

Learner's Perspectives on the Advantages and Disadvantages of Compulsory Attendance: A Case Study of English Departments at Universities in the Sulaimani District

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Abstract

Compulsory attendance policies, wherein instructors document student presence by recording lecture dates and times, remain a debated issue in academia due to their mixed effects on learners. This mixed-methods study investigated the implications of such policies by examining three research questions through a questionnaire distributed to 96 volunteer students from Basic Education, Translation, and English Language departments at the Universities of Sulaimani, Halabja, and Raparin (54% male, 46% female). Findings revealed a strong association between absenteeism and poorer academic performance, with over half of respondents acknowledging that missed classes adversely affect success, underscoring the need for targeted attendance interventions. Additionally, results indicated gender disparities in perceived validity of absence justifications, with male students' excuses viewed less leniently than females', suggesting potential bias in policy enforcement. The study highlights the importance of fostering consistent attendance while advocating for equitable, student-centered approaches to mitigate barriers and promote inclusivity.

Keywords: Compulsory attendance, absenteeism, and academic performance.

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وجهات نظر المتعلمين حول مزايا وسلبيات الحضور الإلزامي: دراسة حالة لأقسام اللغة الإنجليزية في جامعات منطقة السليمانية

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المستخلص

تُعد سياسات الحضور الإلزامي، التي يقوم فيها المدرسون بتوثيق حضور الطلاب من خلال تسجيل تواريخ المحاضرات وأوقاتها، قضية مثيرة للجدل في الأوساط الأكاديمية بسبب تأثيراتها المتباينة على المتعلمين. استكشفت هذه الدراسة المختلطة (الكمية والنوعية) تداعيات هذه السياسات من خلال فحص ثلاثة أسئلة بحثية باستخدام استبيان تم توزيعه على ٩٦ طالباً وطالبة متطوعين من أقسام التربية الأساسية والترجمة واللغة الإنجليزية في جامعات السليمانية وحلبجة ورابرين (٥٤% ذكور، ٤٦% إناث). كشفت النتائج وجود ارتباط قوي بين التغيب وضعف الأداء الأكاديمي، حيث أقر أكثر من نصف المشاركين أن الغياب يؤثر سلباً على التحصيل العلمي، مما يؤكد الحاجة إلى تدخلات مستهدفة لتحسين الحضور. كما أظهرت النتائج تفاوتاً بين الجنسين في مدى قبول مبررات الغياب، حيث تم النظر إلى أعذار الطلاب الذكور بتساهل أقل مقارنةً بالطلابات، مما يشير إلى تحيز محتمل في تطبيق السياسات. تؤكد الدراسة على أهمية تعزيز الحضور المنتظم مع الدعوة إلى تبني نهج عادل ومركّز على الطالب للتغلب على العوائق وتعزيز الشمولية.

كلمات مفتاحية: الحضور الإلزامي، الغياب، الأداء الأكاديمي.

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1.Introduction

Compulsory attendance is a widely practiced academic policy requiring instructors to record student presence during each class session, noting the date and time of attendance. This practice is often implemented to promote active participation and sustained engagement, key components in many educational institutions' frameworks. The primary aim of compulsory attendance is to encourage regular class involvement, enhance academic achievement, and ensure that students benefit fully from their educational experiences.

However, the effectiveness and necessity of compulsory attendance in higher education remain topics of ongoing debate. Proponents argue that mandatory attendance policies promote academic discipline, improve student performance, and help learners develop essential skills such as time management and responsibility. In contrast, critics suggest that rigid attendance requirements may undermine student autonomy, reduce intrinsic motivation, and fail to accommodate diverse learning preferences or legitimate absences. As such, the question of whether attendance should be enforced or left to students' discretion continues to provoke discussion among educators, students, and policymakers alike.

1.1 Research Questions

- 1- What are the factors that affect absenteeism among English Department Students at the University of Sulaimani?
- 2- Does Gender have any impact on absenteeism among students?
- 3- How to reduce absenteeism at university through learners' perspectives?

1.2 The Research Problem

A significant challenge arising from compulsory attendance policies is increased unexcused absenteeism (truancy), where students miss university without valid justification. Research indicates that such behavior correlates with poorer academic achievement, higher dropout rates, and, in some cases, engagement in high-risk activities (Smith et al., 2020). While these policies intend to promote engagement, they may

inadvertently foster resistance, particularly when students perceive the learning environment as irrelevant or inflexible (Jones, 2019). In the context of Sulaimani's English departments, where attendance enforcement varies, understanding the root causes of truancy and its gendered patterns could inform more effective policy adaptations.

1.3 The Objectives of the Study

The aim of this study is:

1. To identify the primary factors contributing to absenteeism among English Department students at the University of Sulaimani.
2. To analyze gender-based differences in absenteeism rates.
3. To investigate students' proposed solutions for reducing absenteeism, including their perspectives on compulsory attendance policies.

1.4 Significance of the study

The importance of this research lies in its systematic exploration of the underexplored relationship between compulsory attendance policies and student absenteeism in the context of Kurdish higher education. By analyzing learners' perspectives, it identifies gender-specific barriers, socioeconomic factors, and motivational challenges that contribute to absenteeism, a critical issue in Sulaimani's English departments, where rigid policies often clash with students' familial and work obligations. Unlike prior research focused on Western institutions, this study offers evidence-based strategies tailored to the region, such as flexible attendance for non-traditional students. The findings will empower instructors to design more inclusive curricula, help administrators revise attendance policies, and guide policymakers in striking a balance between accountability and student autonomy. Ultimately, this research contributes to the broader discourse on equitable education by demonstrating how context shapes the effectiveness of attendance policies.

2. Literature Review

2.1 Classroom Participation

Classroom participation is a vital component of the learning process. It allows students to share ideas, ask questions, and receive feedback from both peers and instructors, which enhances their communication and

critical thinking skills (Rocca, 2010). To encourage participation, teachers often use a variety of strategies. These include "cold calling"—randomly selecting students to respond as well as structured activities such as group discussions and collaborative tasks (Dallimore, Hertenstein, & Platt, 2013). Additionally, technology such as online forums, digital polling tools, and collaborative research platforms can increase engagement, especially among students who may be reluctant to speak in traditional classroom settings (Deng & Tavares, 2013). Several strategies exist for promoting classroom participation. These include incorporating participation into grading criteria, creating a safe and supportive classroom environment, asking open-ended questions, using random selection techniques, organizing small group tasks, providing opportunities for students to present their work, and celebrating participation efforts (Barkley, 2010; Nilson, 2016).

2.2 Passive learning and Attendance

Passive learning is a teacher-centered approach in which students receive information without actively engaging with the material or contributing to the learning process (Bonwell & Eison, 1991). In this model, the teacher delivers content while the student is expected to absorb information without interactive feedback. Common passive learning strategies include highlighting or underlining text, watching recorded lectures, or reading textbooks and online materials (Brown, et.al., 2014). Although these techniques may seem easier in the moment, they often do not support long-term retention because they lack active recall or student engagement, which are essential for deeper learning (Dunlosky et al., 2013). Traditional teaching methods—such as direct instruction through lectures, reading assignments, and video viewing—also fall under the umbrella of passive learning, as do newer digital tools like podcasts, video streaming platforms, and educational blogs (Chi, 2009). These formats do not require student interaction, discussion, or application, which can impact attendance motivation and engagement in classroom settings where participation is not emphasized.

2.3 Active learning and Attendance

Active learning is a student-centered approach in which learners are directly involved in the learning process through interaction, critical thinking, and engagement with the material (Bonwell & Eison, 1991). Unlike passive learning, active learning goes beyond simply receiving information; it requires students to participate in tasks such as group discussions, problem-solving activities, and practical applications (Prince, 2004). For example, in group discussions, students not only express their views but also interpret and respond to their peers' ideas, enhancing both comprehension and communication skills (Smith et al., 2009). Practical exercises, such as learning to drive, exemplify how students apply theoretical knowledge in real-life settings—an essential aspect of experiential learning (Kolb, 1984). Active learning can be effective in both collaborative and individual contexts. Students may design quizzes for one another, explain textbook content aloud, or use interactive digital tools such as online quizzes and games to test their understanding (Freeman et al., 2014). These strategies not only make learning more engaging but also help students identify and address gaps in their knowledge, potentially leading to higher motivation and better attendance, as students feel more connected to their learning process.

2.4 Active learning and Language classes

Active learning is a pedagogical approach that engages students directly in the learning process, moving beyond passive reception of information to involve them in meaningful activities such as discussion, analysis, and application (Bonwell & Eison, 1991). In language classrooms, active learning can take the form of group discussions, role-playing, problem-solving tasks, and hands-on projects, all of which foster both linguistic competence and cultural awareness (Richards & Rodgers, 2014).

One of the primary benefits of active learning in language education is its effectiveness in developing students' core skills—speaking, listening, reading, and writing—through practical and collaborative activities (Larsen-Freeman & Anderson, 2011). Moreover, it provides opportunities for students to explore the cultural dimensions of the target language, which is essential for communicative competence (Kramsch,

1993). Active learning also nurtures critical thinking and problem-solving abilities by encouraging learners to analyze language in use and reflect on their communication strategies (Prince, 2004).

Among the most commonly used strategies in language classrooms are:

- Group discussions promote fluency and listening comprehension while exposing students to diverse perspectives.
- Role-playing, which enables learners to simulate real-life scenarios and practice language in culturally authentic contexts.
- Problem-solving activities, which stimulate cognitive engagement and foster analytical use of language.
- Hands-on projects, which allow learners to create content in the target language, integrating multiple skills and enhancing retention (Freeman et al., 2014).

Overall, active learning enhances engagement and encourages students to take ownership of their learning journey, making it a powerful strategy in second language acquisition.

2.5 Forms of Absenteeism and Student Achievement

Absenteeism in universities can be categorized into two main types: excused and unexcused. Excused absenteeism occurs when a student misses university for a legitimate reason, such as illness, family emergencies, or religious observances (Balfanz & Byrnes, 2012). In contrast, unexcused absenteeism refers to absences without a valid reason, such as skipping university or being suspended (Chang & Romero, 2008). Research consistently indicates that absenteeism—whether excused or unexcused—negatively impacts student achievement, but unexcused absences tend to be more damaging. This is because they are often indicative of deeper issues such as behavioral problems, family instability, or mental health concerns, which further contribute to academic difficulties (Gottfried, 2010). Students who miss university frequently are at greater risk of falling behind, struggling to catch up with coursework, and experiencing lower academic

performance. These students are also more likely to disengage from university entirely, with higher rates of dropping out (Gage et al., 2015).

Absenteeism can also hinder social and emotional development. Students who miss university regularly may experience feelings of isolation and loneliness, making it difficult to form relationships with peers (Kearney, 2008). To address this issue, universities and parents can implement several strategies to reduce absenteeism. First, universities should establish and communicate clear and consistent attendance policies to students, parents, and staff, outlining the consequences of excessive absenteeism and ensuring these policies are enforced consistently (Balfanz & Byrnes, 2012). Additionally, early warning systems should be utilized to identify students at risk for absenteeism, allowing for timely interventions before the issue escalates (Ready & Wright, 2011). Universities can also implement truancy intervention programs that offer targeted support to chronically absent students, helping them stay engaged and on track academically (Kearney & Graczyk, 2014). Regular communication with parents about attendance is essential, as it enables parents to recognize and address potential issues their children may be facing (Balfanz & Byrnes, 2012). Finally, creating a positive university climate—where students feel safe, supported, and respected—can encourage regular attendance by fostering a sense of belonging and engagement (Thapa et al., 2013).

2.6 Relationship between Attendance and Performance:

There is a well-established positive correlation between class attendance and academic performance. Studies consistently show that students who attend classes regularly tend to achieve higher academic success compared to those who miss classes frequently (Gottfried, 2010; Crede, Roch, & Kieszczynka, 2010). This relationship is grounded in several key factors. Regular attendance allows students to:

- Learn the material being taught in real-time.
- Ask questions and clarify misunderstandings directly with the instructor.
- Participate in class discussions, which reinforce learning through interaction.

- Receive feedback on their performance, contributing to improved understanding and academic growth.
- Stay engaged with the material, reducing the risk of falling behind (González & Gozávez, 2012).

Several studies underscore this positive relationship. For instance, a study by the National Center for Education Statistics (2006) demonstrated that students who attended classes 90% of the time were more likely to graduate from high university compared to those who attended less than 75% of the time. Similarly, research from the University of California, Los Angeles (UCLA) revealed that students who attended classes regularly showed higher academic performance than their peers who had more frequent absences (Pérez, 2013).

There are multiple reasons why regular class attendance is critical for learning success. First, attending class ensures that students receive the material being taught, which is often not fully captured through textbooks alone (González & Gozávez, 2012). Second, attending class provides an opportunity for students to ask questions and resolve confusion, which is essential for deepening understanding (Freeman et al., 2014). Third, class discussions foster engagement and help students see different perspectives, enriching their comprehension (Arum & Roksa, 2011). Furthermore, regular attendance enables students to receive immediate feedback, which is crucial for identifying and addressing areas for improvement (Pérez, 2013). Finally, regular class participation helps students stay on top of the coursework, minimizing the risk of falling behind and ensuring academic success (Gottfried, 2010).

Ultimately, class attendance is an integral factor in academic achievement, as students who attend classes regularly tend to perform better in university. Given its importance, students should adopt

strategies to improve their attendance, thereby **2.7 Attendance Policy and Academic Freedom**

Attendance policies are a common feature in higher education, but they may sometimes conflict with the principle of academic freedom. Academic freedom is the right of faculty members to teach and conduct research without external interference, which is vital for fostering the free exchange of ideas and the pursuit of knowledge (American Association of University Professors [AAUP], 1940). However, certain attendance policies can hinder academic freedom in various ways. For example, a policy that mandates full attendance might discourage students from asking critical questions or challenging a professor's ideas (O'Neill & McCrory, 2018). Additionally, strict attendance requirements could make it difficult for students to engage in extracurricular activities or to take leaves of absence for personal reasons (Jaschik, 2013).

Balancing attendance policies with academic freedom presents a complex challenge. Policies should be designed to protect both students' and faculty's rights while supporting effective learning environments. In developing an attendance policy, it is essential to consider the needs of both students and faculty. Key strategies to harmonize attendance requirements with academic freedom include:

- Clearly stating the policy and ensuring that students are aware of it before enrolling in the course.
- Allowing students to make up missed assignments or work if they have legitimate excuses, such as illness or family emergencies.
- Offering flexibility for students facing exceptional circumstances, such as medical or personal issues.
- Encouraging student participation in class discussions, even if they have missed some sessions.
- Respecting students' right to question professors' perspectives, which aligns with the principle of academic freedom (AAUP, 1940).

By designing policies that foster an inclusive and supportive learning environment, institutions can ensure that both attendance and academic freedom are respected.

3. Methodology

3.1 Research Design

This study employs a concurrent mixed-methods design (Creswell & Creswell, 2018) implemented through a single self-administered questionnaire containing both closed-ended and open-ended questions. The quantitative component utilizes 5-point Likert-scale items (Joshi et al., 2015) and multiple-choice questions to measure attitudes toward absenteeism (e.g., 35% agreement that students have valid reasons for skipping class). The qualitative component collects narrative data through open-ended questions, analyzed using thematic analysis (Braun & Clarke, 2006) to identify patterns in students' explanations (e.g., transportation barriers or mental health challenges). This integrated approach aligns with recommendations for educational research by Johnson and Onwuegbuzie (2004), allowing numerical data to reveal prevalence while qualitative responses provide contextual understanding. The methodological combination addresses both what participants believe and why they hold these views (Tashakkori & Teddlie, 2010), creating a comprehensive examination of student absenteeism.

3.2 Context of the Study

The Universities are part of the study's context. Three separate colleges at three distinct universities add to the study's depth. The researchers have surrounded themselves with several universities to increase the reliability of their work and benefit from various backgrounds in information. The colleges were the College of Basic Education English, the College of Languages, and the Translation/English language at the University of Halabja, Sulaymaniyah, and Raparin.

3.3 Participants

The participants of this study were 96 college students from Sulaimani district universities, including the University of Sulaymaniyah, Halabja, and Raparin. Fifty-four percent of the participants were males, while the other 46 percent were females. The students' ages ranged from 16 to 30. The responses came from different departments and colleges, including, College of Basic Education\ English Language, the College of Languages\ English Language and Translation\ College of Language. The nationalities and mother tongue of the participants were Kurdish.

Table 1: Background Information

enhancing their academic performance and overall educational experience. Gender Percent Age College Nationality\ Mother Tongue Percent Colleges

Gender Percent	Percent Colleges	Age	College	Nationality\	Mother Tongue
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Male 54	54.2 %	16.3	1.3	Kurdi	96	100%	Basic Language
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Fem 42	45.8 %	Ma 30	32.3 %	Kurdis	96	100%	College of Languages
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Tota 96		23					Translation/En glish language
100 %	Me 36.5 %	d					

3.4 Procedure of the Study

This study was conducted during the winter and spring semesters at university-level institutions within Sulaimani district, including the College of Basic Education (English Language Department) and the College of Languages (English and Translation Departments). Following approval from departmental heads, the researchers adapted an existing questionnaire and administered it digitally via Google Forms.

The data collection procedure involved the following steps:

1. **Participant Access:** Students accessed the questionnaire through a distributed link
2. **Informed Consent:** Participants first provided their email addresses and completed a digital consent form confirming voluntary participation
3. **Questionnaire Completion:** After consenting, students proceeded to the questionnaire items
4. **Data Collection:** Responses were automatically recorded in the Google Forms system

Throughout this process, email addresses were collected solely for consent verification purposes and were not linked to individual responses, ensuring participant anonymity. The research team obtained all necessary institutional

4 Data Analysis and Discussion

The item that relates to students may have reasons for bunking classes, which is controversial, with a wide range of opinions on the matter. Some people believe that students should always attend class, regardless of the reason, while others believe that there are certain situations in which it is perfectly acceptable to skip class. The results of the questionnaire show that the majority of participants (35%) agree that students may have reasons for bunking classes. This suggests that there is a general understanding that students may not always be able to attend class. Also, there are sometimes legitimate reasons for skipping. However, it is important to note that several students (15%) disagree with this statement and believe that students should always attend class (appendix, closed-ended items).

There are many reasons why students might choose to bunk class. Some students are simply bored or uninterested in the material being

taught. Others are struggling academically and feel they would be better off studying on their own. Still, others may have personal or family obligations that prevent them from attending class. It is important to note that there are both pros and cons to bunking classes. On the one hand, skipping class can allow students to catch up on missed work, relax and de-stress, or spend time with friends and family. On the other hand, bunking class can lead to falling behind in classwork, missing important information, and getting lower grades. Ultimately, the decision of whether or not to bunk class is a personal choice. There is no right or wrong answer, and each student must weigh the pros and cons before making a decision.

However, it is important to remember that bunking classes can have negative consequences and that students should only skip classes if they have a good reason to do so.

Moreover, the item Students are eligible for a unit attendance is a factual statement that relates to the attendance policies of educational institutions. The results of the survey indicate that a majority of participants (47% strongly agree or agree) believe that students are eligible for unit attendance, while a smaller proportion (18% disagree or strongly disagree) do not. Unit attendance is a measure of a student's attendance in a particular course or unit, and it is often used as a requirement for academic credit. Most educational institutions have policies

permissions before data collection

that require students to attend a certain percentage of classes to be eligible for unit attendance. If a student does not meet the attendance requirement, they may not receive credit for the course or may need to make up the missed classes in some other way.

The fact that a majority of participants agreed or strongly agreed with the statement suggests that they are aware of the attendance policies of educational institutions and recognize the importance of attending classes to receive academic credit. This is a positive sign, as regular attendance is a key factor in academic success and can help students stay on track with their studies. Nevertheless, it is worth noting that

some students may have valid reasons for missing classes, such as illness or family emergencies, and it is important for educational institutions to have policies in place that allow for these circumstances. In addition, some students may struggle with attendance due to issues such as mental health or work commitments, and institutions need to provide support and resources to help these students succeed. In conclusion, the results of the survey suggest that there is a general awareness of the attendance policies of educational institutions and the importance of attendance for academic success. Despite this, institutions need to be flexible and provide support to students who may have difficulties with attendance due to various reasons.

Furthermore, the item My university does not provide transportation for me to come is a common one for students who live in rural areas or who do not have access to public transportation. The results of the survey show that 7% of respondents strongly disagreed with the statement, 18% disagreed, 28% were neutral, 19% agreed, and 28% strongly agreed.

There are some reasons why students might not have access to transportation to university. Some students live in rural areas where there is no public transportation available. Others may live in urban areas but do not have a car or cannot afford to take public transportation. Still, others may have disabilities that make it difficult for them to get around on their own.

The lack of transportation can have a significant impact on a student's ability to attend university. Students who cannot get to university may miss classes, fall behind in their studies, and eventually drop out. In addition, the lack of transportation can make it difficult for students to participate in extracurricular activities and to get involved in their communities. There are several things that universities can do to help students who do not have access to transportation. One option is to provide university buses or vans to transport students to and from the university. Another option is to partner with local organizations that provide transportation services. Universities can also offer financial assistance to students who need help paying for transportation costs.

The lack of transportation is a serious issue that can have a significant impact on a student's ability to attend university. Universities can play a vital role in helping students who do not have access to transportation by providing transportation services or financial assistance.

In addition, the item Students have the right to make up exams missed due to suspension is a statement that addresses the rights of students who have been suspended from university. The results of the survey show that a majority of participants (41%) either disagreed or strongly disagreed with the statement, while a smaller proportion (41%) agreed or strongly agreed.

Suspension is a disciplinary measure that is used by universities when a student violates university rules or policies. If a student is suspended, they may miss classes, exams, or other academic activities, which can harm their academic performance. Therefore, students need to have the opportunity to make up any missed exams or other academic activities to keep up with their studies. The fact that a significant proportion of the participants disagreed or strongly disagreed with the statement suggests that there may be a lack of awareness or understanding of the rights of students who have been suspended. Universities need to have policies in place that allow students to make up any missed exams or academic activities, as this can help them to stay on track with their studies and prevent further negative consequences. However, it is worth noting that students who are suspended may have violated university rules or policies, and it is important for universities to address the underlying issues that led to the suspension to prevent further violations. Additionally, universities may need to consider the severity and nature of the violation when determining whether or not a student should be allowed to make up missed exams or academic activities. In conclusion, the results of the survey suggest that there may be a lack of understanding or awareness of the rights of students who have been suspended. Universities need to have clear policies in place that allow students to make up any missed exams or academic activities, while also addressing the underlying issues that led to the suspension.

Apart from this, the item someone should determine if an absence is

excused is a natural one. There are many reasons why someone might need to miss work or university, and it is important to have a system in place to determine whether or not an absence is excused. The results of the survey show that most people agree with this statement. 29% of respondents said that it is natural for someone to determine if an absence is excused, while only 11% strongly disagreed. This suggests that most people believe that there should be a system in place to determine whether or not an absence is excused. There are several reasons why it is important to have a system in place to determine if an absence is excused. First, it helps to ensure that students and employees are not penalized for legitimate reasons for missing work or university. Second, it helps to protect the rights of students and employees who may need to miss work or university for medical or other reasons. Third, it helps to ensure that universities and businesses can operate smoothly even when employees or students are absent. There are some different ways to determine if an absence is excused. Some universities and businesses require employees or students to provide a doctor's note or other documentation to excuse an absence. Others have a more flexible policy that allows employees or students to simply notify their supervisor or teacher of their absence. The best way to determine if an absence is excused will vary depending on the specific circumstances. Overall, the item someone should determine if an absence is excused is a natural one. There are many reasons why someone might need to miss work or university, and it is important to have a system in place to determine whether or not an absence is excused.

Besides, the item Student absenteeism results in poorer academic performance is a commonly held belief among educators and researchers, and the results of the survey reflect this. Over half of the participants (57%) either agreed or strongly agreed with the statement, while only a small minority (18%) either disagreed or strongly disagreed. Research has consistently shown that there is a strong relationship between attendance and academic performance. When students miss class, they miss important instructional time, interaction with the teacher and peers, and opportunities to ask questions and clarify information. This can lead to difficulties in understanding the

material and keeping up with assignments, which can ultimately result in lower grades. Moreover, student absenteeism can also hurt the overall classroom environment. It can disrupt the flow of the lesson and make it difficult for the teacher to engage with the class as a whole, which can, in turn, negatively impact the learning experience for all students. Universities and educators need to prioritize regular attendance and develop strategies to address absenteeism.

These strategies can include tracking and monitoring attendance, communicating with parents and guardians about the importance of regular attendance, and providing resources and support to students who are struggling to attend regularly. Finally, the results of the survey highlight the importance of regular attendance for academic success. Educators and researchers have long recognized this relationship, and universities and educators must take steps to address absenteeism and promote regular attendance as a key component of academic success.

Along with this, the item Removing attendance policy in colleges refers to the practice of some colleges and universities of requiring students to attend a certain number of classes to pass the course, and the results of the survey indicate a fairly evenly divided opinion among the participants. Those who strongly disagreed or disagreed with the statement (47%) likely believe that attendance policies are an important tool for promoting student engagement and participation in class. Attendance policies can help ensure that students are taking advantage of the learning opportunities provided in the classroom and that they are staying up-to-date with course material. Moreover, attendance policies can also help students develop important time-management skills and habits that are necessary for success in college and beyond. On the other hand, those who strongly agreed or agreed with the statement (36%) may believe that attendance policies are unnecessary or even counterproductive. Some argue that attendance policies are overly restrictive and can hinder student creativity and self-direction. Additionally, some students may feel that attendance policies treat them like children and do not respect their autonomy and individual learning styles. It is worth noting that the effectiveness of

attendance policies in promoting student success is a topic of ongoing debate in the education community, and there is no one-size-fits-all solution that works for all students and all courses. Some courses may benefit from a more flexible attendance policy, while others may require more stringent requirements to ensure that students are getting the most out of their education. In conclusion, the results of the survey highlight the divided opinions on the effectiveness of attendance policies in colleges. Ultimately, the decision to implement or remove attendance policies should be made on a case-by-case basis, taking into account the needs of the students and the specific requirements of the course.

As well as that, the item Too much burden of homework leads me to fail in completing it is a common one among students. A recent survey found that 3% of students strongly

disagree with the statement, 18% disagree, 23% are neutral, 36% agree, and 20% strongly agree. There are several reasons why students might feel overwhelmed by the amount of homework they have. One reason is that the amount of homework has been increasing in recent years. A study by the National Education Association found that the average high university student spends 18 hours per week on homework, up from 12 hours per week in 1981. Another reason why students might feel overwhelmed by homework is that they are also involved in some other activities, such as sports, clubs, and jobs. This can make it difficult to find time to do all of their homework. In addition, students may feel overwhelmed by homework if they are not sure how to do it or if they are not getting enough help from their teachers or parents. There are many things that can be done to help students manage their homework load. One thing is to make sure that students are getting enough sleep. When students are well-rested, they are better able to focus and learn. Another thing that can be done is to help students develop good study habits. This includes things like setting aside a specific time each day to do homework, breaking down large assignments into smaller tasks, and taking breaks. It is also important for students to get help from their teachers or parents when they need it. Teachers can provide students with extra help after university or

during tutoring sessions. Parents can help students with their homework and create a positive home environment that supports learning. By taking these steps, students can learn to manage their homework load and succeed in university.

In addition, the item that Academic excellence requires the interaction between classroom design and teaching methodologies is supported by the results of a recent survey. The survey found that 5% of respondents strongly disagreed with the statement, 15% disagreed, 33% were neutral, 20% agreed, and 27% strongly agreed.

There are several reasons why classroom design can be important for student achievement. First, the physical environment can affect student motivation and engagement. A well-designed classroom can be stimulating and inviting, which can help students stay focused and motivated. Conversely, a poorly designed classroom can be boring and distracting, which can lead to students becoming disengaged and less likely to learn. Second, the physical environment can affect student learning styles. Some students learn best by listening to lectures, while others learn best by doing hands-on activities. A well-designed classroom can provide a variety of learning spaces that can accommodate different learning styles. For example, a classroom with movable furniture can be easily rearranged to create a space for group work, individual work, or presentations. Third, the physical environment can affect student collaboration. A well-designed classroom can provide opportunities for students to collaborate on projects and assignments. This can help students to develop their critical thinking and problem-solving skills, as well as their communication and teamwork skills. Of course, classroom design is just one factor that can contribute to student achievement. Teaching methodologies are also important. A good teacher can create a positive learning environment and use a variety of teaching methods to engage students and help them to learn. However, even the best teacher can struggle to teach effectively in a poorly designed classroom. Therefore, universities need to consider both classroom design and teaching methodologies when creating a conducive learning environment

to help students achieve their desired goals. By carefully considering both factors, universities can create classrooms that are both stimulating and effective, where all students can thrive.

Another item, suggests that, aside from excused absences, providing alternatives to regular, full-time university attendance is a good idea. The results of the survey show that the majority of respondents (62%) either agree or strongly agree with this statement. This suggests that there is a strong consensus that providing alternatives to regular, full-time university attendance is beneficial. On the other hand, there is a significant minority (34%) who are neutral on the issue. This could be because they are unsure of the benefits of providing alternatives to regular, full-time university attendance, or because they are not sure if it is the right solution for their particular situation. Finally, there is a small minority (14%) who disagree or strongly disagree with the statement. This could be because they feel that providing alternatives to regular, full-time university attendance is not necessary, or because they feel that it could harm the quality of education. Overall, the results of the survey suggest that providing alternatives to regular, full-time university attendance is generally seen as a positive thing. However, it is important to consider the opinions of those who are neutral or disagree with the statement, as they may have valid concerns that should be addressed.

Additionally, the item Health issues are valid excuses for skipping university implies that students who are dealing with health issues should be allowed to miss classes without any negative consequences. The results of the survey indicate that the majority of respondents (57%) either agreed or strongly agreed with the statement, while only 23% disagreed or strongly disagreed. Those who strongly disagree or disagree with the statement may argue that attending university is a responsibility that requires a commitment to regular attendance. They may believe that students who miss classes due to health issues are not fulfilling their obligations and that it is unfair to other students who can attend classes regularly.

They may also argue that missing classes can lead to gaps in knowledge and skills, which can negatively impact academic performance. On the other hand, those who strongly agree or agree with the statement may argue that health issues can have a significant impact on a student's ability to attend classes and engage in learning. They may believe that forcing students to attend classes despite their health issues can be detrimental to their physical and mental well-being, as well as their academic performance. They may also argue that universities have a responsibility to support the health and well-being of their students, and that allowing students to miss classes due to health issues is a reasonable and compassionate accommodation. It is worth noting that the nature and severity of health issues can vary widely, and that some health issues may require more time off than others. In some cases, students may be able to work with their professors to make up missed work or attend classes remotely. Universities may also have policies in place to provide support and accommodations for students dealing with health issues, such as disability services and medical leave. In conclusion, the results of the survey suggest that the majority of respondents believe that health issues are valid excuses for missing university classes. While regular attendance is important for academic success, it is also important for universities to support the health and well-being of their students, and to provide reasonable accommodations for students dealing with health issues.

Also, the item Students can bunk classes often suggests that students are able to frequently skip classes without facing any negative consequences or repercussions. The results of the survey indicate that a significant percentage of respondents (57%) either disagree or strongly disagree with the statement, while only 37% agree or strongly agree. Those who strongly disagree or disagree with the statement may argue that attending classes regularly is a crucial component of academic success. They may believe that students who frequently skip classes are not fully engaging with their coursework and are more likely to fall behind in their studies. Moreover, they may contend that missing classes may lead to lower grades and decreased academic

achievement. On the other hand, those who strongly agree or agree with the statement may argue that there are situations where missing classes may be unavoidable or necessary. For instance, students may need to prioritize their physical or mental health, may have personal or family obligations that require their attention, or may be participating in extracurricular activities or internships that contribute to their overall development.

Additionally, they may argue that students may not have the same learning style or may find other ways to learn outside of class, and that missing some classes might not necessarily lead to poorer academic performance. It is worth noting that there are many factors that can contribute to students bunking classes, such as lack of interest in the subject matter, difficulty understanding the material, or issues with the professor. However, frequent bunking can be detrimental to academic success, and students who miss classes often may miss out on important information and opportunities to learn. In conclusion, while some students may need to miss classes occasionally, it is generally important for students to attend classes regularly in order to achieve academic success. Therefore, universities and professors should encourage and promote regular attendance, and provide support and resources for students who may be struggling to attend classes.

Apart from this, the item Student absenteeism contributes to university dropout suggests that students who are absent from university regularly are more likely to drop out of university than those who attend university regularly. The results show that the majority of the respondents agree or strongly agree with this statement, with 58% of respondents agreeing and 31% strongly agreeing. It is well established that attendance and academic success are positively correlated. Students who attend university regularly are more likely to succeed academically than those who do not attend regularly. Additionally, students who miss university regularly may fall behind in their studies, which can make it more difficult for them to catch up and keep up with their peers. However, the relationship between absenteeism and university dropout is more complex. While absenteeism can be a risk factor for university dropout, there are many other factors that

contribute to dropout, such as socio-economic status, family background, and peer relationships. In some cases, absenteeism may be a symptom of deeper problems that are contributing to a student's likelihood of dropping out. It is also worth considering the reasons why students may be absent from university. Students may be absent due to illness, family emergencies, or other unavoidable circumstances. In these cases, universities need to have policies in place to support students and help them catch up on missed work.

On the other hand, some students may skip university intentionally, and addressing the root causes of this behavior may be necessary to improve their attendance and reduce the risk of dropout. Overall, the results suggest that many people believe that student absenteeism is a contributing factor to university dropout, but it is important to consider the complexities of this relationship and the underlying reasons for absenteeism when addressing this issue.

Even so, the item Male students' primary excuses are less reasonable than female students imply that the excuses given by male students for missing classes or assignments are less valid or convincing than those given by female students. The results show that a significant percentage of respondents, 57%, agree or strongly agree with the statement, while 25% disagree or strongly disagree, and 18% are neutral. It is important to note that this statement is based on a gender stereotype and may not necessarily reflect the reality of individual circumstances. Excuses for absences or missed assignments can vary greatly, and it is not appropriate to generalize based on gender. It is also important to treat all students equally and not make assumptions about their reasons for absence or their ability to complete coursework. The results of the survey may reflect the gender bias that still exists in society.

Historically, women have been expected to be more responsible and conscientious, while men have been given more leeway to be "carefree" and less dependable. This bias may have influenced the respondents' opinions and led to the perception that male students' excuses are less reasonable. However, it is crucial to evaluate each student's situation individually, without relying on gender stereotypes.

It is essential to encourage all students to take responsibility for their education and to communicate any issues or challenges they may face. Rather than focusing on gender, it is more important to promote a supportive and inclusive learning environment where all students can thrive.

Above all, the adequate design and organization of the classroom reinforce positive attitudes and predispositions towards learning, suggesting that the physical and organizational features of a classroom can have an impact on student attitudes and motivation toward learning. The results of the survey show a relatively even distribution of responses, with 31% of respondents agreeing and 22% strongly agreeing with the statement, while 17% disagreed and 7% strongly disagreed.

It's worth noting that research has consistently shown that the physical environment of a classroom can have a significant impact on students' learning and academic performance. For example, factors such as lighting, temperature, noise levels, seating arrangements, and classroom design have all been found to affect student engagement, motivation, and learning outcomes. An organized and visually appealing classroom can help create a positive and engaging learning environment that can enhance student motivation and engagement. A classroom with clear routines and procedures can reduce anxiety and help students feel more secure and confident in their learning environment. Additionally, a well-designed classroom that incorporates elements such as comfortable seating, good lighting, and appropriate levels of noise can create a more positive and enjoyable learning experience for students. Overall, the results of the survey suggest that many people recognize the importance of an adequate design and organization of the classroom in enhancing student attitudes and predisposition towards learning.

At this time, the item It is a good idea to have lectures available in the Google Classroom received a relatively positive response, with 57% of respondents either agreeing or strongly agreeing with the statement. The availability of lectures in a digital platform, such as Google Classroom, has become increasingly important with the rise of remote

and hybrid learning models. This approach provides students with a flexible schedule, allowing them to learn at their own pace and review the material as many times as necessary. Moreover, having lectures available online reduces the dependency on the physical presence of the teacher, which can be particularly helpful in situations where the teacher is unavailable or when a student is unable to attend class for any reason. Students can watch the lectures at their convenience, thereby providing an opportunity for self-paced learning. However, some respondents expressed concerns that the availability of lectures online may lead to decreased interaction between students and teachers, and to a lack of motivation to attend live lectures. Moreover, some students may struggle with self-regulation, leading to procrastination and poor time management. Overall, it seems that providing lectures in Google Classroom can be a useful tool for students, but it is important to recognize that it may not be a one-size-fits-all solution. As with any learning resource, it is important for educators to consider the diverse learning styles and needs of their students and to use a variety of teaching methods to engage and support their students in their academic journey.

The item Your learning process depends on your interaction, and social integration is supported by the results of the survey. Only 1% of respondents strongly disagreed with the statement, while 15% disagreed, 22% were neutral, 37% agreed, and 25% strongly agreed. This suggests that the majority of people 37% believe that interaction and social integration are important for learning.

There are several reasons why interaction and social integration are important for learning. First, it allows learners to share their ideas and perspectives with others. This can help them to understand different points of view and to see things from a new perspective. Second, interaction and social integration can help learners develop critical thinking skills. When learners are challenged by others, they are forced to think more deeply about the material they are learning. Third, interaction and social integration can help learners develop communication skills. When learners have to communicate their ideas

to others, they learn how to express themselves clearly and effectively. Of course, not all interaction and social integration is beneficial for learning. If learners are simply talking to each other without any purpose, they are not likely to learn anything. However, if learners are engaged in meaningful conversations and activities, they are more likely to learn and retain information. In conclusion, the statement "Your learning process depends on your interaction and social integration" is supported by the results of the survey. Interaction and social integration can help learners to share ideas, develop critical thinking skills, and communicate effectively.

When learners are engaged in meaningful interaction and social integration, they are more likely to learn and retain information.

This item Personal attitudes influence your motivation during the learning process is supported by the results of the survey, which showed that 7% of respondents strongly disagreed, 12% disagreed, 31% were neutral, 26% agreed, and 24% strongly agreed. This suggests that the majority of respondents believe that personal attitudes do influence motivation during the learning process. There are some reasons why this might be the case. First, our attitudes toward learning can affect our willingness to put in the effort required to learn new things. If we have a positive attitude towards learning, we are more likely to be motivated to study and practice, even when it is challenging. On the other hand, if we have a negative attitude towards learning, we are more likely to give up easily or procrastinate. Second, our attitudes towards learning can also affect our ability to learn.

When we are interested in something, we are more likely to pay attention, retain information, and make connections between new information and what we already know. On the other hand, when we are not interested in something, it is more difficult to learn it. Finally, our attitudes towards learning can also affect our enjoyment of the learning process. When we are enjoying ourselves, we are more likely to be motivated to continue learning. On the other hand, when we are not enjoying ourselves, we are more likely to give up. In conclusion, the results of the survey suggest that personal attitudes do influence motivation during the learning process. If we want to be successful

learners, it is important to have a positive attitude toward learning and to find ways to make the learning process enjoyable.

Overall, social media addiction is a growing problem among students, and it is one of the factors that contribute to absenteeism. According to a recent survey, 42% of students strongly agree that social media addiction is a factor in their absenteeism, while 23% agree and 22% are neutral. Only 9% disagree, and 4% strongly disagree. There are many reasons why social media addiction can lead to absenteeism. First, students who are addicted to social media may find it difficult to focus on their studies and may miss classes as a result. Second, students who are addicted to social media may spend so much time online that they neglect their homework and other responsibilities, which can also lead to absenteeism. Third, students who are addicted to social media may feel anxious or depressed when they are not online, which can make it difficult for them to attend university. There are several things that can be done to address the problem of social media addiction among students. First, universities can educate students about the dangers of social media addiction and provide them with resources to help them manage their online use. Second, parents can talk to their children about social media addiction and set limits on their online use. Finally, students themselves can be aware of the signs of social media addiction and seek help if they need it. It is important to remember that social media addiction is a real problem, and it can have a significant impact on students' academic performance and attendance. By working together, universities, parents, and students can help to prevent social media addiction and its negative consequences.

5. Conclusion

The data collected from the survey reveals various perspectives on issues related to student attendance, reasons for absenteeism, and academic performance. Overall, the results show that while there is recognition of the importance of attending class for academic success, several factors influence students' decisions to skip classes. the majority of students may have valid reasons for bunking classes, acknowledging that not all absences are avoidable or unjustified, while some other students believe that attendance should be mandatory, regardless of the

circumstances. This suggests a divide in opinion regarding the necessity of class attendance. While skipping class may offer students a chance to de-stress or address personal issues, it also comes with the risk of falling behind in coursework and academic performance. At the same time, students show the necessity of need for clearer policies regarding the rights of suspended students to catch up on missed academic activities. It is also suggesting that the excuses given by male students for missing classes or assignments are perceived as less valid or convincing compared to those of female students. Also, reducing absenteeism involves providing flexibility in attendance, offering support for students facing health issues, improving classroom environments, fostering student engagement, and addressing the impact of distractions like social media.

Finally, absenteeism was found to be strongly linked to poorer academic performance, with over half of the respondents agreeing that missing classes negatively impacts academic success. This highlights the importance of fostering regular attendance and implementing strategies to reduce absenteeism and support students in overcoming the challenges that prevent them from attending class.

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Appendix

Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1-5	1-5	1-5	1-5	1-5
1- Removing the attendance policy in colleges					
2- Students can bunk classes often					
3- Students may have reasons for bunking classes					
4- How frequently would you attend classes if the level of instruction was on par with that of American or European colleges, the subjects were interesting to you, and there was no attendance requirement?					
5- Students are eligible for a unit attendance					
6- Aside from excused absences, providing alternatives to regular, full-time university attendance.					
7- Someone should determine if an absence is excused.					
8- Setting some strategies for encouraging attendance when a student frequently misses class because of a president medical issue.					
9- Students can make up tests they missed due to unexcused absences or work they missed due to					

suspension.					
10- Male children's primary excuses for missing school are unreasonable.					
11- Health issues are valid excuses for skipping university.					
12- Student absenteeism results in poorer academic performance.					
13- Student absenteeism contributes to school dropout.					
14- It is a good idea to have lectures available in the classroom.					
15- Academic excellence requires the interaction between classroom design and teaching methodologies.					
16- Your learning process depends on your interaction and social integration.					
17- Personal attitudes influence your motivation during the learning process.					
18- An adequate design and organization of the classroom reinforces positive attitudes and predisposition towards learning.					
19- Social networks influence your academic performance.					