school and second, the ADTR was utilized in correlating the average daily membership (ADM) with the number of truant cases. There were no significant linear relationships (positive or negative) between the size of school and the ADTR. Findings indicated that: 1) schools with a small ADM did not necessarily have a large ADTR; 2) schools with a small ADM did not necessarily have a small ADTR; 3) schools with a large ADM did not necessarily have a large ADTR; and 4) schools with a large ADM did not necessarily have a small ADTR.

Repeat Offenders

In testing the relationship between the number of truants in each category (second, third, fourth and fifth offender truants), there were no significant relationships between the variables for the 1981-82 and 1982-83 school years. This

means that the number of repeat offender truants remained approximately the same from the first treatment year to the second treatment year.

With regards to truants apprehended from the previous year, there were 597 truants in the 1982-83 school year that were truants in the 1981-82 school year. The 597 truants represented 17.4 percent of the 1981-82 truant population.

The ideal effect was to decrease the number of repeat offender truants in the second treatment school year. The effect of the Truancy Program did not decrease the repeat offender truancy rate.

Hypothesis Two: Descriptive Statistics

Students Most and Least Favorite Subjects

In the attitudinal survey, the most and least favorite subjects could provide the DOE with insight as to which curriculum areas could be considered in assisting the truant in school. Nontruants chose math as the most favorite subject. First and repeat offender truants chose physical education as the most favorite subject.

Nontruants chose English and math as the least favorite subjects. First offender truants chose social studies and science while repeat offender truants chose social studies as the least favorite subject. None of the repeat offender truants chose physical education as least favorite subject.

Responses on Each Attitudinal Statement

In reviewing the responses of the five sub-samples on each attitudinal statement of the survey, the adult respondents generally responded more positively (closer towards 7) than the truant (closer toward 1) with the nontruant generally responding in the middle (closer toward 3.5).

For perceptions of attendance, the repeat offender truant disagreed while the administrators agreed that the Truancy Program: 1) kept the student in school; 2) assisted the student in having a better attendance record; and 3) the administrator spent time in assisting the truant in improving attendance.

For perceptions of learning, the five sub-samples clustered between the average means of 3.05 and 4.15 on each of the four statements. This implied that the five sub-samples' perceptions on the attitude of learning were similar in the attitudinal category of learning. The repeat offender truants disagreed with the statement that the Truancy Program encouraged the truant to study harder.

The perception on causes of truancy showed some very interesting results. The administrators felt that problems with the principal or vice principal were not a cause of truancy. Teachers felt that truancy was not caused by problems with teachers. However, repeat offender truants rated themselves higher in feeling that truancy was caused by the

"student's poor feelings about himself/herself". It has been established in the review of the literature of this study that truancy was a symptom of the negative forces in the environment which affect the truant.

In having the truant develop a more positive attitude toward school, the school personnel must take a closer view of their own perceptions to assist the repeat offender truants' troubled personal background. It has been established through the review of the literature that truants want to achieve success in school. Therefore, a commonality in attitudes must exist between the adult school personnel and the students, namely the repeat offender truant. One way to reach this commonality for example, would be to develop methods which would help attitudinal perceptions of administrators, teachers and students become more coterminous.

Regarding the perception on the success of the Truancy Program, the administrators, teachers and repeat offender truants disagreed that the Truancy Program was helpful by encouraging the student to place more effort in studying. Administrators, teachers and first offender truants felt that different school programs should be developed for students who did not do well in school. Administrators, teachers and nontruant students felt that the Truancy Program should be continued. The repeat offender truants disagreed that the Truancy Program should be continued.

The two highest average mean responses for the five-sub-samples in the twenty attitudinal statements were as

follows: 1) administrators and nontruants felt that the Truancy Program should be continued; and 2) teachers, first offender truants and repeat offender truants felt that different school programs should be created for repeat offender truants who do not succeed in school.

Attitudes Between Principals and Vice Principals

There were no significant differences in each of the four categories of attitudes. Principals and vice principals did not differ in the perceptions of attitudes.

Attitudinal Statement by Sexes

Analysis of the attitudinal statement by sexes showed that there were significant differences on two of the compared variables: 1) male and female teacher respondents on the statement that the Truancy Program encouraged the student to study harder; and 2) male and female teacher respondents on the statement that the Truancy Program should be continued. Female teachers had a more positive perception than the male teachers on the variables that were compared. The findings on the other eighteen statements for the five subsamples indicated no significant differences.

Attitudinal Categories by Sexes

The significant differences in attitudinal categories by sexes were between: 1) male and female administrator respondents on attendance; and 2) male and female teachers on the attitude of learning. As in the comparison of

by statements, the female respondent had a more positive perception than the male on the variables compared. Other comparisons of variables showed no significant differences.

Attitudinal Categories by Types of Schools

A comparison of grades seven to eight with grades seven to nine showed that there was not much difference in the perception of attitudes (only one significant difference in the category of attendance).

In the comparison of grades nine to twelve with grades ten to twelve, there were only three significant differences in the area of attendance (teachers), learning (administrators) and success of the Truancy Program (teachers).

In the third comparison between grades seven to eight and nine to twelve, there were four significant differences in student perceptions in the categories of: 1) attendance (nontruants, first offender truants, and repeat offender truants); and 2) learning (first offender truants). In these student differences, grades nine to twelve rated the interval scale lower than grades seven to eight.

The last comparison between the two types of high schools (grades nine to twelve and grades ten to twelve), there were the most (five) significant differences in the categories of: 1) attendance (teachers, first offender truants, and repeat offender truants); 2) learning (repeat offender truants); and 3) success of the Truancy Program

(teachers). Again, in these five differences, the high school (grades ten to twelve) rated the interval scale lower than the intermediate school.

Perception Responses on Statements 21, 22 and 23

Perception rankings on statement numbers 21, 22, and 23 of the attitudinal survey indicated: 1) where the truants were apprehended by the HPD; 2) the programs or procedures that were most helpful in curbing truancy; and 3) the activities or procedures that would be most beneficial to the truant in the future. Respondents felt that most truants were apprehended on the way to school and at snack shops. The current commander of JCPD felt that many truants were apprehended when students were excused from school to have lunch and were too engrossed in conversations to return to school.¹⁴⁷ The former commander of JCPD felt that most truants were apprehended during the period after school begins and the students' lunch period.¹⁴⁸

Respondents felt that suspension and/or detention were the most effective means of curbing truancy. Respondents generally believed the coercive power (as perceived by the respondents) was an effective method in changing a negative to a more positive behavior.

The second and third most effective method of curbing truancy, as perceived by the respondents, were counseling and arrest of the truant. It was interesting to note that

the second method was not coercive while the third was coercive. It was concluded that the majority of the respondents preferred coercive methods to curb truancy.

When asked to rate the activities or procedures which would be most helpful to truants in the future, the subsamples perceived that schedule change and home tutoring would be most beneficial. This procedure and activity could be addressed at the school level. Home tutoring for truants would be an expensive alternative, whereas a schedule change may not have a cost factor at all.

Schools' ADA and Absence Follow-up Procedures

Findings indicated that twenty-six schools (majority) considered students absent at the beginning of the school day but the absence was changed to tardy when students reported to school at any time during the day. Four schools considered students absent when students reported after 10:00 a.m. One school considered a student absent when reporting to school after 12:00 p.m. Indication was that the secondary public schools had varied ADA procedures.

In the absence follow-up procedure, findings indicated that: 1) thirteen schools called home during the first day of absence; 2) seven schools called home during the second consecutive day of absence; 3) four schools called home during the third consecutive day of absence; 4) three schools did not call home at all, however, waited for a

written excuse of phone message from home; 5) six schools had other methods of absence follow-up procedures which were all different. As in the ADA procedures, schools had various methods of following-up on student absences.

Hypothesis One: Statistical Analysis

The outcome of the analysis on the average daily attendance (ADA) was highly reliable because the total student population of Oahu was utilized in determining the average daily attendance rates (ADAR) for each school (rather than a sample).

Analysis on the two types of schools (intermediate and high schools) and districts with the one control and two treatment school years showed that there were no significant differences in the ADAR for high schools and districts. There was a significant difference in the means of intermediate schools for the last three school years studied.

The ad hoc comparison on the intermediate schools determined that the differences were between the 1980-81 and 1982-83, and between the 1981-82 and 1982-83 school years. However, there were no significant increases in the ADAR between the 1980-81 and 1981-82 school years (the control and first treatment school years).

Therefore, the overall conclusion was that the effect of the Truancy Program on the increase of the ADA was negligible. The null hypothesis was accepted.

Hypothesis Two: Statistical Analysis

Relationships between the three student sub-samples (non-truants, first offender truants and repeat offender truants) and the four attitudinal categories (attendance, learning, causes of truancy, and the success of the Truancy Program) were analyzed using the analysis of variance (ANOVA) test procedure. The perceptions of the student sub-samples on the attitudinal categories were significantly different in the perceptions of attendance, learning and the success of the Truancy Program. The perceptions of repeat offender truants were significantly different from nontruants and first offender truants in the category of attendance. Also, the perceptions of repeat offender truants were significantly different from nontruants on the success of the Truancy Program.

Second, relationships between the five sub-samples and the four attitudinal categories were examined utilizing the ANOVA test procedure. The Scheffe test procedure determined that significant differences in all four attitudinal categories were between administrators and repeat offender truants. Thus, there was a significant difference between the perceptions of administrators and repeat offender truants.

Third, relationships between the four school districts and the four attitudinal categories were analyzed. The only difference noted was between the Windward and Honolulu School Districts on the causes of truancy.

Finally, a multiple regression technique (MANOVA) was utilized due to the canonical analysis capabilities and its conversion capabilities of the means into eigenvectors which provided the power to test relationships between the dependent variables. These dependent variables (attendance, learning, causes of truancy, and success of the Truancy Program) were correlated to the five sub-samples and four districts to determine interrelationships between the variables. Also, the MANOVA technique calculated the degree of association between the four attitudinal categories with the independent variables.

Findings on the comparison between the five sub-samples with the four attitudinal categories showed that there was a strong significant association. The perception of attitude on attendance accounted for 77.18 percent of the variance between each of the five sub-samples. The perception of learning, causes of truancy and success of the Truancy Program accounted for variances of 17.98 percent, 4.78 percent and .06 percent respectively.

The second analysis between the four districts and four attitudinal categories indicated that there was a moderate significant association between the variables. As in the results of the comparison on the five sub-samples, the perceptions of attitude on attendance accounted for the largest variance (67.22 percent) between each of the school districts. The perceptions on learning, causes of truancy

and success of the Truancy Program accounted for variances of 22.63 percent, 5.15 percent and 0.00 percent respectively.

The third analysis indicated no significant association between the dependent variables and the interaction between the five sub-samples and four districts. However, as in the separate comparisons of the sub-samples and districts, the perception of attitude on attendance accounted for the highest variance (40.98 percent) between the variables. The perceptions on learning, causes of truancy and the success of the Truancy Program accounted for variances of 27.18 percent, 20.98 percent and 10.86 percent respectively.

The overall conclusion was that the null hypothesis was rejected. Conclusive results indicated that the perceptions of attitudes between administrators, teachers and students were significantly different in all school districts. The repeat offender truants perceived the four categories of attitude differently from the adult school level personnel, especially the administrators.

RECOMMENDATIONS BASED ON CONCLUSIONS

The recommendations were based on the findings and conclusions of the two hypotheses. The following ten recommendations were determined to assist in: 1) increasing the ADAR; 2) reducing the ADTR; and 3) narrowing the perceptual differences in attitudes between nontruants, first offender truants, repeat offender truants, teachers and administrators.

The ten recommendations were to emphasize: 1) a diversion method in assisting the truants; 2) the favorite and

least favorite school subjects to capture the interest of students; 3) close monitoring of truants' progress to foster schedule changes if deemed necessary; 4) standardization of the ADA recording procedure; 5) standardization of the absence follow-up procedure; 6) identification of truants enrolled in school but not apprehended by the HPD; 7) identification of students not enrolled in any school; 8) replication of this study on truancy throughout the State as well as to conduct other attendance related studies to review the compulsory school attendance age; 9) continuation of an improved Truancy Program; and 10) the narrowing of the perceptual differences in attitudes between school level personnel.

First, as a diversion, more social and educational agencies should be utilized to assist the truant and to increase the ADAR. This diversion would subject the truant to the judicial system of Hawaii after all attempts have been applied and deemed ineffective in assisting the truant; rather than subjecting the truant to the judicial system immediately following the third truant offense. Without this diversion method, more truants would be subjected to the traumatic experiences of entering the court systems, youth correctional facilities and the payment of fines for nonattendance.

Judge Michael Town " . . . focused on school attendance review boards as a method of handling truancy without sending

them to court.¹⁴⁹ In this method, the repeat offender truant could be sent to the board when apprehended after the second offense. An opportunity to assist the truant before being arrested may be the key in working with a deprived truant. The school attendance review board would be made up of the DOE, HPD, court system and social agencies. This review board would develop counseling services to channel truants to the proper agency for assistance.¹⁵⁰ A unique feature of this review board is based on the fact that the court system and other social agencies will provide input into the system which enhances the assistance to the repeat offender truant. A quote from Judge Town, [in defense of his concept for the establishment of a review board] has defended the diversion method as follows:

. . . its' cheaper and diverts kids out of the system. There not down there (in court) next to shackled rapists.

On a calendar call day we have every type of criminal and here's a little kid not going to school, 12 years old, next to some beast.¹⁵¹

Second, focus should be placed on the truants' favorite and least favorite school subjects to develop and enhance positive "attitudes, interests, and feelings".¹⁵² These attitudes, interests and feelings are interrelated to the "learning concerned with acquisitions of facts, concepts and generalizations".¹⁵³ The review of the literature indicated many truants have difficulties in school.

A view of the favorite and least favorite subjects would provide insight to the DOE as to the curriculum areas which could be utilized in assisting the truant in school.

implications were that the public secondary schools should examine the obtained data to assist in the future planning and overall consideration of curriculum program to assist truants. Teaching methods should also be a consideration by the DOE in the future planning for truants.

Third, after the beginning of the school year, the truants' academic progress should be closely monitored and immediate feedback should be obtained. If concerns developed, the truants should promptly be counseled with appropriate schedule changes. The reasons for these recommendations are based on the findings that: 1) school programs such as the alternative learning centers were rated the lowest by the respondents in being the "most helpful to truants in the future"; and 2) change in the truants' class schedule and home tutoring were perceived to be the "most helpful for truants in the future".

The finding that home tutoring was an important activity in aiding the truant in the future, had an important implication in curbing truancy. This method would remove the truant from the negative school environment when necessary and have the tutor work with the truant. This method would hopefully create an incentive for the truant as closer rapport could be established between the truant and the tutor.

Fourth, the ADA recording procedure should be standardized to minimize the differences in the calculation of the average daily absence procedure among schools. To

standardize the ADA procedure, an official attendance count should be taken immediately after the tardy bell in the first class of the morning period. Students not in attendance would be considered absent. This recorded absence should be changed to tardy when the student attends school at anytime during the school day. The daily attendance record implemented in this manner by each school should be used as the official ADA data for the DOE. For research purposes, the HPD should continue to record the number of truants and truant cases for comparisons with the ADAR.

Fifth, the absence follow-up procedure should be standardized. This procedure would encourage students to attend school due to the monitoring of all absences. Findings indicated that the majority of the schools (thirteen) informed parents of the child's first day of absence. The following procedure was generally utilized to monitor student absences. Absentee slips were sent by teachers to the school office after attendance was taken at 8:00 a.m. Parent volunteers or school staff members were utilized to phone parents in the morning of the absence. This method of follow-up procedure served a dual purpose of: 1) informing students that all absences whether legitimate or not, would be monitored; and 2) informing unaware parents that their child was not in school.

Intermediate school #15 initiated this follow-up procedure and the truancy rate decreased from 2.4 percent to 0.4 percent in the 1983-84 school year.¹⁵⁴ Students know

that whether the police apprehends the child or not, the school and parents will know if the child was a truant.¹⁵⁵ The DOE should have all intermediate and high schools follow this procedure. Analysis of the attitudinal perception on the success of the Truancy Program had determined that informing parents of student absences had assisted in curbing truancy.

Another procedure to encourage students to attend school would be to offer financial incentives to schools with high average daily attendance rates. Administrators, with the assistance of staff and faculty members, would seek methods to increase the average daily attendance by encouraging students to attend school.

The sixth recommendation suggests the identification of truants enrolled in school but not apprehended by the HPD. Findings of the ADAR indicated that except for the intermediate schools, no significant differences were found in the increases of the ADAR. Increases in the intermediate schools' ADAR were weak.

The implication of the above finding would be illustrated by the following example. Police officers noted that before the implementation of the Truancy Program, many students were seen at beaches, shopping centers, snack shops, perimeters off-campus, and video game centers. Due to the Truancy Program, students were not seen wandering in those locations.

Students probably had discovered other activities that were not conspicuous to parents, school officials and law

enforcement officers. Findings of this study have shown that although many truants were being caught, there were many truants not apprehended by the HPD. This recommendation is closely related to the seventh recommendation, since included in the number of truants not apprehended by the HPD were truants who dropped out of school without permission or students not enrolled in any school.

The seventh recommendation concerns the identification of children not enrolled in school. The "true" dropouts did not have a legitimate formal excuse from the DOE to withdraw from school. To be formally excused from enrollment, a form needed to be signed by parents or guardians and approved by the DOE. This form was called the "Request to Withdrawal [sic] School-Age Child: Form OIS 4140."¹⁵⁶

In 1980, approximately 2,229 students were not enrolled in Hawaii. As calculated earlier in this chapter, after deducting the number of students legitimately excused from school enrollment (458), 1,771 true dropouts were not accounted for by the DOE. In this situation, the truancy problem is much greater than one can suspect in relation to the scope of the objectives of the Truancy Program. An attempt should be made to locate all students who are not enrolled not only to comply with the school attendance law, but also to provide adequate services for these true dropouts.

Eighth, a replication of this study should be made for the remaining three school districts (Maui, Hawaii and Kauai). Research should also be undertaken in the area of

educational neglect and its effects on school attendance and nonenrollment. Parental and community input (i.e. surveys) would be vital considerations. After the completion of these studies, a review of the compulsory school attendance law (in terms of age) could be conducted.

Ninth, although the repeat offender truant may disagree, the Truancy Program should be continued due to five valuable outcomes of the Program:

- 1) There was a significant reduction in juvenile crime cases. The number of stolen vehicle cases increased, however, in the process of recovering the vehicles, more truants were apprehended.
- 2) Extra personnel were not hired to administer the Truancy Program for the DOE or HPD. Therefore, officials for both the DOE and HPD felt that the extra cost of this joint venture was minimal, which made it a positive program for both the City and State governments.¹⁵⁷ The costs incurred were for such items as stamps, envelopes and paper (printed stationery, student passes and report forms). The HPD had incurred a cost of approximately \$1,000, while the DOE had incurred approximately \$11,000 per year (each figure rounded off to the nearest \$100). The DOE costs encompassed the whole State, therefore, the average cost for Oahu would be \$6,800.¹⁵⁸

- 3) The HPD has acted as a "clearing house" by immediately channeling the truant to appropriate agencies for assistance and has successfully discouraged many first offender truants from becoming "hard core" truants.¹⁵⁹
- 4) The community has become aware of the program and has voluntarily provided positive actions in support of the program. For example, video game establishments have voluntarily discouraged students from entering the premises during school hours and community members have informed HPD when there were minors in the neighborhood not attending school.¹⁶⁰ This positive community support must continue to be solicited.
- 5) The most important outcome is that the DOE has identified many students needing assistance from various social and educational agencies (as those students would not have been identified if the Truancy Program were not initiated.)¹⁶¹ These students were channeled by the DOE and Family Court system to the appropriate agencies to assist the child.

Tenth, focus should be placed on the differences of attitudinal perceptions between nontruants, first offender truants, repeat offender truants, teachers and administrators. Findings have indicated that there were significant differences in the perceptions on attitudes, especially between

repeat offender truants and administrators. The differences in the perceptions of attitude may have contributed to the insignificant increase in the ADAR. Therefore, narrowing the differences in perceptions should be attempted.

Focus on narrowing the differences should be placed in the following areas: 1) male truants sixteen years old in the tenth grade; 2) the extraordinary amounts of truants in seventh, ninth and tenth grades as truancy in these grade levels may be attributed to the trauma of adjusting to a new school; 3) the attitudinal perceptions between repeat offender truants and administrators as these two subsamples presented the largest differences in attitudinal perceptions; and 4) the differences in perceptions of attitudes in intermediate schools and high schools. The tenth recommendation in itself would not reduce the difference between the perceptions of attitude of all school level personnel. It would take the combined ten recommendations to assist in the reduction of differences in the attitudinal perceptions.

In conclusion, consideration of the ten recommendations would further assist the DOE and HPD to new levels of service toward truants in Hawaii. The objectives to increase the ADA and concomitantly reduce the differences in the perception of attitudes for the school level population could be accomplished. To continue the reduction of juvenile crime rates during school hours could also be accomplished. The DOE and HPD should consider a plan of action to implement the

suggested ten recommendations for the enhancement of quality education for all public school students in the State of Hawaii.

APPENDIX A

Letter to School Administrator Stating the Rationale of the Survey

May 23, 1983

Dear Administrator:

The Department of Education and the Honolulu Police Department have been actively combating the truancy problem since the start of the 1981-82 school year. I am conducting a survey, as a part of my doctoral studies in educational administration at the University of Hawaii, to assess the effectiveness of this combined DOE-HPD effort in Oahu's public secondary schools.

Teachers, nontruant students and truant students were selected at random and all secondary school administrators were selected to participate in this survey that's aimed at assessing attitudes about the causes of and conditions associated with truancy, and ways to deal with that problem.

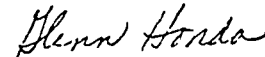
I have obtained permission from the superintendent's office to conduct this survey. I would appreciate it greatly if you would do these three things:

1. Distribute the Students' Form of this survey to those students whose names appear on the attached list. Where possible, assemble all of the students, say, at the start of the school day, at noon, or sometime near the end of the school year when exams are finished and textbooks have been checked in, to complete the forms. When finished, would you have someone gather all of the forms and place them into the large envelope that I've provided.
2. Distribute the Teachers' Form of this survey to those teachers whose names also appear on the attached list. Designate an area for the large envelope where teachers may place the completed survey.
3. Complete the Administrators' Form of this survey and place it in the large envelope.

I will call the office (after June 10th) before coming to your school to collect the completed forms.

Thank you for your cooperation.

Sincerely,



Glenn Honda

P.S. I can be contacted at the following numbers if there are questions regarding this survey:

Day: 488-8375 (Waimalu Elementary School) Evening: 487-2612

APPENDIX B

GEORGE R. ARIYOSHI
GOVERNOR

Letter from Superintendent Giving Permission To Conduct Survey

DR. DONNIS H. THOMPSON
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2340
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

May 17, 1983

Mr. Glenn Honda
Waimalu Elementary School
98-825 Moanalua Road
Aiea, Hawaii 96701

Dear Mr. Honda:

Your request to survey administrators of 44 secondary schools on Oahu and sample groups of teachers and students as a part of your doctoral study to assess the effectiveness of the DOE-HPD truancy prevention program is approved.

As you have already indicated in your proposed letter to school administrators, the survey is to take place during non-instructional hours of the school day.

Please work with Mr. Jack Nagoshi, director of the Youth Development and Research Center in the School of Social Work, UH Manoa, to obtain other kinds of school-related data that you may need to complete your study. As you are aware, Mr. Nagoshi submitted a proposal on behalf of the Center and the College of Education to have you and Ms. Lisa Ikeda from the School of Social Work undertake different aspects of this assessment. The DOE approved the proposal on May 6, which has the Honolulu Police Department agreeing to assist the Center.

Should you have questions, contact Dr. Ichiro Fukumoto at 548-6485.

I would appreciate receiving a copy of your final report of findings and recommendations as soon as the report can be made public.

Sincerely,

Lloyd K. Migita
for Donnis H. Thompson
Superintendent

cc: Dr. Charles Araki, COE, UH Manoa
Mr. Jack Nagoshi, YDRC, School of Social Work, UH Manoa
Dr. Evelyn Klinckmann, Assistant Superintendent, OIS
Ms. Beverly Lee, Ed. Specialist, Compensatory Education, OIS
Oahu District Superintendents

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C

Form of List of Respondents Requested to
Respond to Surveys for Each School

Student Respondents:

Teacher Respondents:

Administrator Respondents: All principals and vice principals

APPENDIX D

ADMINISTRATORS' FORM
SURVEY OF THE TRUANCY PROGRAM

Responding to the following survey will help in assessing and improving the current Honolulu Police Department and Department of Education truancy program. Your name and responses will be kept confidential. An objective of this study will be to determine the attitudinal relationships between male and female students, teachers and administrators. Therefore, your response to item #2 on the next page will be appreciated.

Statements #1 to #5 concerns demographic data.

Statements #1 to #20 concerns your attitudes toward attendance, learning, causes of truancy and the success of the truancy program.

Statements #21 to #23 concerns your attitude in regards to where truants are found, programs or procedures which are currently used in curbing truancy, and the activities or procedures which would be helpful to the truants in the future.

Please place this completed survey into the large envelope.
Thank you for your cooperation and assistance.

Rank each choice remembering that 5 = most and 1 = least. Every blank should have a response (5, 4, 3, 2, 1).

21. Rank all of the following locations or activities listed where you feel most truants are found.

- A. _____ Beaches and/or parks
- B. _____ Shopping centers
- C. _____ Video game centers
- D. _____ Snack shops
- E. _____ On the way to school

22. Rank all of the programs or procedures listed that are most helpful in curbing truancy.

- A. _____ Suspension/detention
- B. _____ Informing parents
- C. _____ Arrest
- D. _____ Family Court referral
- E. _____ Counseling by police, teacher, counselor or administrator

23. Rank all the activities or procedures listed that you feel would be most helpful to truants in the future.

- A. _____ Different school programs such as Alternative Learning Center
- B. _____ Home tutoring
- C. _____ Referral to Family Court
- D. _____ Schedule change
- E. _____ On the job training at another organization

APPENDIX E

SURVEY OF THE TRUANCY PROGRAM

Dear Teacher:

The Department of Education (DOE) and the Honolulu Police Department (HPD) have been actively combating the problem of truancy. As a doctoral student at the University of Hawaii, I am gathering data to assess the truancy program for the public secondary schools on Oahu.

Answering the following survey will help in assessing the current HPD and DOE truancy program. Your name with your responses will be kept confidential. Writing your name on this survey is not necessary. An objective of this study will be to determine the attitudinal relationships between male and female students, teachers, and administrators. Therefore, your response to item #1 on the next page will be greatly appreciated.

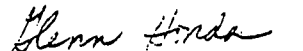
Statements #1 to #5 concerns demographic data.

Statements #1 to #20 on the following pages concerns your attitude in regards to the truant's attendance, learning, causes of truancy and the success of the truancy program.

Statements #21 to #23 concerns your attitude in regards to where truants are found, programs or procedures which are currently used in curbing truancy, and the activities or procedures which would be helpful to the truants in the future.

Please place the completed survey in the large envelope that I have provided. Your administrator has designated an area in the office where the envelope will be placed. Thank you for your cooperation and assistance.

Sincerely,



Glenn Honda, Graduate Student
University of Hawaii
Department of Educational Administration

TEACHER'S SURVEY FORM

Circle one letter only and/or write word responses when necessary.

1. Sex: A. Female B. Male
2. School _____
3. District: A. Central B. Honolulu C. Leeward
 D. Windward
4. Your assigned grade level (choose only one):
A. 7 B. 8 C. 9 D. 10 E. 11 F. 12
5. Your assigned subject area (choose only one):
A. English B. Social Studies C. P.E.
D. Art E. Music F. Science
G. Health H. Industrial Arts I. Math
J. Band K. Other _____

Rank each choice remembering that 5 = most and 1 = least. Every blank should have a response (5, 4, 3, 2, 1).

21. Rank all of the following locations or activities listed where you feel most truants are found.

- A. _____ Beaches and/or parks
- B. _____ Shopping centers
- C. _____ Video game centers
- D. _____ Snack shops
- E. _____ On the way to school

22. Rank all of the programs or procedures listed that are most helpful in curbing truancy.

- A. _____ Suspension/detention
- B. _____ Informing parents
- C. _____ Arrest
- D. _____ Family Court referral
- E. _____ Counseling by police, teacher, counselor or administrator

23. Rank all the activities or procedures listed that you feel would be most helpful to truants in the future.

- A. _____ Different school programs such as Alternative Learning Center
- B. _____ Home tutoring
- C. _____ Referral to Family Court
- D. _____ Schedule change
- E. _____ On the job training at another organization

APPENDIX F

Dear Student:

I am studying the truancy program which is currently being conducted by the Honolulu Police Department (HPD) and the Department of Education (DOE). Truants, nontruants, teachers, and administrators are participating in this survey. Please answer the statements on the following pages. Answering this survey will hopefully help the HPD and DOE in understanding your attitudes toward attendance, learning, causes of truancy and the success of the truancy program. Your name with your responses will be kept confidential. Writing your name on this survey is not necessary.

Statements #1 to #8 apply to your status as a student.

Statements #1 to #20 on the following pages concerns your attitude on learning, attendance, causes of truancy, and the success of the truancy program.

Statement #21 to #23 concerns your attitude in regards to where truants are found, programs or procedures which are currently used in curbing truancy, and the activities or procedures which would be helpful to the truants in the future.

Please place the completed survey in the large envelope that I have provided.

Thank your for your time and help.

Sincerely,

Glenn Honda
Glenn Honda, Graduate Student
University of Hawaii

STUDENTS' SURVEY FORM

Circle one letter only and/or write word responses when necessary in the blanks.

1. Sex: A. Female B. Male
2. Age: A. 11 B. 12 C. 13 D. 14 E. 15
 F. 16 G. 17 H. 18 I. 19 J. 20
3. School _____
4. District: A. Central B. Honolulu C. Leeward
 D. Windward
5. Grade: A. 7 B. 8 C. 9 D. 10 E. 11 F. 12
6. Most favorite subject: A. English B. Social Studies
 C. P.E. D. Art E. Music
 F. Science G. Health
 H. Industrial Arts I. Math
 J. Band K. Other: _____
7. Least favorite subject: A. English B. Social Studies
 C. P.E. D. Art E. Music
 F. Science G. Health
 H. Industrial Arts I. Math
 J. Band K. Other: _____
8. I was: A. never picked up by the police for being a truant.
 B. picked up once by the police for being a truant.
 C. picked up more than once by the police for being a truant.

Rank each choice remembering that 5 = most and 1 = least. Every blank should have a response (5, 4, 3, 2, 1).

21. Rank all of the following locations or activities listed where you feel most truants are found.
- A. _____ Beaches and/or parks
 - B. _____ Shopping centers
 - C. _____ Video game centers
 - D. _____ Snack shops
 - E. _____ On the way to school
22. Rank all of the programs or procedures listed that are most helpful in curbing truancy.
- A. _____ Suspension/detention
 - B. _____ Informing parents
 - C. _____ Arrest
 - D. _____ Family Court referral
 - E. _____ Counseling by police, teacher, counselor or administrator
23. Rank all the activities or procedures listed that you feel would be most helpful to truants in the future.
- A. _____ Different school programs such as Alternative Learning Center
 - B. _____ Home tutoring
 - C. _____ Referral to Family Court
 - D. _____ Schedule change
 - E. _____ On the job training at another organization

APPENDIX G

UTILIZED IN CONJUNCTION WITH TABLES 11.0 AND 11.1

AVERAGE NUMBER OF TRUANT CASES PER MONTH BY
OAHU SCHOOL DISTRICTS FOR THE 1981-82 AND
1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
Honolulu	O=286.25 E=237.39	O=187.10 E=235.97	473.35
Central	O=75.13 E=95.05	O=114.40 E=94.48	189.53
Leeward	O=104.13 E=107.69	O=110.60 E=107.05	214.73
Windward	O=70.50 E=95.89	O=120.70 E=95.32	191.20
	536.01	532.80	1,068.78
Computation of χ^2 :			$\frac{\sum (O_j - E_j)^2}{E_j}$
O_j	E_j	$O_j - E_j$	
286.22	237.39	48.83	10.0441
75.13	95.05	-19.92	4.1747
104.13	107.69	-3.56	.1177
70.50	95.89	-25.39	6.7228
187.10	235.97	-48.87	10.1211
114.40	94.48	19.92	4.1999
110.60	107.05	3.55	.1177
120.70	95.32	25.38	6.7577
			$\chi^2 = 42.2557$

df = (r-1) (c-1) = (4-1) (2-1) = (3) (1) = 3

χ^2 .05, 3 = 7.815

APPENDIX H

UTILIZED IN CONJUNCTION WITH TABLE 5.0

NUMBER OF TRUANT CASES PER MONTH FROM
 NOVEMBER TO JUNE DURING THE 1981-82
 AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
November	O=1,005 E=842.34	O=599 E=761.66	1,604
December	O=470 E=427.47	O=344 E=386.53	814
January	O=631 E=669.56	O=644 E=605.44	1,275
February	O=635 E=610.75	O=528 E=552.25	1,163
March	O=576 E=625.45	O=615 E=565.55	1,191
April	O=625 E=640.68	O=595 E=579.32	1,220
May	O=419 E=546.15	O=621 E=493.85	1,040
June	O=14 E=12.60	O=10 E=11.40	24
	4,375	3,956	8,331

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{\Sigma(O_j - E_j)^2}{E_j}$
1,005	842.34	162.66	31.4104
470	427.47	42.53	4.2314
631	669.56	- 38.56	2.2207
635	610.75	24.25	.9629
576	625.45	- 49.45	3.9097
625	640.68	- 15.68	.3838
419	546.15	-127.15	29.6020
14	12.60	1.40	.1556
599	761.66	-162.66	34.7376
344	386.53	- 42.53	4.6796
644	605.44	38.56	2.4559
528	552.25	- 24.25	1.0648
615	565.55	49.45	4.3238
595	579.32	15.68	.4244
621	493.85	127.15	32.7369
10	11.40	- 1.40	.1719

$$\chi^2 = 153.4714$$

$$df = (r-1) (c-1) = (8-1) (2-1) = (1) = 7$$

$$\chi^2_{.05, 7} = 14,067$$

APPENDIX I

UTILIZED IN CONJUNCTION WITH TABLE 12.0

MALE AND FEMALE TRUANT CASES FOR THE
1981-82 AND 1982-83 SCHOOL YEARSTesting for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
Male	O=363.88 E=355.19	O=342.50 E=351.19	706.38
Female	O=183.38 E=192.07	O=198.60 E=189.91	381.98
	547.26	541.10	1,080.36

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
363.88	355.19	8.69	.2126
183.38	192.07	-8.69	.3932
342.50	351.19	-8.69	.2150
198.60	189.91	8.69	.3976

$$\chi^2 = 1.2184$$

$$df = (r-1) (c-1) = (2-1) (2-1) = (1) (1) = 1$$

$$\chi^2_{.05, 1} = 3.841$$

APPENDIX J

UTILIZED IN CONJUNCTION WITH TABLE 13.0

AVERAGE NUMBER OF TRUANT CASES FOR PUBLIC AND
PRIVATE SCHOOLS FOR THE 1981-82
AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \sum \frac{(O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
Public	O=533.63 E=534.68	O=532.80 E=531.75	1,066.43
Private	O=8.75 E=7.70	O=6.60 E=7.65	15.35
	542.38	539.40	1,081.78

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{(O_j - E_j)^2}{E_j}$
533.63	534.68	-1.05	.0021
8.75	7.70	1.05	.1432
532.80	531.75	1.05	.0021
6.60	7.65	-1.05	.1441

$$\chi^2 = .2915$$

$$df = (r-1) (c-1) = (2-1) (2-1) = (1) (1) = 1$$

$$\chi^2 = .05, 1 = 3.841$$

APPENDIX K

UTILIZED IN CONJUNCTION WITH TABLE 14.0

NUMBER OF JUVENILE CRIME CASES DURING SCHOOL
DAYS FROM 8:00 TO 2:00 IN THE 1980-81,
1981-82 AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1980-81	1981-82	1982-83	
Burglary	O=264 E=282.18	O=239 E=222.74	O=216 E=214.08	719
Theft	O=187 E=212.32	O=149 E=167.59	O=205 E=161.08	541
Shoplifting	O=244 E=164.84	O=131 E=130.11	O=45 E=125.05	420
Auto theft	O=55 E=90.66	O=73 E=71.56	O=45 E=68.78	231
	750	592	569	1,911

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{(O_j - E_j)^2}{E_j}$	O_j	E_j	$O_j - E_j$	$\frac{(O_j - E_j)^2}{E_j}$
264	282.18	-18.18	1.1713	131	130.11	89	.0068
187	212.32	-25.32	3.0195	73	71.56	1.44	.0290
244	164.84	79.16	38.0144	216	214.08	1.92	.0172
55	90.66	-35.66	14.0264	205	161.08	43.92	11.9752
239	222.74	16.26	1.1870	45	125.05	-80.05	51.2435
149	167.59	-18.59	2.0621	103	68.78	34.22	17.0254
							$\chi^2 = 139.7778$

df = (r-1) (c-1) = (4-1) (3-1) = (3) (2) = 6

 χ^2 .05, 6 = 12.592

APPENDIX L

UTILIZED IN CONJUNCTION WITH TABLE 14.0

NUMBER OF JUVENILE CRIME CASES DURING SCHOOL DAYS
FROM 8:00 TO 2:00 IN THE 1980-81
AND 1981-82 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1980-81	1981-82	
Burglary	O=264 E=281.11	O=239 E=221.89	503
Theft	O=187 E=187.78	O=149 E=148.22	336
Shoplifting	O=244 E=209.58	O=131 E=165.42	375
Auto theft	O=55 E=71.54	O=73 E=56.46	128
	750	592	1,342

Computation of χ^2

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
264	281.11	-17.11	1.0414
187	187.78	-.78	.0032
244	209.58	34.42	5.6529
55	71.54	-16.54	3.8240
239	221.89	-17.11	1.3193
149	148.22	.78	.0041
131	165.42	-34.42	7.1620
73	56.46	16.54	4.8454

$$\chi^2 = 23.8523$$

$$df = (r-1)(c-1) = (4-1)(2-1) = (3)(1) = 3$$

$$\chi^2_{.05, 3} = 7.815$$

APPENDIX M

UTILIZATION IN CONJUNCTION WITH TABLE 14.0

NUMBER OF JUVENILE CRIME CASES DURING SCHOOL DAYS
 FROM 8:00 TO 2:00 IN THE 1980-81
 AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1980-81	1982-83	
Burglary	O=264 E=272.93	O=216 E=207.07	480
Theft	O=187 E=222.90	O=205 E=169.10	392
Shoplifting	O=244 E=164.33	O=45 E=124.67	289
Auto theft	O=55 E=89.85	O=103 E=68.16	158
	750	569	1,319

Computation of χ^2 ;

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
264	272.93	- 8.93	.2922
187	222.90	-35.90	5.7820
244	164.33	79.67	38.6254
55	89.85	-34.85	13.5172
216	207.07	8.93	.3851
205	169.10	35.90	7.6216
45	124.67	-79.67	50.9129
103	68.16	34.84	17.8085

$$\chi^2 = \frac{134.9449}{1}$$

$$df = (r-1) (c-1) = (4-1) (2-1) = (3) (1) = 3$$

$$\chi^2_{.05, 3} = 7.815$$

APPENDIX N

UTILIZATION IN CONJUNCTION WITH TABLE 14.0

NUMBER OF JUVENILE CRIME CASES DURING SCHOOL DAYS
FROM 8:00 TO 2:00 IN THE 1981-82
AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \sum (O_j - E_j)^2$

			E_j
	1981-82	1982-83	
Burglary	O=239 E=232.01	O=216 E=222.99	455
Theft	O=149 E=180.51	O=205 E=173.49	354
Shoplifting	O=131 E=89.74	O=45 E=86.26	176
Auto theft	O=73 E=89.74	O=103 E=86.26	176
	592	569	1,161

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
239	232.01	6.99	.2106
149	180.51	-31.41	5.5004
131	89.74	41.26	18.9702
73	89.74	-16.74	3.1227
216	222.99	- 6.99	.2191
205	173.49	31.51	5.7230
45	86.26	-41.26	19.7355
103	86.26	16.74	3.2486

$$\chi^2 = 56.7301$$

$$df = (r-1) (c-1) = (4-1) (2-1) = (3) (1) = 3$$

$$\chi^2_{.05, 3} = 7.815$$

APPENDIX O

UTILIZED IN CONJUNCTION WITH TABLES 15.0 AND 15.1

NUMBER OF REPEAT OFFENDER TRUANTS DURING THE
1981-82 AND 1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
2nd offender	O=450 E=448.06	O=596 E=597.94	1,046
3rd offender	O=98 E=105.81	O=149 E=141.19	247
4th offender	O=26 E=22.27	O=26 E=29.73	52
5th offender	O=6 E=3.86	O=3 E=5.14	9
	580	774	1,354

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
450	448.06	1.94	.0084
98	105.81	-7.81	.5765
26	22.27	3.73	.6247
6	3.86	2.14	1.1864
596	597.94	-1.94	.0063
149	141.19	7.81	.4320
26	29.73	-3.73	.4680
3	5.14	-2.14	.8910

$$\chi^2 = 4.1933$$

$$df = (r-1)(c-1) = (4-1)(2-1) = (3)(1) = 3$$

$$\chi^2_{.05, 3} = 7.815$$

APPENDIX P

UTILIZED IN CONJUNCTION WITH TABLES 15.0 AND 15.1

AVERAGE NUMBER OF REPEAT OFFENDER TRUANTS
PER MONTH DURING THE 1981-82 AND
1982-83 SCHOOL YEARS

Testing for independence with Pearson's Chi Square: $\chi^2 = \frac{\sum (O_j - E_j)^2}{E_j}$

	1981-82	1982-83	
2nd offender	O=56.25 E=56.03	O=59.60 E=59.82	115.85
3rd offender	O=12.25 E=13.13	O=14.90 E=14.02	27.15
4th offender	O=3.25 E=2.83	O=2.60 E=3.02	5.85
5th offender	O=.75 E=.51	O=.30 E=.54	1.05
	72.50	77.40	149.90

Computation of χ^2 :

O_j	E_j	$O_j - E_j$	$\frac{\sum (O_j - E_j)^2}{E_j}$
56.25	56.03	.22	.0009
12.25	13.13	-.88	.0590
3.25	2.83	.42	.0623
.75	.51	.24	.1129
59.60	59.82	-.22	.0008
14.90	14.02	.88	.0552
2.60	3.02	-.42	.0584
.30	.54	-.24	.1067
			$\chi^2 = .4562$

$$df = (r-1)(c-1) = (4-1)(2-1) = (3)(1) = 3$$

$$\chi^2 = .05, 3 = 7.815$$

FOOTNOTES

¹Honolulu Police Department, Special Order #81-13.
Date of issue: 26 Oct. 81, p. 1.

²Ibid., p. 1.

³California School Boards Association. How to Keep Students in School . . . and Make Them Want to Be There (Bethesda, Md.: ERIC Reproductive Service, 1981) p. 8.

⁴Donnis Thompson, Douglass Gibb, Letter to Parents, 2 Sep. 83, p. 1.

⁵Maurice Tyerman, Truancy (London: University of London Press, 1968), quoted in Evan Matsushima, Identification of Variables Determining Rates of Absenteeism and Its Implications for Sultan Easter Seal School. Unpublished Master's Thesis, 1978, p. 9.

⁶Thompson and Gibb, Letter to Parents, 2 Sept. 83, p. 1.

⁷Amital Etzioni, A Comparative Analysis of Complex Organization (New York: Free Press, 1961) p. 12-21, quoted in Lipham and Hoeh, The Principalship: Foundations and Functions, p. 93.

⁸Hawaii, Hawaii Revised Statutes, (1976), 4:298-9.

⁹Ibid., 4:298-13.

¹⁰Ibid., 7:571-11 (2) (D).

¹¹Ibid., 4:298-12.

¹²Eleventh State Legislature. "Act 238 (HB 2154, HD1, SD1)," Digest and Index of Laws Enacted, (1982 Regular Session).

¹³Honolulu Police Department, Department of Education, City and County of Honolulu, Department of Social Services and Housing, Prosecutor's Office, and Public Defender's Office, Joint Evaluation Meeting, 9 Sept. 82. Minutes of Meeting, p. 8.

¹⁴John Pulliam, History of Education in America. (Ohio: Charles E. Merrill Publishing Company, 1968), p. 44.

¹⁵William French, America's Educational Tradition: An Interpretive History. (Boston: D. C. Heath and Company, 1964), p. 59.

¹⁶Stuart Noble, History of American Education. (Tennessee: Kingsport Press, Inc., 1938), p. 265.

¹⁷Ibid., p. 265.

¹⁸Charles Burgess, "The Goddess, the School Book, and Compulsion," Harvard Educational Review, Vol. 46, No. 2, (1976), p. 202.

¹⁹Ibid., p. 211.

²⁰Ibid., p. 212.

²¹Ibid., p. 212.

²²Ibid., p. 213.

²³Forest Ensign, Compulsory School Attendance and Child Labor. (Iowa City: Athens, 1921) quoted in Lawrence Cremin, The Transformation of the School: Progressivism in American Education, 1964, p. 127.

²⁴Lawrence Cremin, The Transformation of the School: Progressivism in American Education (New York: Random House, 1964), 127-128.

²⁵Theodore Black, Straight Talk About American Education. (New York: Harcourt Brace Jovanovich, 1982), p. 19.

²⁶Ibid., p. 35.

²⁷Ralph Stueber, "Hawaii: A Case Study Development Education 1778-1960," Ph.D. Dissertation (Michigan: University Microfilms Inc., 1964), p. 131-132.

²⁸Benjamin Wist, "American Foundations of Public Education in Hawaii" Unpublished Doctoral Dissertation. Yale University, 1937, p. 106.

²⁹Ibid., p. 109.

³⁰Stuber, "Hawaii: A Case Study in Development Education 1778-1960," p. 62.

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