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Does Excessive Absence from Class Lead to Lower Levels of Academic Achievement

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Does Excessive Absence From Class Lead to Lower Levels of Academic Achievement

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APPROVAL PAGE

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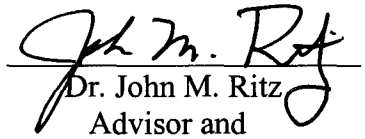
APPROVAL BY:  8-2-04

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Introduction

Absenteeism is not only evident at the middle and secondary school levels; it is also a problem at institutions of higher education, including universities and community colleges. The question is posed: If for one reason or another students do not show up to receive the academic instruction that has been pre-set for their courses of study, are these students still able to successfully complete the courses that they choose to enroll in? Dallenger (1972), in a personal communication to a student, stated the following: "The worst thing to do in a class is to not come to class". http://ask.elibrary.com

As most students at the post-secondary level are also of majority age, they are more responsible for their own education. In most cases, parents are no longer there on a day-to-day basis; "holding their hand" along the way as new life choices must be made. Many of these students, along with their parent's advice and financial support, have decided to attend college. Yet it is ultimately up to the student to decide whether or not to attend class on any given day.

The question becomes one of whether or not the students' grades will suffer (or decline) as a result of not showing up for class sessions as they are regularly scheduled. Courses at the university and community college level are structured so that a set number of hours of instruction are mandated for each course, according to state and/or federal regulations relative to education. These hours are necessary for the instructor to provide the maximum instructional time (lab/lecture, etc.) that is necessary to cover course content, whether it is mathematics, science, or any other subject area. Thus, it would

seem only logical that students need to and must show up for class regularly in order to gain the learning that has been set forth for each course offering.

Statement of the Problem

The problem of this study was to determine the relationship between academic achievement (GPA) and absenteeism for community college students.

Hypothesis

Based on this problem, the following hypothesis has been proposed:

H_1: Students who have higher records of absenteeism (absent four times or more during a given semester) will have lower academic achievement levels (GPA) while attending community college.

Background and Significance

Where and why this research study has arisen is very significant, because a similar story can be told at many post-secondary institutions across the nation. Student absenteeism is not new, especially at institutions of higher learning. This research study arose at Roanoke Chowan Community College (RCCC), which is located in Ahoskie, North Carolina. Ahoskie is a small rural town in Hertford County, North Carolina, and RCCC is part of the North Carolina Community College System. The administration, faculty, staff and students at RCCC are aware of the chronic incidences of absenteeism seen among its students. Each semester there are students who do not make it to class regularly, for one reason or another. The ultimate goal for RCCC is to discover just why

there is high student absenteeism. After all, attendance not only affects individual students but also can affect the learning environment of an entire school. Tuition funding is often at least partially dependent on the number of students who regularly attend.

As an instructor in the Information Systems Department (IS) at RCCC, the researcher witnessed first-hand the regular incidences of absenteeism. The researcher usually taught three-four courses every semester and could confirm that there are always some students excessively absent. The researcher has also heard similar stories told firsthand from fellow faculty in the IS Department and other departments on campus. On the first day of class, students are given information by teaching faculty concerning how absenteeism is handled. For each course, a minimum number of absences are allowed before the instructor has the sole discretion to simply "drop" the student from the course.

Many of the courses taught in the researcher's department, Information Systems, involve hands-on-learning, with only a small portion of the material presented in class lecture format. Many of the course textbooks are also written in a sequential learning format. In other words, the student learns step A and then move on to steps B, C, etc., and at the end of the final lesson, if there are no major problems encountered along the way, the student will have mastered the subject. Many courses are also offered online and the student does not have to attend class on campus. Factors such as these may lead the student to believe that he/she can successfully pass the course without having to attend class every day. Yet the student still needs help from the instructor if he/she is not able to master the concepts involved with the subject matter, and he/she still must in the end make the extra effort to catch up on missed course content. After all, the student may

miss an announced test or quiz date, or the student may be unaware that the instructor has given certain assignments. Even yet, the student may miss the actual demonstration of hands-on work that also requires his physical presence in the classroom.

As stated earlier, absenteeism from university classes is not a new phenomenon. The historian, Barbara W. Tuckman (1979), states that in the fourteenth century, "dwindling attendance at Oxford was deplored in sermons by the masters" (p. 119). In fourteenth-century England low attendance might reasonably have been attributed to war and pestilence; today the reasons are less obvious. For whatever reason, both in North America and Australia, substantial numbers of university students regularly skip classes. (Rodgers, 2001)

Previous studies indicate that when students miss the majority of instruction, and whether due to tardiness and/or absenteeism, their grades suffer. In addition, sometimes the data indicate that the higher the number of absences, the lower the student's grades tend to be. (http://www.ed.uno.edu/sites/SCR/AttendanceIntro.html)

The question of whether or not class attendance has an effect on course grades is one that has been asked for decades. Jones (1931) investigated this question in the 1930s and found a relationship between classroom attendance and grade point average. He found that the fewer absences a student had during the semester, the higher the student's grade point average. Since Jones's study, a multitude of research studies have also found that class absence is negatively associated with course grade. http://ask.elibrary.com

Brauer observed that absences "create a 'dead, ' tiresome, unpleasant classroom environment that makes students who come to class feel uncomfortable and the professor irritable" (Devadoss, 1996, p. 206). Acknowledging the severity of the absenteeism problem, educators are exploring creative techniques to increase class attendance, such as innovative teaching methods and better-equipped classrooms.

Romer (1993) studied attendance in economics classes at three relatively elite U.S. universities (in U.S. universities, a "class" may mean either a lecture or a lab). He found absenteeism to be "rampant", averaging roughly one third. It tended to be higher on large courses, core courses, and courses with less mathematical content.

Devadoss and Foltz (1996) surveyed attendance in agricultural economics at four large U.S. universities. They found average attendance to be higher than in Romer's study at 89%. In the Devadoss and Foltz survey, attendance rose with each year of study. It was higher on Mondays, Wednesdays, and Fridays, and higher within "prime time", defined as between 10 a.m. and 3 p.m. A factor relevant to attendance at early-morning classes is the length and quality of sleep that students have had the night before. One influence may be the availability of mid-week, late-night entertainment, which raises the subjective opportunity costs of getting to bed early at night. (http://www2.warwick.ac.uk/fac/soc/economics/staff/faculty/harrison/advice/romer/)

Previous research seems to indicate that high absenteeism is a predictor of student academic achievement. In the Devadoss and Foltz survey, the determinants of attendance and performance were estimated recursively. Significant factors in attendance were motivation (as rated by instructors on the basis of interest shown,

participation, effort, and punctuality), previous grade point average, self-finance, the existence of penalties for absenteeism, and the quality of the instructor measured by previous teaching awards.

According to Romer, (1993), "regression estimates of the relation between attendance and performance in one large lecture course suggest that attendance may substantially affect learning. Considering only students who do all the problem sets and controlling for prior grade point average, the difference in performance between a student who attends regularly and one who attends sporadically is about a full letter grade" (pp. 167-174). To translate this, in U.S. universities students' results are ranked by their grade-point averages rather than classified, and a difference of a full letter grade means something between one half and one full degree class. This can mean the difference between failing and passing in many cases, and it could also mean the difference between student rank as a sophomore, junior or senior in another respect. (http://www2.warwick.ac.uk/fac/soc/economics/staff/faculty/harrison/advice/romer/)

Limitations

This research study was conducted entirely on the campus of Roanoke Chowan Community College. Attendance and absenteeism was collected only for full-time students working towards Associate Degrees in the Business and Computer Technologies Division. Academic achievement in this study referred only to the student's GPA (grade point average). No formal or standardized-type tests were taken by RCCC students to measure academic achievement. For the purpose of determining GPAs at RCCC, final grades have the following values or points: A=4.0; B=3.0; C=2.0;

D=1.0; F=0.0. The cumulative GPA was computed by multiplying the points earned for each course by the semester hours for that course, then dividing by the total number of semester hours. A GPA of 2.0 for work taken at RCCC is required for graduation (RCCC, 2003). For the purposes of this research study, lower levels of academic achievement refer to GPAs in the 1.00-2.99 range, while higher levels of academic achievement refers to GPAs in the 3.00-4.00 range.

Only full-time students of RCCC were considered in this study. Students who may have been excessively absent due to extenuating circumstances, such as family death and illness, were excluded from this research study. It did not matter whether the class met once a week, twice a week, or everyday. Distance learning (online, telecourses, etc.) classes were completely excluded from this research study, as attendance may be more difficult to measure and cannot be accounted for in the same manner.

Assumptions

Several assumptions were made regarding this research study. It was assumed that students who were absent four times or more during a given semester would indeed have lower levels of academic achievement than students who attended class on a regular basis. When students were not present on a regular basis, it was assumed that they would ultimately miss important course material that would have been presented in lab or lecture presentations. Thus, it was assumed that these students were not as prepared for tests, and other graded exercises, and their grades would reflect so. Lower grades would in turn result in lower GPAs for these students.

Procedures

Two sets of data were compared: student absenteeism, or the number of recorded absences over a given semester, and student academic achievement or grade point average (GPA) earned for the same semester. From these two sets of data, a chi-square statistic was applied to determine if there was a significant relationship between days of missed class and accumulated grade point average.

Definition of Terms

As with any research study, certain terms specific to the study must be defined. For purposes of this study, the following terms must be defined:

GPA – grade point average – numerical score ranging from 4.00, being the highest, and downward, indicating the student's level of overall academic achievement. Example, an "A" earned is equivalent to 4.0; a "B" earned is equivalent to 3.0, and so forth.

Full time students – students enrolled in 12 or more credit hours during a given semester.

Absent- failure to appear or be present for class.

Student Services Division – campus department responsible for student enrollment, registration, financial aid, tutoring services, childcare assistance, transportation, etc.

Institutional Researcher – college official responsible for surveys, polls, etc.

Overview of Chapter I

Chapter I presented an introduction to this research study. The two variables being compared were student absenteeism and academic achievement, both as seen at the community college level. In Chapter II of this research study, the significant literature gathered about this subject was reviewed. The researcher attempted to

determine if these variables had been tested and if relationships between the two variables have been found in recent and past literature. In Chapter III, the researcher discussed the methods and procedures used in collecting the relevant data for this research study. Chapter IV focused on the findings of this study. The findings would determine if the hypothesis hold to be true or not; and Chapter V focused on the summary, conclusions and recommendations that could be made relative to the outcome of having conducted this research study. The researcher attempted to determine if certain generalizations could be made relative to large populations of students regarding absenteeism and academic achievement (GPA).

Chapter II

Review of Literature

This chapter described literature relevant to absenteeism and academic achievement (GPA) found in the literature. Although the researcher found an abundance of literature relevant to the topics of discussion, the literature was reviewed to see if it supported the hypothesis of this research study. In this chapter, the researcher described the history and epidemic of student absenteeism, the meaning(s) of academic achievement, and the findings of previous research.

Student Absenteeism: History and Epidemic

The literature reviewed pointed out the history of student absenteeism, how common the problem is and how many people are affected by it. As cited in most of the reviewed literature, student absenteeism is not a new phenomenon and is a major concern for educators at institutions of higher learning. The historian Tuckman (1979) traces low attendance at Oxford University as far back as the fourteenth century. Rodgers (2001) states that in both North America and Australia, a substantial number of university students regularly skip classes. Devadoss and Foltz (1996) found average attendance among college students to be 89%. Surveys among collegiate teachers suggest that 25 percent or more students usually are absent from classes on any given day. http://www2.warwick.ac.uk/fac/soc/economics/staff/faculty/harrison/advice/romer/

Do Grades Alone Define Academic Achievement?

One measure of student achievement is the reporting of student progress. With the established system, the way to represent knowledge and learning is grades. Grades mean everything to a student; but there are many factors that affect the learning of a student in a class: his abilities, his interest in the course, the teaching method, his peers, the classroom, even the schedule and many others. Some of these factors have a positive effect and others a negative one, resulting in higher or lower grades. For the courses taken by a student, the average of these numerical scores is called the Grade Point Average (GPA). The GPA is usually reported as an average weighted by the credit hours of each course.

Academic achievement may also be considered in terms, which exclude grades. For example, a recent 10-year national study based on records of 30,000 young people participating in non-school programs run by 124 youth organizations in 30 locations from Massachusetts to Hawaii found that students in the arts use linguistic and cognitive thinking skills -- such as long-term planning, critiquing and focused attention -- that can reap positive social and academic benefits. According to the study, young people who work in the arts after school are: 1) four times more likely to win an academic award, such as being named to the honor roll; 2) eight times more likely to receive a community service award; 3) three times more likely to win a school attendance award; 4) four times more likely to participate in a math or science fair. The findings link academic achievement and other positive behavior to arts education. http://www.sfgate.com

Findings of Previous Research

Though much of the literature reviewed attempts to establish that a relationship may indeed exist between student absenteeism and academic achievement (GPA), Rodgers (2001) makes the following observations. Several analyses of cross-section data have found a strong association between student's attendance and performance. Devadoss and Foltz (1996), Durden and Ellis (1995), Romer (1993), and others have reported strong correlations in classes as diverse as economics, money, and banking. Yet no study has established a causal relationship between attendance and performance using experimental data and sound statistical methodology. http://www.uow.edu.au/~jrrodger/aust_j_education.PDF

Summary

Reducing the rates of student truancy and chronic absenteeism has been and continues to be a goal of many schools and school systems. The research that has been conducted on student absenteeism suggests that it may be as important as any issue confronting schools today. Since there may indeed be a significant relationship between absenteeism and class performance, the clear challenge to educators is to identify and implement measures that will increase attendance. Studies suggest that schools can affect student attendance by implementing specific procedures and activities.

Following the Review of Literature presented in Chapter II, Chapter III revealed the Methods and Procedures that were used to handle the data involved in this research study.

Chapter III

Methods and Procedures

The problem of this study was to determine if there is a relationship between absenteeism and academic achievement. In order to determine this, a population was selected, data were collected, tabulated and analyzed, and statistical analyses were performed. Chapter III outlined how these functions were to be accomplished.

Population

The total population in this study was 128 of the 205 full-time students of Roanoke Chowan Community College who were pursuing Associate Degrees in the Business and Computer Technologies Division. These students were taking courses in Information Systems, Internet Technologies, or Business Administration.

Methods of Data Collection

The primary method of research to be involved in this study was the examination and analysis of existing data. The College's Registrar provided data records, excluding student names, social security numbers and other personal information, that reflected only the students' relevant GPA's and number of absences for the Fall 2002 Semester.

From this population, two sets of sample data were collected. The first data sample was the student's attendance records for a given semester, i.e., how many absences had been recorded by the instructor from the beginning until the end of the semester during the period in question. The second set of sample data collected was the academic achievement (GPAs) of the student sample during the same semester, Fall

2002. These two data sets will be compared to see if students who are absent from class 4 or more days during the semester show lower levels of academic achievement (GPAs) than fellow students who are absent from 0 to 3 days

Statistical Analysis

Once the data had been collected, tabulated and analyzed, statistical analyses were performed. The statistical methodology implemented in this study was the chi-square. It was used to determine if there were significant correlations where frequencies occurred in paired sets of numbers. The chi-square was used to determine if there were significant relationships between absenteeism and student academic achievement (GPA). These two data sets will be compared to see if students who miss four or more days during a given semester have lower levels of academic achievement (GPAs) than fellow classmates who miss only from 0 to 3 days from class during the same semester.

Summary

This chapter described the methods and procedures to be used to confirm the stated hypothesis of this study. A population was defined, the method of data collection was described, and the process of data analysis was also stated. Chapter IV described the findings that were deduced from data used in this research study. Observations were made about certain statistics that were pronounced. Chapter IV also summarized what the data indicated concerning student absenteeism and academic achievement.

Chapter IV

Findings

The problem of this study was to determine the relationship between academic achievement (GPA) and absenteeism for community college students. Chapter IV disclosed the findings based on data used in this research project. Specific observations regarding the data were made. Chapter IV also summarized what can be said about the findings relative to student absenteeism and academic achievement.

Findings

Upon analyzing the data, the actual number of days the student was absent during the Fall 2003 semester was compared to the student's final grade point average for the same given semester. The number of days absent ranged from 0 to 10. The grade point average ranged from 1.09 to 4.00. The data revealed that 17 students who missed from 0-3 days maintained a grade point average in the 1.0-2.99 range, while 80 students who missed from 0-3 days maintained a grade point average in the 3.00-4.00 range. The data also revealed that 29 students who missed 4 or more days during the semester maintained a grade point average of 1.00-2.99, while only 2 students maintained a grade point average of 3.00-4.00 after having missed 4 or more days. See Table 1 for this analysis.

Table 1. Number of Days Absent and GPA (Students)

ID#	Days Absent	GPA	ID#	Days Absent	GPA	ID#	Days Absent	GPA	ID#	Days Absent	GPA
1	2	3.45	**33**	1	3.14	**65**	3	3.88	**97**	6	1.55
2	0	4.00	**34**	7	2.63	**66**	10	2.00	**98**	1	2.88
3	1	3.97	**35**	0	3.65	**67**	0	3.65	**99**	0	3.89
4	3	3.00	**36**	0	3.88	**68**	0	4.00	**100**	4	2.55
5	0	3.19	**37**	0	3.69	**69**	0	3.65	**101**	2	2.89
6	2	4.00	**38**	4	2.78	**70**	3	2.75	**102**	2	3.01
7	1	3.52	**39**	1	4.00	**71**	3	3.55	**103**	5	2.15
8	4	3.20	**40**	0	3.75	**72**	2	3.44	**104**	0	3.80
9	1	2.49	**41**	0	3.85	**73**	0	2.99	**105**	0	3.77
10	1	3.73	**42**	1	3.48	**74**	2	4.00	**106**	0	3.65
11	0	4.44	**43**	1	3.21	**75**	4	2.91	**107**	1	3.24
12	0	3.15	**44**	7	2.63	**76**	6	2.00	**108**	0	2.99
13	0	3.20	**45**	4	2.85	**77**	2	3.58	**109**	1	2.85
14	3	2.99	**46**	0	3.89	**78**	6	2.35	**110**	1	3.15
15	7	2.51	**47**	0	3.92	**79**	0	3.75	**111**	8	1.54
16	9	1.09	**48**	3	3.57	**80**	9	1.55	**112**	2	2.99
17	6	1.28	**49**	4	2.90	**81**	5	1.89	**113**	4	2.55
18	1	3.80	**50**	6	2.11	**82**	1	2.55	**114**	6	2.09
19	0	3.20	**51**	1	4.00	**83**	0	3.54	**115**	2	3.00
20	2	2.85	**52**	0	4.00	**84**	0	4.00	**116**	3	3.15
21	0	2.89	**53**	0	3.68	**85**	4	2.46	**117**	1	3.24
22	0	3.75	**54**	0	3.91	**86**	2	2.89	**118**	2	3.89
23	0	3.07	**55**	5	2.59	**87**	6	2.53	**119**	0	3.75
24	2	3.63	**56**	2	3.65	**88**	0	3.55	**120**	0	4.00
25	4	2.85	**57**	6	2.44	**89**	0	3.05	**121**	5	2.01
26	2	3.19	**58**	0	3.62	**90**	2	3.68	**122**	1	4.00
27	0	3.09	**59**	0	3.87	**91**	1	4.00	**123**	0	3.89
28	5	2.55	**60**	3	2.99	**92**	2	2.56	**124**	0	3.65
29	2	3.67	**61**	0	3.52	**93**	0	3.85	**125**	1	2.99
30	0	4.00	**62**	0	3.44	**94**	9	2.00	**126**	1	2.78
31	0	3.90	**63**	3	3.66	**95**	0	4.00	**127**	0	3.85
32	6	3.20	**64**	1	4.00	**96**	0	3.95	**128**	0	3.96

Chi-square calculations were performed with this same data. The parameters for student absenteeism were 0 to 3 days absent or 4 or more days absent (excessively absent). The parameters for academic achievement (GPA) were 1.0-2.99 for the low

level GPA range or 3.00-4.00 for the high level GPA range. The chi-square statistic for this data, as displayed in Table 2, was 58.97. The degree of freedom was 1. As a one-tailed hypothesis was set forth in the problem statement, the level of significance for $p>.05$ was 2.710 and for $p>.01$ was 5.410. See Table 2 for this analysis.

Table 2. Chi-Square Matrix

	1.0 – 2.99 GPA	**3.00 – 4.00 GPA**
0-3 Days Absent	**17 students**	**80 students**
4+ Days Absent	**29 students**	**2 students**

Summary

Chapter IV disclosed the findings that were disclosed for the data that was used in this research study. Specific observations were made about the data analysis that took place. Chapter IV also summarized what was to be noted about these findings.

Based upon the findings of Chapter IV, Chapter V presented a summary of this research study. Chapter V also made conclusions, and recommendations regarding the overall analysis of this research study.

Chapter V

Summary, Conclusions, and Recommendations

Chapter V summarized the content of this research study. It stated Conclusions, or answered the hypothesis that was set forth in the beginning of this research study. Finally, Chapter V presented the Recommendations that can be made based on the results of the study and it also made recommendations for future studies.

Summary

The problem of this study was to determine the relationship between academic achievement (GPA) and absenteeism for community college students. It was hypothetically stated that students who have higher records of absenteeism (absent four times or more during a given semester) would have lower academic achievement levels (GPA) while attending community college.

The significance of this study can be seen partly in the fact that student absenteeism has been recorded as far back as the fourteenth century. Student absenteeism is prevalent still today at middle and secondary schools, as well as institutions of higher education, including Roanoke-Chowan Community College (RCCC). Administration, faculty and staff are all aware of the chronic incidences of student absenteeism that occur each semester.

The study was conducted on RCCC's campus with the inclusions of 128 full-time students who were pursuing Associate Degrees in the Business and Computer Technologies Division. Students who were excessively absent due to extenuating

circumstances were excluded from the research study. Distance learning courses were excluded from the study. For purposes of this study, high academic achievement referred to GPAs in the 3.00-4.00 range (Grade Letter A-Grade Letter B), while lower levels of academic achievement referred to GPAs in the 1.00-2.99 range (Grade Letter C, Grade Letter D, or Grade Letter F).

The RCCC Registrar provided data to the researcher which included only the student's number of recorded absences for the Fall 2002 semester and the student's relative GPA for the same semester. These data would be compared to determine if a relationship existed between the two variables.

The data supplied by the Registrar were analyzed to reveal what the student's GPA was relative to the number of recorded absences for the given semester. The question was to determine if a student missed 4 or more days, would his GPA be lower than the student who only missed from 0 to 3 days during the semester. The data on student absences and GPA were presented for all 128 students. A chi-square statistical analysis was performed, indicating whether or not there was a correlation between the two variables in question and if any degree of relationship existed between the two variables.

Conclusions

The hypothesis of this research study suggested that students who have higher records of absenteeism (absent four times or more during a given semester) would have lower academic achievement levels (GPA) while attending community college. In reviewing the literature on student absenteeism and grade point average, as seen with

Rodgers (2001), Devadoss and Foltz (1996), Darden and Ellis (1995), Romer (1993), and Jones (1931), the studies all suggested that class absence is negatively associated with course grade. The results of this research study also seem to indicate the same premise.

Data that was collected, tabulated, and analyzed for this research study indicated that of the total number of students who showed the highest levels of academic achievement (80), they only missed from 0 to 3 days, while of the total number of students showing the lowest levels of academic achievement (29), these students missed 4 or more days during the semester. The researcher can conclude that there indeed may be a relationship between absenteeism and attendance.

According to the data analyzed in this research study, the chi-square statistic for this data was 58.97. The degree of freedom was 1. As a one-tailed hypothesis was set forth in the problem statement, the level of significance for $p>.01$ was 5.410. The correlation value of 58.97 for chi-square indicated that a relationship existed between student absenteeism and academic achievement. The hypothesis of this study was accepted and the researcher affirmed the claim that students who are excessively absent from class would have lower levels of academic achievement.

Recommendations

Prior studies on student absenteeism and academic achievement, such as those done by Rodgers (2001), Devadoss and Foltz (1996), Darden and Ellis (1995), Romer (1993), and Jones (1931), indicated that when students miss the majority of instruction, and whether due to tardiness and/or absenteeism, their grades suffer. As similar results

have been found in this research study, the researcher might be inclined to take this information back to Roanoke Chowan Community College so that it may be shared with the administration, faculty, staff and students of the college. The students need to know of the relationship that has existed in past studies and continues to exist in present studies on student absenteeism and academic achievement. Hopefully the College's Student Services Division could work along with the researcher of this study and the Institutional Researcher for the College to present this information to students in some type of "For Your Information" leaflet. Students need to know what effect absenteeism can have on their grade point average.

The College's Institutional Researcher might conduct a complete study on absenteeism and attendance in all curriculums on the campus of Roanoke Chowan Community College to give the school's administration and faculty "real" data on the chronic absenteeism that exists at the College.

The results of this study might also become part of the information that is shared with students during their college orientation sessions. New students need to know what some of the variables are that contribute to student success and failure in their educational pursuits.

Future researchers who study these two variables may want to investigate and find out why it is that students are indeed excessively absent from class. What reasons do students give their instructors, fellow classmates and others for not attending class? Do students oversleep and miss class? Do students make a tradeoff between work and class? Are some students frequently ill? Does the student need child care assistance? Does the

student lack transportation to and from school? Is the student not interested in the courses or fields of study for which they have enrolled? Does the instructor provide quality instruction that motivates the student and holds his or her attention? Does the student believe that it is not necessary to attend classes regularly in order to succeed? These are only a few of the many questions that could be investigated in future research studies.

Educational institutions need to determine if there are methods and procedures that can possibly be implemented to help in curbing absenteeism. The Student Services Division of most colleges is there to help the student with any issue confronting the student. Through some means, students must become motivated to attend class on a regular basis, whether the process begins with the instructor or the student. The problem has existed for many years and is one that should be addressed in order to help students as well as educational institutions.

Colleges and universities should take considerable efforts to ensure that a qualified teacher meets with enrolled students for a particular number of hours during a semester for each academic credit awarded. Buildings are built, rooms are reserved, teaching schedules are set, and students enroll with the assumption that faculty-student encounters will occur. Yet, quite often many students do not show up.

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