



## Why students are not attending into classroom?

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### ABSTRACT

*The mission of the School of Education, Innovation, and Continuing Studies is to create and sustain communities of informed and critically reflective practitioners. This study was conducted to determine why students are not attending into classroom? This study is of descriptive-analytical type and was conducted in Zahedan University Of Medical Sciences in 2013. 60 academic members of the university were selected among the academic staff understudy. To collect data, 24 question questioner which was reliable and valid was used. The questions were drawn up taking educational planning, teacher's performance, and position of the major in the society and personal and family problems of the students into consideration. The data was analyzed using SPSS21 software. The finding showed that the reason for student's absence from the point of view of academic staff of the university, personal and family problems, position of the major in the society, teacher's performance and educational planning were the reasons for the student's absence respectively in order of importance. Considering the importance of student's attendance to classes, considering the students' educational and social problems, review of the educational programs, seems necessary to promote the educational quality.*

**Key words:** Attendance, class, students.

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### INTRODUCTION

The mission of the School of Education, Innovation, and Continuing Studies is to create and sustain communities of informed and critically reflective practitioners who function in a variety of institutions at all levels for the educational enterprise.

The faculty encourages interactive learning experiences among students and among faculty and students that promote the development and application of higher order thinking skills in the University and in the field [1].

Truancy is one of form of student behavior that frequently perplexes university instructors, as some teachers are likely to take student absences personally [2]. Concurrent interest in learning guided by a constructivist perspective and advances in computer technology have led to a renewed interest in student-centered learning. Student-centered learning requires students to set their own goals for learning, and determine resources and activities that will help them meet those goals [3].

Most studies has been that behavior can broadly include such components as attitudes, values, interests and personality traits [2]. Guided by the School's mission and vision, our professional education programs prepare teachers, education specialists, and administrators to be knowledgeable and reflective Practitioners.

Knowledgeable and reflective practitioners are professional educators who have the necessary Skills, knowledge, and dispositions to work effectively with individuals and groups, and assess their own performance in relation to the achievement and success of their clientele [1]. Student attitudes are frequently a focus of studies on university student truancy, with lack of inherent motivation often identified as a characteristic that increases the likelihood for absenteeism [2]. To become knowledgeable and reflective practitioners, professional education candidates develop a solid grounding in content, a thorough understanding of best practices, applied. Knowledge of technology, an appreciation of the benefits of diversity, and a sense of what it means to be a professional. Therefore, the faculty focuses on three themes: academic excellence, best practices, and Professionalism (1). With due attention to importance of class attendance, this study conducted to determine why students are not attending into classroom?.

## MATERIALS AND METHODS

This study is descriptive – analytic study was conducted in Zahedan University of Medical Sciences (ZUMS) in the fall of 2013. The research society of this study was the academic staff of Zahedan University of Medical Sciences. Three faculties of clinical medicine, nursing, midwifery and health were selected through a lottery to be involved in the study. 60 Academic staff (most of staff), joined the study with their full consent. To conduct the research, the classes were approached and the teacher who was happy completed the questionnaire and the ethical codes of 1, 10, 7, 5, 4, 3 were complied with.

To collect data, a questionnaire was used. To make the questionnaire, the reasons for absence from class from the viewpoint of teachers were selected. Firstly 10 teachers were asked an open question in this regard and they listed the reasons for the students, absence from class from their point of view. Upon collecting the data and making a conclusion, a 24- question questionnaire of choices was prepared according to the scoring scale from 0 to 5. The least score meant, not at all, and the highest score meant, always, to test the validity, the questionnaire was given to 10 academic staff of the medical sciences group and their final agreement on answers was used. The reliability was confirmed by Cronbach, s Alpha as of 0.94. The questions were drawn up in four areas of personal and family problems of educational planning, teacher's performance and the position of the major in the society.

The mean of each parameter was calculated and the highest mean of parameter showed it as the most effective factor responsible for absence from class. After collecting the questionnaires, the data was added to Spss 21 Software. The respondents, position for each question regarding the effective reasons for absence from class was separate and for each of the effective parameters, the mean and criterion deviation for the position of the parameter responsible for absence from class was used.

## Findings

In this study, 60 teachers were analyzed out of whom 27 teachers (45%) were male and 33 teachers (55%) were female. Table 1 shows the rank and mean of demographic data.

Table 1: some variable relation to teachers (demographic)

Variable		Number(percent)	Mean±SD
Sex	Male	27(45%)	
	Female	33(55%)	
	total	60(100%)	
Age	27-58 year	60	38.98±8.4
Education	Master	41(68.3%)	
	Doctoral	19(31.7%)	
		60(100%)	
Teaching experience	1-28year	60	8.58±6.83

40% of teachers expressed attendance is very important for learning,  
 56/7 of teachers expressed attendance is important for learning,  
 3/3 of teachers expressed attendance is low important for learning

From the teachers, viewpoint, Willingness to attend class, %60 of students were willing to participate in master classes, 35% students were willing to participate in master classes, 5% of students were willing to participate in public classes.

Most teachers dominate the classroom content and expressive power to the unit stated, then, to Provide group discussion and Question-Answer, and minimal use of audio- visual intimate with students are positions respectively.

From the teachers, viewpoint personal and family problems, position of the major in the society, teacher's performance and educational planning had the highest effect on student's absence. . Table 2 shows the rank and mean of different effective parameters on the student's absence from class from the teacher's point of view. As far as, from teacher's point of view. The most important reasons of absence from class are lack of interest in the educational course, lack of interest in the relevant lesson and teacher's avoidance to call the roll. Table 2 shows the effective factors on absence from class from the viewpoint of teachers in order of priority.

**Table 2: Mean and criterion deviation and rank of each factors and parameter's role in the students' absence from class from the point of view of teachers**

Teachers' point of view		Teachers' point of view	
Mean and criterion deviation	Factors effective on absence from class	Mean and criterion deviation	Parameter
3.85±0.74	Lack of interest in the major	2.94±0.53	Personal and family problems
3.84±1.1	Lack of interest in the relevant major	2.91±0.7	Position of the major in the society
3.73±1.05	Teacher's avoidance to call the roll	2.88±0.67	Teacher's performance
		2.47±0.57	Educational planning

## DISCUSSION

A commitment to academic excellence requires a deep knowledge of academic disciplines, basic skills, educational foundations, and teaching and learning that is research-based[1].

In this study, from the teachers, viewpoint personal and family problems, position of the major in the society, teacher's performance and educational planning had the highest effect on student's absence. In study of Ireland, The results showed, students absences in theoretical class more clinical sections, that personal and social problems, stress were the main reasons for absenteeism[4].

The nature of the problem of absenteeism in remote communities is highlighted in a study of Indigenous students in remote schools in the central desert region of Australia. The problems of transient students and mobility-related irregular attendance associated with cultural and social Obligations could, perhaps, be addressed through the introduction of computer assisted learning strategies and Individual learning programmers[5]. Therefore, communicate properly with students, help to identify effective factors in absenteeism and perhaps the planning and management of education and teaching approaches based on the needs and characteristics of students with high efficiency can increase student motivation. The role of teacher in effective teaching is important. Since incentive is considered as the most important condition for learning and students are motivated by personal interest, feeling of curiosity or interest in the work, remembering what they have learnt and using it in a more effective way, the teacher's suitable performance could also be effective in this process [3, 6]. Teachers could reinforce the students, internal incentives by increasing their command in presentation of the relevant subjects through studying more and using modern teaching techniques and expressing the importance of attendance to the class and encouraging the students [2, 6]. In the study conducted by Nazeri et al, the students also found created incentive by the teacher the most important factor to attend the class. When the students, need, strong points, regular feedbacks and progressive regular homework are noted in regular assessments of the class, the student becomes an active individual who accepts risk and performs research and this will increase the students, willingness to attend the class [7, 8]. If the students know the importance of attendance to the class and the teachers use creative educational techniques and group discussion [2, 9]. Or make the students face problems and encourage them to find solutions by challenging them to think and encouraging them to ask questions, this could develop the intellectual interaction between the student and the teacher and increase the student's consent and it in turn will promote the educational quality [(7,10). Many studies have confirmed the role and function of teachers [11, 12]. Methods of teaching are one of the most factors in learning an attendance [13,14] Also, other studies Showed that attention to effective factors in absenteeism could be benefited for successful teaching [12, 15, 16].

## CONCLUSION

Therefore, with due attention to importance of the classroom for the students, to understand the factors affecting students' presence may improve training and reinforcement of students motivation and reduced absenteeism.

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