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A THEORETICAL FRAMEWORK FOR ANALYSIS OF MULTIPLE SPONSORSHIP EFFECTS ON CONSUMER RESPONSES

P. Monica Chien, T. Bettina Cornwell, Ravi Pappu

1. INTRODUCTION

Why have brands ranging from international products such as Coca-Cola, to a Taiwanese instant-noodle maker rushed to take part in the sponsorships of the 2008 Olympic Games in Beijing? One common rationale is that the Beijing Games provide an unparalleled opportunity for sponsor brands to showcase their products in front of a population of 1.3 billion people. Another motivation is to leverage the event's equity and imbue sponsor brands with a unique and favorable image (Cornwell, Roy, and Steinard 2001). Indeed, during the past few decades, as the number of brands has proliferated and competition has intensified, functional differences among brands are often minimal and intrinsic product attributes of competing brands are hard to discern (Aaker and Joachimsthaler 1999; Sweeney and Brandon 2006). As a result, brands of all sizes and genres have been refocusing their energy on cultivating intangible or tacit assets as the basis for differentiation and positioning (Amis, Slack, and Berrett 1999).

One way to achieve this is by incorporating sponsorships, defined as a cash and/or in-kind fee paid to a property (sports, entertainment, non-profit event or organization) in return for access to the exploitable commercial potential associated with that property (Cornwell, Weeks, and Roy 2005), in the brand's integrated marketing campaigns (Meenaghan 1991). The purpose of this paper, therefore, is to understand and conceptualize the effects of a brand's multiple sponsorship activities on consumer responses.

2. RESEARCH BACKGROUND

With sponsorship dollars estimated to top $37.7 billion worldwide in 2007 (IEG Sponsorship Report 2006), sponsorship has been acknowledged as one of the most rapidly growing areas of marketing (Meenaghan 2001) and a powerful medium to communicate with a brand's stakeholders (Quester and Farrelly 1998). In the face of rising costs of sponsorship and competition among brands, however, there is evidence to suggest that many organizations have

CHAPTER 7

Designing a Qualitative Study

Joseph A. Maxwell

Traditionally, words on research design (most of which focus on quantitative research) have employed "design" in two of its ways, from the designer's perspective and from the perspective of the design itself. Both of these ways have their value, and I will use, as possible, elements of the audience. "Design" is a process of planning and decision making, and "design" is the product of this decision making. Double Helix Experiment is one research design, an interrogated data-driven, and the design of the study is the result of this process. Both of these ways have their value, and I will use, as possible, elements of the audience. "Design" is a process of planning and decision making, and "design" is the product of this decision making. Double Helix Experiment is one research design, an interrogated data-driven, and the design of the study is the result of this process. Both of these ways have their value, and I will use, as possible, elements of the audience. "Design" is a process of planning and decision making, and "design" is the product of this decision making. Double Helix Experiment is one research design, an interrogated data-driven, and the design of the study is the result of this process. Both of these ways have their value, and I will use, as possible, elements of the audience. "Design" is a process of planning and decision making, and "design" is the product of this decision making. Double Helix Experiment is one research design, an interrogated data-driven, and the design of the study is the result of this process.

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Moral Classroom Management in Early Childhood Education

Clodie Tal

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A. New York, NY: Oxford University Press. 49, 59–85. Within the macro-system, attitudes toward education vary between cultural groups and may impact attendance rates. 27, 149–160. In Australia, only 49% of indigenous students in school years 1–10 attended 90% or more school days, compared to 79% of non-indigenous students (Australian Curriculum Assessment Reporting Authority, 2017). Indeed, research indicates that a combination of risk factors may better explain the development and maintenance of absenteeism and SAPs, with no single factor determinative (Ingul et al., 2012; Hancock et al., 2018b; Skedgell and Kearney, 2018). Moreover, socio-economic risk factors are linked to poorer mental and physical health in children with IDD and their parents (Emerson et al., 2006, 2010a; Emerson and Hatton, 2007). It has been argued that models based on bioecological and developmental systems, which attend to the interaction of factors across multiple contexts, offer a useful way to navigate the complexity of absenteeism and SAPs (Benner et al., 2008; Lyon and Cotler, 2009; Doren et al., 2014; Guralnick, 2015). doi: 10.4159/harvard.9780674063167 CrossRef Full Text | Google Scholar Schieve, L. Am. J. Am. Psychol. L., Boyle, C. 50, 862–873. doi: 10.1111/jppi.12118 CrossRef Full Text | Google Scholar Newman, L. G., Nelson, E. doi: 10.1177/1403494814556647 PubMed Abstract | CrossRef Full Text | Google Scholar Ingul, J. Pol. doi: 10.1016/j.childyouth.2017.08.008 PubMed Abstract | CrossRef Full Text | Google Scholar McKeever, P. A range of resource characteristics are linked to absenteeism and SAPs, including biological and psychological factors such as functional limitations, acute and chronic illness, mental health conditions and sleep (McShane et al., 2001; Egger et al., 2003; Houtrow et al., 2012; Hysing et al., 2015; Allison and Attisha, 2019). Youth Serv. General Psychol. 29, 150–159. In practice and research, it is difficult to reliably establish whether absence is excused or unexcused, and policy and practice differ within and between countries. L., Jak, S., Zee, M., Oort, F. This finding was somewhat unexpected given prior research linking low SES to absenteeism and showing higher rates of absenteeism among students with disabilities (Ingul et al., 2012; Balkis et al., 2016; Gottfried et al., 2017). Links between gender and absenteeism are somewhat mixed and may differ by type of SAP (Havik et al., 2015; Maynard et al., 2017; Skedgell and Kearney, 2018). Child Adolescent Mental Health 17, 93–100. For example, studies have found that youth with intellectual and development disabilities (IDD) have higher rates of absenteeism than their typically developing peers and are less likely to complete school, participate in tertiary education, or be in paid employment after schooling (Australian Institute of Health Welfare, 2008; U.S Department of Education, 2016; Gottfried et al., 2017; United Kingdom Department of Education, 2018). 2019:9863890. Behaviour and emotional problems in toddlers with pervasive developmental disorders and developmental delay: associations with parental mental health and family functioning. The macrosystem encompasses broader cultural and institutional norms and beliefs and SES (e.g., family SES; community attitudes to people with disabilities). The Kids and Teens at School (KiTeS) Framework—applies Bronfenbrenner's bioecological systems model to facilitate research that builds knowledge about attendance and absence among all school students, including those from disadvantaged populations (see Figure 1). According to Bronfenbrenner's bioecological systems model, human development is driven by ongoing interactions between the person and elements of their immediate environment, referred to as proximal processes. Child. doi: 10.1080/10824669.2018.1428610 CrossRef Full Text | Google Scholar Gottfried, M. 35, 966–972. P. Clin. (2017). However, most research into the multiple determinants of absenteeism does not usually account for likely differential relationships between risk factors and different types of absenteeism. Poverty, socio-economic position, social capital and the health of children and adolescents with intellectual disabilities in Britain: a replication. Demand characteristics such as age and gender have been associated with absenteeism and SAPs. Absence rates tend to increase as students get older and move through school, peaking in high school (Hancock et al., 2013; U.S Department of Education, 2016; Skedgell and Kearney, 2018). Force characteristics are considered the shapers of development as they refer to behavioral dispositions that either support or disrupt proximal processes and therefore development. These include, for example, chronic physical health conditions, mental health and behavior problems, functional limitations, and sleep problems (Einfeld et al., 2006; Cotton and Richdale, 2010; Emerson et al., 2010a; Oeseburg et al., 2011; Houtrow et al., 2012; Green et al., 2015; Black and Zablotsky, 2018). doi: 10.1023/A:1022887124634 CrossRef Full Text | Google Scholar Cotton, S. Absenteeism in Disadvantaged Populations It is concerning that youth facing relative disadvantage, such as youth with disabilities and those from minority and indigenous backgrounds, tend to be absent from school more than their non-disadvantaged peers (Kearney, 2008; Hancock et al., 2013). 82, 309–319. A., Dalby, R. Autism Spectrum Disord. The role of parental self-efficacy in adolescent school-refusal. J., and Newman, L. R., and Dalicandro, T. Eval. These environments extend outward from the most immediate contexts experienced by the individual (e.g., home, school) to broader contexts which impact on the individual and their immediate environments in more or less direct ways (e.g., educational policies, overarching societal, cultural, and historical contexts). doi: 10.1111/j.1365-2788.2006.00900.x PubMed Abstract | CrossRef Full Text | Google Scholar Emerson, E., Shahtahmasebi, S., Lancaster, G., and Berridge, D. Toward an experimental ecology of human development. Lerner (Hoboken, NJ: John Wiley and Sons., 793–828. doi: 10.1007/s00127-009-0100-y CrossRef Full Text | Google Scholar Emerson, E., and Hatton, C. Parental stress and behaviour problems of children with developmental disability. The KiTeS Framework applies Bronfenbrenner's bioecological systems framework to guide research toward an inclusive and multifactorial examination of absenteeism and SAPs. It is hoped that research informed by the framework will yield data directly relevant for enhancing prevention programs, tailoring interventions to the needs of those displaying SAPs, and informing evidence-based policies and laws. Google Scholar Accordingly, youth with IDD may be at greater risk for absenteeism and SAPs. Evidence that the academic functioning of disadvantaged students is more adversely affected by absences (Hancock et al., 2013) points to IDD populations potentially facing greater educational risks on account of absenteeism. Y., Avci, A., and Seydaoglu, G. 98, 290–315. At the next level is the exosystem encompassing those settings that influence elements of the microsystem but are not experienced directly by the child (e.g., a parent's work setting; parent and sibling social networks; local health and social services, and infrastructures). P., Heyne, D. Race and ethnicity are also associated with chronic absenteeism, with US national data showing American Indian, Pacific Islander, and Black students more likely to be absent for three or more weeks compared with their White peers (U.S Department of Education, 2016). Research on absenteeism and SAPs in typically developing populations provides a useful starting point for examining the same phenomena in other student sub-groups, including those experiencing disadvantage. For example, Gottfried and Gee (2017) applied Bronfenbrenner's bioecological systems model to examine the determinants of chronic absenteeism in US pre-school students. Maynard et al. Teachers College Record 111, 180–213. M., and Pickeral, T. There is a paucity of research addressing absenteeism among youth with IDD, despite the increased risk for absenteeism in this group. Predictors of school absenteeism severity at multiple levels: a classification and regression tree analysis. For example, in a cross-cultural study, Stevenson and Lee found that Chinese and Japanese mothers held higher standards for their child's academic achievement than did American mothers and they also endorsed the importance of academic effort to a greater degree than American mothers. A., Berkovits, L. Held Back: The Experiences of Students With Disabilities in Victorian Schools. A., and Gee, K. Affective teacher–student relationships and students' engagement and achievement: a meta-analytic update and test of the mediating role of engagement. M. doi: 10.1007/s10964-005-5752-7 CrossRef Full Text | Google Scholar Fantuzzo, J., Leboeuf, W., Brumley, B., and Perlman, S. doi: 10.1016/0887-6185(95)00031-3 CrossRef Full Text | Google Scholar Boulet, S. 61, 89–102. The KiTeS Framework uses the conceptual structure of Bronfenbrenner's bioecological model including micro-, meso-, macro-, exo-, and chrono-systems to organize factors known to influence human development (Bronfenbrenner and Morris, 2006). J., Colmar, S., Marsh, H. School, as construed by any culture, is essential for the cognitive and social-emotional development of all children and adolescents (hereafter referred to as youth). Self-regulation, a force characteristic according to Bronfenbrenner and Morris' conceptualization, has been found to negatively associate with absenteeism (Balkis et al., 2016). Report for the Department of Education, Employment and Workplace Relations, Canberra. P., and Hauser-Cram, P. Academic socialization: Understanding parental influences on children's school-related development in the early years. Teachers College Rec. 12, 79–89. Factors across various domains, including child attributes and environmental factors, interacted in their influence on chronic absenteeism. One finding was that non-Hispanic White youth using illicit drugs were at higher odds of truanting relative to those not using illicit drugs, whereas this difference was not observed among African-American youth and Hispanic youth. The Western Australian Aboriginal Child Health Survey: Improving the Educational Experiences of Aboriginal Children and Young People. Language Speech Hear. L., Visser, S. An inclusive framework can help reduce inequalities in the longer term by ensuring that organizations and systems are enabled to develop and provide interventions and supports that consider the needs of all children—those with and without disadvantage. (1996). London: HMSO. It is well established that youth with IDD, for example, are more likely than typically developing peers to live in low income, single parent, or unemployed households and poorer neighborhoods (Emerson et al., 2010b). J., Salas-Wright, C. Participation of children with special health care needs in school and the community. (2017) reported divergent risk patterns for different racial/ethnic groups of truanting youth. (2013). These factors include but are not limited to student physical and mental health (Egger et al., 2003; Allison and Attisha, 2019), family and neighborhood socio-economic status (SES; Zhang, 2003; Gottfried, 2014), family functioning (Carless et al., 2015), parent mental health (Bahali et al., 2011), school climate (Hendron and Kearney, 2016), and social norms and practices (Prakash et al., 2017). Behav. For example, students may be absent due to an illness or medical appointment; anxiety about being away from parents or being amongst other youth at school; difficulty with school work or disinterest in learning; because parents keep a child at home; family transport problems; and the school's exclusion of youth engaged in problematic behavior at school. Sleep and school attendance in adolescence: results from a large population-based study. P., and Mouren-Siméoni, M. For example, Havik et al. A., Martin, A. D., and Rowley, S. doi: 10.1080/1754730X.2009.9715695 CrossRef Full Text | Google Scholar Martin, C., Cabrol, S., Bouvard, M. (2006). 50, 874–882. Symptoms and development of anxiety in children with or without intellectual disability. A population-based inquiry of homeless episode characteristics and early educational well-being. P., Lepine, J. doi: 10.1016/j.adolescence.2012.02.016 PubMed Abstract | CrossRef Full Text | Google Scholar Green, S. The chronosystem encompasses the influence of time on development (e.g., timing of significant events; changes in systems over time) which can manifest across a number of domains including cultural and societal values, community attitudes, government policies, and economic stability. There is some scientific support for differential associations between psychosocial risk factors and types of SAPs (Heyne et al., 2019). ORGANIZING Risk Factors for Absenteeism Researchers across the fields of education, psychology, mental health, sociology, and juvenile justice have identified a broad range of individual, peer, family, school, and environmental factors associated with school absenteeism and SAPs (Kearney, 2008, 2016). Conclusion School attendance is important for youths' optimal development. doi: 10.1111/j.1365-2788.2007.00951.x PubMed Abstract | CrossRef Full Text | Google Scholar Emerson, E., Hatton, C., Llewellyn, G., Blacker, J., and Graham, H. (2016). A., and Schieve, L. Google Scholar Brouwer-Borghuis, M., Heyne, D., Sauter, F., and Scholte, R. Delayed high school start times later than 8: 30 AM and impact on graduation rates and attendance rates. A few studies have addressed the question of whether the reasons for absence differ between disadvantaged and non-disadvantaged populations. Learn. doi: 10.1037/0012-1649.44.3.840 PubMed Abstract | CrossRef Full Text | Google Scholar Bernstein, G. doi: 10.1016/j.adolescence.2017.09.007 PubMed Abstract | CrossRef Full Text | Google Scholar Redmond, S. Parental psychological symptoms and familial risk factors of children and adolescents who exhibit school refusal. R. School refusal and psychiatric disorders: a community study. doi: 10.1044/0161-1461(2008/010) PubMed Abstract | CrossRef Full Text | Google Scholar Roorda, D. However, absenteeism and SAP types and their key risk and protective factors may differ across disadvantaged and non-disadvantaged groups. doi: 10.1037/fam0000050 PubMed Abstract | CrossRef Full Text | Google Scholar Cohen, J., McCabe, L., Michelli, N. A., Silverman, W. An analysis of the relationship between implementation of school-wide positive behavior interventions and supports and high school dropout rates. A., Tonge, B. Given this broad range of factors spanning multiple contexts, some researchers have proposed bioecological models to inform approaches to prevention and intervention (Lyon and Cotler, 2009; Doren et al., 2014; Guralnick, 2015; Gottfried and Gee, 2017). With respect to the chronosystem, absenteeism that occurs early in schooling places students at increased risk for absenteeism in later years (Hancock et al., 2013). doi: 10.1097/01.CHI.0000046865.56865.79 PubMed Abstract | CrossRef Full Text | Google Scholar Einfeld, S. Epidemiol. Arch. The study provides a useful example of how individual level factors (e.g., child's age, disability status) can combine with factors at other levels (e.g., SES, access to services) to influence attendance. Educ. J., Mitrou, F., Taylor, C. C., Clayton, J. Psychol. doi: 10.1093/cs/cdw009 CrossRef Full Text | Google Scholar Herring, S., Gray, K., Taffe, J., Tonge, B., Sweeney, D., and Einfeld, S. Links between school absenteeism and child poverty. W. doi: 10.1001/jama.296.16.1981 PubMed Abstract | CrossRef Full Text | Google Scholar Emerson, E., Einfeld, S., and Stancliffe, R. There is evidence of variability across cultural groups in parent's beliefs and behaviors regarding their children's education which may influence how parents socialize their child to school (Stevenson and Lee, 1990; Taylor et al., 2004). R., De Maio, J. In turn, these will help improve school attendance, educational outcomes, and the social and emotional well-being of all youth. Students Placed Risk 23, 204–208. In the Australian multi-cultural context, there is some evidence that cultural groups differ in their acceptance of persons with disabilities (Westbrook et al., 1993). Student Attendance and Educational Outcomes: Every Day Counts. K. Exo-system factors related to the school domain such as classroom setting, school type, and school organizational factors also show some links to absenteeism and SAPs (Gottfried et al., 2017; Lenhoff and Pogodzinski, 2018). (1990). M., Mackinnon, A., Hofer, S. For example, Lenhoff and Pogodzinski (2018) found that school organizational effectiveness moderated the influence of demographic and individual level factors (sex, race/ethnicity, special educational status, English language learner status, and economic disadvantage) on absenteeism in US state schools but not in charter schools (publicly funded independent schools). Res. L., and Zubrick, S. C. Additional levels include the macrosystem and the chronosystem. Funding Preparation of this manuscript was supported by an Australian Research Council Discovery Project Grant DP160101142. Google Scholar Oeseburg, B., Dijkstra, G. (2019). Child Adolesc. School outcomes for homeless children: Differences among sheltered, doubled-up, and poor, housed children. R., Silburn, S. 39, 571–592. Moreover, the fact remains that absence for any reason is a risk factor for negative student outcomes (Gottfried, 2009; Hancock et al., 2013). 36, 264–276. East Asian Arch. (2015) reported a tendency for youth with special educational needs to explain their own absences in terms of truancy rather than school refusal. There are scientific and practice advantages associated with the explicitly inclusive objective of the KiTeS Framework, whereby the needs and experiences of disadvantaged populations are acknowledged, including those with special education needs. A., and Silverman, W. The complex health needs of IDD youth may partly explain their higher rates of school absenteeism. J., Shepherd, C. The complexities of these youths' lives are challenging for researchers and practitioners who wish to understand school absenteeism and SAPs among these youth. L. The impact of proximal processes on development is understood to vary as a function of individual characteristics (e.g., social skills, personality) and variables spanning multiple ecological contexts (e.g., family, school) as well as broader social contexts and changes over time (Bronfenbrenner, 1977; Bronfenbrenner and Morris, 2006). 8, 163–178. Author Contributions All authors listed have made a substantial, direct and intellectual contribution to the work, and approved it for publication. M., and Lindstrom, L. (2011). Factors at the exo- and macro- system levels may be particularly salient to disadvantaged populations. doi: 10.1080/00220671.1989.10885913 CrossRef Full Text | Google Scholar Benner, A. Soc. Dev. Youth Adolesc. At the same time, some youth with IDD may have a decreased risk for particular types of SAPs. For example, youth with moderate to severe intellectual disabilities may be less likely to truant from school because they may find it more challenging to plan out-of-school activities and to conceal their absence from parents and school staff. Differentiation between school attendance problems: why and how? In turn, poor mental and physical health in parents and children are known risk factors for absenteeism and SAPs (Allison and Attisha, 2019). Youth with IDD are more likely to be exposed to risks of socio-economic disadvantage such as living in low income or unemployed households, poorer neighborhoods, and single parent households compared to their typically developing peers (Emerson and Hatton, 2007). The KiTeS Framework is equally applicable to research into protective factors that promote attendance, counteracting risk factors for the development of absenteeism and SAPs. To-date, the literature in the field has had a greater focus on understanding risk factors for absenteeism and non-attendance. Sci. This is an important issue as Skedgell and Kearney (2018) found that associations between problematic levels of absenteeism and contributing factors differ according to the cut-off applied (1, 10, 15% absence). doi: 10.1002/berj.3322 CrossRef Full Text | Google Scholar Hancock, K. L., Piccinin, A. SAPs are often differentiated by type. School refusal: Family constellation and family functioning. However, the development of interventions to prevent and reduce SAPs will need to target both a reduction in risk factors and an increase in protective factors. Effects of school start time on students' sleep duration, daytime sleepiness, and attendance: a meta-analysis. The interplay of proximal and distal factors on school attendance can be illustrated by the proximal processes involved in preparing for school in the morning. Consideration of chronosystem factors is thus required to achieve a comprehensive understanding of absenteeism and SAPs. Advancing Research With the KiTeS Framework The KiTeS Framework, based on Bronfenbrenner's bioecological systems model, offers an inclusive structure to inform research. Cultural attitudes toward persons with disabilities also vary. (2009). A comprehensive research framework is needed to ascertain whether there are meaningful differences in the pathways to absenteeism and SAPs between and among the various populations of students. W., and Pogodzinski, B. As the aforementioned studies illustrate, different cut offs are used to define when absenteeism becomes problematic. doi: 10.17105/SPR-2017-0035.V46-3 CrossRef Full Text | Google Scholar Rumberger, R. doi: 10.1177/0042085906293818 CrossRef Full Text | Google Scholar Kearney, C. Pastoral Care Educ. (2019) are school refusal, truancy, school withdrawal, and school exclusion. Specific learning disabilities, IDD, and neuro-developmental conditions are also associated with absenteeism (Redmond and Hosp, 2008; Gottfried et al., 2017; Black and Zablotsky, 2018). Structural barriers such as a lack of transport infrastructure and living in remote locations are also associated with absenteeism (Hancock et al., 2013; Gottfried, 2014). doi: 10.1352/1934-9556-49.2.59 PubMed Abstract | CrossRef Full Text | Google Scholar Prakash, R., Beattie, T., Javalkar, P., Bhattacharjee, P., Ramanaik, S., Thalinja, R., et al. doi: 10.1016/j.sleh.2017.08.004 PubMed Abstract | CrossRef Full Text | Google Scholar Bronfenbrenner, U. It represents preparation for life beyond school, irrespective of the youth's abilities or disabilities (Warnock Report; Department for Education and Science, 1978). J., and Angold, A. doi: 10.1353/hsj.2015.0009 CrossRef Full Text | Google Scholar Gee, K. The diverse risk profiles of persistently absent primary students: implications for attendance policies in Australia. Different constellations of risk factors for absenteeism are also likely to be influential at different ages. (2002). Public Health 43, 2–9. Poverty transitions among families supporting a child with intellectual disability. School Psychol. Demand characteristics are features of the person that are directly apparent to others and invite or discourage interactions and reactions. Immediately surrounding the child is the microsystem, the environments in which proximal processes occur (e.g., family, school, community). (2004). doi: 10.1155/2019/9863890 CrossRef Full Text | Google Scholar Skedgell, K., and Kearney, C. Schools 39, 97–103. doi: 10.1111/1468-0122.00249 CrossRef Full Text | Google Scholar Zubrick, S. Although policies and laws around absenteeism evidently change over time, the empirical basis for these changes appears to be lacking (e.g., Brouwer-Borghuis et al., 2019). R., Bettencourt, A., and Johnson, S. Google Scholar Woodman, A. Academic motivation, self-concept, engagement, and performance in high school: Key processes from a longitudinal perspective. A depressed parent who lets their anxious child stay at home to give them “a day off” may base their decision, in part, on their own need for support or the desire to avoid the stress associated with getting their child to school in the morning. J. The framework seeks to inform research on the development, maintenance, and alleviation of school absenteeism and SAPs. Figure 1. doi: 10.1080/1366825021000008657 CrossRef Full Text | Google Scholar Havik, T., Bru, E., and Ertesvåg, S. M., and Clark, L. The relationship between parental involvement and urban secondary school student academic achievement: a meta-analysis. The mental health of young children with intellectual disabilities or borderline intellectual functioning. Google Scholar Hastings, R. (2014). Students Placed Risk 23, 153–169. Google Scholar Doren, B., Gau, J. A., Perrin, J. School climate and student absenteeism and internalizing and externalizing behavioral problems. Minding the gaps in absenteeism: Disparities in absenteeism by race/ethnicity, poverty and disability. We also describe the extant literature in its relationship with the factors included in the framework. Parenting stress and child behavior problems within families of children with developmental disabilities: transactional relations across 15 years. Implications It is envisaged that the knowledge gained through research guided by the KiTeS Framework will inform the development of interventions to prevent absenteeism and reduce SAPs. Lyon and Cotler (2009) have argued that traditional psychological interventions for SAPs, which largely focus on individual child factors, should be complemented by knowledge of the influence of factors at other levels, such as broader school, family, and policy levels. doi: 10.1093/med:psych/9780199985296.001.0001 CrossRef Full Text | Google Scholar Kearney, C. Scand. Managing School Absenteeism at Multiple Tiers: An Evidence-Based and Practical Guide for Professionals. Family Psychol. 32, 513–531. 26, 8–34. doi: 10.1080/10824669.2018.1433536 CrossRef Full Text | Google Scholar Hancock, K. Rigorous research accounting for types of absenteeism may reveal that specific risk factors have weaker or stronger relationships with absenteeism contingent upon the type of absenteeism under investigation. 86, 236–245. Poor school attendance predicts lower academic achievement over time (Hancock et al., 2013) and subsequent school drop out (Barrington and Hendricks, 1989; Schoeneberger, 2012). Pediatrics 123, e60–e66. School absenteeism, health status, and health care utilization among children with asthma: associations with parental chronic disease. Longitudinal attendance patterns: developing high school dropouts. High School J. M., and Kuhlthau, K. These distal factors are considered within the KiTeS Framework given they may exert a particular influence on absenteeism and SAPs in disadvantaged populations. 49, 216–250. Acad. R., and Cotler, S. Can neighbor attributes predict school absences? V. World J. (1978). (2015). In rural Karnataka, South India, 8% of lower caste adolescent girls reported being frequently absent from school (four or more days missed in a month; Prakash et al., 2017). The bioecological model of human development,” In Handbook of Child Psychology, Theoretical Models of Human Development, Vol. doi: 10.1542/peds.2008-1890 PubMed Abstract | CrossRef Full Text | Google Scholar Lyon, A. W., Reijneveld, S. 59, 316–336. Positive school climate is associated with a number of positive school outcomes such as academic achievement, fewer student behavior problems, and better attendance rates (Faircloth and Hamm, 2005; Freeman et al., 2015; Hendron and Kearney, 2016; Roorda et al., 2017; Van Eck et al., 2017). We place youth characteristics operating at the micro- and meso-system level at the center of the KiTeS Framework because of their key influence on the interactions between the individual and their environment (i.e., proximal processes). A., and Zubrick, S. Adv. Google Scholar Carless, B., Melvin, G. School Mental Health Promot. doi: 10.1097/00004583-199907000-00023 PubMed Abstract | CrossRef Full Text | Google Scholar Maynard, B. Enquiry Into the Education of Handicapped Children and Young People (The Warnock Report). B., Sugai, G., Lombardi, A., and Horner, R. With respect to neighborhood characteristics, Gottfried (2014) found that absenteeism increased as neighbor household size increased and, conversely, decreased as average neighbor age increased. S., and Hamm, J. As noted earlier, several student populations experience elevated levels of, and vulnerability to, absenteeism and SAPs, including indigenous youth and those with disabilities. The Framework offers a comprehensive context for exploring risk and protective factors to help explain absenteeism and SAPs and develop appropriate interventions. Sleep Health 3, 423–431. 44, 141–174. Accordingly, the fundamental elements of bioecological models are referred to as process—person—context—time. In the US chronic absenteeism has been described as a “hidden crisis,” with nationwide data showing that 16% of youth had absences of 15 or more days during the 2015–16 school year (U.S Department of Education, 2016). Resource characteristics refer to a person's skills, abilities, experiences, experiences, and disabilities which can influence the capacity of the person to engage in proximal processes. Conflict of Interest Statement The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest. Children 79, 7–23. Schools 44, 551–565. Examples include responsiveness, distractibility, and emotional regulation. A., Adams, G. Four types described by Heyne et al. Truancy in the United States: examining temporal trends and correlates by race, age, and gender. School absenteeism has thus been acknowledged as a priority social welfare issue for education authorities. A strength of the KiTeS Framework is that it demands the consideration of multiple levels of influence on school absenteeism and SAPs by placing the child within a nested framework of interacting systems. There have been calls for more research on factors influencing absenteeism and SAPs among disadvantaged populations, such as students from diverse ethnic backgrounds along with those with disabilities, to better understand potentially unique risk profiles (Zubrick et al., 2006; Lyon and Cotler, 2007; Gee, 2018). Family Ther. School climate: research, policy, practice, and teacher education. Absenteeism appears to be a universal problem. 1, eds W. Surrounding the microsystem is the mesosystem which is composed of associations between elements of the child's microsystem, such as connections between parents and teachers. Reasons for and Types of Absenteeism Reasons for school absenteeism vary greatly. doi: 10.1016/j.ridd.2011.10.008 PubMed Abstract | CrossRef Full Text | Google Scholar Schoeneberger, J. Such distal factors may differentially influence attendance outcomes for special populations such as indigenous students or those with a disability. Bioecological models that focus on the interaction of factors across domains are, therefore, in line with trends in disability research to shift the focus from individual factors to an understanding of how broader cultural and structural factors, including educational settings, impede the development of students with disabilities (Mittler, 2015). doi: 10.1097/00004583-199001000-00006 PubMed Abstract | CrossRef Full Text | Google Scholar Lenhoff, S. Further, students who received part-time instruction with a special education teacher in inclusive classrooms were less likely to be chronically absent compared to students who had the same disabilities but were in contact with special education teachers full-time in the inclusive classrooms. doi: 10.1016/j.ridd.2014.10.011 CrossRef Full Text | Google Scholar Zhang, M. Child Adolescent Psychol. Exosystem factors such as a parent's employment (Ingul et al., 2012), school start times (Bowers and Moyer, 2017; McKeever and Clark, 2017), and transport options (Gottfried, 2017) might also exert an influence on proximal processes. doi: 10.1001/archpediatrics.2008.506 PubMed Abstract | CrossRef Full Text | Google Scholar Bowers, J. The school absenteeism among high school students: contributing factors. M., and Hosp, J. References Bahali, K., Tahiroglu, A. (2007). Moreover, there is no conceptual framework which is explicitly inclusive of factors relevant to disadvantaged populations. The authors found that students who were broadly defined as having a disability (based on school records indicating an individualized education program) and who were in the low SES group had lower odds of being chronically absent than low SES students without disability. Differentiating characteristics of high school graduates, dropouts, and nongraduates. How school climate relates to chronic absence: a multi–level latent profile analysis. Theory Pract. Similarly, separation anxiety may be a more influential risk factor for the SAP school refusal at younger ages (Last and Strauss, 1990). Child Adolescent Psychiatry 29, 31–35. doi: 10.1016/j.rasd.2009.11.006 CrossRef Full Text | Google Scholar Deck, S. 21, 10–17. Research conducted by the Consortium for Research on Educational Access, Transitions, and Equity identified high rates of absenteeism in India and Ghana (Lewin, 2011). doi: 10.1016/j.sleh.2017.01.002 CrossRef Full Text | Google Scholar Mittler, P. 44, 137–144. School organizational effectiveness and chronic absenteeism: implications for accountability. A., and Kremer, K. Students Placed Risk 23, 53–69. Attending school can be understood as a behavior but also as a developmental outcome because it is a marker of the youth's developmental capacity to separate from their caregiver and be engaged at school. N., Rice, C. doi: 10.1016/j.jsp.2016.10.001 PubMed Abstract | CrossRef Full Text | Google Scholar Victorian Equal Opportunity and Human Rights Commission (2012). Such child factors may interact with the mental health and wellbeing of parents as well as the family's functioning (Egger et al., 2003; Bahali et al., 2011; Carless et al., 2015). 51, 866–874. Anal. Psychiatry Psychiatr. Adolescent school absenteeism: modelling social and individual risk factors. Further, Australian indigenous youth in Western Australia, who account for ~9% of all students, represented half of all youth considered to be at severe educational risk due to school absenteeism (Western Australia Auditor General's Report 16, 2015). Distinguishing absentee students from regular attenders: the combined influence of personal, family, and school factors. Menlo Park, CA: Office of Special Education Programs U.S. Department of Education by SRI International. Prevalence of chronic health conditions in children with intellectual disability: A systematic literature review. 12, 326–334. (1995). Family environment of youngsters with school refusal behavior: a synopsis with implications for assessment and treatment. Rev. (2010). Prevalence and correlates of truancy among school-going adolescents in Mozambique: evidence from the 2015 Global School-Based Health Survey. Examples include age, gender, and appearance. K., and Nordahl, H. 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Bronfenbrenner and Morris (2006) conceptualized person characteristics as demand, resource, and force characteristics. While acknowledging that a consensus has not yet been reached on an appropriate cut-off to define problematic absenteeism, a body of research shows that a broad range of individual, parental, familial, and environmental factors are implicated in absenteeism and school attendance problems (SAPs) (Kearney, 2016). doi: 10.1080/01926189508251336 CrossRef Full Text | Google Scholar Last, C. (1998). doi: 10.12738/estp.2016.6.0125 CrossRef Full Text | Google Scholar Barrington, B. (2018). doi: 10.1111/ldrp.12044 CrossRef Full Text | Google Scholar Egger, H. 45, 579–587. (1999). 16, 1819–1831. Indigenous Australian youth are also at greater risk of absenteeism and they are more adversely affected by absence than are non-disadvantaged peers (Hancock et al., 2013). (2008). L., and Hendricks, B. An Australian report concluded that ~30% of youth were at some educational risk due to being absent from school for 10% or more of the time (Western Australia Auditor General's Report 16, 2015). Melbourne, VIC: State Government of Victoria. Efforts to improve school attendance, educational outcomes, and lifelong outcomes for these disadvantaged populations requires a better understanding of the determinants of absenteeism. Parental attitudes to school and parental involvement in their child's schooling are also relevant because these factors are linked to youth's academic achievement and school engagement which are factors associated with school attendance (Newman, 2005; Jeynes, 2007; Doren et al., 2012). A., Shepherd, C., Griffin, J. Often, absences are differentiated according to whether they are excused (e.g., illness) or unexcused (e.g., truancy), and there is some evidence that risk for academic impairment is greater for students with unexcused absences relative to those with excused absences (Gottfried, 2009; Hancock et al., 2018a). doi: 10.1016/j.cbpra.2018.03.006 CrossRef Full Text | Google Scholar Houtrow, A., Jones, J., Ghandour, R., Strickland, B., and Newacheck, P. L., Costello, E. The KiTeS Framework prompts researchers to consider such factors when investigating risks for absenteeism in disadvantaged populations. 26, 75–91. doi: 10.1111/j.1475-3588.2011.00615.x CrossRef Full Text | Google Scholar Jeynes, W. doi: 10.1016/j.childyouth.2013.02.016 PubMed Abstract | CrossRef Full Text | Google Scholar Freeman, J., Simonsen, B., McCoach, D. The relationship between parent expectations and postschool outcomes of adolescents with disabilities. 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Google Scholar Corville-Smith, J., Ryan, B. doi: 10.1080/00313831.2014.904424 CrossRef Full Text | Google Scholar Hendron, M., and Kearney, C. Youth Adolescence 27, 629–640. Intellect. The morning routine typically involves some level of cooperation between the child and family members and may be influenced by many individual child characteristics such as age, functional abilities, and mental and physical health. doi: 10.1002/pits.20247 CrossRef Full Text | Google Scholar Lyon, A. 23, 59–72. C., Mawdsley, H. E. House J. It highlights the complex array of factors within the micro-, meso-, macro-, and chrono-systems, that may contribute to school absenteeism and SAPs amongst diverse student populations. 46, 239–261. A comprehensive understanding of the complex interplay of protective and risk factors for school attendance and absence is critical. doi: 10.3102/0162373717699472 CrossRef Full Text | Google Scholar Gottfried, M. (1977). M., Taffe, J., Gray, K. In turn, a child with separation anxiety who is allowed to remain home is relieved of their anxiety when they observe their parent and feel assured that the parent is safe. Pract. Perth, WA: Curtin University of Technology and Telethon Institute for Child Health Research. (2003). (2017) found that the risk of chronic absenteeism was lower for mainstream school students with disabilities (broadly defined by special educational needs and including students with emotional problems) who received instruction in classrooms among a higher percentage of typically developing students (inclusive classrooms) compared to students with disabilities receiving instruction in separate classrooms among fewer typically developing students (exclusive classroom). G., and Strauss, C. 35, 224–234. (2005). (1989). Mental health conditions, including anxiety, mood disorders, and externalizing behavior problems such as inattention, impulsiveness, and hyperactivity are developmentally disruptive and are linked to absenteeism and SAPs (McShane et al., 2001; Egger et al., 2003; Ingul et al., 2012; Kearney, 2016). 2, 20–34. 29, 162–170. M., et al. Child Adolescent Psychiatry 38, 916–922. S. Dropping Out: Why Students Drop Out of High School and What Can be Done About It. Cambridge, MA; Harvard University Press. Those who leave school early are at greater risk of long term negative outcomes, such as reduced employment and economic security, poorer mental and physical health, and lower life expectancy, compared to youth who complete schooling (Rumberger, 2011). doi: 10.1177/0042085913475634 CrossRef Full Text | Google Scholar Gottfried, M. (2018b). Google Scholar Green, J., Liem, G. (2010b). Family Involvement in the Educational Development of Youth with Disabilities: A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2). E., Van Naarden Braun, K., et al. H. doi: 10.3102/0162373709342467 CrossRef Full Text | Google Scholar Gottfried, M. Serv. doi: 10.1037/1089-2680.8.3.163 CrossRef Full Text | Google Scholar Van Eck, K., Johnson, S. B., et al. There is evidence that youth with IDD experience increased rates of resource and force characteristics linked to absenteeism. 61, 64–76. M., and Moyer, A. (2010a). C., Lawrence, D., and Zubrick, S. A., Gonzalez, V., Boulet, S. While these disorders are considered resource characteristics (Bronfenbrenner and Morris 2006), their symptoms, such as anxiety, low affect, and cognitive impairment impact on force characteristics such as social avoidance, self-regulation, inattention, and motivation and are likely to

invite or discourage responses from others and impact the likelihood of proximal processes being initiated or sustained. 31, 392–415. Psychiatry 42, 797–807. Br. Educ. Linking getting to school with going to school. Sleep patterns and behaviour in typically developing children and children with autism, Down syndrome, Prader-Willi syndrome and intellectual disability. 33, 467–476. Gottfried and Gee (2017) speculated that parents of pre-school children with disabilities and from low SES environments may place emphasis on their child being at school to receive specialized services they could not otherwise afford. In the UK in 2016–17, almost 11% of youth in state-funded primary and secondary schools were classified as persistent absentees for having missed 10% or more of school (United Kingdom Department of Education, 2018). Multi-systemic intervention for school refusal behavior: integrating approaches across disciplines. 44, 840–854. The link: an alternative educational program in the netherlands to re-engage school-refusing adolescents in mainstream schooling. Research informed by the KiTeS framework might also influence policies and laws on school attendance and absenteeism by yielding policy-relevant research data. As noted above, given the diversity of factors, some researchers have proposed multi-systemic approaches to understand and respond to absenteeism, aiming to integrate knowledge gained across various fields (Lyon and Cotler, 2009; Kearney, 2016; Guralnick, 2017; Prakash et al., 2017). Am. Acad. Identifying the determinants of chronic absenteeism: a bioecological systems approach. 163, 19–26. Adolescent Med. At the family level, family composition (Bernstein and Borchardt, 1996), family functioning (Corville-Smith et al., 1998; Carless et al., 2015), and family dynamics (Kearney and Silverman, 1995) have been linked to absenteeism and SAPs. School factors at the micro- and meso- system levels include aspects of school climate, a multi-dimensional construct encompassing teacher, student, and peer relationships; feelings of safety and inclusion at school; levels of academic and social support; the quality of the school's physical environment; and connections within the broader school community including parents (Cohen et al., 2009). School refusal in anxiety-disordered children and adolescents. Toward reduced bias and increased utility in the assessment of school refusal behavior: the case for diverse samples and evaluations of context. A., and Borchardt, C. Adolescence 35, 1111–1122. Anxiety Disord. The Framework is relevant to many disciplines, including but not limited to education, psychology, psychiatry, pediatrics, disability, youth justice, social work, sociology, and criminal justice and is well placed to inform the development of a multi-disciplinary research agenda for absenteeism and SAPs which the field is currently lacking. Strategies Issues Ideas 85, 7–14. J., and Koomen, H. Sleep Health 3, 119–125. J., Groothoff, J. The KiTeS Framework identifies a range of parent, family, and school factors at the micro- and meso- levels that may influence proximal processes and factors implicated in absenteeism and SAPs. Important parent factors include parental stress, mental and physical health, and parenting styles (Dura and Beck, 1988; Corville-Smith et al., 1998; Martin et al., 1999; Hastings, 2002; Herring et al., 2006; Lipstein et al., 2009; Bahali et al., 2011; Woodman et al., 2015). doi: 10.1080/10824669.2018.1434656 CrossRef Full Text | Google Scholar Lipstein, E. doi: 10.1037/0003-066X.32.7.513 CrossRef Full Text | Google Scholar Bronfenbrenner, U., and Morris, P. Bioecological models typically position the individual at the center of a nested hierarchy of environments that are understood to influence the individual's development over time (Bronfenbrenner, 1977; Bronfenbrenner and Morris, 2006). doi: 10.1177/001440291207900101 CrossRef Full Text | Google Scholar Doren, B., Murray, C., and Gau, J. doi: 10.1080/15374416.2013.873979 CrossRef Full Text | Google Scholar Hancock, K. Anxiety and depressive disorders in fathers and mothers of anxious school-refusing children. 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Socio-economic position, household composition, health status and indicators of the well-being of mothers of children with and without intellectual disabilities. doi: 10.1016/j.childyouth.2018.01.043 CrossRef Full Text | Google Scholar Taylor, L. Except. 119, 1–34. A study of youth in Mozambique found that 36.6% of those surveyed reported being truant at least 1 day during a 30 day period (Seidu, 2019).

Betrayal is the breaking or violation of a presumptive contract, trust, or confidence that produces moral and psychological conflict within a relationship amongst individuals, between organizations or between individuals and organizations. Often betrayal is the act of supporting a rival group, or it is a complete break from previously decided upon or presumed norms by one party from the … 21/04/2014 · Multiple choice questions with answers 1. List of Organizational Behaviour Multiple Choice Questions with Answers: Q1. Organization structure primarily refers to a. how activities are coordinated & controlled b. how resources are allocated c. the location of departments and office space d. the policy statements developed by the firm Q2.

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