

Empirical Evidence on Students Absenteeism: Causes and Its Impacts

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Abstract- *The progress of education and education system in India is dramatically improved. Even the enrolment in higher education has increased to 23.6 percent (2014-15) compared to 21.5 percent (2012-13) which shows a positive impression of expanding literacy. Both the Central and State Government gives importance to education and consider it as a key factor for economic development. On the other side the absenteeism of students also exists and increases in all level of education. It provides the quest in search of reasons for students' absenteeism of having plenty of resources and importance given on education. In this study an attempt is made to make out the causes of absenteeism among students' with the empirical evidence.*

Keywords- Students Absenteeism, Causes for absenteeism, Absenteeism in higher education.

I. INTRODUCTION

Education is considered as trump card for social, economic and political transformation. It is also believed that through quality education democracy can be emphasized in the country and also it becomes the national identity indirectly by way of promoting socio-economic mobility. Education becomes the promising means to meet the global requirement with local needs. National Policy on Education has been formulated to monitor, evaluate and recognize the needs of quality education. The total enrolment in higher education is estimated to be 34.2 million and the GER (Gross Enrolment Ratio) in India is 24.3% calculated for 18-23 years of age group. All the efforts of government, universities and institutions towards students welfare becomes fritter away due to a chronic absenteeism.

Student's presence is considered as one of the key factor for the academic achievement of students in all levels of education such as colleges (Van Blerkom, M.L.1992), higher secondary schools, elementary schools, kinder garden (Epstein, J. L., & Sheldon, S. B. 2002) etc., Student's absenteeism posts two different questions such as why they make themselves absent and what would be the effect on their absenteeism towards their academic performance and skill development. Many studies and research has been formulated to identify the root cause of absenteeism.

Absenteeism, according to Merriam-Webster dictionary means chronic absence. In the context of school it is the habitual or intentional failure from going to school. Absenteeism cannot be denied because every now and then, students may miss some school activities and lessons and it becomes a problem if the student is away from school for many days. According to Balfanz & Byrnes, (2012); constant absenteeism is typically based on total days of school missed, including both excused and unexcused absences. Nearly one – third of the students are absent in regular working days says Romer (1993) also the attendance contrast by magnitude of classes and distinctiveness of school working environment and structure. He also affirms that non attendance is a problem throughout academia.

II. CAUSES OF ABSENTEEISM

Various researchers look at the grounds of absenteeism of students in different perspective, Wadesanga and Machingambi (2011) addressed subject attention, poor coaching, unfavorable learning atmosphere, too much socialization, inadequate financial support and adverse rapport between students and tutor. On the other side many researchers (Durdan & Ellis, 1995; Devadoss & Foltz, 1996; Rodgers, 2001; Marburger, 2001; Rodgers & Rodgers, 2003; Paisey & Paisey, 2004; Gump, 2005; Cohen and Johnson, 2006, Sauers et al., 2005; Woodfield et al., 2006; Credé et al., 2010) attempted to examine and ensure whether the absenteeism has effect on student's academic performance and also confirmed the existence of positive correlation.

In addition the absenteeism among students is also affected by demographical profile of students. Agarwal, S. and Masand, H.(2003) in their study exposed that causes of female absenteeism comprise of ineffective system of education, unsupported monetary circumstance of students and geographical location of educational institutions. Even the inequality of cast-wise were focused Mate, Meenakshi(2010). Bowen, E., Price, T., Lloyd, S. & Thomas, S. (2005) in their article depict notice to local and global attendance monitoring in higher education also confines the benefits and problems of individual learner and university and insists the importance of students retention.

FAMILY BACKGROUND

Shaswati Pramanik (2015), in her study reveals that family characteristics such as parental education and family income are the most imperative manipulate aspect towards the individual's involvement in higher education and has direct effect on individual's propensity. An individual's probability of participation in higher education is influenced by social, religious and demographic characteristics for both rural and urban youth in India. Females are less likely to participate in higher education in rural areas, while Hindu females in rural area are less probable to participate.

HEALTH ISSUES

Balfanz & Byrnes, (2012) affirm illness as the key cause of student absenteeism. The authors state that, acute wellbeing conditions are providentially rare and there are few chronic conditions that cannot be properly administer to enable presence particularly in high-poverty areas. Many others authors (Cohall & Skeete, Dollinger, Matyja, & Huber, 2008, Moore, Armstrong, & Pearson, 2008, 2012, Paisley & Paisley, 2004, Longhurst, 1999) are also claimed the illness is one of the factor for absenteeism.

MOTIVATION

Lumsden, (1994) propose that stimulus related to a student's aspiration to join in the learning course grip extrinsic and intrinsic motivation. It reflects in the classroom attendance rate which also interrelated with classroom practices by faculty, situational factors and institutional policies.

III. TEACHING METHODS & METHODOLOGY AND INSTITUTIONAL PRACTICE

Many researchers also claimed that perceived perception of students on institution and the tutor teaching content and methodology as a reason for student's absenteeism. Academic-centered needs to be addressed to reduce the negative perception of students. These reasons include failure to address and discuss the 'real world' problems, lecturing online materials, boring lectures, time scheduling and utilization and contending assignment commitments (Gump 2006; Nicholl and Timmins 2005; Hughes 2005; Timmins and Kaliszzer 2002; Hunter and Tetley 1999; Longhurst 1999).

OTHERS ISSUES

Schmulian and Coetzee (2011) argue that there is will not be a meaningful in distinct cultural and economic

environments. Grabe (2005) inspect the association between students' use of online notes as a substitute for attending class. His study suggest that about 30 per cent of students who regularly used notes claimed to have done so as a replacement for at least six classes and also claims that there is no difference among the students who used online notes and those who acquired class attendance.

Surprisingly we could also see the evidence of meticulous pattern of absence amongst university students, with most non-attendance happening on Mondays and Fridays and being of one day in duration (Timmins 2002; Rodgers 2002).

Friedman, et.al. (2001) found that certain course uniqueness affected students' presence. They surprisingly found that elective courses were attended notably better than obligatory courses. Similarly, professional school classes and laboratory classes showed a healthier attendance. They also claim that, enrollment size is the major factor.

Petress (1996) also carried out a study among students who claimed they were adults and therefore could decide what behaviors were in their best interests. The students in this study also claimed that the professors were the vendor and be gratified to create the course group likable enough to create a center of attention from view point of students.

In addition, (Arum & Roksa, 2011) have pointed out that many students do not steps forward to a great extent at all throughout their college years, and this is partly because they don't study very much.

Wadesango, et al., (2011) studies found that, the stimulus for their absenteeism from classes was to be with their friends and peers, it is equally supported by the study of Reid, (2005) whose result disclose that; absentee individuals are influenced by their peers to not attend the classes and cheer peers to employ in activities outside of the school campus with them. Other reasons are tiredness (Dollinger, Matyja & Huber, 2008),

IMPACTS

When the attendance made compulsory the students who stay in the class without interest and intention, they spoil the classroom environment the worse extent possible (Toby 1983) and also he claims that crime at campus increases by compulsory attendance requirements. If the non-attendeo intends to attend the class it affects the students' utility time and productive class delivery and result in negative

externalities on students and professors (Brauer, 2004). Not only the class environment is affected the commitment the desired behavior is also affected (Karlan, 2016 & Ainslie 1992). Karlan (2013) came out with a solution with a practice of incentive for students to attend might be defended on the grounds of the student's own best interest in the long run. If the non-attendeo intends to attend the class it affects the productive time utility among regular students and the teacher inside the classroom (Brauer 2004),

IV.CONCLUSION

The empirical reviews show that problem of absenteeism among students be a unique dilemma across the borders and at different grading levels. The absenteeism doesn't occur only from students but the evidence shows that technology advancement, self motivation, present educational system in countries, institutional policies, parents participations, teaching pedagogy, students health condition, cultural environment, economic status of the family, self interest, influence of friends, family background, socialization and much more. Absenteeism reflects in self academic performance, skills, attitude and behavior. Even if their presence made compulsory it affects the performance and listening of other students in the class, productive utilization of classroom, classroom environment and tutors interest. Government is addressing and implementing the quality education system but that could be ineffective if the absenteeism persist in classroom. Hence in outlook cross sectional studies of different culture can be studied and the implementing plans could be framed as to the needs of students in their different geographical boundaries to bring a most effective elucidation of implementing plans.

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