

Causes of Absenteeism among University Students

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INTRODUCTION

A student is expected to be regular and punctual. It is believed that the success of student depends upon the regularity and attending all the meeting of the classes in which the student is enrolled. The attendance is significant contributor of the student course grades (Hidayah & Sarah, 2018).

The term Absenteeism mentions a situation where the learner is not present or available in the study area for whole day. Absenteeism is increased when a learner does not appears in the classroom or the clinical learning area due to verity of the reasons like deficiency of suitable resources, lack of the academic staff, or shortage of any equipment etc (Abdelrahman & Abdelkader, 2017).

To being perform a task is the performance. The performances is the achievement by which a person can

accomplish the task which assign to a person by the other person (Khaild, 2017).

The propensity to be missing the school or work place without the good reasons is an act of Absenteeism. Absenteeism is perform or the habit of being absent from the learning area. The students who are unable to attend school, collages or the universities classes are called absent (Khaild, 2017).

In nursing profession the student nurse absenteeism is more concerning issue as it increasing in nursing students. The nursing students must improve training and classes' attendance as it is increase their pool of professionalism. The nurses are the health care provider whom the patients are often interact more rapidly therefore, retaining in classes and training area is necessary (Singh, 2015).

The students absenteeism is related to some contributing factors which be the family background, behavioral issues, as well as the motivational lack also the structural, social and environmental conditions (Balkis, Arslan, & Duru, 2016). The absenteeism can also be the result of the lack of interest in study, punishment in school, the household work or the due to peer influence (Komakech & Osuu, 2014).

In the developing countries the economics is a big contributor in absenteeism because less attention is paid to improve the education quality. The low income family background students has higher rate of absenteeism (Latif, Choudhary, & Hammayun, 2015).

The different physical and emotional factor resulting into the absenteeism. Physical health issues like vision or hearing impairments, the pain related issues and some chronic disease negatively impact the students' attendance. Emotional and safety issue led to ward absenteeism (Blackwell, Romero, Grimley, Gonzalez, & Quittner, 2010).

Teaching strategies is considerable in the students' attendance. The major challenges to the teaching factuality is to change in the teaching methods to reduce the students'

absenteeism. The teaching method response to deals with the students learning, achievement and also the attendance and absenteeism (Stoner & Fincham, 2012).

The absenteeism related to academic and extra academic factors includes the physical environment classroom organization and the learning sessions which effects the student's absenteeism. Absenteeism can be the voluntary or involuntary. The involuntary absenteeism may be related to the physical environment (Chafloque Céspedes et al., 2018).

LITERATURE REVIEW

The regularly attending the classes is significantly important for the student's learning process and for their services. The students are not present are placed at the category where they have disadvantages generally and educationally. This may cause the low self-esteem, social isolation and the feeling of dissatisfaction in the students. The school absenteeism is also an alarming situation for the organization admiration, teacher, and parents and in society generally. According to a research teacher identify the effects of absenteeism as academic failure, difficulty in socialization which can may leads toward boredom and the lack of confidence. The absence from the classes also effects the instructor capabilities to give the class work in progressive and structured way (Obrador, 2014).

The most recent nationwide data on absenteeism was collected for the last few years and found that nearly 8 million students (16%) were absent from the classes. absenteeism emphases on the effect of missing classes on students' academic and social growth and the truancy focuses on legal compliance. Differences in absenteeism rates are observed by cultural and ethnic background, earnings, and special education status. About 20% or more of Black, Hispanic, and American Indian students experience absenteeism in comparison to only 8% of Asian students (Chang et al., 2018).

Absenteeism can be triggered by many reasons, its depending on the situations of learners get in themselves. The other literature sources reflect on bases of absence; these causes can be categorized according to different reasons Student-center, family-related, institution-related and societal factors. Eastman et al. categorized absenteeism of the learner in extra factor absenteeism which involves to be absent for some of the educational hours or all university day simple absenteeism which mentions to a only day absence, and typical absenteeism which funds five times of absence in a semester this is measured a fault (Baloyi, 2014).

Learners also miss classes for the reason of health issues and sicknesses. This is a part where institutes can companion with healthcare providers and public health groups to decrease absenteeism because of health issues. Some institutes now have health treatment center, portable clinics, or portable dental buses which can provide healthcare to learners at institute. Learning plan from few years have observed the period of absenteeism acting more. The Absenteeism mentions to the amount of learners absent more than a set amount or percentage of university days per year (Gottfried & Hutt, 2019).

The act of absenteeism from the classes or the clinical area in nursing students have a negative impact on the teaching and learning assessment. Some researcher show that the nursing student's absenteeism from the clinical is even more then the week. The clinical instructor also reported that the nursing students plan to not attending their classes (Abdelrahman & Abdelkader, 2017).

In the empirical literature the important area for the students focusing is the absenteeism and their academic performance may enforced the mandatory attendance policy is significant. The absenteeism which may result into the poor academic performance lead to losing long-run benefits such as the failure, losing the job and dissatisfaction (Teixeira, 2016).

A study carried out by Gul et al. (2016) in a section of medication department learner of a university presented that the occurrence of absence was 87.4% in the university students. Similarly, Alghamdi et al. (2016) investigated the occurrence of absence in learners in two instants of the period. The results showed that the occurrence before midterm examinations was is greater than the occurrence at the finale the term. Learner absenteeism has been related with educational performance. Many research have found the opposite relation between these variables. The learners who going to be absent from lessons found their subject tough to understand, and their educational presentation in this subject began to down (Chafloque Céspedes et al., 2018).

MATERIAL AND METHODS

Study Design: A quantitative descriptive cross-sectional study design used to explore the Causes of Absenteeism in university students and its effect on academic performance.

Settings: Study conducted in the Lahore School of Nursing, The University of Lahore.

Duration of Study: 4 Months

Target population: Student of Lahore school of Nursing.

Sample Size: The data collected from 150 students of Lahore School of Nursing.

Sampling Technique: Convenient sampling technique will be used to gather data.

Sample Selection:

Inclusion Criteria: All the male and female students of the Lahore school of Nursing, BS Nursing, Post-RN and MS Nursing students. All the students who are willing and available at the time of data collection included.

Exclusion Criteria: The students who are not willing and not available at the time of data collection excluded.

Equipment: The questionnaire adopted from “Mariano Mendez” (2012) was used to collect the data from students. The Questionnaire paper filled.

DATA COLLECTION PROCEDURE

The questionnaire was adopted by the study of Mariano Mendez (2012) “Causes of Absenteeism in University students and its effects in the Academic performance”. A well-Constructed 5 point likert scale questionnaire used in the study. The questionnaire 2 parts first part contain the demographical information includes age, gander, course, Average grade, Missed classes percentage, parents academic level and time to arrive in university. The 2nd part contain question which are divided into 10 categories which includes Motivation, Personal, familiar and social trouble, Physical, Emotional, Methodology, Attitude, leisure Time, Organization, Academic, External variables.

RESULTS

Data analyzed on SPSS version 21.0 mean, median, mode and standard deviation applied on individual item. Data is collected through Questionnaire, distributed in 150 participants. Collected data is analyze and computed using frequencies, table and percentage by SPSS version 21.0.

Table 1

Age	f	%
18-22 Years	107	68.6
22-26 ears	27	17.3
>26 Year	16	10.3
Total	150	100.0

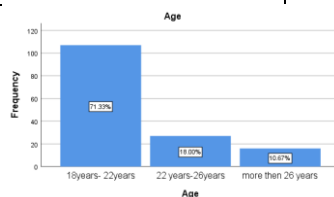


Figure 1

The table and figure no 1 show the age distribution. The participants with age group 18 to 22 year are 71.33%. Age group 22 to 26 age 18% and more than 26 year with 10.67%.

Table 2

Gender	f	%
Male	16	10.67
Female	134	89.33
Total	150	100.0

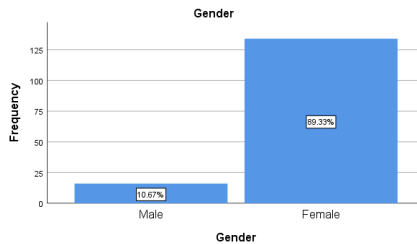


Figure 2

Table no 2 show that Male participants in this study is (n=16) 10.67% and the Female (n=134) 89.67%.

Table 3

Course	f	%
BSN	100	66.67
Post-RN	50	33.33
Total	150	100.0

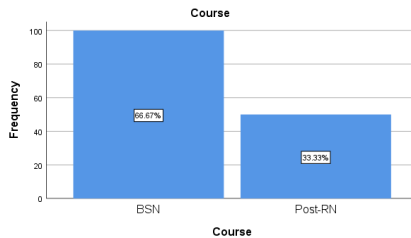


Figure 3

Table No 3 show that BSN students (n=100) 66.67% and Post-RN students (n=50) 33.33% take part in the study.

Table 4

Average Grade	f	%
A+ to B+	24	16.0
C+ to B	118	78.67
C to D	8	5.33
Total	150	100.0

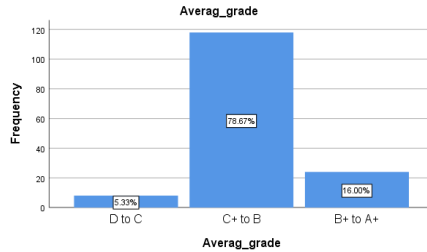


Figure 4

Table no 4 show that (n=24) 16% get A+ to B+ grade, (n=118) 78% students get C+ to B grade and (n=8) 5.33% students get C to D grade.

Table 5

Missed classes	f	%
10%	22	14.67
20%	32	21.33
>20%	96	64.0
Total	150	100.0

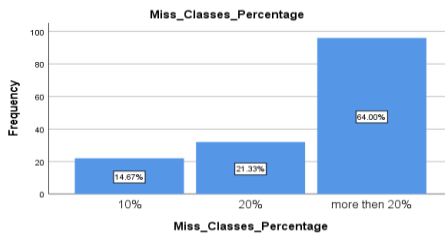


Figure 5

Table no 5 show the missed classes percentage 10% absent students (n=22) 14.67%. 20% students absent (n=32) 21.33% and more than 20% student absent (n=96) 64%.

Table 6

Academia level of Parents	f	%
O level	7	4.67
A level	18	12.0
Others	125	83.33
Total	150	100.0

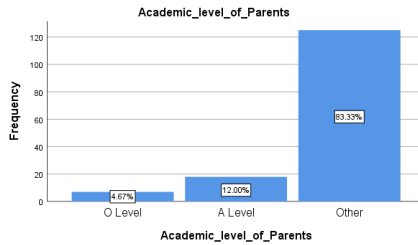


Figure 6

The table no 6 show the academic level of the patients. The (n=7) 4.67% students' parents academic is O level. (n=18) 12% have A level education and (n=125) 83.33% belongs to other.

Table No.7

Arrival time in University	f	%
< 1 year	71	47.33
1 to 2 Years	55	36.37
3 to 4 Years	24	16
Total	150	100.0

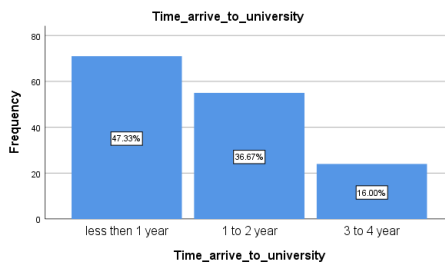


Figure 7

Table No.8 Mean of answers related with the student causes not assist to class.

Mean Std. Dev. Median Mode

Motivation	Lack of interest in the degree	1.3	0,8	1	1
	I'm not motivated	1.9	1,1	1	1
	Boredom	1.5	0,9	1	1
	I can pass without going to class	1.7	1,0	1	1
	My behavior is irresponsible	1.7	1,1	1	1
	I can decide with freedom not assist to class	1.8	1,5	2,5	1
	Because of my economic situation I'm not worried about my degree	1.3	0,8	1	1
	I have all my necessities covered I don't mind my degree	1.1	0,5	1	1
	If you are obliged to assist to class you do the opposite	1.5	0,9	1	1
	Bad election of the degree	1.3	0,8	1	1
	Lack of effort	1.5	0,9	1	1
	Lack of habit to assist to class	1.5	0,9	1	1
	Lack of habit of punctuality	2.2	1,0	1	1
	My degree is not a priority for me	1.2	0,6	1	1
	I prefer to study by notes instead of assist to class	1.7	1,1	1	1
	I usually miss the first and last classes	1.8	1,1	1	1
	I can't find a direct relation between the contents of the degree and my expectation	1.7	1,0	1	1
	I can't be bothered to go to class	2.4	1,2	2	2
	I prefer to assist to an academy or particular classes instead to the University	1.2	0,5	1	1
	I'm thinking in leaving my degree and begin to work	1.3	0,8	1	1
	I'm thinking in changing my degree	1.4	0,9	1	1
Personal, familiar, social troubles	Bad relation with the group	1.5	0,9	1	1
	Serious personal troubles	2.0	0,9	1	1
	Familiar troubles	1.5	0,9	1	1
	My parents are only bothered about the grade	1.2	1,0	1	1
	I have troubles with my couple	1.5	0,9	1	1
Physical	Health troubles	1.4	0,9	1	1
	I'm tired	2.6	1,4	3	4
	I always go to bed late; as a consequence I'm sleepy	2.1	1,2	2	1
	I don't take the breakfast at home; I go to take the breakfast because I'm hungry	1.8	1,2	1	1
Emotional	I have anxiety and stress	2.2	1,2	1	1
	I'm feeling very down hearted: sadness, apathy	1.4	1,1	2	1
	I don't feel secure about myself	1.3	0,7	1	1
	I'm worried to be asked in class	1.9	0,9	1	1
	I'm not adapted to the Institution	1.3	0,8	1	1
	I think I'm not able to pass the subject	1.2	1,3	1	1

Mean Std. Dev. Median Mode

Methodology	The teacher do not explains with clarity	2.1	1,2	2	2
	The teacher do not apply a good methodology	1.9	1,0	2	1
	The teacher do not mind to be understand	2.0	1,1	2	1
	The teacher do not encourages the participation in the	1.7	1,0	1	1

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	class				
	The classes are monotonous and bored	2.3	1,1	2	2
	The classes are very theoretic	2.6	1,1	2	1
	Going to class do not makes easier to understand the subject	1.8	1,1	1	1
	The explanations are not adapted to my understanding	1.4	0,8	1	1
	In class is not transmitted the relation between the subject and its applications	1.9	1,1	2	1
Attitude	The teacher has an excess of discipline with punctuality in the first hours	1.5	1,3	2	1
	The teacher do not motivate the students	1.2	1,2	2	1
	The teacher is not accessible	1.2	1,2	2	1
	The teacher is not interested in the students	1.8	1,0	1	1
	I have conflicts with teachers	1.4	0,8	1	1
	The teacher has lack of authority and discipline in the class	1.7	1,0	1	1
	In the class my failures are emphasized	1.4	0,9	1	1
	The effort is not valued in the class	2.6	1,1	2	1
	Sometimes a student is censored	1.8	1,1	1	1
Leisure time	I have alternative leisure plans: cafeteria, sports, etc	2.0	1,3	2	2
	If I go to party during the week I miss the next day class	1.4	0,8	1	1
	I have appointments with my couple, friends, etc	1.2	1,3	2	1
	I'm convinced by my friends to not assist to class	2.3	1,2	2	1
	My friends are not a good influence	1.3	0,7	1	1
Organization	The timetables of the subjects of different courses are overlapped	1.6	1,1	1	1
	I have too many free hours between subjects	1.2	0,7	1	1
	The classes are very consecutive	2.4	1,3	2	1
	I have online platform I don't need to assist to class	1.8	1,1	1	1
	The missed class system is not rigorous	1.2	1,4	1	1
	The classroom is not adequate	1.6	1,0	1	1
	The materials used in the classroom are not adequate	1.5	0,8	1	1
Academic	The content of the subject is very easy	1.4	1,0	2	1
	The content of the subject is very difficult	1.9	0,9	1	1
	The evaluation is not related with the content in class	1.7	1,0	1	1
External variables	With good weather is better to be out of class	2.4	1,4	3	2
	With bad weather I don't feel like to go to class	1.9	1,1	2	1
	I have troubles with the transport	2.2	1,4	2	1
	I'm obliged to do other activities, banks, etc	1.9	1,2	1	1
	My priorities are the business practices, not the classes	1.6	1,0	1	1
	My parents do not control me	1.8	1,2	1	1
	I have to work	1.4	0,9	1	1
	I prefer to study, especially when I have exams	2.4	1,4	3	4
	I have exams, presentations	1.2	1,4	4	4

In the Motivational part the participants show the highest Mean in “I can't be bothered to go to class” with the value of 2.4 and another reason which have high mean is “Lack of habit of punctuality” with the value of mean is 2.2 which is the second highest reason of absenteeism of the Motional part. Personal, familiar, social troubles variables have the high Mean “Serious personal troubles” with value of Mean is 2.0. The physical factor related to the causes of the absenteeism in this study is the statement “I'm tired” with the average mean of 2.6. In the emotional factors the highest causes of the absenteeism is with the highest mean is “I have anxiety and stress” with the Mean 2.2. In this study the students show the high Mean in the Methodology part is “The classes are very theoretic” with the Mean value of 2.6. In the part of the attitude the highest Mean is 2.6 with the variable “The effort is not valued in the class”. In the leisure's time the highest value of the mean “I'm convinced by my friends to not assist to class” with 2.3 average mean. The organizational factor which effecting with the highest Mean 2.4 is “The classes are very consecutive”. In the academic Part “The content of the subject is very difficult” is highest with the Mean value 1.9 and Mendez study show high Mean value 2.0 with “The content of the subject is very easy”. In External variables this study show the highest mean 2.4 about the two variables “With good weather is better to be out of class” and “I prefer to study, especially when I have exams” which are the high cause of the absenteeism among the students.

DISCUSSION

Means, Mode Median and standard deviation of all the parts of the questionnaire which includes the Motivation, Personal, familiar, social trouble, Physical, Emotional, Methodology, Attitude, Leisure Time, Organization, Academic and External variables. The mean of the responses to the statements associated with the learner.

In Motivational part the participants show the highest Mean in “I can't be bothered to go to class” with the value of 2.4 and another reason which have high mean is “Lack of habit of punctuality” with the value of mean is 2.2 which is the second highest reason of absenteeism of the Motional part. In the compare to the study of (Mendez, 2012) the objects with higher mean are “I'm tired” by a rate of 2.9 and “I can decide with freedom not to assist to class” with a rate of 2.8.

Personal, familiar, social troubles variables have the high Mean “Serious personal troubles” with value of Mean is 2.0 where the study of the (Mendez, 2012) show the high Mean of Personal, familiar, social troubles variables in “My parents are only bothered about the grade” with the high mean of 1.7.

The physical factor related to the causes of the absenteeism in this study is the statement “I'm tired” with the average mean of 2.6 where it also the high factor of the absenteeism in the study of the (Mendez, 2012) with the average mean of 2.4 Mean.

In the emotional factors the highest causes of the absenteeism is the with the highest mean is “I have anxiety and stress” with the Mean 2.2 as compare to the Mendez study the emotional factor have high variable Mean is “I think I'm not able to pass the subject” with the 2.0 Mean value.

In this study the students show the high Mean in the Methodology part is “The classes are very theoretic” with the Mean value of 2.6 where the (Mendez, 2012) study show high mean of 2.5 with the variable “The teacher do not explains with clarity”.

In the part of the attitude the highest Mean is 2.6 with the variable “The effort is not valued in the class” and in the Mendez study highest Means value is 2.2 with the two variables “The instructor has an excess of discipline with punctuality in the first hours” and “The teacher do not motivate the students” high causes of Absenteeism.

In the leisure's time the highest value of the mean "I'm convinced by my friends to not assist to class" with 2.3 average Mean and in the Mendez study high value of the mean with the variable "I have alternative leisure plans: cafeteria, sports, etc" with the 2.6 Mean value.

The organizational factor which effecting with the highest Mean 2.4 is "The classes are very consecutive" where the other study show high Mean of 2.1 with the variable "The missed class system is not rigorous".

In the academic Part "The content of the subject is very difficult" is highest with the Mean value 1.9 and Mendez study show high Mean value 2.0 with "The content of the subject is very easy".

In External variables this study show the highest mean 2.4 about the two variables "With good weather is better to be out of class" and "I prefer to study, especially when I have exams" and in study of (Mendez, 2012 the causes with greater mean are involved in University and linked with outside variables is "I prefer to study, especially when I have exams" with 3.1 and "I have exams, presentations.." with 3.2 and "With good weather is better to be out of class", with 2.9.

CONCLUSION

The current study concluded that the Physical factor has highest role in the students' Absenteeism. The majority of the participants give positive responses about the physical causes of absenteeism. The 84% of the students is agree that their cause of Absenteeism is that because they are tired so not attend classes. The Methodology and the Attitude factor also having major factor of the students Absenteeism with 65.8% of the positive answer with the statement "Agree". The participants agree about the organizational, leisure's time and the extra variable are the causes of absenteeism with the percentage of 48% strongly agree about cause of the Absenteeism. All of the

other parts related to the motivational, personal, family and the academic factors have less effects on the student's absenteeism which is 34% to 28% respectively. The current study results show the main causes of absenteeism among the university students are Physical, Attitude, Methodology and organizational factors. While the all other causes have less but significant cause of the Absenteeism.

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