REASONS FOR ABSENCE FROM CLASSES OF MALE AND FEMALE STUDENTS IN PRIMARY SCHOOLS

Faris Rašidagić and Dženana Imamović-Turković

ABSTRACT: The absences of elementary school students have become a daily occurrence. Experiences from school practice show that this problem is difficult to solve, primarily due to the number of factors that influence absenteeism. It was the number of factors and reasons for student absenteeism that prompted us to carry out the research, but also the possibility of possibly looking at the problem of absenteeism from the student's point of view. Following the above, the work aimed to determine, explain and present the reasons why students in elementary school are absent from Physical and Health Education classes. The sample is the basis of which data was collected in two elementary schools in the Ilijaš municipality from grades 5-9, with 150 students of both sexes (44% boys and 56% girls). Students will answer 30 survey questions with a multidimensional survey questionnaire, which is divided into 4 parts. The independent variables are the sociodemographic characteristics of the respondents (gender, grade, school performance, absenteeism). Dependent variables include absenteeism (absence from physical and health education classes), that is, attitudes about absenteeism (physical and health education). In that part of the questionnaire, using a Likert scale, students' opinions about absenteeism are examined. Qualitative and quantitative methods were used for data processing. After the conducted research, one of the confirmed assumptions is that students attend more physical and health education classes compared to other subjects where mathematics and BHS language subjects were used for comparison, where the number of absences is visibly higher. In this research, there was no significant level of difference in absences concerning gender, nor was there a large difference in the number of absences in lower grades compared to higher grades and vice versa. The number of exempted female students is partially higher compared to male students, while non-participation of students in classes does not depend on the gender difference. The recommendation based on the results is that the problem of school absences must be treated as a complex phenomenon that should be approached in a multidisciplinary manner.

Keywords: *absences, student, school, teaching, sport*

INTRODUCTION

Absenteeism, i.e. the absence of students from classes, is an inevitable phenomenon and quite frequent in our schools. Contemporary physical education faces numerous challenges and changed expectations of society, new strategies and approaches are sought that would best respond to the changed social context and diverse needs of students (Hardman, 2007). Absenteeism entails a whole series of other negative consequences for both the student and the entire educational system. There is not a single teacher's or class council that does not discuss the issue of student absenteeism, all to find a way to objectively analyze students' reasons, causes, and consequences of their absence from class (Bezinović, Smojver Ažić, 2000), whether justified or unjustified. . And after that, of course, to take measures to suppress the increasingly frequent avoidance of classes, pedagogical measures prescribed by the school statute are also foreseen. The school statute is the basic document that prescribes the rights and duties of students. Therefore, every student is obliged to attend classes regularly, and in the case of being prevented from doing so, he is obliged to justify his absence promptly. Based on the available literature (Najšteter, 1997, Findak, 1999), we can conclude that a teacher should behave naturally, be friendly, and cordial, always available to students, encourage joint work and success, believe in them, and radiate positive energy and cheerfulness. One of the ways to successfully carry out the teaching process is two-way cooperation between the teaching subjects, i.e., teacher and student, this implies adapting oneself to the suggestions of the other and vice versa (Rašidagić, Manić, Mahmutović, 2016). Shulman and Lee in their research carried out (1987) claim that the professional knowledge of teachers must not be questioned in any form and should include at least: knowledge of the material, knowledge of broad principles and strategies of teaching organization, knowledge of teaching certain topics, knowledge of students, knowledge of pedagogical goals and values. In a certain segment, the teacher also has the role of raising students, which implies a teacher who respects both himself and others, is punctual and disciplined in fulfilling his obligations and has a neat appearance, is measured in his demands, is polite in communicating with students, sufficiently clear, loud, a man of strong will. School absenteeism is one of the biggest problems facing schools today. The problem occurs on a global level, in almost all countries of the world, so Yahaya, Ahmad, N & Abdalla, (2010) state that absenteeism is one of the ten biggest problems in the American school system, which was one of the motivating factors for this research. . After determining the reasons for absenteeism, this research will offer possible preventive measures.

METHODS

A sample of respondents

The research was conducted in two elementary schools in the Ilijaš municipality (5-9 grades). 150 students of both sexes (44% boys and 56% girls) were examined. Students will answer 30 survey questions. In the fifth grade, the ratio of male to female students is 11 to 26, in the sixth grade there are 19 male and 17 female

students, in the eighth grade, there are 18 male and 17 female students, while in the ninth grade there are 22 male and 20 female students.

Sample variables

Data collection techniques were used in this research: work on documentation and survey techniques. The research was conducted with a multidimensional survey questionnaire that consisted of four parts: a sociodemographic dimension that includes variables: gender, age, grade, general school performance at the end of the previous grade, a dimension that refers to parents, and includes a variable: the justification of the child's absence, the dimension related to the student's opinion on the reasons for absenteeism, the student's opinion on the subject of physical and health education. A specially created survey questionnaire was used to conduct the research. The questionnaire contains a total of 30 questions, which are divided into 4 parts. Four questions refer to socio-demographic data: gender, class, school success, and absenteeism from physical and health education classes, and we defined them as independent variables. The second part of the questionnaire (8 questions) examined the representation of certain topics included in the plan and program, and a 3-level Likert scale was used (1- yes, 2- sometimes, 3- no), and whether students share the gymnasium with other classes. The third part of the questionnaire, in which the same scale was used, refers to the examination of attitudes about lectures in physical and health education. The fourth part of the questionnaire refers to questions about absenteeism (reasons for absence, whether absent students should be sanctioned more, what kind of time is spent if they are not in physical and health education classes). In that part of the questionnaire, using a Likert scale, students' opinions about absenteeism are examined. The independent variables are the sociodemographic characteristics of the respondents (gender, grade, school performance, absenteeism). Dependent variables include absenteeism (absence from physical and health education classes), that is, attitudes about absenteeism (physical and health education).

Data processing methods

Qualitative and quantitative methods were used for data processing. Databases were created, while processing and analysis were performed using statistical software R 4.0.3. R represents an integrated programming environment for data management, calculation, and graphical display of results. The collected data were described and analyzed using appropriate statistical methods. Variables such as absence from physical and health education classes, reasons for absence, representation of certain topics during physical and health education classes, support of parents of unjustified absences, etc. are classified as categorical variables. Differences were considered statistically significant if the calculated level of statistical significance was less than 0.05 ($p<0.05$). The $\chi 2$ test was used to examine the differences between the independent and dependent variables and the significance of the differences was assessed.

RESULTS

Within the descriptive statistical analysis, it can be concluded that there is a higher number of absences from classes in the subjects of mathematics and BHS language, compared to physical and health education classes. The reason for this can be found in the unpreparedness of students for tests in mathematics and BHS language classes, which can be significantly more complicated, and require a greater number of hours spent studying.

Table 2. Number of absences from mathematics, BHS language, and physical and health education

Grade	Mathematics			BHS language			Physical and health education		
	Absences	%	Hours	Absences	%	Sati	Absences	%	Hours
Sixth	36	0.007	5180	24	0.004	6475	6	0.002	2590
Seventh	51	0.01	5040	39	0.007	5040	8	0.003	2520
Eighth	48	0.01	4900	42	0.008	4900	11	0.004	2450
Ninth	48	0.008	5712	45	0.007	5880	13	0.004	2856
$\chi 2$ =1.844; df=1.656; p-value=0.406									

Table 3. Grades from the subject of physical and health education according to gender distribution

Gender	Grade											
	1		2		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male students	2	1.33	0	0	3	2.00	23	15.55	42	28.00	70	46.65
Female students	0	0	0	0	0	0	10	6.66	70	46.66	80	53.35
Total	2	1.33	0	0	3	2.00	33	22.21	112	74.66	150	100
χ^2 =16.528; df=3; p-value=0.0008												

The results of the χ2 test indicate that there is a significant difference when it comes to grades from the subject of physical and health education according to gender distribution. Two male students had a final grade of 1 (table 3), while no female students had a final grade of 1. None of the male and female students had a final grade of 2. Two male students had a final grade of 3, while none of the female students had a final grade of 3. 15.55 % of male students had a final grade of 4, while 6.66% of female students had a final grade of 4 in the subject of physical and health education. 28.00% of male students and 46.66% of female students had a final grade of 5.

Table 4. Absence from classes according to gender difference

Gender	Total number of students		Absences					
			Ne		Sometimes		No Attendance	
	N	%	N	%	N	%	N	%
Female students	80	53.30	57	38.00	23	15.30	0	0
Male students	70	46.70	57	38.00	13	8.70	0	0
Total	150	100	114	76.00	36	24.00	0	0
χ^2 =1.5992; df=1; p-value=0.206								

An equal number of male and female students do not miss classes. Furthermore, 15.30% of female students are sometimes absent, 8.70% of male students are sometimes absent from physical and health education classes, and there are no registered students who do not attend classes at all, which includes exemption from physical and health education.

Table 5. Results on the question: "Are you exempt from physical and health education classes" by gender

Gender	**Are you exempt from classes?**							
	I am not exempt		I am exempt from major efforts in class		I am exempt		Total	
	N	%	N	%	N	%	N	%
Male students	55	36.66	11	7.33	4	3.33	70	47.32
Female students	68	45.33	7	4.66	5	2.66	80	52.65
Total	123	81.99	18	11.99	9	5.99	150	100
χ^2 =3.6429; df=2; p-value=0.162								

The majority of students, 124 (81.99%) were not exempted from classes, 11 (7.33%) male students were exempted from major efforts, while 4.66% of female students were exempted from major efforts.

Table 6. (Non)participation of students during classes by gender

Gender	Survey question: "During the class time" (circle the answer provided)							
	I am an active participant in the class		I am a passive participant		Exempted for justifiable reasons		Total	
	N	%	N	%	N	%	N	%
Male students	52	34.66	14	9.33	4	2.66	70	46.65
Female students	68	45.33	11	7.33	1	0.66	80	53.32
Total	120	79.99	25	16.66	5	3.22	150	100
χ^2= 3.6429; df=2; p-value=0.162								

A total of 120 (63.46%) surveyed students actively participate in classes. While 16.66% sit passively, and male students are more passive than female students, male students are more often freed from activities of greater effort than female students.

Table 7. Results of the survey question: how important do you think the subject of physical and health education is according to gender

Gender	Survey question: "how important do you consider the TOIZ subject" (circle the answer provided)											
	I consider it a very important		Very important		Important		I consider it of medium importance		I don't consider it as important		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male students	7	4.66	25	16.66	28	18.66	7	4.66	3	2.00	70	46.65
Female students	11	7.33	20	13.33	40	26.66	5	3.33	4	2.60	80	53.32
Total	18	11.99	45	20.00	68	45.23	12	8.00	7	4.60	150	100
χ^2= 0.495; df= 4; p-value=0.495												

The results of the χ2 test indicate that there was no significant difference (p>0.05) in the importance of the subject according to gender. The largest number of male and female students believe that the subject of physical and health education is important, 45.23% of them, while 7 male and 5 female students consider it a medium important subject, those who do not consider it important are a total of 7 students, of which 3 male and 4 female students.

Table 8. Reasons for passive sitting by gender

Gender	Reasons for passive sitting by gender													
	Illness (I have a medical certificate)		Menstrual cycle		Insufficient motivation		I am not interested		The professor does not require us to actively participate in class		Working conditions (multiple classes in one gymnasium, lack of props and teaching aids)		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male students	17	21.25	0	0	2	2.5	4	5.00	8	10.00	2	2.50	33	41.25
Female students	13	16.25	26	32.50	1	1.25	1	1.25	4	5.00	2	2.50	47	58.75
Total	30	37.50	26	32.50	3	3.75	5	6.25	12	15.00	4	5.00	80	100
χ^2 =28.42; df=5; p-value=0.0003														

The results of the χ2 test indicate that there is a significant difference between genders. Female students passively sit in class only during their menstrual cycle, or if they are sick and have an excuse. Male students, apart from sitting passively when they are sick and have an excuse, are less motivated, or they are more critical of working conditions, such as, for example, an insufficient number of props or they are passive because even the teacher does not ask them to be active.

Table 9. Reasons for absenteeism from physical and health education classes in relation to gender

Gender	Reasons for absenteeism											
	Illness (cold, injuries, etc…)		Insufficient motivation		Other reasons		I am not interested, this subject is not important to me		Working conditions (multiple classes in one gymnasium, lack of props and teaching aids)		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Male students	25	24.04	6	5.77	11	10.57	3	2.88	2	1.92	47	45.19
Female students	41	39.42	2	1.92	14	13.46	0	0.00	0	0.00	57	54.8
Total	66	63.46	8	7.69	25	24.03	3	2.88	2	1.92	104	100
χ^2 =10.373; df=4; p-valuet=0.034												

The students who state that the subject is irrelevant to them are boys (2.88%), not a single female student, and two students claim that the reasons for their absence are inadequate conditions in the classroom. According to motivation, the results of our survey show that three times more students (boys) are absent due to a lack of motivation than girls (students).

Table 10. During my absence from physical and health education classes, I spend time: (circle the offered answer), in relation to gender

Gender	During my absence from physical and health education classes, I spend my time:													
	I don't miss classes unjustifiably		I go home		Near the school		In a cafe		I meet with my girlfriend/ boyfriend/friends		I go anywhere, as long as I'm not at school		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male students	45	30.00	5	3.33	8	5.33	7	4.66	2	1.33	3	2.00	70	46.65
Female students	71	47.33	0	0	6	4.00	1	0.66	2	1.33	0	0	80	54.35
Total	116	77.33	5	3.33	14	9.33	8	5.22	4	2.66	3	2.00	150	100
χ^2 =18.027; df=5; p-value=0.003														

The results of the χ2 test indicate that there is a significant difference. The majority of students, 77.33% of them, answered that they are not absent without an excuse. If they are absent, students spend time at home or near the school. (Boys), in smaller numbers, 3 of them (2.00%) answered that they go anywhere as long as they are not in class.

Table 11. The teacher's attitude towards work in class in relation to the class they attend

The teacher's attitude towards work in class	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
He has his own rules, he doesn't respect the opinion of others	6	4.00	7	4.66	6	4.00	12	8.00	31	20.66
He respects the opinion of others, is inclined to agree and compromise	30	20.00	24	16.00	26	17.33	30	20.00	110	73.33
No rules are set, and students dominate the class	1	0.66	5	3.33	3	2.00	0	0	9	6.00
Total	37	24.66	36	23.99	35	23.33	42	28.00	150	100
χ^2 =9.717; df=6; p-value=0.137										

More than half, i.e.,73.33% of the students claim that the teacher "Respects the opinion of others, tends to agree", 20.66% of the students believe that the teacher "Has his own rules, does not respect the opinion of others". Only 6.0% believe that the teacher "does not set rules, the students dominate the class". This last statement was not confirmed by ninth-grade students, and the largest number, 5 of them, attend seventh grade. However, statistical significance was not shown.

Table 12. Analysis of students' opinions on the question: "Is the teacher boring?" concerning the class they attend

Is the teacher boring?	Grade									
	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
I completely disagree	15	10.00	7	4.66	4	2.66	13	8.66	39	26.00
I disagree	14	9.33	13	8.66	14	9.33	14	9.33	55	36.66
I neither agree nor disagree	6	4.00	10	6.66	8	5.33	11	7.33	35	23.33
I agree	1	0.66	4	2.66	6	4.00	2	1.33	13	8.66
I completely agree	1	0.66	2	1.33	3	2.00	2	1.33	8	5.33
Total	37	24.66	36	23.99	31	23.32	35	27.99	150	100
χ^2 =14.971; df=12; p-value=0.243										

About 63% of male and female students think that the teacher of physical and health education is not boring, while about 14% of them think that he is. The teacher is the least boring for students in the sixth and ninth grades, while students in the seventh and eighth grades think the teacher is boring.

Table 13. Analysis of the survey question: "During classes, we usually share the hall with:" in relation to the class attended by male and female students

Accessibility of the hall	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
We do not share the hall	32	21.33	29	19.33	31	20.66	34	22.66	125	83.98
With one grade	4	2.66	4	2.00	3	2.00	6	4.00	17	10.66
With two grades	1	0.66	1	0.66	0	0	1	0.66	3	1.98
With three grades	0	0	2	1.33	1	0.66	2	0.66	5	2.65
Total	37	24.65	36	23.326	35	23.32	43	27.92	150	100
χ^2 =3.842; df=9; p-value=0.921										

Table 14. Representation of athletics according to the classes attended by students

Athletics	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	30	20.00	28	18.66	30	20.00	27	18.00	105	76.66
Sometimes	3	2.00	6	4.00	2	1.33	13	8.66	24	9.33
No	4	2.66	2	1.33	3	2.00	2	1.33	11	0.66
Total	37	24.66	36	23.99	35	23.33	42	27.99	150	100
χ^2 =12.154; df=6; p-value=0.058										

Athletics is equally represented in all classes, and a total of 76.66% of male and female students answered affirmatively. Only 0.66% of students from the examined classes did not have athletics in their classes. The results of the χ2 test indicate that there is a significant difference.

Table 15. Representation of Volleyball according to classes attended by students

Volleyball	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	35	23.33	33	22.00	32	21.33	34	22.66	134	92.66
Sometimes	1	0.66	1	0.66	1	0.66	7	4.66	10	6.64
No	1	0.66	2	1.33	2	1.33	1	0.66	6	3.98
Total	37	24.66	36	23.99	35	23.33	42	37.99	150	100
χ^2 =10.313; df=6; p-value=0.119										

92.66% of students answered affirmatively that they had a volleyball topic in class, while only 3.98% (6 students) answered negatively.

Table 16. Representation of handball according to classes attended by students

Handball	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	22	14.66	22	14.66	21	14.00	28	18.66	93	62.00
Sometimes	12	8.00	12	8.00	9	6.00	12	8.00	45	30.00
No	3	2.00	2	1.33	5	3.33	2	1.33	12	8.00
Total	37	26.66	36	10.00	35	29.33	42	34.00	150	100
χ^2 =3.211; df=6; p-value=0.782										

62.00% of students answered affirmatively that they had a volleyball topic in class, while 8.00% (12 students) answered negatively. 30% of students answered that they sometimes have a handball topic.

Table 17. Representation of football according to classes attended by students

Football	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	30	20.00	34	22.66	33	22.00	28	18.66	125	83.32
Sometimes	1	0.66	2	1.33	1	0.66	9	6.00	13	8.65
No	6	4.00	0	0	1	0.66	5	3.00	12	7.66
Total	37	24.66	36	23.99	35	23.32	42	27.66	150	100
χ^2 =21.451; df=6; p-value=0.001										

83.32% of students answered affirmatively that they had a football topic in class, while 8.65% (13 students) answered that they sometimes did. 7.66% of students answered that they do not have a handball topic. The topic of football is not equally represented in all classes. Seventh-grade students have football topics and there is no negative answer, while sixth-grade students often did not, but sometimes covered football topics. The results of the χ2 test indicate that there is a significant difference.

Table 18. Representation of martial arts according to classes attended by students

Martial arts	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	8	5.33	9	6.00	12	8.00	13	8.66	42	28.00
Sometimes	2	1.33	2	1.33	3	2.00	9	6.00	16	10.66
No	27	18.00	25	16.66	20	13.33	20	13.33	92	61.33
Total	37	26.66	36	23.99	35	23.33	42	27.99	150	100
χ^2 =10.151; df=6; p- value =0.118										

28.00% of the students answered affirmatively that they had a martial arts topic in class, while more than half of the students (61.33%) answered negatively. 10.66% of students answered that they sometimes have martial arts topics

Table 19. Representation of basketball according to classes attended by students

Basketball	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	31	20.66	32	21.33	30	20.00	32	21.33	125	83.32
Sometimes	1	0.66	2	1.33	4	2.66	9	6.00	16	10.65
No	5	3.33	2	1.33	1	0.66	1	0.66	9	6.65
Total	37	24.22	36	23.99	35	23.32	51	27.99	150	100
χ^2 =7.397; df=6; p- value =0.042										

83.32% of students answered affirmatively that they had a basketball topic in class, while 10.65% (16 students) answered that they sometimes did. 6.66% of students answered that they do not have a basketball topic. The subject of handball is not equally represented in all classes. Sixth-grade students more often did not, but sometimes covered topics from basketball.

Table 20. Representation of gymnastics according to classes attended by students

Gymnastics	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	16	10.66	18	12.00	19	12.66	27	18.00	80	83.33
Sometimes	12	8.00	13	8.66	6	6.66	4	7.33	35	12.66
No	9	6.00	5	3.33	6	4.00	4	2.66	24	4.00
Total	37	24.66	36	23.99	31	23.32	35	27.99	150	100
χ^2 =5.274; df=6; p-value=0.508										

83.33% of students answered affirmatively that they had a topic from gymnastics in class, while 4.00% of students answered negatively. 12.66% of students answered that they sometimes have topics from gymnastics.

Table 21. Results of answers to the question: "Do parents support absences?" according to the class the student attends

Do parents support absences?	Grade									
	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
I don't agree at all	22	14.66	17	11.33	19	12.66	21	14.00	79	52.66
I disagree	10	6.66	11	7.33	11	7.33	14	9.33	46	30.66
I neither agree nor disagree	5	3.33	4	2.66	4	2.66	4	2.66	17	11.33
I agree	0	0	1	0.66	0	0	1	0.66	2	1.33
I completely agree	0	0	3	2.00	1	0.66	2	1.33	6	4.00
Total	37	24.66	36	23.99	31	23.32	35	27.99	150	100
χ^2 =9.717; df=6; p-valuet=0.137										

More than half (83.22%) of students' parents of all grades do not support absences in physical and health education classes, while only 8 (5.33%) students support absences in classes. Parents of sixth graders do not support, and the largest number of parents who support (4) are parents of seventh graders.

Table 22. Results of answers to the question: "Do teachers of other subjects give importance to physical and health education?" depending on which class the student attends

Teachers of other subjects give importance to physical and health education	6th grade		7th grade		8th grade		9th grade		Total	
	N	%	N	%	N	%	N	%	N	%
Yes	10	6.66	12	8.00	7	4.66	12	8.00	41	27.33
Sometimes	21	14.00	14	9.33	16	10.66	20	13.33	71	47.33
No	6	4.00	10	6.66	12	8.00	10	6.66	38	25.33
Total	37	24.66	36	23.99	35	23.32	42	27.99	150	100
χ^2 =4.889; df=6; p-value=0.558										

Do teachers of other subjects give importance to physical and health education?" in relation to the class that students attend. Our results show that most often (47.33%), teachers sometimes give importance, while the answers: Yes and No are almost equal proportions. Students believe that 27.33% of teachers of other subjects give importance, and 25.33% do not give importance to this subject. The results are shown in graph 23. We carried out further research in terms of examining students' opinions, how much absences from the subject of physical education and health education affect grades, and whether they think they deserved the grades they received.

Table 23. Results of the analysis of students' opinions on whether absences affect the grade obtained well

Do absences affect grading?	Grade									
	1		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%
They do not affect at all	2	1.33	0	0	0	0	2	1.33	4	2.66
They do not affect	0	0	1	0.66	2	1.33	1	0.66	4	2.66
They neither affect nor do they not affect	0	0	1	0.66	11	7.33	22	14.66	34	22.66
They affect	0	0	1	0.66	16	10.66	41	27.33	58	38.66
They are extremely influential	0	0	0	0	4	2.66	46	30.66	50	33.33
Total	2	1.33	3	2.99	33	21.98	112	74.66	150	100
χ^2 =98.303; df=12; p-value=0.0002										

"To what extent do you think that absences affect success in the subject of physical and health education?" show a significant difference in the opinion of the surveyed students in relation to their success in the subject of physical and health education ($p<0.05$). Two students. Most of the respondents had excellent grades, 112 of them (74.66%), most of whom consider that they have an exceptional impact, and only two excellent students believe that they do not have an exceptional impact. Our examined students were not assessed with a sufficient grade (2). Only three students were evaluated with a good grade (3), and they think that absences do not affect (one respondent), neither affect nor affect (one respondent), affect (one respondent). There was a total of 33 very good students (21.98%), and most very good students believe that absences affect the final grade, then that they neither affect nor do not affect, none of the very good students answered that they do not affect extremely well, and only four very good respondents believe that extremely influential. The results of the $\chi 2$ test indicate that there is a significant difference.

Table 24. Results of the analysis of the answers to the question: In order to deserve the grade (to be supplemented with the offered answers)

In order to deserve the grade	Grade									
	1		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%
I'm not trying	0	0	1	0.66	1	0.66	0	0	2	1.33
I get the grade with little effort	2	1.33	0	0	4	2.65	9	6.00	15	10.00

"To earn a grade in physical and health education" (fill in one of the forced answers). The graded honors answered that they must work hard and strive for the grade, and no student with a final grade of 5 answered that they don't have to work hard, a smaller number of honors get the grade with little effort. Out of the total number of students examined, only two answered that they did not work hard for the obtained grade, one with a grade of 3 and the other student with a grade of 4. An interesting answer was given by two students who were graded with a negative grade (1), which is to get a grade with little effort. We subjected these answers to statistical testing, which showed that the relationship between the difference in answers and students' grades is statistically significant ($p<0.05$). The results of the $\chi 2$ test indicate that there is a significant difference.

Table 25. Results of the analysis of the question: "Did you deserve the grade?" according to the students' grades?

Did you deserve the rating?	Grade									
	1		3		4		5		Total	
	N	%	N	%	N	%	N	%	N	%
I didn't deserve it	0	0	1	0.66	1	0.66	2	1.33	4	2.65
I deserved it	2	1.33	2	1.33	32	21.33	110	73.33	146	97.33
Total	2	1.33	3	1.99	33	21.99	112	74.66	150	100
χ^2 =11.373; df=3; p-value=0.01										

A significant difference was shown ($p<0.05$). 97.33% of students believe that they deserved the grade, while only four students (2.65%) think that they did not, and of these two students who were graded with a grade of 5, one with a grade of 4 and one with a grade of 3. the students with an insufficient grade believe that they deserved a grade of one (F).

DISCUSSION

The purpose of the conducted research was to analyze student absenteeism, investigate the students' attitude towards absenteeism, discover the real causes, and look at the possible consequences of this unwanted phenomenon, which increasingly characterizes everyday school life, and is especially present in the subject of Physical and Health upbringing.

The results of the analysis of the survey questionnaire indicate that there is a higher number of absences from classes in the subjects of mathematics and BHS language, compared to physical and health education classes, but there is no gender difference in the avoidance of physical and health education classes of the examined male and female students at the elementary school "Stari Ilijaš " and "Hašim Spahić" in the area of Ilijaš Municipality. The reason for this can be found in the students' unpreparedness for tests in mathematics and BHS language classes, which can be significantly more complicated and require a greater number of hours spent studying. However, with further analysis, we observed that there is a significant gender difference in the unjustified absence of male and female students. Based on the results obtained this way, we can say that the results of the analysis of our data indicate that there

is gender inequality in absenteeism from physical and health education classes. According to the data of other researchers, although at first physical education does not appear to be different from other subjects, previous studies have established that the engagement of physical education teachers in the promotion of sports and healthy living among students reduces the prevalence of health problems, and the participation of younger adolescents in sports activities at school and involvement in school sports sections increase satisfaction with school in the later period, reduces the crime rate among young people and has a positive effect on personal development and the development of social skills. Therefore, the physical education teacher needs to direct professional competencies toward improving the general quality of life for children and a healthy lifestyle. Research that dealt with attitudes towards the subject of physical and health education supports the previously stated finding that students have the most positive opinion about the professional competence of teachers: imparting knowledge, clearly demonstrating material, professional enthusiasm, and setting a personal example through a healthy lifestyle, and some results indicate to the negative evaluation of the professional competencies of physical education teachers if they are not demonstrated sufficiently during class, which is one of the most important reasons for giving up the teaching job. (Miličković, V., Vukićević, V., Milovanović I. 2017). In the teaching methodology of Physical Education and Sports, the program contents must enable the learning of more complex motor activities for which it is necessary to first adopt the techniques of certain elements, which form the basis for the development of the structures of an individual's motor program. It is necessary to adopt a certain fund from basic sports (athletics, gymnastics), sports games (basketball, volleyball, handball, football) and martial arts (Rašidagić, F., Manić, G., Mahmutović, I. 2016).

Based on the MANOVA-test, we concluded that there is no statistical difference in the representation of topics according to classes, and according to our results, teachers devote sufficient attention to these topics in all examined school classes according to the plan and program.

To the question Do parents support absences from physical and health education classes? We compared the answers according to the different classes that students attend, and our results show that 83.22% of parents do not support absenteeism from physical and health education classes. Since parents play a critical role in development and socialization, parental social support can be an important factor that complements teachers' efforts to increase student satisfaction and involvement in physical and health education classes (Shen, B., et al. 2018).

Lack of supervision and lack of discipline in early childhood is manifested by avoiding school, dissatisfaction, hostility, and often aggression. (Zrilić, S. 2007).

The abstinence of male and female students can also be influenced by the opinions of teachers of other subjects about the importance of teaching physical and health education, according to the results of the surveyed students, teachers of other subjects most often "Sometimes" attach importance to the subject of physical and health education, and there is no difference compared to the class that attends. Avoidance of physical education and health education can also be influenced by the opinions of teachers of other subjects about this subject. For the most part, physical and health education teachers are not required to show and explain criteria for measuring student progress or significant indicators of the achievement of the assigned teaching content, and therefore there is marginalization in the teaching of physical and health education, which is visible in several aspects that articulate student and teachers' beliefs and beliefs from the local environment of schools where the importance of the content of Physical and Health Language in k. is not perceived on the context of the goals of upbringing and education (Žnidarec-Čučković, A. 2018). Our research has shown that there is a significant difference between differently graded students and opinions about how absences from this subject affect the final grade. We can conclude that there is a significant difference between differently graded male and female students and their opinion about deserving a grade in the subject. The majority of students with a final grade of 5 and 4 (52% of students) believe that they have to work hard for the grade, and (35%) of the same group of examined students believe that they work hard, but not as much as for other subjects. We can connect these research results with the fact that it is a subject in which children do not study much and with less effort achieve better grades, which later result in a better school average at the end of the year. (Novak, M. (2019). Did male and female students deserve the grade they received in the subject of physical and health education, it turned out that there is a statistical difference in opinion, 97.33% of the students believed that they deserved the grade they received. Although the abilities of the students are not the only criteria for evaluating students in physical and health culture, the trend of declining ability is in collision with student grades (Tomac, Z., Šumanović, M., Rastovski, D. (2013) Gontarev, Seryozha and Kalač (2017) in their research found that Absence from classes is related to the release of students from physical education.

Rayan, Corvile-Smit, Adams, and Delicandro (1998) state that research results related to gender are inconsistent, so the authors did not find statistically significant differences in absenteeism between boys and girls.

Tolić (1980) in his research on the absence of secondary school students from physical and health education classes proves that there is no difference in the total number of absences between male and female student populations.

CONCLUSION

Male and female students at primary schools from grades VI to IX in the Ilijaš municipality consider that the subject of physical education and health is important, and they evaluate it as a useful,

understandable, and interesting subject for current life. One of the confirmed assumptions is that students attend physical and health language classes more than other subjects, where mathematics and BHS language subjects were used for comparison, where the number of absences is visibly higher. The reason for this can be found in the fact that students feel less pressure in physical and health language classes, and that this type of teaching represents a less stressful pace compared to the subjects of mathematics and BHS language. We can say that more attention should be paid to situations in the school environment, lessons that should be more interesting, teacher evaluation criteria, and also some extracurricular activities, which would make students' free time meaningful and organized. Students would drop out less if they felt important and felt the possibility for their development and progress. Considering that our research showed that teachers of other subjects do not attach enough importance to physical and health education, it is necessary to educate other teachers about the importance of this subject. The results confirm that the problem of school absenteeism must be treated as a complex phenomenon that should be approached in a multidisciplinary manner. A proposal that can be implemented to reduce the number of absences from Physical and Health Education classes can be reflected in the fact that students are interactively presented with the benefits they receive from physical and health education, and how many complications obesity and the diseases, it brings with it create for the human body, it is necessary for cooperation with colleagues from other teaching subjects, to achieve cooperation so that the value of the subject of physical and health education is not reduced, which is currently the practice in many environments.

LITERATURE

1. Bezinović, P., & Smojver Ažić, S. (2000). The negative relationship between parents and adolescent aggressiveness: The role of parent's gender and child's gender. Croatian Review of Rehabilitation Research, 36(1), 87-98.
2. Najšteter Đ. (1997) Kinesiological didactics. Federal Ministry of Education, Science, Culture and Sports. Sarajevo
3. Rašidagić, F., Manić, G., Mahmutović, I., (2016): Methodology of teaching physical education and sports. Faculty of Sports and Physical Education of the University of Sarajevo
4. Shulman, Lee. "Knowledge and teaching: Foundations of the new reform." Harvard educational review 57, no. 1 (1987): 1-23.
5. Yahaya, S., Ahmad, N., & Abdalla, R.F. (2010). Multicriteria analysis for flood vulnerable areas in Hadejia-Jama'are River basin, Nigeria. European Journal of Scientific Research, 42(1), 71-83.
6. Milicković, V., Vukićević, V., & Milovanović, I. (2017). Primary school students' opinions about the competencies of physical education teachers: The role of gender, age, and training. Psychological Research, 20(2), 221-237.
7. Cao, S., Shen, B., Tong, T., Fu, J., & Yu, J. (2018). 2D/2D heterojunction of ultrathin MXene/Bi2WO6 nanosheets for improved photocatalytic CO2 reduction. Advanced Functional Materials, 28(21), 1800136.
8. Zrilić, S. (2007). Some potentially relevant sociodemographic variables of school absenteeism. Educational Sciences, 9(2 (14)), 41-65.
9. Andrijašević, M., Kalac, V., Žnidarec Čučković, A., Vrbik, A., & Vrbik, I. (2018). POSSIBLE PREVENTIVE EFFECTS IN THE USE OF SUPPLEMENTS IN SPORTS RECREATION. Media, culture and public relations, 9(1-2), 7-26.
10. Novak, M., (2019): Numerical assessment in primary education, University of Zagreb
11. Tomac, Z., Šumanović, M., Rastovski, D., (2013): Physical and health culture from the perspective of eighth-grade elementary school students, life and school, a magazine for the theory and practice of education
12. Hardman, K., (2008): PE in schools, a global perspective, Kinesiology

Corresponding authors:

Faris Rašidagić
Patriotske lige 41, 71000 Sarajevo, Bosnia and Herzegovina,
e-mail: faris.rasidic@fasto.unsa.ba

Dženana Imamović – Turković
Patriotske lige 41, 71000 Sarajevo, Bosnia and Herzegovina,
e-mail: dzenana.imamovic@fasto.unsa.ba