THE EFFECT OF STUDENT'S ATTENDANCE ON ACADEMIC PERFORMANCE: A CASE STUDY AT SIMAD UNIVERSITY MOGADISHU

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ABSTRACT

In this study, the research team studied the effects of student's attendance on academic performance; with the major objective of the study is to investigate the relationship between student attendance and academic performance and to examine factors that affect student attendance at SIMAD University. Sample size of 100 students was selected from SIMAD University students, especially faculty of Business and Accountancy, last semester students. Both primary and secondary data was used in order to answer research questions. Questionnaire and content analysis were used as research instrument. The study found that there is a moderate positive relationship between student attendance and academic performance.

Based on the findings, the researchers suggest that all students, particularly prospective students and those students who are not as academically strong, to be informed about the importance influence of class attendance on academic performance. And also the study recommended that universities should maintain or develop strict guidelines for student attendance and monitor factors that could hinder a student from attending class on a regular basis.

Keywords: Student attendance, Academic performance, GPA, Somali

INTRODUCTION

Attendance in school is important because students are more likely to succeed in academics when they attend school consistently (Pascopella, 2007). It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities (Hocking, 2008). What factors lead to student absenteeism and would the implementation of an incentive program motivate students to come to Campus regularly in last semester students of faculty of business and accountancy in SIMAD University are carried out in accordance of established goals, policies and procedures"

In European Union, it is commonly assumed that university students benefit from attending lectures. This assumption, however, needs to be tested, as developments in information technology are increasingly calling for a reassessment of the traditional approach to university education, largely based on physical attendance of lectures and classes, and a number of alternative weightless educational models, based on distance learning, are being introduced (Stanca, 2004).

In the past decade, a number of studies have examined the relationship between students' attendance (or absenteeism) and academic performance, generally finding that attendance does matter for academic achievement (e.g. Durden and Ellis (1995), Devadoss and Foltz (1996), Chan et al. (1997), Marburger (2001), Rodgers (2001), Bratti and Sta®olani (2002), Dolton et al. (2003), Kirby and McElroy (2003)). This kind of evidence has led some authors to call for measures to increase student attendance and even to consider the possibility of

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making attendance mandatory in some undergraduate courses. The main problem in assessing the effects of attendance on academic performance is that attendance levels are not exogenous, given that Internal controls is the whole system of controls financial and otherwise established by management in order to carry on business of an organization in an orderly manner to ensure adherence to management policies, safeguard the assets and secure as possible the completeness and accuracy of records (Ramaswany, 1994).

The study of determinants of a college students' academic performance is an important issue in higher education, among all factors, whether or not attending lectures and classroom discussions affects a students' exam performance has received considerable attention (Chen and Lin, 2006). It is commonly assumed that university students benefit from attending lectures (Stanca, 2004). Lectures and other class meetings are a primary means of instructions in almost all undergraduate courses (Romer, 1993).

Research has revealed significant relationships between attendance and grades which concluded that initial attendance is a lair predictor of future academic performance (Gunn, n.d). The total amount of time that students report studying has often been examined as a potential predictor of success in school. It might seem that the more time that students spend studying, the better grades they should receive (Plant, Ericsson, Hill and Asberg, 2005). In the context of Somalia, the students' attendance and academic performance seem to be more important points in educational institutions for students' evaluation. Thus, this study was investigate the relationship between students' attendance and the academic performance of Somali higher education students.

In this research, Attendance is the amount of time that students participate in class activities, and is measured hours per day, days per week, sessions per month and percentage of time. Academic performance is measured as student's exam performance, student's GPA and class discussions of the student.. The main purpose of this study was to describe the variables and then explain the relationship between the two variables, student attendance and academic performance. The paper has the following objectives:

1. To determine factors that affects the attendance of the students of Somali higher institutional education.
2. To investigate the relationship between class attendance and academic performance of Somali higher education students.

LITERATURE REVIEW

In a widely cited study, Romer (1993) reported evidence on absenteeism in undergraduate economics courses at three major US universities, finding an average attendance rate of about 67 per cent. The paper also presented regression results, based on a sample of 195 Intermediate Macroeconomics students, indicating a positive and significant relationship between student's attendance and exam performance. This result was found to be qualitatively robust to the inclusion among the explanatory variables of students' grade point average and the fraction of problem sets completed 0.3 On the basis of these findings, Romer suggested that measures aimed at increasing attendance, including making attendance mandatory, could be considered.

Class attendance is very crucial for a better performance in a verbal –based subject like Social Studies, It has further shown that gender factor is also crucial in analyzing class attendance problem and eventual student achievement in Social Studies. Academic freedom in tertiary educational institutions provides students with opportunities to absent themselves from classes. The rates of absenteeism defer from one institution to another and various

reasons are being adduced for this. One of the crucial factors for students' learning achievement is attendance at class (Ajiboye and Tella, n.d).

According to Durden and Ellis (1995) investigated the link between overall course grade and self-reported attendance levels in a sample of 346 principles of economics students over three semesters. Their results, based on OLS controlling for ability and motivational factors (GPA, college-entrance exam scores, having had a course in calculus) indicate that attendance matters for academic performance. In particular, whereas low levels of absenteeism have little effect on the eventual outcome, excessive absenteeism has a large and significant effect.

Rodgers (2001) found that attendance has a small but statistically significant effect on performance in a sample of 167 introductory statistics course. Kirby and McElroy (2003) study the determinants of levels of attendance at lectures and classes and the relationship with exam performance in a sample of 368 first year economics students, finding that hours worked and travel time are the main determinants of class attendance, and that the late, in turn, has a positive and diminishing marginal effect on grade. Among studies who reach less robust conclusions about the positive effect of attendance on performance.

METHODOLOGY

Research Design and Target Population

This study used survey strategy because it is a popular and common strategy in business and management research (Saunders, Lewis & Thom hill, 2009).

The target population of the study was the last semester students in the faculty of Business and Accountancy in SIMAD University in Mogadishu.

The sample size of the study was 100 respondents- including all last semester students in faculty of Business and accountancy department. Of the 100 participants, of this number, 38% was BBA09-A, 29% was BBA09-B and the remaining 32% was BACC-11.

The survey strategy is employed to conduct for this study because it is a popular and common strategy in business and management researches; the study employed descriptive and correlation design because it was considered the most appropriate design for this study. Quantitative research allows the researchers to familiarize them with the problem or concept to be studied, Correlation is a research design that determines whether or not, and to what extent an association exists between two or more paired and quantifiable variables (Oso & Onen, 2008).

Sampling Procedure

This study was employed simple random sampling that is part from probability sampling techniques. Simple random sampling was used to select a random sample of this study. Simple random sampling technique is a technique that is used to select sample without bias from the target accessible population (Oso & Onen, 2008). Simple random sampling was used to ensure that each member of the target population has an equal and independent chance of being included in the sample that might increase the reliability of the findings this study was produced.

Reliability Test

To measure reliability the researchers used Cronbach's alpha. It is most commonly used when there are multiple Likert questions in a survey questionnaire that form a scale, and you wish to determine if the scale is reliable. Reliability test was made and the result shows a chronbach's alpha of 0. and this shows that it is reliable since there are some scholars who

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suggest that a chronbach's alpha of 0.71 is reliable, as it is argued by kathuri & palls (1993) the instrument with validity coefficient of at least 0.70 or 70% are accepted as valid in research.

FINDINGS

Profile of Respondents

As shown in tables 1-4, the majority of the respondents (65%) were male compared with 25% of female. Hence, male have significantly dominated in the field of higher education. In terms of age, 94% of the respondents were between 25-30 years old. In terms of the marital status, exactly 69% of the respondents were married.

Table 1. Demographic characteristics of the respondents

	Demographic Profile	Frequency	Percent	Cumulative %
Gender	Male	65	65.0	65.0
	Female	35	35.0	100.0
	Total	100	100.0	
Age	25-30	94	94.0	94.0
	31-40	3	3.00	97.0
	40+above	3	3.00	100
	Total	100	100.0	
Marital Status	Single	69	69.0	69.0
	Married	31	31.0	100
	Total	100	100.0	
Class	BBA09(A)	25	25.0	25.0
	BBA09(B)	36	36.0	61.0
	BACC11	39	39.0	100
	Total	100	100.0	

FACTORS AFFECTING STUDENT'S ATTENDANCE

According to the mean average and standard deviation (2.59, 1.21) respectively were highly significantly to the student attendance. Firstly, the responses to each of these thirteen items/questions were also divided into two groups – the "high" group and the "low" group. The responses were indicated on a five-point scale and, for this purpose, responses 1 and 2 (agree and strongly agree) were viewed as high and responses 4 and 5 (strongly disagree and disagree) were viewed as low. (Response 3, not sure, was left out of the equation.) Subsequently, each question was tested to determine whether the difference between the

"high" group and the "low" group was proportionally significant. For seven of the thirteen questions there were significantly more responses in the "high" group, for two questions there were significantly more responses in the "low" group and for four questions the difference was not significant.

The three questions with the highest percentage of "high" (strongly agree/agree) responses were Question 2: Marks allocation (42, 45%), Question 7: Test tips (63, 19%) and Question 9: SU environment (56, 23%). It therefore can be accepted that these three concepts were strong motivators for class attendance according to the students. The two questions with significantly more "low" (strongly disagree/disagree) responses were Question 8: Group work (61, 46%) and Question 4: Class tests (58, 44%).

Table 2. Factors affecting the student attendance

S/N	Descriptive Statistics of the factors that affect students attendance				Interpretation
	Factors that affect students attendance	N	Mean	Std. Deviation	
1	Class attendance is Compulsory to pass.	100	2.26	1.186	Agree
2	Marks are allocated For class attendance	100	1.79	.880	Strongly agree
3	I learn a lot by listening in class	100	2.87	1.103	Neutral
4	A large number of unannounced tests are written in class.	100	4.23	1.162	Strongly Disagree
5	The discussions in the class are very interesting.	100	2.10	1.049	Agree
6	I liked the way in which the lecturers present the classes.	100	2.81	1.293	Neutral
7	Useful tips about tests and the exam are given in class.	100	1.74	1.194	Strongly agree
8	The group works in class help me to better understand the lessons.	100	3.64	1.322	Disagree
9	The academic environ -ment at SU motivated me to attend classes.	100	1.88	1.266	Strongly agree
10	I get better results when I attend all the lectures.	100	2.02	1.092	Agree
11	The lectures help me to better understand the work..	100	3.33	1.407	Neutral
12	Class attendance is an important predictor of success.	100	2.39	1.222	Agree
13	It is good manners to attend classes.	100	2.61	1.490	Neutral
	Mean Index	100	2.59	1.201	Agree

STUDENTS' ATTENDANCE OF SIMAD UNIVERSITY

The second variable of the study is the relationship between student attendance and effect of the examination. As shown in table 3 below, the Project Management course attendance is 84.06%. Students are attended these courses very well. The Business Research course attendance is 80.63%, Students are attended these courses very well. The Money and Banking

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course attendance is 86.32%.Students are attended these courses very well according the mean averages over all of 83.67%.

Table 3. Descriptive Statistics of Course Attendances

Course Attendance	N	Attendance	Absence
Project Management	100	84.06%	15.94%
Business Research	100	80.63%	19.37%
Money and Banking	100	86.32%	13.68%
Overall Mean	100	83.67%	16.33%

ACADEMIC PERFORMANCES OF SIMAD UNIVERSITY STUDENTS

As shown in table 4 below, the Project Management performance is 78.22%, the Business Research Performance is 72.24% and Money and Banking Performance is 82.54%. Students are scored these courses well according the mean averages over all of 77.67%.

Table 4. Descriptive Statistics of Academic performance

Academic Performance	N	Marks
Project Management	100	78.22%
Business Research	100	72.24%
Money and Banking	100	82.54%
Overall Mean	100	77.67%

THE EFFECT OF ATTENDANCE ON ACADEMIC PERFORMANCE

The correlation between Course attendances and academic performance as table 5 shows is .716. It tells us that a one level increase of Course attendances leads to .716 higher academic performance. The probability of this correlation coefficient occurring by chance is .000. This coefficient shows that there is a statistically significant strong positive relationship between Course attendances and academic performance ($r = .716$, $p < .01$)

Table 5. Correlations between Course attendances and Academic Performance

		Attendance	Performance
Attendance	Pearson Correlation	1	.716[**]
	Sig. (2-tailed)		.000
	N	100	100
Performance	Pearson Correlation	.716[**]	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

DISCUSSIONS

This study examined the effect of student's attendance on academic performance in Simad University by offering questionnaires to the student BBA09(A), BBA09(B) and BACC11 to assess the first variable of the study (Factors that affect students attendance) and the resulted of the analysis indicate that SIMAD university were Highly effected these factors according to the mean index of 2.59 that respondents answered strongly agree and agree, the findings of the study were disconfirmed; "The influence of class attendance on student learning at SU" (Menkveld, 2009)

On other hand this study was examined second variable of the study (the relationship between attendance and academic performance), this study found a strong positive relationship between student's attendance and academic performance in SIMAD university Mogadishu. While Suleiman (12) found, the study revealed a strong positive relationship between Class Attendance and Cumulative GPA for Academic success in Industrial Engineering Classes. As introduced in the above paragraphs there were similarities between this study and prior studies like Enamiroro, 2010.

CONCLUSION

The purpose of this study was to investigate the relationship between student attendance and academic performance in SIMAD University in Mogadishu, Somalia. An empirical investigation was undertaken, using the simple correlation analytical technique, specifically the Pearson product movement correlation coefficient (PPMC).

The first objective of the study was to examine the factors that affect student attendance at SIMAD University, after the data collection and analysis the major findings of the this question follows: the result of the survey indicated that the Attendance of students at SIMAD university were highly effected by these factors" Marks allocation, Test tips and SU environment". According to the mean average and standard deviation.

On other hand this study was examined second variable of the study (the relationship between attendance and academic performance), this study found a strong positive relationship between student's attendance and academic performance in SIMAD university Mogadishu.

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