

## Investigating the Factors Affecting University Students' Attendance and Truancy Behaviors

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### Abstract

Many studies have found positive and significant relationship between students' attendance and their academic success. Personal experiences of researchers as university teachers and an initial conversation with colleagues, however, found that students' attendance is not up to the mark in public sector universities of Southern Punjab. Considering the importance of the theme, this study mainly investigates university students' attendance and truancy behaviors, followed by examining the nature, motives and reasons for these behaviors. This study further suggests the solutions for improving university students' attendance and truancy behaviors. This research employed survey design. For this study, 25160 students at a large sized general university (Bahauddin Zakariya, University, Multan) from southern Punjab of Pakistan were taken as a population. A total of 317 students were selected as a sample using multistage cluster sampling technique. A closed-ended *Students' Attendance and Truancy Behaviors (SATB)* questionnaire was developed, based on the relevant literature, and primarily adapted from Freiberg's (1998) "Tool 9: Attendance Survey". It comprised 36 statements. The Cronbach's Alpha reliability coefficient for five-point rating scale statements was 0.89. In alignment with nature of data and research questions, the frequencies, percentages, mean, and the standard deviations were calculated. This study observed that only less than one fourth university students are never late in taking their classes every, while remaining majority of them are late to their classes either one-two times, three-four times or almost every day. This study indicated that tendency of students' behaviors for late arrival to their classes is far more than their tendencies of missing an entire day of their studies at the university

**Keywords:** Attendance, Truancy, Behaviors, University, Motives, Reasons.

### 1. Introduction

Class attendance is not only essential for students to perform in their academics but also for the economic development of a country (Chishimba, 2016). Killaspy et al. (2000), however, consider attendance as a variable of a scholastic achievement. According to Bradley (2015), an attendance is a percentage of pupil enrolled who come to school per day for a study. Attendance is also deemed momentous in a cognitive or behavioral domain for the adaptive function (Roby, 2004). Pupil attendance is a significant input and immediate outcomes of education (Tran & Gershenson, 2018). Students' attendance and involvement have a major role

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in university education (Lukkarinen et al., 2016). Attendance is, thus, categorized as an important step in the students' academic success (Bradley, 2015; Rothman, 2001).

Attendance is essential in academics as well as in individuals' life. An attendance is significant non-academically for reason that it provides an opportunity to learners to improve and establish five values, namely, respect, honesty, responsible, impartiality, and kindness (Arnold, 2014). Holding schoolchildren in a class might assist to shield students to engage in protect them from engaging in criminal behaviors and promote learning by enhancing exposure to instruction (Sheldon, 2007). The aim of a regularity in class is the purposes of lecture attendance are the developments of ideas, acquire information and a shift of an attitudes (Mearman et al., 2014). Ehrlich et al. (2013), however, claim that the students' attendance can increased substantially when the parents have a trust on a teacher and feel that the school is safe place for their children.

Local as well as international studies reveals that the reasons of absenteeism are continuously changing due to the continuous development in a modern life (Purdie & Buckley, 2010). Non-attendance cause hazard effects on individual life. Hallfors et al. (2002) state that skipping classes is connected with an evil and hazardous behavior of a student such like smoking, alcohol and illegal narcotics usage. The causes of absenteeism are lack of recognition of native civilization and history, fail to involve parents completely, society and care takers, lack of transport funding and less knowledge about use of resources and care of a child before and after a school (Bradley, 2015; Hunter, Biddle & Schwab, 2005). However, the main cause of a non-regularity is due to broken families (Bradley, 2015).

There are many reasons of absentees proposed by many scholars. As, Reid (2008) proposed that students may absent from the school due to some reasons; may have some psychological problems, dislike to go to school or may have some family issues. Additionally, Neal (2015) declares the most frequent recorded cause of a pupil absentees is an illness. Various form of an anxiety is also found to be a reason that learners skip schools. The school anxiety of to go to school may not be connected disorder but instead of a fear of bullying.

On the other side of a coin, there are many reasons of students' regularity in a classroom such as suggested by Lukkarinen et al., (2016); Roby (2004) which are nice weather, competition among peer group have an impact on average attendance of a student, holidays, amount of a work and an academic success of a students to a greater extent as compare with the sickness and death in a family, college culture, instructional techniques and the instructor. Conventionally, inputs based on schools and a teacher may influence attendance by enhancing student's involvement, developing a desire for learning, developing a sense of solidarity, modifying norms and highlighting the significance of regularity (Gershenson, 2016; Baker et al., 2010; Ladd et al., 2014).

Several studies have been conducted on student's attendance and their academic success. As Roby (2004) conduct a study in Ohio schools on school attendance and student Success. The scholars found significant relationship among attendance of pupil and the students' academic achievement. Similarly, many scholars such as Al-Shammari (2016); Dekalb (1999); Gottfried (2010); Kirby and McElroy (2003); Neal (2015); Newman et al. (2008); and Paisey & Paisey (2004) found a positive association among students' regularity and achievement.

Gottfried (2009) indicates the need of discriminating excused and unexcused absences within study on the performance of an elementary school. Discriminating these absences creates a more precise image of how the trends towards a single type of an absence may positively or negatively predict academic success. In same context, another scholar studied on relationship among university scholars' attendance and learning achievement. The scholar classifies the sample of a study in three discrete groups: Group 1 consisted students who dropout before the final examination, group two consist students who attend both class and exams, and third group consist student who study privately and attend an exam. Authors controlled the variables which have an impact on performance. The results are that in second group attendance is significant positive correlated with success, the third group are classified by compelling. The authors also find that students in group 3 are characterized by compelling causes for non-regularity and have a better skill to actively seeking information and self-studies (Lukkarinen et al., 2016).

In Pakistan, Khan et al (2003) conducted a study on examining impact of students' attendance in class on their achievement. The result of this study showed that attendance has direct impact on students' academic performance. Higher attendance rate showed better results while those students who had less attendance rate showed poor performance in exams. It is evident from literature that many studies have found positive and significant relationship between students' attendance and their academic success. The personal experiences of researchers as university teachers and an initial conversation with colleagues, however, found that students' attendance is not up to the mark in public sector universities of Punjab. Considering the importance of the theme, this study mainly investigates university students' attendance and truancy behaviors, followed by examining nature, motives and reasons for these behaviors. This research further examined the potential differences among students based on gender and their nature of living about the factors behind their truancy. Finally, this research also suggests the potential solutions for improving university students' attendance and truancy behaviors.

## **2. Psychological Basis of Absenteeism and Truancy**

The literature demonstrates that numerous psychological factors may also be responsible for students' absenteeism and truancy behaviors. For example, Ek & Eriksson (2013) found that the results of research shows that nearly 90% of young students who show truancy behaviours suffer from psychiatric issues. Reid (2000) further identified that four basic factors that usually lead to truancy behaviors include problems related to individual students, their friends, family, and school. Ek & Eriksson (2013) asserted that other reasons for truancy may be physical and identity-related changes in individuals that cause them to stay away from their classrooms. The literature further reveals that other psychological reasons for truancy and absenteeism include anxiety, depression, and related psychiatric problems (Egger et al., 2003; Ek & Eriksson, 2013; Svirsky & Thulin, 2006). Researchers further asserted that reasons for truancy behaviours and absenteeism are emotional distress, lack of motivation and absence of antisocial behaviors among students rather than bio-medical issues in them (Devenney & O'Toole, 2021; Heyne et al., 2019; Nwosu et al., 2022).

It is also evident from literature that truancy, absenteeism, and school refusal behaviours among young students have a negative impact on their personal, social and academic life (Devenney & O'Toole, 2021; Nwosu et al., 2022; Prabhuswamy, 2018). In many countries, the psychiatry services have also been established at institutions to support students with truancy behaviours (Ek and Eriksson, 2013).

Acknowledging the issue of truancy behaviors (Heyne et al., 2021), different models have been proposed to understand the issue. For example, functional analysis model identifies the heterogeneity as a key reason for truancy and absenteeism (Delgado et al., 2019). This model states heterogeneity may be as a result of negative or positive reinforcement, and focus on identifying students who share similar truancy behaviors (González et al., 2021). Another model to understand truancy behaviors among students, and associated psychological factors, is the bioecological model of human development, as proposed by Nwosu et al. (2022). This model integrated both within and without the individual factors for understanding refusal issues. This model further emphasizes that the factors responsible for truancy behaviors may be at individual level, family level, and at school level. These factors include: test anxiety (at individual level), parenting styles, social support, antisocial behaviors (at family level), quality of teaching, classmates, close friend, people in social support programs of school (at the school level) (González et al., 2021; Nwosu et al., 2022). The educational institutions need to work on resolving these issues to overcome truancy behaviors and absenteeism.

### **3. Research Questions**

This study mainly investigates university students' attendance and truancy behaviors, followed by examining the nature, motives, and reasons for these behaviors. Finally, it suggests solutions for improving university students' attendance and overcoming truancy behaviors. This study was specifically focused on addressing the following research questions:

- How often university students either come late to their departments or they miss an entire day of their studies at the university?
- What are the leading motives and reasons for students behind coming to their departments and university?
- What are the leading reasons and factors behind students' truancy, and due to which they miss their entire day (or days) of university?
- What potential differences exist among students based on gender and their nature of living about the factors behind their truancy?
- Which factors might be the most helpful for university students to get them present regularly at their university, and well in time?

### **4. Research Methodology**

#### **4.1. Research Design, Population and Sample**

This quantitative research study employed survey research design. Check & Schutt (2012) stated that survey research collects information from the sample participants by seeking their responses to the closed and open-ended questions. The survey research allows researchers to use various methods for selection of participants, data collection, and to use variety of research instruments (Ponto, 2015). Although the survey research may use quantitative, qualitative, or mixed research methods, this study used quantitative research method by using questionnaire, comprising closed and five-point scale rated items.

For this research, a large sized general university, namely, Bahauddin Zakariya, University, Multan was selected. This university is situated in southern Punjab of Pakistan and comprised eight faculties at the time of data collection. Each of these eight faculties is further divided into different departments, schools, and institutes. All these departments, schools and institutes are running various undergraduate and postgraduate programs. .

The only undergraduate students were selected as population because the researchers mostly observed lack of seriousness about attending university in this particular stream of students. At the time of data collection, a total of 25,160 undergraduate students were enrolled at this selected university, excluding students enrolled in distance and weekend programs. Although, both male and female students enrolled in the undergraduate programs at this university were taken as a population, most of them were female students than male.

Of the eight faculties of the university, four were randomly selected. These include the *Faculty of Arts and Social Sciences*, *Faculty of Islamic Studies and Languages*, *Faculty of Science*, and the *Faculty of Agricultural Sciences and Technology*. Of these four faculties, two departments, schools, and/or institutes were randomly selected from each of the faculty, with a total of eight. These departments include the Department of Education, the School of Economics, the Department of English, the Department of Islamic Studies, the Department of Statistics, Institute of Chemical Sciences, the Department of Agronomy, and the Department of Agricultural Engineering. From each of these eight departments, schools, and/or institutes, two undergraduate classes were randomly selected, running in the odd semesters. All students enrolled in these eight classes were selected as a sample. On the specific day of data collection visits to the selected departments, all available students were taken as a sample and data were collected from all those who were present on the day and also given their consent to participate in the study. This study used multi-stage cluster sampling technique. When counted at the end of data collection, a total of 317 students participated in the study.

Of 317 students, 197 were female and 120 were male students. Likewise, of these 317 students, 153 were day scholars, 127 were living at the university accommodation and 37 were living at their privately managed accommodation around the city. Furthermore, most of these students were living in the shared accommodation, but with the same gender. All 317 selected students were studying in the different odd semester of their programs (i.e., 1<sup>st</sup> semester, 3<sup>rd</sup> semester, 5<sup>th</sup> semester, and/or 7<sup>th</sup> semester of their programs). All sample students were using different modes of travelling while coming to attend their classes at the university. These modes of the travelling include personal vehicle, pick/drop by parents/siblings, university transport, by walk, and/or public transport.

#### **4.2. Research Tool**

A closed-ended questionnaire was developed for data collection. The *Students' Attendance and Truancy Behaviors (SATB)* questionnaire was developed, based on the relevant literature, and primarily adapted from Freiberg's (1998) "Tool 9: Attendance Survey". The SATB comprised two sections. The first section of SATB questionnaire was focused on collecting demographic information of sample participants. The second section of SATB comprised 36 closed-ended statements. Of these 36 statements, 21 were designed as either yes/no options or on check mark format (i.e., check all that apply). The remaining 15 statements of the SATB were designed on five-point Likert type rating scale for measuring participants' level of agreement against each statement. These 36 statements of the SATB were further split up into four sub-sections. These four sub-sections were focused on seeking participants' responses on the *nature of university students' attendance and truancy behaviors, leading motives and reasons for students behind coming to their departments, leading reasons and factors behind students' truancy*, and factors and solutions that might be helpful for university students to get them present regularly at their university..

Of 36 statements of the SATB questionnaire, nine were focused on seeking students' responses on the *nature of university students' attendance and truancy behaviors*, seven were focused on examining the *leading motives and reasons for students behind coming to their departments*, 15 were related to examining *leading reasons and factors behind students' truancy* and the five statements were focused on examining factors and solutions that may be helpful for university. The Cronbach's Alpha reliability coefficient for the five-point rating scale statements was 0.89. The validity of the SATB questionnaire was certified as all 36 statements were either adapted from Freiberg's (1998) "Tool 9: Attendance Survey" or based on the relevant literature.

### 4.3. Data Collection and Data Analysis

The SATB questionnaire was administered either personally by the researchers or with the help of research assistants. In alignment with nature of data and research questions, the frequencies, percentages, mean, and standard deviations, and independent sample t-test were calculated with presentations of results in the tables. The data were interpreted in light of the results of statistics and keeping in view to address the research questions. The check list statements were analyzed on the format of yes /no statements. For example, if participants marked a check against any of the statement, it was counted as "yes", and otherwise, it would be counted as "no".

## 5. Results

To address the research questions, the results are being presented in the flowing four sections. First subsection examines the *nature of university students' attendance and truancy behaviors*. The second subsection examines the *leading motives and reasons for students behind coming to their departments*. The third subsection examines the *leading reasons and the factors behind students' truancy*. The final section offers results related to the factors and solutions that might be helpful for university students to get them present regularly at their university.

### Nature of students' attendance and truancy behaviors

To examine the nature of university students' attendance and truancy behaviors, the frequencies and percentages were calculated. Table 1 presents results about students' attendance and truancy behaviors, with reference to examine frequencies of students' late arrivals at the departments in their respective classes.

Table 1  
Students' attendance and truancy behaviors – late arrivals (N = 317)

S. No.	Attendance behaviors – late arrivals	Frequency	Percentage
1	Never.	067	21.14
2	One-two times each week.	081	25.55
3	Three-four times each week.	085	26.81
4	Every day.	083	26.18
5	Do not know.	001	00.32
6	Overall (N=317)	317	100.00

Table 1 shows that 26.81% university students believe that they come usually come late to their classes three-four times each week, followed by 26.18% university students who are usually late for their classes every day. Likewise, 25.55% university students believe that they come usually come late to their classes one-two times each week, while 21.14% university students believe that they are never late in taking their classes every. Overall, 21.14% university students are never late in taking their classes every, while the remaining 77.86 university students are late to their classes

either one-two times, three-four times or almost every day. These behaviors of students for late arrival to their classes reflects alarming situation for the teachers, parents, and the administrators. Table 2 presents results about students' attendance and truancy behaviors, with reference to examine frequencies when students miss an entire day of their studies.

Table 2:

Students' attendance and truancy behaviors – When miss an entire day (N = 317)

S. No.	Attendance behaviors – miss an entire day	Frequency	Percentage
1	Never.	099	31.23
2	Less than once each month.	109	34.38
3	Once or two times each month.	089	28.08
4	Once or two times each week.	020	06.31
5	Overall (N=317)	317	100.00

Table 2 shows that 34.38% students believe that they miss an entire day of their studies at the university less than once each month, followed by 28.08% students miss an entire day of their studies at the university once or two times each month. Only 06.31% students miss an entire day of their studies at the university once or two times each week. The table 2 further shows that 31.23% students believe that they never miss an entire day of their studies at the university. Overall, 31.23% students never miss an entire day of their studies at the university either less than once each month, once or two times each month or once or two times each week. Overall comparison of the results from Table 1 and Table 2 indicates that tendency of students' behaviors for late arrival to their classes is far more than their tendencies of missing an entire day of their studies at the university. This reflects very alarming situation for the teachers as it is on their part if students come to the university but not taking their classes.

### Students' motives and reasons for coming to the university

To examine the students' leading motives and reasons behind coming to their departments and university, the frequencies and percentages were calculated. For analysis, each item was either marked as "yes" or "no" and responses were calculated based on "yes". Table 3 presents results about the students' leading motives and reasons for coming to the university.

Table 3.

Students' motives and reasons for coming to the university (N = 317).

S. No.	Students' motives and reasons for attendance	Frequency	Percentage
1	For eating breakfast/lunch at the university.	001	00.32
2	Education/studies is/are important.	305	96.21
3	Parent/guardian encourages to attend.	170	53.63
4	University helps to stay out of trouble.	148	46.69
5	Interesting classes.	158	49.84
6	Participation in subsequent-university activities.	017	05.36
7	To avoid truancy charges.	001	00.32

Table 3 shows that 96.21% students believe that they come to the university because education (and studies) is highly important for them. Table 3 further shows that 53.63% students believe that their parents and guardian encourage them to attend their university. Likewise, that 49.84% students believe that come to the university because they find their classes very interesting and are thus very keen to attend. Similarly, that 49.69% students believe that coming to university helps to stay out of trouble.

On the other hand, that only 05.36% students believe that come to the university for participation in the activities after classes. Likewise, 00.32% students believe that they come to university either for eating breakfast/lunch at university or to avoid truancy charges. Overall analysis of the results of Table 3 clearly shows that the top motive for students for coming to the university is the importance of education and studies for them (96.21%). The next three reasons are also related to their studies for most of the extent. This reflects positive attitude of students' towards attending university for their interest in studies.

### Reasons and factors behind students' truancy

To examine the leading reasons and factors behind students' truancy, and due to which they miss their entire day (or days) of university, the mean and standard deviations were calculated. The leading reasons and factors behind students' truancy were divided into three main factors. Table 4 presents results about students' lack of interest and lack of motivation as leading reason and factor behind their truancy.

Table 4

Reasons and factors behind students' truancy – Lack of interest and motivation

S. No.	Lack of interest and motivation – Reason behind truancy	Mean	SD
1	Do not wake up in time.	3.04	1.42
2	Not feel like attending class or university.	2.98	1.39
3	Slept too long.	2.97	1.41
4	Want to spend more time with the friends.	3.05	1.38
5	Not completed assignments.	2.88	1.37
6	Had a test but had not prepared or studied.	3.06	1.43
7	Do not worry about obtaining excellent grades.	2.93	1.44
8	Overall (N=317)	2.99	1.41

Table 4 shows that the mean values of three statements are just above and around 3 (3.06, 3.05, 3.04). These results show that although students agreed but to a very low extent that unprepared test, wish for spending more time with the friends, and not waking up in time are the reason for their truancy. The mean values for the remaining four statements are just below and around 3 (2.98, 2.97, 2.93, 2.88). These results show that although students disagreed but to a very low extent that not feeling like attending class or university, sleeping too long, not worried about obtaining excellent grades, and no completion of assignments are the reason behind their truancy. Overall mean of 2.99 reflects that students believe that the lack of interest and motivation may or may not be the main reason behind their truancy, as they were almost neutral in their opinions. Table 5 presents results about students' family responsibilities as the leading reason and factor behind their truancy.

Table 5.

Reasons and factors behind students' truancy – Family responsibilities

S. No.	Themes	Mean	SD
1	Taking care of sick member of family or siblings.	3.04	1.37
2	Doing a job.	3.11	1.41
3	Being sick.	2.94	1.43
4	Need to do work.	3.08	1.47
5	Overall (N=317)	3.04	1.42

Table 5 shows that the mean values of three statements are just above and around 3 (3.11, 3.08, 3.04).

These results show that although students agreed but to a very low extent that doing a job, need to do work, and taking care of sick member of family or siblings are reasons for their truancy. The mean values for the one statement are just below and around 3 (2.94). These results show that although students disagreed but to a very low extent that being a sick is reason behind their truancy. Overall mean of 3.04 reflects that students believe that the family responsibilities may be the reason behind their truancy, as but to very low extent. Table 6 presents results about university-related factors as the leading reason and factor behind students' truancy.

Table 6.

Reasons and factors behind students' truancy – **University-related factors**

S. No.	Themes	Mean	SD
1	Boring classes.	3.04	1.38
2	Feel unsafe in university or on way.	3.12	1.40
3	Nothing occurs in class.	3.14	1.46
4	Unable to understand material.	3.08	1.37
5	Overall (N=317)	3.10	1.40

Table 6 shows that mean values of all four statements are just above and around 3 (3.14, 3.12, 3.08, 3.04). These results show that although students agreed but to a very low extent that boring classes, unsafe feelings, no learning activities in class, and unable to understand material are reasons for their truancy. Overall mean of 3.10 reflects that students believe that university-related factors may be the reason behind their truancy, as but to a low extent. Table 6 presents results about university-related factors as leading reason and factor behind students' truancy. Table 7 presents comparison about students' lack of interest and motivation, students' family responsibilities, and university-related factors as the leading reason and factor behind students' truancy.

Table 7.

## Comparison of lack of interest/motivation, family responsibilities and university factors

S. No.	Themes	Mean	SD
1	Lack of interest and motivation	2.99	1.41
2	Family responsibilities	3.04	1.42
3	University factors	3.10	1.40
4	Overall (N=317)	3.04	1.41

Table 7 shows that that students believe that university-related factors is the top reason behind their truancy, but to a low extent, followed by students' family responsibilities in the middle, and students' lack of interest and motivation is the least leading reason and factor behind their truancy. Overall mean of 3.04 reflects that students believe that all these three factors may be the reason behind their truancy, but to very low extent.

**Gender- and living- based difference among students about the factors behind truancy**

To examine the potential differences among students based on gender and their nature of living about the factors behind their truancy, an independent sample t-test was used, and results are shown in Table 8 and Table 9.

Table 8.

Gender-based differences among students about factors behind truancy

Truancy Reasons	Gender	n	Mean	t	df	Sig. (2-tailed)
Lack of Interest and Motivation	Female	197	19.87	-5.32	315	.000
	Male	120	22.66	-5.52		
Family Responsibilities	Female	197	12.25	.45	315	.650
	Male	120	12.04	.478		
University Related Factors	Female	197	12.32	-.44	315	.661
	Male	120	12.51	-.45		

Table 8 shows that p-value for the *lack of interest and motivation as a factor behind truancy* is 0.000, which is less than 0.05. The table 8 further shows that the mean value for male students (M=22.66) is greater than female students (M=19.87) for the *lack of interest and motivation as a factor behind truancy behaviours*. It shows the *lack of interest and motivation* is statistically significantly more responsible *factor behind truancy behaviours* of male students than female. The p-values for the other two factors (*family responsibilities* and *university-related factors*) behind truancy are greater than 0.05, which shows that there no significant difference in these factors on the basis of gender. It is, therefore, found that both male and female students believe that the *family responsibilities* and *university-related factors* are equally responsible for their truancy behaviors. Table 9 present results to examine the potential differences among students based on their nature of living (day scholars or university/privately-managed living) about the factors behind their truancy

Table 9.

Living-based differences among students about factors behind truancy

Truancy Reasons	Gender	n	Mean	t	df	Sig. (2-tailed)
Lack of Interest and Motivation	Day Scholars	153	20.82	-.378	315	.705
	Managed	164	21.02	-.374		
Family Responsibilities	Day Scholars	153	13.09	4.01	315	.000
	Managed	164	11.32	3.97		
University Related Factors	Day Scholars	153	12.31	-.36	315	.716
	Managed	164	12.46	-.36		

Table 9 shows that p-value for the *family responsibilities as a factor behind truancy* is 0.000, which is less than 0.05. The table 9 also shows that the mean value for day scholars (M=13.09) is greater than those students who are living either in university accommodation or in privately-managed accommodation (M=11.32) in the context of *family responsibilities as a factor behind truancy behaviours*. These results clearly show that *engagement with family responsibilities* is statistically significantly more responsible *factor behind truancy behaviours* for day scholars than those students who are living either in university accommodation or in privately-managed accommodation. The p-values for the other two factors (i.e., *the lack of interest and motivation* and *university-related factors*) behind truancy are greater than 0.05, which shows that there no significant difference in these factors on the basis of living differences among students. It is, therefore, found that both day scholars and students living in university accommodation or their privately-managed accommodation believe that *lack of interest and motivation* and *university-related factors* are equally responsible for their truancy behaviors.

### Factors for improving university students' attendance

To examine the factors that might be the most helpful for university students to get them present regularly at their university, the frequencies and percentages were calculated. For analysis, each item was either marked as “yes” or “no” and responses were calculated based on “yes”. Table 10 presents results about the factors for improving university students' attendance.

Table 10.

Factors for improving university students' attendance (N = 317).

S. No.	Themes	Frequency	Percentage
1	Have someone for checking in every day.	007	02.21
2	Use of alarm.	305	96.21
3	Wake-up call from university.	001	00.32
4	Care about degree and grades.	149	47.00
5	Late start time of university day.	162	51.10

Table 10 shows that 96.21% students believe that the use of alarm can help them in improving their attendance. It also shows that 51.10% students believe that late start of university working day can help them in improving their attendance. Likewise, 47.00% students believe that taking care of their degrees and grades may help them in improving their attendance rate. On the other hand, only 02.21% students believe that having someone for checking in every day may help them in improving their attendance, while only 00.32% students believe that wake-up call from the university can help them in improving their attendance. Overall analysis of the results of Table 8 shows that the top-checked factors for improving students' attendance are also related to students. If students take their own responsibilities for their attendance, they can improve it.

### 6. Discussion

This study observed that only less than one fourth university students are never late in taking their classes every, while remaining majority of them are late to their classes either one-two times, three-four times or almost every day. As the scholars and researchers consider students' attendance and involvement as a major factor in the university education (Gershenson, 2016; Lukkarinen, *et al.*, 2016) and categorize it as an important step in students' academic success (Bradley, 2015; Rothman, 2001), students' behaviors for late arrival to their classes in this study reflects alarming situation for the teachers, parents, and the administrators.

This study further observed less than one-third students never miss an entire day of their studies at the university either less than once each month, once or two times each month or once or two times each week. This study indicated that tendency of students' behaviors for late arrival to their classes is far more than their tendencies of missing an entire day of their studies at the university. This reflects very alarming situation for the teachers as it is on their part if students come to the university but not taking their classes. This is of more concern as students will lag behind as the aim of regularity in class is the developments of ideas, acquire information and a shift of an attitudes (Ehrlich *et al.* 2013; Mearman, *et al.*, 2014).

This study also observed that the top motive for students for coming to the university is the importance of education and studies for them. The next three reasons are also related to their studies for most of the extent. This reflects the positive attitude of students' towards attending university for their interest in studies. It was also found that students believe that university-related factors is the top reason behind their truancy, but to a low extent, followed by students' family responsibilities in the middle, and students' lack of interest and motivation is the least leading

reason and factor behind their truancy. Finally, this study found that the top-checked factors for improving students' attendance are also related to students. If students take their own responsibilities for their attendance, they can improve it. This study would be significant for university students, parents, faculty members, the heads of the departments, and personnel engaged with student-related affairs.

## 7. Conclusions and Recommendations

To address five research questions of this research study, five key conclusions have been drawn from this study. First, this study observed that only less than one fourth university students are never late in taking their classes every, while remaining majority of them are late to their classes either one-two times, three-four times or almost every day. These behaviors of students for late arrival to their classes suggest that teachers, parents, and administrators need to be in contact with each other to overcome the issue. Second, this study also observed less than one-third students never miss an entire day of their studies at the university either less than once each month, once or two times each month or once or two times each week. This study indicated that tendency of students' behaviors for late arrival to their classes is far more than their tendencies of missing an entire day of their studies at the university. It is thus suggested that university teachers need to design their lessons in interesting way and more student-centered so that students take interest in their classes.

Third, this study observed that the top motive for students for coming to the university is the importance of education and studies for them. The next three reasons are also related to their studies for most of the extent. This reflects positive attitude of students' towards attending university for their interest in studies. It was also found that students believe that the university-related factors are the top reason behind their truancy, but to a low extent, followed by students' family responsibilities in the middle, and students' lack of interest and motivation is the least leading reason and factor behind their truancy. Fourth, this study found that the lack of interest and motivation is statistically significantly more responsible factor behind truancy behaviours of male students than female. This study further concluded that that the engagement with family responsibilities is statistically significantly more responsible factor behind truancy behaviours for day scholars than those students who are living either in the university accommodation or in their privately-managed accommodation. Finally, this study concluded that the top-checked factors for improving students' attendance are also related to students. It is, thus, recommended that universities need to arrange counseling and advisory sessions for students so that they take their own responsibilities for their attendance, they can improve it. For this purpose, the centers may be established in universities for counselling of students

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