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## **The Influence Of Absence Of Students On The Quality Of Performance In Tests And Exams**

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### **Abstract**

The research seeks to indicate the influence of the absence of students from attending the lectures. Department of Business Administration at the College of Almamoun University College is chosen to be the material of study, to determine the influence of the absence of students on the performance in the tests and exams in the academic year 2018 - 2019. The number of students of morning studies is (192) students (138) of whom are males and the rest are (54) females. The total number of evening students, there are (142) students, (109) of whom are males and the rest are (33) female students. The number of students of evening studies is (142) students (109) of whom are males and the rest are (33) females, thus, the total number of students under study is (334) students (247) of whom are males and (87) females. The collected indicative information are based on the absenteeism rates for each student in the morning and evening studies , as well as the marks scored by each student during the first and second semesters. The study of the influence of absence on the marks scored by each student, on the one hand, for the purpose of showing the extent of gender (male and female) influence, on the other hand, are both taken into consideration, as well as to indicate whether the type of study (morning or evening) has any influence on the performance in a test as well as the rate of absence.

## **La Influencia De La Ausencia De Los Estudiantes En La Calidad Del Desempeño En Las Pruebas Y Exámenes**

### Resumen

La investigación busca indicar la influencia de la ausencia de estudiantes de asistir a las conferencias. El Departamento de Administración de Empresas de la Facultad de Almamoun University College se elige como material de estudio para determinar la influencia de la ausencia de estudiantes en el rendimiento de las pruebas y exámenes en el año académico 2018-2019. El número de estudiantes de los estudios de la mañana son (192) estudiantes (138) de los cuales son hombres y el resto son (54) mujeres. El número total de estudiantes de la tarde, hay (142) estudiantes, (109) de los cuales son hombres y el resto son (33) estudiantes. El número de estudiantes de estudios nocturnos es (142) estudiantes (109) de los cuales son hombres y el resto son (33) mujeres, por lo tanto, el número total de estudiantes en estudio es (334) estudiantes (247) de los cuales son hombres y (87) hembras. La información indicativa recopilada se basa en las tasas de absentismo de cada alumno en los estudios de la mañana y de la tarde, así como en las calificaciones obtenidas por cada alumno durante el primer y segundo semestre. El estudio de la influencia de la ausencia en las calificaciones obtenidas por cada estudiante, por un lado, con el fin de mostrar el alcance de la influencia de género (masculino y femenino), por otro lado, se tienen en cuenta, así como para indicar si el tipo de estudio (mañana o tarde) tiene alguna influencia en el rendimiento de una prueba, así como en la tasa de ausencia.

### Introduction:

The absence from lectures is one of the issues experienced by most educational institutions and other organizations at present.

The research is concerned with demonstrating the influence of absence, by a reasonable excuse or not on the performance of students.

The research seeks to find and identify the following:

- There is no significant correlation between absences and a student's performance
  
- There is no significant correlation between absence and the final grade of the student
  
- Absence does not affect the student's performance in a test or

exam.

Absence does not affect the graduation and initial performance in a test or exam.

Absence does not affect the performance of the student as sex is concerned.

Absence does not affect the student's performance in a test or exam as type of study (morning / evening) is concerned .

All this is considered in order to determine the correlations between these variables for the purpose of diagnosing the actual situation and recommendations for improving the students' performance.

The research includes four sections, the first of which included the research methodology (problem, objectives, hypotheses and tools used in the analysis).The second one tackles the theoretical and cognitive framework to improve the students' conduct in a test or exam. The third section is devoted to analyzing the practical aspect and the connections between the indicators .The fourth section presents the conclusions and recommendations.

First : Research Methodology

### 1. Research problem

Many of the literature have paid a concentrated attention to the issue of the absence of students from lectures and its influence on their conduct in the test or exams. Absence from the point of view of (Khalid, Mehmood, 2014: 2) is not to attend or attend to college and not to attend the lecture as the student is absent, and this case is called absenteeism.

Performance (conduct) means "means of carrying out work or state of achievement." (American Heritage Dictionary)

Here there is an emphasis is on the absence of students because of its influence on the student's understanding of the subject material addressed in the lecture and classroom discussions between the students and with the teacher explaining the subject he is teaching, therefore, the problem of research is centered by raising the following questions:

- Can student success indicators be applied and adopted based on absenteeism rates?
- What is the nature of the relationships between absenteeism and success rates?
- Are success rates affected by combined sex and absences?
- Does the type of study (morning / evening) and absence rates affect the success rates?

## 2. Research objectives

The research seeks achieving the following objectives:

- A. Identify and determine the effects of the absence from lectures of the subject “production and operations management” of the fourth stage (senior students) of Almamoun University College.
- B. Searching the relevant references of absence
- C. Recommend appropriate solutions after completing the analysis process

## 3. Research Hypothesis

It is consistence with the research problem and objectives, the following basic assumptions are formulated:

- A. Absence affects the student’s conduct in the test or exam.
- B. Sex (male / female) and absence affect conduct in the test or exam.
- C. Study type (morning / evening) affects the conduct in the test or exam

## 4. Spatial and temporal boundaries of research

Al mamoun University College / Department of Business Administration is chosen to be the Field of Research as the this College is one of the oldest faculties .It is established in 1990 and contributed to the preparation of a well-educated generation that is equipped with scientific knowledge to contribute to the building of the society in various fields. The subject of “Production and Operations Management “is chosen as an important course in Department of the Business Administration .The study period is set to be the academic year 2018 - 2019.

## 5. Methods of data collection and analysis

The necessary data and quarterly grades were obtained from the records available to the professor of the material, which were prepared accurately and thoroughly processed by forming percentages to enable the researchers to process them statistically and get the required results.

Fundamental to the research, the data were analyzed to infer the analysis of the results based on the correlation and impact coefficient.

Second: theoretical framework

### 1. Reasons for absence

A lot of research is conducted about identifying the absence of students from lectures and focused on the causes of absences and factors that lead the student to not want to attend lectures, and there is much research that focused on the influence of the absence of students on their conduct in the tests and exams. With regard to the reasons for absences (Teasley, 2004: 1)

that there is the lack of interest in the students to enjoy formal education and it is recommended that it should be mandatory for teachers, change agents, and all other stakeholders in education to provide incentives and requirements for students to be accurate and regular in their attendance to get the lectures required to enhance their conduct, while (Ahmet, et Al, 2019: 3) believe that absenteeism can be understood as “a very personal decision based on motivation to attend and ability to attend.” Moreover, he believes that certain previous studies have demonstrated that successful students in their academic performance were better in attending classes and lectures in comparison to absent students. The study found a moderate positive relationship ( $R = 0.716$ ) between student attendance and his academic performance at Simad University in Mogadishu, Somalia. The results indicated that increasing the level of attendance of one lecture leads to an increase in the academic performance by 0.716.

Another study (Balkis, et, al, 2016: 1) stated that student absenteeism was negatively correlated with their academic self-perception, attitudes towards teacher and school, assessment of goals, motivation / self-organization, and academic performance. The results of analyses showed that personal and family factors strongly predict absenteeism of the former and current students and for his part, determines (Song) the reasons for the absence of students (Pengfei Song, 2013,: 2-4):

First reason is part-time work so that certain students can pay part of their tuition fees. Second reason is commuting as it is estimated that 82% of students move to school and many of them travel more than one hour in each direction, and such students tend to choose to stay at home unless attendance is obligatory.

Third reason is the concurring assignments. This is due to the large number of subjects is required to be studied by the student in one semester, which leads to his inability to coordinate his time in order to attend all the required subjects.

Fourth reason is Attitude: Students who do not have a direct link to course subjects or other obligatory subjects or their future careers, they are less likely to attend and participate.

Fifth reason is the quality of teaching, which is traditionally recognized as a key factor for classroom attendance and student performance. Balfanz and Byrnes believe that students who cannot go to school may be because of illness, family responsibilities or instability, housing or need to work as well as students who will not go to school to avoid bullying, unsafe conditions, harassment and embarrassment (Balfanz & Byrnes, 2012:

4). Peter Masenkham and Tony Hearnton believe that the more recent phenomena is that students attend the lectures just to access information for assessment purposes. Students are particularly interested in information that will help them with assessment tasks or get exam questions. Moreover, when students get access to the lectures through the internet or the international network, their attendance in the lectures will be as limited as possible and the international network is an alternative to the lecture(s) (Massingham Herrington, 2006: 6).

There are other scholars and researchers who believe that there must be a set of acceptable excuses for absence and one of the following excuses at least should apply:

A. The reason for your absence was inevitable and out of your control (such as serious and unexpected transport issues).

B. You are absent because of illness or other health problems.

C. You are dealing with a personal or family emergency that requires urgent attention that cannot be handled outside college hours (such as a serious family illness, gas leakage in your apartment, etc.)

D. You have obtained prior permission to be absent (for example, participating in a religious event, attending a medical appointment or equivalent, either as a patient or as a support for someone who is responsible for their care).

E. You have been prevented from returning to the country where you are studying due to a disaster in your country.

[https://www.gla.ac.uk/media/Media\\_129313\\_smxx.pdf](https://www.gla.ac.uk/media/Media_129313_smxx.pdf)

(Bukoye & Shegunshi, 2016: 3) state that the reasons for the lack of attendance in lectures are not a new phenomenon of higher education. There are a number of reasons for the students not to attend their lectures. Bukoye & Shegunshi warn that the lack of attendance should not be attributed to one reason but to multiple reasons. This suggests that there is a need to examine the various factors that influence the students' decisions about attendance. Other key issues, beside non-attendance, are the accuracy of records and diversity of specializations. First, university attendance records are not necessarily accurate and not all institutions record attendance in the same way.

Patnode et al. believe that there are barriers that prevent students from attending include health conditions, inconsistent or unreliable transportation, housing instability, childcare or juvenile justice systems. Students



may face one or more Preventive causes that prevent attendance, which may be closely related, such as housing and transport instability. Multiple surveys of (chronically) absent students have identified health concerns, including short-term diseases, chronic diseases, and health / dental / mental health appointments as the most common causes that are given oftenly (Patnode, Gibbons, Edmunds, 2018: 7).

## 2. What is chronic absenteeism?

Teachers and policymakers are increasingly concerned about the issue of student absenteeism in general and chronic absenteeism in particular, because chronic absenteeism can have lasting effects on economic and social development of students. The study prepared by Julia Lara et al. found that schools with a large proportion of students living in poverty, regardless of the region of the country, are likely to have high absenteeism rates. Nationwide, more than six millions of students were chronically absent from school during the academic year 2013-2014, standing for 14% of all students (Julia Lara, et al, 2018: 1). Although the definition of chronic absenteeism varies, it may mean that the students may not to attend the lectures for more than two weeks of the academic year or absent for one month in the academic year or absent for 10% of the academic year or absenteeism for more than 40 days .It varies according to countries and states (Balfanz & Byrnes,2012:7) Chronic absenteeism has been defined by many US states and agencies as the absence of a student for 10% or more of school days for any reason.

Absenteeism refers to lost educational days whether excused or non-excused or as a result of disciplinary dismissal from school. Countries are allowed to set their own criteria for chronic absenteeism, and Minnesota Department of Education (MDE) has identified a consistent attendance as an indicator of school quality within the ESSA plan, which defined attendance as being more than 90% of school days (Patnode, et.al: 5). (Rogers and Feller) The absenteeism of students in the United States is staggeringly high. Among US public school students, more than 10 % (about 5 million) were chronically absent each year, and chronic absenteeism was defined here (as absenteeism for 18 days or more from university) and the rate is tripled in urban areas of low-income (Feller, 2016: 3 & Rogers).

A student is considered absent if he is not physically present on the school premises and does not participate in educational activities outside the school approved for the school day. Chronic absentee students include students who are absent for any reason (for example, illness, need to care

for a family member), regardless of whether the absence is excused or unexcused. Students who miss 10% or more of school days are considered chronically absent (Steve Canavero, 2018: 2).

### 3. Strategies to reduce student absences

In order for students to learn and achieve their full potential, they must attend and participate in the learning process. Many researches state that the absence of the student affects his ability to succeed and that the main reason for the low success rates is due to the lack of participation of other colleagues which negatively affects their performance in the exams. There are many strategies that can be used to reduce student absences, (Fetsco, et.al., 2015: 4) including:

- A. Establish positive relationships with students and their families.
- B. Create a positive, supportive and attractive atmosphere for students.
- C. Clarify attendance expectations and goals.
- D. Educate and engage students and families about the influence of attendance on performance outcomes.

From our point of view of (Patnode, et al. Op.cit: 17) prevention efforts are based on a culture that emphasizes attendance by creating a desirable environment, building relationships with families, monitoring and controlling attendance rates for students, recognizing their presence well and improving, and educating families and staff about the effect of absence. Specific barriers can also be addressed through preventive efforts. For example, offering a free breakfast, expanding after-school programs, or adding health services in colleges can remove barriers to attendance and benefit all students, including those with good attendance and regular attendance.

### 4. Previous studies for the absence of lectures and its influence on the results of conduct of tests and exams

A number of studies have been found that there is a relationship between students' absenteeism and the results of conduct in tests and exams. Records are kept regarding the specific classes during which each student was absent during the semester. Records of attendance to the class were also maintained when the material corresponding to each multiple choice test question was covered. The qualitative selection model reveals that students who missed school on a particular date were more likely to answer incorrectly the questions about subjects covered that day than students

who attended.

Through an analysis of the relationship between the attendance in the classroom at the university and the performance results, another study reveals that attendance in lectures has strong relationships with the performance results of the school grades. The statistical results obtained are as follows:

GPA ( $k = 33$ ,  $N = 9,243$ ,  $r = .41$ ) and ( $k = 69$ ,  $N = 21,195$ ,  $r = .44$ ) . (Credé et al., 2010,2)

Stephen E. Gump emphasizes that many studies on the intuitive relationship between attendance and grades in the college semester: As absenteeism increases, grades generally fall. While most studies have concluded that academic success is a function of several factors over attendance alone, there is still a strong correlation between attendance and academic success (Steven E. Gump, 2004,2).

In a study conducted by (Keira L. Barrington and Dina Johnson) for the course of computer information systems over three semesters to determine the relationship between attendance and performance rates, this relationship was a test using data collected from 118 undergraduate students in the course of computer information systems . The study is an analysis of attendance records and course grades from three consecutive semesters of the same course using Spearman correlation coefficient. After conducting statistical analyzes, the results indicated that the highest attendance rates in the laboratory led to higher academic performance by students (Barrington and Johnson, 2005.1).

Another study stated that students attending classes are often those who “organize their learning.” These are students who are fundamentally motivated and feel that they have not only an obligation to attend the class but also to complete specific readings, pursue assignment excellence, and accumulate as much knowledge as possible from university education. An interesting study by Moore (2003) reveals that students believe that good class attendance is a contributing factor to a get higher scores (The Tool-Box, Vol. IV Issue 3 March / April, 2006,).

##### 5. Technology and its influence on the attendance of students

A study by Aaron Karnad note that there are still concerns among teachers that getting lecture recordings could lead to fewer students attending the lectures and noted that there was a study of Gorissin and others (2012) found a weak positive correlation between increased use of recorded lectures and decreased attendance to lectures (Spearman  $r_s = 0.239$ ,  $N$

= 513,  $p > 0.0005$ ) (2009).

Haron Karnad referred to the study conducted by Schreiber et al. (2010) as it was found that students recognize the significance of attending the lectures, and view recorded lectures as complementary to class attendance. However (Pursel & Fang, 2012) also reported that 20% of the studies found that students identified a link between the use of lecture recordings and reduced attendance (Arun Karnad, 2013, 13).

(Chris Jones and Matthew Olzak of the Aston Business School 2016, 13) believe that “students who attended most of the lectures and then used the recordings to revisit the material benefited more by watching the recordings. The recordings were useful as an alternative, but not enough to eliminate the negative influence their performance”. The research final results suggest that while there may be some little benefits to student performance by providing lecture recordings, this technology is unlikely to lead to substantial improvements in students’ final performance.

## Practical Aspect

### Hypotheses tested

Six hypotheses have been developed in the present research, and after data are taken from the private records, these hypotheses will be tested.

First hypothesis (H1): There is no significant correlation between the absence and the student’s exam performance. Table (1) demonstrates the correlation relationships assumed by the first hypothesis. This finding confirms the rejection of the first correlation hypothesis that there is no significant correlation between the absence and the conduct in the students’ tests and exams, and the acceptance of the alternative hypothesis which states (there is an inverse correlation between absence and the student’s conduct in the tests and exams). The relationship between absence and conduct in the tests and exams, and this result confirms a Z inverse relationship, i.e. if the student continued to be absent would adversely affect his performance and results.

Table (1): Testing the correlation hypotheses (relationship results)

Results	Pearson Correlation	Sig	n	Variables	tested Hypotheses
Rejected	-0.35 *	.033	334	Absence – performance in the tests and exams (X-Y)	H1
Rejected	-0.32 **	.01	334	Absence - outstanding performance(X- Y1)	H2

Second hypothesis (H2): There is no significant correlation between absence and the final marks of the student.

Table (2) demonstrates the correlation assumptions assumed by the second hypothesis. The result refers to the rejection of the second correlation loan that there is no significant correlation between the absence and the final marks of the student. Acceptance of the alternative hypothesis (there is no inverse moral correlation between the absence and the final grade of the student). This result can be assured that frequent Unseen lectures will result in weakness in final grades and thus affect the student’s success.

Third hypothesis (H3): Absence does not affect the student’s conduct in the tests and exams.

Table (2) below presents the effect relationships assumed by the third hypothesis, as the table confirms that absence has its significant influence on the conduct and performance of the student in the tests and exams, it has reached the coefficient of determination (R<sup>2</sup>), which represents the value of the effect (.35), and the calculated value of (f) is (.28) when the morale one is (.01). This result confirms that absence is of a significant effect on the student’s performance in the tests and exams, leading to the rejection of the third hypothesis (absence does not affect the student’s performance in the tests and exams), and acceptance of the alternative hypothesis that states that (absence affects student’s performance in the tests and exams).

Hypotheses tested	Variables	Sig	f	R2	Results
H3	Exam Performance – Absence (X1 → Y)	.01	.28	.35	Rejected
H41	Exam performance - absence of a senior stage students (X1 → Y)	.01	.31	.37	Rejected
H42	Exam performance - absence of early stage students (X1 → Y)	.01	.26	.34	Rejected
H5-1	Exam Performance – Males (X21 → Y)	.01	.34	.49	Rejected
H5-2	Exam Performance – Females (X22 → Y)	.01	.30	.38	Rejected
H6	Exam Performance – Morning studies (X31 → Y)	.01	.27	.34	Rejected
H7	Exam Performance – Evening studies (X32 → Y)	.01	.29	.36	Rejected
n = 334					

Fourth hypothesis (H4): Absence in the final stage and initial stages does not affect the student’s performance in the tests and exams .The fourth hypothesis has two sub-hypotheses, namely:

1- Absence does not affect the final stage of the exam performance

Table (2) presents the influence relationships assumed by the first sub-hypothesis of the fourth hypothesis. As the table confirms that absence is of a significant influence on the performance in the tests and exams of the students of the final stages , has reached the coefficient of determination (R2), which represents the value of the influence of (37), the calculated value (f) was (31.), while the morale was (.01), and this result confirms the significance of the effect of absence in the performance in the tests and exams of the students of the final stages .This leads to the rejection of the first sub-hypothesis of the fourth hypothesis that ( Absence affects the performance in the tests and exams of the students of the final stages ) and the acceptance of the alternative hypothesis : (absenteeism affects the performance in the tests and exams of the students of the final stages ).

2- Absence in the first stage does not affect the exam performance

Table (2) presents the effect relationships assumed by the second sub-hypothesis of the fourth hypothesis, as the table confirms that absence is of significant influence on the performance in the tests and exams of the students of the first stages has reached the coefficient of determination

(R2), which represents the value of the impact (34), the calculated value (f) was 26.), while the morale was (.01), and this result confirms the significance of absence performance in the tests and exams of the students of the first stages. This leads to the rejection of the second sub-hypothesis of the fourth hypothesis that (Absence in the first stage affects the students' performance in the tests and exams) and acceptance of the alternative hypothesis that (Absence in the first stage affects the students' performance in the tests and exams).

Through the above mentioned two sub hypotheses, it is possible to conclude that the effect of absence on the performance in the tests and exams of the students of the fourth (final) stages is more influential than the absence on the performance in the tests and exams of the students of the first stages.

Fifth hypothesis (H5): absence, according to student's sex (males / females), does not affect the performance in the tests and exams of the students. The fourth hypothesis has two sub-hypotheses, namely:

#### 1- Absence of female students does not affect exam performance

Table (2) presents the effect relationships assumed by the first sub-hypothesis of the fifth hypothesis, as the table confirms that the absence of female (girls) significantly affects their performance in the tests and exams, has reached the coefficient of determination (R2), which represents the value of influence (38). This result confirms that there is a significant effect on absence of female students affects their performance and conduct in tests and exams, which leads to the rejection of the first sub-hypothesis of the fifth hypothesis. (absence of female students does not affect their performance in the tests and exams), and the acceptance of the alternative hypothesis which states that (female) students' absence affects their performance and conduct in tests and exams).

#### 2- Absence of male students does not affect their performance in the tests and exams

Table (2) presents the effect relationships assumed by the second sub-hypothesis of the fifth hypothesis, as the table confirms that absence of female students has the significant effect on their performance in the tests and exams, has reached the coefficient of determination (R2), which represents the value of the impact (49), The calculated value (f) was (34), while the moral (.01), and this result confirms the significant influence of absence of male students affects their performance in the tests and exams

, and this leads to the rejection of the second sub-hypothesis of the fifth hypothesis that ( Absence of male students does not affect their performance in the tests and exams, and acceptance of the alternative hypothesis stipulates that (absence of male students affects their performance in the tests and exams.

Through the above mentioned two hypotheses, it is possible to conclude that the absence of male students affects their performance and conduct in tests and exams is more influential than the absence of female students that affect their performance in the tests and exams.

Sixth hypothesis (H6): absence according to the type of study (morning / evening) does not affect the students ' performance in the tests and exams . This hypothesis has two sub-hypotheses, namely:

1- Absence of morning studies does not affect the students ' conduct and performance in the tests and exams

Table (2) presnets the effect relationships assumed by the first sub-hypothesis of the sixth hypothesis, as the table confirms that there is an effect of the absence of morning study students in their performance in the tests and exams. The value of (f) calculated is (27), while the morale (.01), and this result confirms the influence of absence of morning studies students in their performance in the tests and exams , and this leads to the rejection of the first sub-hypothesis of the sixth hypothesis that states (absence of students of morning studies does not affect their performance in the tests and exams ) and acceptance of the alternative hypothesis which states( absence of Students of morning studies affects their performance in the tests and exams ).

2 - Absence of students of evening studies does not affect the students' conduct and performance in the tests and exams

Table (2) presents the effect relationships assumed by the second sub-hypothesis of the sixth hypothesis, as the table confirms the absence of evening studies students affects their performance in the tests and exams. Determination factor (R2) represents the value of the effect of (36). This result confirms that there is a significant effect of absence of evening studies students on their performance in the tests and exams, which leads to the rejection of the second sub-hypothesis of the sixth hypothesis which states that (absence of students does not affect their performance in the tests and exams and acceptance of the alternative hypothesis which states that (absence of evening studies students affects their performance in the



tests and exams.)

Through the above mentioned two hypotheses, it is possible to conclude that the effect of the absence of evening studies students on their performance in the tests and exams is more influential than the absence of morning studies students in their performance in the tests and exams.

Discussion of the research results

Through the results that appeared in the applied side, a number of facts is reached, namely:

1. The students' absence from attendance of the lectures will negatively affect his performance and conduct in the tests and exams. This indicates the extent of the benefit of the student in the lectures, and positively reflects in his performance and conduct in the tests and exams.
2. The results prove that the presence of the students in the lecture and their interaction with the teaching process in the classroom results in the students getting higher marks in their exams and lead to their success
3. It is obvious that the third hypothesis proved that absenteeism significantly affects the students' performance in the tests and exams.
4. The results demonstrated that the effect of absence of male students is more influential than that of female students in their performance in the tests and exams.
5. The results proved that the effect of absence of students in the evening studies is more influential than that of the students in the morning studies in their performance in the tests and exams.
6. From the aforementioned results, urging the students to attend classrooms and following-up teaching in the college can be done in multiple ways, whether by positive or negative motivation, in order to increase the students' understanding, focus and interaction with the subject matter, and that shall enhance their performance in the tests and exams.

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