
ABSTRACT

Qualitative study of non- and re-attendance among university students using the Trajectory Equifinality Model (TEM)

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This study was designed to understand the process that university students undergo from occasional class attendance to continued absence and re-attendance and to identify appropriate methods of supporting their mental health. A semi-structured interview was conducted with four students that had stopped attending classes after entering the university. The Trajectory Equifinality Model (TEM) was used for data analysis. Results identified decreased motivation for studies and difficulties in developing new relationships as triggers for the onset of non-attendance. Moreover, students avoided discussing their non-attendance by not disclosing it to others. However, all interviewees consulted university staff, parents, or friends about their non-attendance before they began attending classes again. Students who do not attend classes are withdrawn both psychologically and socially and it is important that they open up to others to change their situation. The study suggests that it is helpful to begin a therapeutic relationship, focusing on their realistic matters such as their lifestyle habit and that all university staff who interact with non-attending students need to be ready to become their confidants.

Key Words: non-attendance among university students, Trajectory Equifinality Model (TEM), psychological support
