

**AN EMPIRICAL STUDY ON STUDENT'S ABSENTEEISM AND MEASURES TO IMPROVE
THE QUALITY AND QUANTITY OF ATTENDANCE IN EDUCATIONAL INSTITUTIONS
IN INDIA**

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Abstract

Purpose: This study focuses on understanding the reasons for students' absenteeism from the classes in Higher Education, its consequences on student's progress, families, educational institutions and society at large. The main aim of this empirical study is to highlight the steps which can help in improving the quality and quantity of attendance in Educational Institutions in India.

Design/Methodology/Approach: The methodology of this study involves reviewing research documents available on this topic and collection of primary data from 400 school and college students of different streams in Greater Noida, NCR, Delhi through a well-structured questionnaire and personal interview. The Regression Analysis has been done to find out the significant association between the factors and the student's absenteeism from the classes of schools and colleges.

Findings: The statistical analysis of the data and interviews of the students obtained for this study show that student's absenteeism from the classes of higher education is positively affected by the teaching methodologies, personal reasons of the students & peer group pressure, preparation for other professional courses & competitive exams.

Managerial Implications: This study has offered some useful suggestions to improve the quality and quantity of attendance in the school and college classes, which is very important and relevant for students, teachers, families, educational institutions and society at large.

Research Limitations: This research study specifically focuses on the main reasons of student's absenteeism in the educational institutions situated in the knowledge park of Greater Noida, National Capital Region of Delhi only, which may not apply to all the educational institutions of India. The limited number of samples used, and interviews taken may also affect the generalization of results of this study.

Originality/Value: This study maintains its originality, rendering it significantly valuable in the school and college educational system and society at large in India.

1. Introduction

The role of a teacher and educational institution is to focus on the overall development of the students. Apart from delivering lectures on the subject, they are supposed to inculcate good habits and disciplined future life in their students. Every student is different in terms of learning, interests, and comprehending various activities in their day-to-day life. Therefore, it becomes very important for educators to take into consideration all such differences and manage the education system accordingly.

This is a two-way system which cannot be run by educators alone; understanding and cooperation from the students is also required. Absenteeism has been defined as a period when a student does not attend school (**Teasley, 2004**). An important factor which has always affected and continues to affect this whole learning process is “Absenteeism”. It is still an alarming issue for educators. Absenteeism not just disturbs the teaching-learning environment but also affects the overall well-being of classrooms (**Segal, 2008**).

As such, it becomes an important area of research as this directly affects both the educators and the students. Absenteeism not only affects student’s grades but also leads to various consequences like legal difficulties, social alienation, family conflict, and individual distress (**Kearney, 2003**).

2. Review of Literature

In a study conducted at Lincoln University, poor lecturing, timing of the lectures and poor quality of the lectures content were the major reasons given by the students for missing the lectures (**Flemming, 1995**).

A study carried out by **Enomoto (1997)** observed that students who missed classes were more likely to give incorrect answers to questions covered on the day on which they were absent.

As per the findings of the studies by **Williams (1999)**, peer influence, (**Weller, 1996**), demeaning attitudes, (**Teasley, 2004**), poor student-teacher relationship, lack of community support, bad transportation, (**Gump, 2006**), classroom conflict were observed the main reasons of absenteeism from the classes.

Rodgers (2001) study on Australian University students observed that the students having average attendance level of 74 % would have scored about 1.3 – 3.4 % points, lower than identical student with perfect attendance.

Another study which emphasized the relation between absenteeism and impact on the learning process was conducted among university students. In a carefully designed test, it was observed that the students were more likely to answer incorrectly those questions which covered material taught during the days on which students were absent (**Marburger, 2001**).

According to the observations of a study carried out in a General Psychology Course by Clump, Bauer, and **Whiteleather, 2003**), it was revealed that students who attended classes got better grades than those who missed classes.

In another study, it was observed that students who regularly attend classes were more successful in their studies than those who frequently missed classes (**Bower, 2005**).

In a study conducted on three South African Universities revealed poor socio-economic background, poor teaching strategies by teachers, unfavorable learning environment and peer influence as the main causes of absenteeism (**Wadesango & Mechingaambi, 2011**).

3. Research Gap

Considering the relevance of attending classes, the issue of monitoring attendance has now gain more importance as it has become a very common practice in Higher Education (**Bevitt, Boldwin & Calvert, 2010**). Many studies have been conducted on the topic of school and college absenteeism; however, no such specific study has been conducted in the last couple of years. Therefore, this study makes a modest attempt to find out some main reasons for

absenteeism from their classes by the students of various streams and offers some suggestions to improve the quality and quantity of students' attendance in their classes.

4. Problem Statement

The current study focuses on identifying reasons for student absenteeism and on measures to reduce the same.

5. Research Objectives

The main objectives of this study are:

- To find out the main factors affecting student absenteeism in schools and colleges.
- To explore the association between factors of absenteeism and the performance of students not attending classes.
- To suggest measures to reduce the level of students' absenteeism in different areas.

6. Research Methodology:

6.1. Data Collection

We have applied both the approaches of data collection, i.e. Primary Data Collection and Secondary Data Collection, for this study.

6.1.1. Primary Data Collection

We reached out to 400 students of different streams studying in different schools and colleges situated in Greater Noida in the National Capital Region of Delhi with a set of questions prepared through a very well-structured questionnaire on a 5-Point Likert and Semantic Differential Scales basis along with some telephonic interviews from the students. This survey was conducted during the period of 7th October to 15th November 2025.

6.1.2. Secondary Data Collection

We have collected and reviewed the secondary data available on this topic from various research papers and studies published in National and International Journals, books, and reputable internet databases, which served as the main sources of information for this study.

6.2. Data Analysis Tools and Techniques

Data analysis in this study has been conducted using two main approaches, namely quantitative analysis and qualitative analysis. The quantitative data obtained from the survey have been analyzed using statistical methods and regression analysis to find out the relationship between factors of absenteeism and progress of students. The qualitative approach has been used to analyze the secondary data collected from different studies and researches done in this area.

6.3. Validity and Reliability

To ensure the validity and reliability of the data obtained, this study applies data triangulation by combining data from surveys, interviews, and related documents on this topic as explained above. This approach is used to verify research findings from various sources, thereby reducing bias and increasing the validity of the results. In addition, a reliability test has been carried out by evaluating the internal consistency of the questionnaire used in the survey. This test aims to ensure that the research instrument can produce stable and reliable data under various conditions.

6.4. Development of Hypothesis of the Study

We have developed the following six Null hypothesis for this study:

- **Ho1:** There is no relationship between Student absenteeism and the Teaching Methodologies adopted by the teachers.
- **Ho2:** There is no relationship between Student absenteeism and the Personal Reasons/Pressure from Peer Group of students.
- **Ho3:** There is no relationship between Student absenteeism and Ambience/ Different Facilities Provided by the Schools/Colleges.
- **Ho4:** There is no relationship between Student absenteeism and the Preparation for other Competitive Exams/Admission Courses.

- **Ho5:** There is no relationship between Student absenteeism and the Lack of Interest among the students.
- **Ho6:** There is no relationship between Student absenteeism and the Easiness of Subjects/Self Study.

7. Data Analysis and Findings

Table 1: Demography of respondents

Demography	Description	No. of responses	Percentage
Gender	Males	272	68%
	Females	128	32%
	Total	400	100
School/College Level	Matriculation Level	48	12%
	Secondary Level	104	26%
	Graduation Level	140	35%
	P.G. Level	108	27%
	Total	400	100
Steam/Subjects	Commerce/Management	80	20%
	Science	80	20%
	Engineering	80	20%
	Medical	80	20%
	General Studies	80	20%
	Total	400	100

(Source: Own Survey 2025, N=400)

Analysis:

Table 1 depicts the demographic profile of the respondents. It can be observed that 68% of the surveyed students are male students and 32% are female students. We have selected 12% students at random basis from secondary level schools, 26% studying in Senior Secondary level, 35% from graduation level, and 27% studying at P.G. level. As far as the stream or subjects are concerned, the equal representation, i.e. 20% each, has been given to the students of Commerce/Management, Science, Engineering, Medical, and General Studies.

Table 2: Rotated Component Matrixa

Factors	Compo nents 1	2	3	4	5	6	7
Lack of Clarity/Quality of lectures	.814						
Teaching Methodology not attractive	.774						
Content of subject not challenging	.719						
Poor teaching skills	.683						
Unfriendly behave of teachers	.665						
Disliking for the teachers	.586						
Lack of Extra-curricular activities	.750						
Students miss classes to meet friends		.861					
Students miss classes to celebrate birthdays		.847					
Students miss classes to due to peer pressure		.676					
Students miss classes for family business		.578					
Students miss classes for family/personal functions		.584					

Students miss classes due to continued insult by the teachers		.520					
Sometimes difficult to leave the bed due to laziness		.521					
Inappropriate late sleeping schedules		.510					
Inappropriate use of entertainment events, malls and shopping		.656					
Distance of school/college from homes		.613					
No friends or very few friends in school/college		.610					
Inferiority complex of students		.555					
Classmates/fellow students not supportive or friendly		.518					
Ragging/unsafe environment of college		.536					
Timing of lectures		.612					
Poor food/snacks quality of canteens			.767				
Poor infrastructure of the college			.710				
Lack of activities - Sports day/fresher party and farewell parties etc.				.642			
Environment of Class-room uncomfortable				.549			
Preparations of exams					.778		
Preparation for other extra-curricular activities					.509		
Vacation tours					.510		
Health Issues					.561		
For doing homework of other subjects					.564		
Lack of interest in studies						.640	

Lack of subject interest						.577	
Too much love & pamperedness from family						.528	
Lack of confidence/motivation						.563	
Subjects are easy							.589
Enrolled for some other courses in addition to the present degree							.642

Note: 1. Extraction method: Principal Component Analysis.

2. Rotation method: Variance with Kaiser Normalization.

3. Rotation converged in 10 Interactions.

From the 38 statements recorded in table 2 of rotated components matrixa, only 26 were found to be related to this study and were clubbed in 6 relevant factors. Depending on the nature of the components extracted, the following factors were extracted for analysis.

Table 3: Dimensions of Student's Absenteeism

S. No.	Factor Number	Factor Name
1.	Factor 1	Teaching Methodologies
2.	Factor 2	Personal reasons/Pressure of the Peer group
3.	Factor 3	Ambience/Infrastructure of the School/College
4.	Factor 4	Preparation for other Courses/Exams
5.	Factor 5	Lack of Interest
6.	Factor 6	Subjects are easy/Self Study

Analysis: The dimensions of student's absenteeism as depicted in above table No.3 under 6 factors/variables explain 57% in absenteeism amongst the 400 students studying in different streams selected randomly from various schools/ colleges.

Table 4: Percentage of Variation Explained

S. No.	Factor Number	Factor Name	% of Variation
1.	Factor 1	Teaching Methodologies	11.855
2.	Factor 2	Personal reasons/Pressure of the Peer group	11.127
3.	Factor 3	Ambience/Infrastructure of the School/College	7.381
4.	Factor 4	Preparation for other Courses/Exams	6.826
5.	Factor 5	Lack of Interest	5.905
6.	Factor 6	Subjects are easy/Self Study	4.481

Table 5: Relationship between Student's Absenteeism and Dimensions

Dimensions	Unstandard Coefficients	Standardised Coefficients	T	Sig
	B	B		
	Standard Error			
(Constant)	1.728 0.121		11.529	0.000*
Teaching Methodologies	0.862 0.042	0.827	11.825	0.000*
Personal reasons/Pressure of the Peer group	0.851 0.003	0.814	12.663	0.000*
Ambience/Infrastructure of the School/College	0.236 0.042	0.162	28.821	0.082

Preparation for other Courses/Exams	0.724	0.071	0.682	11.882	0.000*
Lack of Interest	0.891	0.001	0.774	11.827	0.000*
Subjects are easy/Self Study	0.762	0.081	0.715	12.002	0.000*

Analysis: The statistical multiple regression analysis as shown in above table identifies that student's absenteeism is positively affected by the factors such as teaching methodologies, personal reasons/pressure of the peer group, preparation for other courses/exams, and lack of interest.

Table 6: Regression Analysis – Dimensions and Student absenteeism

Factor Name	R	R2	Adjusted R1	SE of estimates	F	Sig
Teaching Methodologies	0.821	0.674	0.621	0.7218	132.42	0.000*
Personal reasons/Pressure of the Peer group	0.859	0.738	0.724	0.6638	138.77	0.000*
Ambience/Infrastructure of the School/College	0.315	0.099	0.003	0.5521	282.92	0.662
Preparation for other Courses/Exams	0.914	0.835	0.831	0.7733	141.92	0.000*
Lack of Interest	0.782	0.612	0.602	0.9910	138.02	0.000*
Subjects are easy/Self Study	0.271	0.073	0.068	0.0006	236.02	0.000*

Note: 1. Predictors (Constant) Dimensions.

2. Dependent Variables: Student's Absenteeism.

Analysis: The above Table No.6 pertains to the dimensions and student's absenteeism. The coefficient of correlation between different independent variables and the student's absenteeism are 0.821, 0.859, 0.315, 0.914, 0.782 and 0.271 respectively and the values of R2 are 0.674,0.738, 0.099, 0.835, 0.612 and 0.073 respectively for different factors mentioned above.

As such, the Null Hypothesis for Teaching Methodology (Hypothesis No.1), Personal reasons/Pressure of the peer group (Hypothesis No.2), Preparation for other Courses/Exams (Hypothesis No.4), and Lack of interest (Hypothesis No.5) are rejected. And the Null Hypothesis for Ambience/Infrastructure of the School/College (Hypothesis No.3), and subjects are easy/Self-study (Hypothesis No. 6) is accepted.

8. Conclusion

The students of different streams and at all levels of their education are absenting themselves from the classes, which is not good for anyone I e. for students, their families, teachers, schools, colleges, society, educational system and the country. The analysis of our study has indicated that the teaching methodologies applied by various teachers, personal reasons of the students at all levels from every stream and the peer pressure from the fellow students, and preparation for other courses and exams are the main reasons of absenteeism. There is an urgent need to work on these factors so that the participation of students in the classes be ensured for their bright future.

9. Suggestions

Based on the outcome of analysis of our primary and secondary data collected for this study, the following suggestions are offered to manage the present problem of absenteeism of the students from the classes:

- The educators must adopt the latest and new ways in their teaching methodologies to attract students to their classes.

- Involvement and participation of students in all the activities of classroom and college have increased.
- The focus of teaching must be on relating the concepts to the real-life issues and the world around us.
- Special lectures from Subject experts and senior teachers be arranged regularly.
- Seminars and Conferences must be arranged on a regular basis, which should be managed by the students under the supervision of some good teachers.
- Flexibility in terms of changing shifts of the classes of the students should be explored.
- Extra classes for working students and needy students be arranged on a regular basis.
- The extracurricular activities in sports, music, and celebration of different festivals should be encouraged. These should be managed by the students under the guidance of good teachers.
- Interaction and Counseling Sessions with the students be arranged regularly.
- Feedback from all the stakeholders be taken on a regular basis and their issues/suggestions must be addressed promptly as far as possible.
- The teachers, head of the institution, and top management officials should be more approachable to the students and their parents.

10. Limitations of Research:

Although, this study attempts to provide a comprehensive picture of student's viewpoint on this topic, there are several limitations of this study, that need to be considered.

- There is every chance of charging the researchers due to self-selection of respondents and response bias.
- The limited number of samples used in a specific area of the survey and interviews taken may also affect the generalization of results of this study.

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