

Determinants of Students' Absenteeism in Higher Education and its Effect on their Academic Performance

Bushra Naoreen

Assistant Professor (Edu), GC University Faisalabad, Pakistan

Bnaoreen.gcuf@gmail.com

Syeda Samina Tahira

HoD, Department of Education, GC Women University Faisalabad

saminatahira2003@yahoo.com

Dr. Shumaila Shahzad

Assistant Professor, Department of Education, GC University Faisalabad, shumaila608@gmail.com

Maheen Asgher

MPhil Scholar (Edu), GC University Faisalabad, Pakistan

Abstract

The main objective of the study was to find out the level of absenteeism of university students and effects of absenteeism on students' performance. This study was descriptive in nature. Survey was conducted to collect data. Quantitative tool was used to collect data from the respondents. Data were collected from three public sector universities of Faisalabad. Two disciplines were selected. These disciplines were Physical Science and Social Science. 50 students from each discipline total 100 students from each of three universities (Government College University Faisalabad, University of Agriculture Faisalabad and University of Education Faisalabad). The total sample was 300 students. Descriptive and inferential statistics were applied to analyze data. Results showed that there was a significant effect of absenteeism on student's academic performance. It was recommended that Universities should develop strict guidelines for the students' attendance and monitor those factors that can be hinder students from attending lectures on regular basis.

Keywords: Students Absenteeism, Higher Education, Academic Performance

Introduction

Absenteeism is the state of not existence at someplace, like learning place. It also refers toward amount of time something has been, plans to be away. We commonly think about 'absence' as the opposite of 'present' in learning places, but certainly it can refer toward anything that's lacking or something that's missing. Anyone have not good reason to skip work or learning but you do it all the time anyway, you have got a bad situation of absenteeism.

Bowen (2005) specifies that, the students who regularly attend lectures on daily bases that seems whose are further successful own learning, those students whose are often absent from lectures. According to the Balfanz and Byrnes (2012) view the chronic absenteeism is generally based on the total days of university missed lectures, including both the excused and the unexcused absences. In its regard, the chronic absenteeism is not the similar to the truancy.

Poor performances of the students in class presentation, quiz, week preparation of assignments at due date that which are the badly effects on the GPA of the students. Students drop-out from university due to the poor performance in the exams, or leads to low CGPA, or repeat the semester. It stated that if the students missed lectures and don't get chance for stand-in own education, then don't have frequently rewarded get with poor marks. Bowen (2005) specifies that, the students who regularly attend lectures on daily bases that seems whose are further successful own learning, those students whose are often absent from lectures (Crede, Roch, & Kieszczyńska, 2010) stated that students are that who's attended regularly classes, and the think of glowing data understanding and information efficiently through own life. The achievement of the students plays a significant role in giving and producing best superiority educators who shall become the

great leader, manpower and national champions for country and thus, responsible for the socially and economically developments of the country (Ali et.al, 2009).The absenteeism' study is very essential for all institutions and each teacher to the result progress and advance studies. This is advantageous in the direction make students regular, disciplined, and punctual.

Researchers have explored the numerous absenteeism factors. Main reasons behind student's lack of interest in school and studies are irrelevant courses, termination and poor relationship with teachers. Contrarily, most of the school staff relates the cause of absenteeism mainly to the student problems with teachers and family. According to Karemera (2003), performance of students is generally interrelated with fulfillment of educational/learning environment like services of computer labs and library in the institute. He found the progressive effect on high school achievement and performance of students regarding to background variables. No association between student performance and family income was found.

According to the Gottfried (2011), demoralized with the family difference and originate that the higher absences reduced grades on the exams. By means of both public and the national data, Gershenson, Jackowitz, and Brannegan (2014) founded with the classroom, with university difference in the absence patterns toward determine relationship between academic achievement and absenteeism.

However, student absenteeism is a worldwide apprehension but, in Pakistan it becomes more important because about the concentration and the efforts of the government is endeavoring on the way to provide in this problem. Schools, colleges, and universities or any learning institutions have not been worth without the students. Pupils are most important part, and important assets of all learning institute. The students' academic achievement directly links with the socially, economically developments occur in the country. The achievement of the students plays a significant role in giving and producing best superiority educators who shall become the great leader, manpower and national champions for country and thus, responsible for the socially and economically developments of the country (Ali et.al, 2009).The absenteeism' study is very essential for all institutions and each teacher to the result progress and advance studies. This is advantageous in the direction make students regular, disciplined, and punctual.

Students who have low attendance attribute whose have the poor relationship with the teachers, administrators and class mates due to their absenteeism. Smink & Reimer, (2005) raised that, numerous studies consume have been completed on this issue. To achieve target of the 93% students' attendance by way of teachers must play a vital role in this issue it is importance that, government sent the letter to public institutions however; work can do on this issue by researcher planned. From few years in the Pakistan have literacy rate and the educational condition improved, and mostly the learning institutions are in Pakistan they improving educational condition and provide well-educated persons, skilled person, and competitive those light-up dynamic growing on the market requirements. Researcher find-out the reason such as those factors that which especially effecting on the students' performance, particularly in absenteeism that's which due to student face many problems

The university system happens are influenced by variety of student's success, family relationship with university and the attendance of the students. Attendance is officially accepted that is important part in the universities. Furthermore, some universities in repetition have some variances. Absenteeism is the negative impact because of its conflicts on the basic properties concerning of the students' role, like that independent learning, obligations and responsibilities of the management in their learning procedure (Rodgers & Rodgers, 2003; Clair, 1999).

Additionally, the students' attendance in the lecture is the requirement in the skills procedure training. Additionally, the research reasons the other undesirable derivatives, for example it includes economic resources, waste, its uncommon system in the public sector universities, which might be too useful intended for correct-training of the other students.

Students' academic improvement and the learning performance remains that affected by the many factors that it involves that teaching ability, age, gender, students' education, social-economic status of the guardian or father, residential place of the students, average instructions, everyday study hour, tuition trend

and the accommodation as the hostelries. Many scholars conducted comprehensive studies around these factors that contributing the students' performance at the different levels of the study. This study is different in the sense that it compares absenteeism with performance.

Significance of the Study

The study gives awareness about students' absenteeism. The study is also helpful for knowing about factors of absenteeism. The study is also helpful for knowing how we can control the factors that effect on students' attendance. The study will also be helpful for finding solutions to over-come absenteeism in semester system in university.

Objectives of the Study

The objectives of this study were to;

1. To find out the level of absenteeism of university students.
2. To find out the factors affecting students' attendance in semester system
3. To investigate the effects of absenteeism on students' performance at university level.

Research Questions

Research questions of this study were:

1. What is the level of absenteeism of university students?
2. Which factors affect students' attendance in semester system?
3. What is the effect of absenteeism on students' performance at university level?

Research Methodology

Design

This study was descriptive in nature; descriptive studies are conducted to find out the current or past status of something. Survey was conducted to collect data. Quantitative tool was used to collect data from the respondents.

Participants

Two disciplines were selected as they are a common part of all three universities. These disciplines were Physical Science and Social Science. 50 students from each discipline total 100 students from each of three universities (Government College University Faisalabad, University of Agriculture Faisalabad and University of Education Faisalabad). The total sample was 300 students.

Instrument

In this study the researcher developed a questionnaire regarding "Determinants of Students' Absenteeism in Higher Education and its Effects on their Academic Performance". First part of questionnaire was comprised of demographic information of the respondent. It provided information about the respondents' institution, program, gender, faculty, CGPA, and attendance. Second part of the questionnaire was based on main four indicators and ten sub-indicators of absenteeism.

Validity

Validity of tool was very important for reducing errors that might arise at any stage of the study. For validity of questionnaire experts' opinion were taken. Tool was discussed with some faculty members and supervisor. They were asked to consider the quality and relevance of the items. They verified the face as well as content validity of instrument. This process enabled the researcher to find the weaknesses in the tool and provided plenty of feedback by the respondents. In the light of feedback, the researcher made changes wherever required.

Reliability

Reliability of tool was very important for reducing errors in the tool. Pilot testing was used to make the tool more reliable. For reliability purpose data were collected from 15 students. Overall value of Cronbach's alpha was .941.

Table: 1

Reliability Statistics

Cronbach's Alpha

Number of Items

0.941

35

Table: 2

Factor Wise Reliability Statistics

	Cronbach's Alpha	Number of Items
Students	.615	14
Teachers	.751	7
Social Environment	.871	3
University	.733	11

Findings
Table: 3
Distribution of Sample on the Basis of Background Variable/ Characteristics

Background variables/Characteristics	n=300	percentage
Gender		
Male	150	(50%)
Female	150	(50%)
Faculty		
Physical Science	150	(50%)
Social Science	150	(50%)
Program		
BS/B.Ed.	100	(33.3%)
M.A/M.Sc.	127	(42.3%)
M.Phil./M. S	73	(24.3%)

Table shows the description on the basis of background/characteristics. This table shows the percentage of variables i.e from Gender; Male (50%) and Female (50%), Faculty; Physical Sciences (50%) Social Sciences (50%), Institutions; GCUF (33.3%), UAF (33.3%) and UEF (33.3%) and Program; B. S/B.Ed. (33.3%), M.A/M.Sc. (42.3%) and M.Phil. (24.3%).

Table 4
Gender Wise Comparison of the factors of Students' Absenteeism

Variable	Gender	N	Mean	St. D	t-value	Sig(2-tailed)
Students	Male	150	3.0486	.43321	.181	.856
	Female	150	3.0395	.43108		
Teachers	Male	150	3.1390	.52022	-.094	.925
	Female	150	3.1448	.53040		
Social Environment	Male	150	2.7867	.69114	.980	.328
	Female	150	2.7067	.72241		

University	Male	150	2.8109	.41245	-.539	.590
	Female	150	2.8418	.56889		

Table 4 reveals that the Independent sample t test was applied to compare the mean students' absenteeism score of male and female of university students. It can be interpreted from the above table that there is no significance difference between factors of students' absenteeism i.e. Students, Teachers, Social Environment and University with respect to gender. All the *p* values of sub variables of students' absenteeism are greater than 0.05. It seems that all factors are equally contributing to students' absenteeism.

Table 5

Faculty Wise Comparison of Factors of Students' Absenteeism

Variable	Faculty	N	Mean	St. D	t-value	Sig (2-tailed)
Students	P. Science	150	3.0305	.43226	-.544	.587
	S. Science	150	3.0576	.43165		
Teachers	P. Science	150	3.1314	.56674	-.345	.730
	S. Science	150	3.1524	.48017		
Social Environment	P. Science	150	2.7311	.70652	-.381	.704
	S. Science	150	2.7622	.70930		
University	P. Science	150	2.7715	.56136	-1.923	.055
	S. Science	150	2.8812	.41599		

Table 5 shows that the Independent sample t test was applied to compare the mean students' absenteeism score of university students of physical sciences and social sciences. It can be interpreted from the above table that there is no significance difference between factors of students' absenteeism i.e. Students, Teachers, Social Environment and University with respect to faculty. All the *p* values of sub variables of students' absenteeism are greater than 0.05.

Table 6

Program wise comparison of Factors of Students' Absenteeism

Variables		Sum of Squares	df	Mean Square	F	Sig
Students	B/w groups	1.788	2	.894	4.930	.008
	Within groups	53.869	297	.181		
	Total	55.658	299			
Teachers	B/w groups	3.146	2	1.573	5.907	.003
	Within groups	79.098	297	.266		
	Total	82.245	299			
Social Environment	B/w groups	.304	2	.152	.303	.739
	Within groups	149.109	297	.502		
	Total	149.413	299			

University	B/w groups	2.909	2	1.455	6.108	.003
	Within groups	70.732	297	.238		
	Total	73.641	299			

Table 6 shows the Mean score of university students in different groups is given in table. To find out the differences between different programs ANOVA was applied. This table shows that there is a significance differences among mean score on Students' Factor $F=4.930$, $Sig=.008$, on Teachers' Factor $F=5.907$, $Sig=.003$, and University' Factor $F=6.108$, $Sig=.003$. This table also display that there is no significant difference between program of students' absenteeism at university level on Social Environment' Factor $F=.303$, $Sig=.739$. For significance difference of Students, Teachers and University, it is decided to apply POST HOC multiple comparisons test for result.

Table 7

Post Hoc Multiple Comparisons

Dependent Variable	(I) Participate Program	(J) Participant Program	Mean Difference (I-J)	Std. Error	Sig	Effect Size
Students	B.Ed./B. S	M.Phil.	-.20230*	.06556	.002	.632
	B.Ed./B. S	M. A/M.SC	-.11431*	.05694	.046	
Teachers	B.Ed./B. S	M.Phil.	-.22204*	.07945	.006	.479
	B.Ed./B. S	M. A/M. SC	-.21433*	.06899	.002	
University	B.Ed./B. S	M.Phil.	-.22714*	.07513	.003	.649
	B.Ed./B. S	M. A/M. SC	-.19586*	.06524	.003	
Total						

Table 7 shows that there is a significant difference between B.Ed./B. S & M.Phil. p value is (.002) and B.Ed./B. S & M. A/M. SC as p value is (.046) on 'Students' Factor. This table also display that there is a significant difference between B.Ed./B. S & M.Phil. as p value is (.006) and B.Ed./B. S & M. A/M. SC as p value is (.002) on 'Teachers' Factor. This table also demonstrates that there is a significant difference between B.Ed./B. S & M.Phil. as p value is (.003) and B.Ed./B. S & M. A/M. SC as p value is (.003) on 'University' Factor which is less than .05.

Table also indicates the effect size of three variables on attendance i.e effect of 'Students' related factor is (.632), 'Teachers' related factor is (.479) and 'University' factor is (.649). The effect of 'University' factor related factor is greater than all other factors.

Table: 8

Effect of Absenteeism on Students' performance

2.6-3.00	3.1-3.5	3.6-4.00				
Missing classes	21-30	Count	17	12	17	46
		Expected Count	6.6	21.8	17.6	46.0
		Residual	10.4	-9.8	-6	
	11-20	Count	19	69	31	119

		Expected Count	17.1	56.3	45.6	119.0
		Residual	1.9	12.7	-14.6	
	1-10	Count	7	61	67	135
Expected Count	19.4	63.9	51.8	135.0		
Residual	-12.4	-2.9	15.3			
Total		Count	43	142	115	300
Expected count	43.0	142.0	115.0	300.0		

Table 8 indicates that as absenteeism increases, Students' score also decreases. The higher the attendance of students, the greater the score of students.

Discussion

The present study was conducted to explore the Factors of Absenteeism in Higher Education and its Effects on Students' Academic Performance. The students who spend more time on their study, get better results. Attendance of the students and their learning performance seem supplementary important at university about students' assessment. Student have many reason of absenteeism like that subject interest, student attitude, lack of communication skills in students, lack of learning facilities, lack of the scholastic requirements, household work, lack of the interest in the education, sexual harassment, long distance, long travelling, illness, major disease, loss of their parent or any close relative, peer influence, harsh punishment, lack of the self-esteem, lack of social skills, lack of confidence, bad relation with peer or class groups, lack of the academic capacity, special need and attention, lack of the concentration in their studies. Lots of the studies have been conducted on students' absenteeism and its effect on the academic act of students at the university level. Researcher findings to identify students' determination students' performance, quality of teachers, social environment and role of university that an important because of factors have conclusion on the student's learning performance within different situations.

Findings of the current study reveal average score on the factors of students' absenteeism. The findings show a highest rate on 'Teachers' as compare to the other factors. This study shows the four factors of absenteeism that are effect on students' academic performance i.e. effect of Student related, Teacher related, Social Environment related, and University related factors. These factors affect the students' academic performance and decrease their grades. The current result shows significant difference between the variables.

Similarly finding of Mariano Méndez, (2012) show that students are mostly absent or missed classes due to (Student Factor). But the current finding of the study reveals that students are mostly absent or missed classes due to (Teacher Factor).

The findings of previous research show that study conducted to reveal the factors that affect students' academic performance. Four factors used in this study to find out effects of the independent variables on the dependent variables. These factors negatively affect students' performance (Mushtaq & Khan, 2012).

Conclusion

The present study was concluded to determine the Factors of Absenteeism in Higher Education and its Effects on Students' Academic Performance. The researcher conducted her study in Faisalabad District. The researcher identified the effects of sub factors of students' absenteeism within (Students) motivation, personal, familiar, social, physical, emotional and stress; (Teachers) attitudes, methodology, personality, and classroom management; (Social Environment) leisure time; and (University) organization., academically and extracurricular activities; rather than simply concentrating to the students at the university.

Students have many reasons of absenteeism like that subject interest, student attitude, lack of communication skills in students, lack of learning facilities, lack of the scholastic requirements, household work, lack of the interest in the education, sexual harassment, long distance, long travelling, illness, major disease, loss of their parent or any close relative, peer influence, harsh punishment, lack of the self-esteem, lack of social skills, lack of confidence, bad relation with peer or class groups, lack of the academic capacity, special need and attention, lack of the concentration in their studies.

It is concluded from the present study that overall students' absenteeism level is average on all the factors of students' academic performance. There was no significant difference on the Students, Teachers, Social Environment and University in gender and faculty wise comparison. This study concluded that there was a significant difference between B.S/B. Ed, M.A/M.Sc. and MPhil on Students. There was a significant difference between (1-10), (11-20) and (21-30) missing class categories on the students' last semester CGPA.

The final result shows that as absenteeism increases students' score also decreases. Higher attendance of students, increases the score of students. There is a significant difference among three categories of absenteeism.

Suggestions and Recommendations

Universities may develop strict guidelines for the students' attendance and monitor those factors that can hinder students from attending lectures on a regular basis. Try to increase awareness that university management would link attendance directly to the students' overall grades. Policy makers of the attendance may provide rewards and incentives for motivate to the students, and for good attendance percentage henceforward to the students' academic outcomes. Teaching methodology may be improved by the teachers, consequently students feel interesting lectures to attend classes. Teachers' style must be motivated and encouraged. Teachers should be new effective teaching styles by take teacher training programs

References

- Ali, Norhidayah, Jusoff, Kamaruzaman, Ali, Syukriah, Mokhtar, Najah & Salamt, Azni Syafena, Andin. (2009). The Factors Influencing Students' Performance at Universiti Teknologi MARA Kedah, Malaysia. Canadian Research & Development Center of Sciences and Cultures: 3 No.4.
- Balfanz, R., & Byrnes, V. (2012). The importance of being in school: A report on absenteeism in the nation's public schools. Baltimore, MD: Johns Hopkins University.
- Bowen, C. (2005). Improving the quality and quantity of attendance data to enhance student retention. *Journal of Further and Higher Education*, 31, 1-39
- Broh, B. A. (2002). Linking extracurricular programming to academic achievement: Who benefits and why? *Socially of Education*, 75(1), 69-95. Published by American Sociological Association Article DOI: 10.2307/3090254. <http://www.jstor.org/stable/3090254>
- Bromfield, C. (2006). PGCE secondary trainee teachers & effective behavior management: An evaluation and commentary. *Support for Learning*, 21, 188-193. doi:10.1111/j.1467-9604.2006.00430.
- Chang, H. N., & Romero, M. (2008). Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades. New York, NY: National Center for Children in Poverty: The Mailman School of Public Health at Columbia.
- Considine, G., & Zappala, G. (2002). Influence of social and economic disadvantage in the academic performance of school students in Australia. *Journal of Sociology*, 38, 129-148.
- Clair, K. L. (1999). A case against compulsory policies in higher education. *Innovative Higher education*, 23, 171-180.
- Credé, M., Roch, S. G., Kieszczynka, U. M. (2010). Class attendance in college: a meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research*, 80(2), 272- 295.

- Duncan, G. J., Claessens, A., Huston, A. C., Pagani, L. S., Engel, M., Sexton, H., Duckworth, K. (2007). School readiness and later achievement. *Developmental Psychology*, 43, 1428-1446. doi: 10.1037/[0012-1649.43.6.1428.
- Gershenson, S., Jackowitz, A., & Brannegan, A. (2014). Are student absences worth the worry in U.S. primary schools? (Working paper). Washington, DC: American University.
- Gottfried, M. A. (2011). The detrimental effects of missing school: Evidence from urban siblings. *American Journal of Education*, 117, 147-182. doi: 10.1086/657886
- Gottfried, M. A. (2017). Linking getting to school with going to school. *Educational Evaluation and Policy Analysis*, 39, 571-592.
- Graetz, B. (1995), Socio-economic status in education research and policy in John Ainley et al., Socio-economic Status and School Education DEET/ACER Canberra.
- Guest, A., & Schneider, B. (2003) Adolescents' Extracurricular Participation in Context: The Mediating Effects of Schools. *Socially of Education*, 76, 89-109. [http:// dx.doi.org/10.2307/3090271](http://dx.doi.org/10.2307/3090271)
- Karemera, D. (2003). The Effects of academic environment and background characteristics on students' satisfaction and performance: The Case of South Carolina State University's School of Business. *College Student Journal*, 37(2), 298-311.
- Olson, S. L., Sameroff, A. J., Kerr, D. C. R., Lopez, N. L., & Wellman, H. M. (2005). Developmental foundations of externalizing problems in young children: The role of effortful control. *Developmental and Psychopathology*, 17, 25-45. doi:10.1017/s 0954579405050029
- Rodgers, J. R. (2001). A panel-data study of the effect of student attendance on academic Performance, Unpublished manuscript.
- Smink, J., & Reimer, M. S. (2005). Fifteen effective strategies for improving student attendance and truancy prevention. Retrieved from <http://files.eric.ed.gov/fulltext/ED485683.pdf>.
- State Board Of Education, (2013). Guidelines for Implementation of the Definitions of Excused and Unexcused Absences and Best Practices for Absence Prevention and Intervention. Connecticut State Department of Education.