

Newsletter

July 2024

WORKSHOP: SCHOOL ATTENDANCE PROBLEMS

The **Turkish team** organized a **workshop** at Atatürk University in which 350 people participated, including education administrators, school principals and, psychologists. After answering 10 questions, these responses were evaluated. The project coordinator, **Prof. Dr. İsmail Seçer**, moderated the process, during which comprehensive and important information about school attendance problems was obtained.



TRANSNATIONAL PROJECT MEETING: MESSINA (ITALY)



The transnational meeting took place at the **University of Messina** in Italy. From **June 6th to 8th**, partners from Spain, Türkiye and Italy had the opportunity to discuss the **progress** of the project and establish the next **objectives** to achieve related to e-learning courses and future cross-cultural studies.



Co-funded by
the European Union



GOBIERNO
DE ESPAÑA

MINISTERIO
DE UNIVERSIDADES



sepie
SERVICIO ESPAÑOL PARA LA
INTERNACIONALIZACIÓN DE LA EDUCACIÓN

INTERNATIONAL VISITS

Selina Eckhoff Hamadi is a PhD student at the University of Stavanger (Norway) and she spent 5 months at the University of Alicante collaborating with the project SOS-Attendance.



PUBLICATIONS

Researchers from our teams have published, in prestigious journals, manuscripts related to school refusal problems which have been financed by the project.

Current Psychology
https://doi.org/10.1007/s12144-024-05742-x

A systematic review of school refusal

Sömeyye Ulas¹ , İsmail Seçer¹

Accepted: 6 February 2024
© The Author(s) 2024

Abstract
Considering the problems associated with school attendance, school refusal is an adjustment problem that tends to become increasingly prevalent. The present study identifies the patterns reported in the literature on school refusal and outlines the structure and sub-components of school refusal. Therefore, the systematic review method was selected as the research method for this study. The data sources of this study consist of 40 research articles that fell within the purview of WoS and were either included or excluded according to predetermined inclusion and exclusion criteria. Using MANQUA 2020, both content and descriptive analyses were conducted in synthesizing the data sources. As a result of the analysis, the study year, method, data

The Evolution of Research on School Attendance: A Bibliometric Review of Scholarly Output

Javier Martínez-Torres¹ , Carolina González²
University of Alicante, SPAIN University of Alicante, SPAIN

Altana Fernández-Sogorb³
University of Alicante, SPAIN

José Manuel García-Fernández⁴
University of Alicante, SPAIN

Received: July 24, 2023 • Revised: September 27, 2023 • Accepted: December 7, 2023

Abstract: School attendance problems are of great research interest, which is reflected in the increase of scientific publications. This increase hinders the adequate follow-up and updating of the scientific community on the subject. The aim of the present bibliometric study lies in the review of the scientific literature published on school attendance problems during 2014–2021. A bibliographic search and analysis of scientific articles was performed, obtaining a definitive sample of 700 documents. Results were extracted and analyzed for the following indicators: temporal productivity, productivity by authors, co-authorship index, productivity by journals, use of topics, research areas addressed and types of samples used. The number of publications indicates a progressive increase of interest on the subject, which has not corresponded to the creation of a specific journal on the subject. There is also evidence of the need for consensus on the topics to be used; the preference for knowing the factors associated with school attendance problems over other areas of research; and the generalized use of community samples as opposed to more specific ones. In conclusion, the characteristics researched on school attendance problems are presented, knowledge that will facilitate the establishment of intervention processes applicable to different contexts and realities.

Diferencias entre rechazo escolar y asertividad a partir de los factores de la School Refusal Assessment Scale – Revised

Differences between school refusal and assertiveness based on the factors of the School Refusal Assessment Scale - Revised.

Andrea Fuster-Rico¹ , María Pérez-Marco¹ , Nuria Antón Ros¹
Departamento de Psicología Evolutiva y Didáctica Universidad de Alicante, España

Resumen
El rechazo escolar es una actitud negativa reiterada hacia la asistencia y/o permanencia en el centro durante todo el día escolar. Entre sus graves consecuencias destaca el desarrollo de psicopatologías, las cuales podrían reducirse teniendo una adecuada intervención temprana y adecuada. A partir de la consistencia empírica realizada

LAST NEWS

VISIT OUR WEB SITE
www.sosattendance.eu

FOLLOW US



CONSORTIUM

