Data Analysis and Interpretation: Student's Absenteeism among Engineering & Arts College in Kannur District

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Abstract- The present study is proposed to be carried out in the state of Kerala and in the Kannur district. This universe of study includes Taliparamba, Thalassery and Kannur. These taluk's form part of the educationally well district of Kerala. The absenteeism of the student in the educational institutional aims to examine the cause and impacts towards absenteeism both in the engineering and arts institutions in students' perspective. Based on the data analysis and interpretation will be given. This analysis will concentrate upon the impact of absenteeism not only on students but also capture the ultimate impact on institution and the nation particularly from urban areas.The study is based on the premise that the rules ,regulations and the police of higher education impacts the student in a direct manner, it also influences the students career related opportunities, achievement and advancements. This research aims to create evidence about individual and institutional drawbacks that affects the students' success. The main aim of this study is to find out the perceptions of students 'towards absenteeism in higher education. It gives connectively to the students and their success in education, careers as to how they support the future of the future life in the society.

I. INTRODUCTION

Education gives the strength to the human awareness, knowledge and wisdom to stand in their own legs. Education is being vital role in changing the life of youths in the present scenario. The thrust among the students is increasing to come up in their life. There are so many developments in the education sectors. Lot of institutions with different branches of courses are established day-by-day. Education enlightens entire society. Though the cost of higher education is more, it is very necessary to the country. As per Ministry of Human Resource and Development statement Gross Enrolment Ratio (GER) for higher Education has been increased to 25.2% during 2016-17. Previously the GER was only 24.5% during 2015-16 and 10% during 2014-15.Students' presence is considered as one of the key factor for the academic achievement of students in the all levels of education such as colleges.

Higher secondary schools, Elementary schools, kinder garden, etc., Student's absenteeism posts two different such as why they make themselves absent and what would be the effect on their absenteeism towards their academic performances and skill development.

Many studies and research has been formulated to identify the root cause of absenteeism. This study is attempting to study the absenteeism of the students in higher education in Kannur District of Kerala.

A. Significance of Study:

Generally in rural areas the rate of absenteeism in Arts college students is high when compared to urban Engineering College students. The rate of absenteeism is particularly high in Kannur district. Therefore a scientific study of the causes is needed to recommended remedial measures for reducing absence. Further the study attempt to determine whether there is any relationship between absence and achievement an also the critical level of absence above which it has effect and below which it has no effect on achievements. The study provides scientist basis for fixing minimum attendances in college from the point of view of achievement of the students. Survey based on Students Absenteeism in Higher Education among Engineering and Arts College in Kannur district, Kerala. Problem Statement: The student's absence plays vital role in self- development and nation as a hole. Quality engagement and effectual participation from student's perspectives is must for the success of their career and knowledge. The problem under research is an attempt to look on to the factor causing students absenteeism and its impact on their development .Whether the days of non- attendance are utilized for a productive purpose or made unproductive be the causing factor for the individual and collective success. In this context, it is exceptionally imperative to make "*Performance Analysis of Students Absenteeism*"**.** It will create for further implication to the student's community and nation as a whole

B. Objective of Study

- To identity the causing factors influencing students' absenteeism.
- To assess the differences between the perception of students absenteeism among Engineering and Arts College Students.
- To investigate the effects of Absenteeism students'' absenteeism towards their academic performance.

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- To give suggestion for overcoming students absenteeism engineering colleges and arts science colleges.

II. LITERATURE REVIEW

According to **Romer (1993)**[1] nearly one- third of the students are absent in regular working days and also the attendance contrast by magnitude of classes and distinctiveness of school working environment and structure. He also affairs that non attendance is a problem throughout academia.

Petress (1996)[2] also carried out a study on ""The dilemma of university undergraduate students attendance policies: to requires class attendance or not". he found that among students who claimed they were adults and therefore could decide what behaviors were in their best interest. The students in this study also claimed that the professor were the vendor and be gratified to create the course group likable enough to create a center of attention from view points of students.

Friedman (2001)[3] studied **"**why students not showing interest to Attend Classes?" They found that certain course uniqueness affected student's presence. The unexpectedly found that elective courses were attended especially better than compulsory courses. Similarly, professional school classes and laboratory classes showed a improved attendance. They also claim that, enrollment size is the major factors.

Rodgers (2001)[3] studied "A panel – data study of the Effect of student's attendance on university performance". He studied the university students' performance with their absenteeism. Surprisingly he found that the evidence of meticulous pattern of absence amongst university students, with most non – attendance happening on Mondays and Friday and being of one day in duration.

Gump, (2002)[4] analyzed **"**Attitude to absenteeism among diploma nursing students in Ireland – an exploratory descriptive survey". Many researcher also claimed that perceived perception of students on institution and the tutor teaching content and methodology as a reason for student's absenteeism. Academic – Centered needs to be addressed to reduce the negative perception of students. These reasons include failure to address and discuss the "real world' lecturing, online materials, boring lectures, time scheduling and utilization and contending, assignment commitments.

Bowen, (2005)[5] published an article titled

"Improving the Quantity and Quality of Attendance Data to Enhance Students Retentions" depicts notice to local and global attendance monitoring in higher education also confines the benefits and problems of individual learner and university and insists the importance of students retention.

Grabe (2005)[6] published an article about "Voluntary use of online lecture notes: correlate of note use and note use as an alternatives to class attendance". He inspect the association between students use of online notes as a substitute for attending class. His study suggest that about 30 per cent of students who regularly used notes claimed to have done so as a replacement for at least six classes and also claims that there is no difference among the students who used online notes and those who acquired class attendance.

III. RESEARCH METHODOLOGY

All items in any field of inquire constitute a universe or population .A complete enumeration of all items in the population is a census enquiry. It can be accepted that in such an enquiry, when all things are enclosed. Even the slighted element of bias in such an enquiry will get larger and larger as the number of observation increases. Moreover, there is no way checking the element of bias or its extent expect through a resurvey or use of same checks. Besides, this types of enquiry involves a great deal of time, money and energy. When the field of enquiry is large this method becomes difficult to adopt because of the resources involved. At times, this, method is practically beyond the reach of ordinary researcher.

Further, many at time it is not possible to examine every item in the population, and sometimes it is possible to obtain accurate results by studying only a part of total population. In such cases there is no effectiveness of census survey. Under census method, each and every unit of population or universe is studied. Census method will give more representatives, accurate and reliable results. Since it involves enormous amount of time and money, this method was not used for this research.

A. Sampling

Instead of obtaining information from each and every unit of the universe, only a small representative part is studied and the conclusions are drawn on that basis for the entire universe or whole population. Hence, this research uses sampling method for collecting date .For this research convenient sampling is used for collecting the date. Proportionate stratified random sampling is a probabilistic sampling technique. In order to study the students absenteeism in higher education among engineering and arts and science in Kannur district, 645 sample respondents have been selected from the various college of Kannur district.

B. Data Analysis and Interpretation

Analysis may be a "process of making and creating data information in such the manner that analysis queries to be answered and hypothesis tested" (Polit & Hungler, 1999). The term analysis refers to the computation of certain resources along with searching for patterns of relationship that exists among data groups.

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Analysis of data is a general ways involves a number of closely related operations, which are performed, with the source of summarizing the collected data, organizing these in such a manner that they answer the research questions (Kothari, C.R. 1990). In this chapter, the information collected were systemically processed, tabulated and created appropriate for analysis and interpretations. The results obtained were classified, tabulated and the following analyses were performed in fulfilling the objectives of the study

C. Description of Demographic Variables of the respondents

Socioeconomic characters of the respondents are really having an impact on their behaviour, attitude and decision making. Hence, the demographic variables are considered for the study.

Table: 3.1 Study of Course of the Respondents

Study of course	Taluk						Total
	Taliparamba		Thalassery		Kannur		
	N	%	N	%	N	%	
Engg	109	60	44	38	120	35	273
Arts & Science	72	40	73	62	227	65	372
Total	181	100	117	100	347	100	645

The table 3.1 shows the distribution of demographic variables of the respondents observed over "Study of course, Gender, Year of study, Age". Regarding the *Study of course* the distribution shows that in Taliparamba Taluk 60% of the respondents are engineering and 40% of the respondents are Arts and Science. Thus it can be interpreted that highest percentage of Study of course is engineering. From Thalassery Taluk Shows that 38% of the respondents are Engineering and 62% of the respondents are Arts and Science. Thus it can be interpreted that highest percentage of Study of course is Arts and Science. From Kannur Taluk Shows that 35% of the respondents are Engineering and 65% of the respondents are Arts and Science. Thus it can be interpreted that highest percentage of Study of course is Arts and Science.
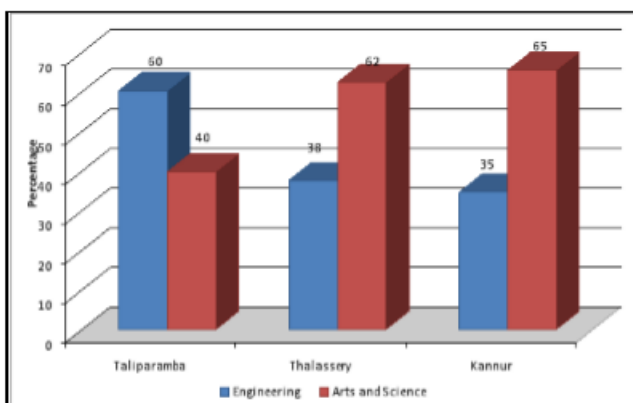

Fig.1 Study of course of the respondents

Table 3.2 Gender of the respondents

Gender	Taluk						Total
	Taliparamba		Thalassery		Kannur		
	N	%	N	%	N	%	
Male	94	52	77	66	218	63	389
Female	87	48	40	34	129	37	256
Total	181	100	117	100	347	100	645

Regarding the *Gender* the distribution shows that in Taliparamba Taluk 52% of the respondents are Male and 48% of the respondents are female. From Thalassery Taluk shows that 66% of the respondents are Male and 34% of the respondents are female. From Kannur Taluk shows that 63% of the respondents are Male and 37% of the respondents are female. Thus it can be interpreted that highest percentage of gender is male.
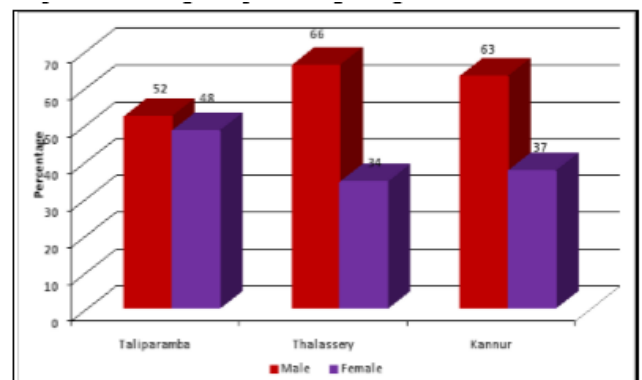

Fig.2 Gender of the respondents

Table 3.3 Age of the respondents

Age	Taluk						Total
	Taliparamba		Thalassery		Kannur		
	N	%	N	%	N	%	
18 -20	30	17	24	21	65	19	119
21 - 23	71	39	51	44	133	38	255
24 - 26	56	31	24	21	120	35	200
Above 26	24	13	18	15	29	8	71
Total	181	100	117	100	347	100	645

Regarding the **age** the distribution shows that in Taliparamba

Taluk17% of respondents are in the age group of 18-20, 39% of the respondents are age group of 21-23 years old, 31% of the respondents are age group of 24-26 years old, 13% of the respondents are in the age group of Above 26 years. Thalassery Taluk shows that 21% of respondents are in the age group of 18-20, 44% of the respondents are in the age group of 21-23 years old, 21% of the respondents are age group of 24-26 years old, 15% of the respondents are age group of Above 26 years. From Kannur Taluk shows that 19% of respondents are in the age group of 18-20, 38% of the respondents are age group of 21-23 years old, 35% of the respondents are age group of 24-26 years old, 8% of the respondents are age group of Above 26 years. Thus it can be interpreted that highest percentage of age group is 21-23 years.
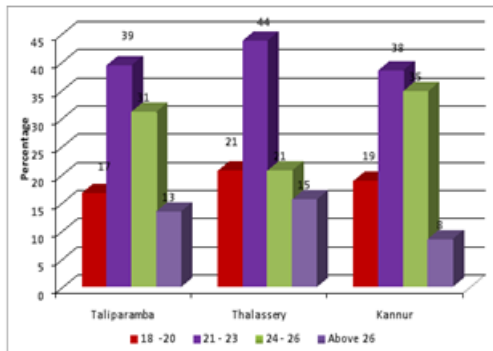

Fig.3 Age of the respondents

Table 3.4 Years of Study of the respondents

Year of study	Taluk						Total
	Taliparamba		Thalassery		Kannur		
	N	%	N	%	N	%	
2013	30	17	19	16	72	21	121
2014	62	34	35	30	129	37	226
2015	51	28	25	21	116	33	192
2016	38	21	38	32	30	9	106
Total	181	100	117	100	347	100	645

Regarding the *Year of study* the distribution shows that in Taliparamba Taluk 17% of the respondent's Year of study is 2010, 34% of the respondent's Year of study is 2011,28% of the respondent's Year of study is 2012, 21% of the respondent's Year of study is 2013. Thus it can be interpreted that highest percentage of Year of study is2011. From Thalassery Taluk shows that 16% of the respondent's Year of study is 2013, 30% of the respondent's Year of study is 2014, 21% of the respondent's Year of study is 2015, 32% of the respondent's Year of study is 2016. Thus it can be interpreted that highest percentage of Year of study is 2016. From Kannur Taluk shows that 21% of the respondent's Year of study is 2013, 37% of the respondent's Year of study is 2014, 33% of the respondent's Year of study is 2015, 9% of the respondent's Year of study is 2016. Thus it can be interpreted that highest percentage of Year of study is 2015.
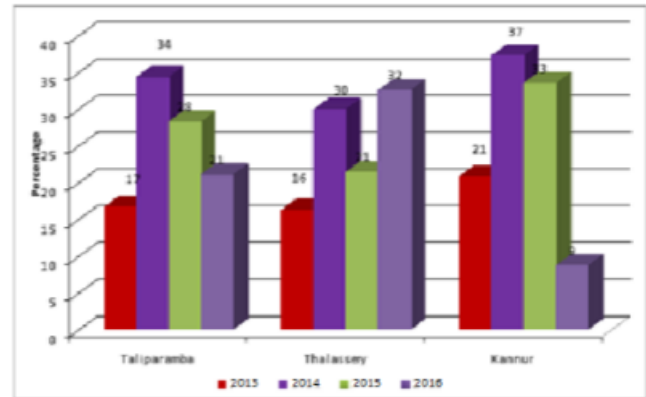

Fig.4 Years of study of the respondents

To study the effect of **Study of course**, the distribution of possible effects of Absenteeism according to Study of course is shown in the table 4.26. It could be noted from the table 4.26 that the opinion regarding '**Academic performance low**' among the Engineering the mean score was (4.15 ± 0.99) and among the Arts and Science the mean score was (3.94 ± 1.16). Regarding the factor '**Subject knowledge is outdated compared to other students in the class**'' shows with respect to the Engineering the mean score was (4.06 ± 1.03) and among the Arts and Science the mean score was (3.99 ± 0.96). Regarding the factor '**Lectures perception on your ability is low**' shows with respect to the Engineering the mean score was (4.11 ± 1.00) and the Arts and Science the mean score was (4.02 ± 1.08). Regarding the factor '**Fail to score well in quizzes, tests, and final exam**' shows with respect to the Engineering the mean score was (4.12 ± 1.02) and among the Arts and Science the mean score was (4.04 ± 1.04).

Table 3.4 Study of Course Wise Possible Effects of Absenteeism

	Study of course	N	Mean	SD	Z	p
Academic performance low	Engineering	273	**4.15**	0.99	2.51	0.012*
	Arts and Science	372	3.94	1.16		
Subject knowledge is outdated compared to other students in the class	Engineering	273	**4.06**	1.03	0.96	0.336
	Arts and Science	372	3.99	0.96		
Lectures perception on your ability is low	Engineering	273	**4.11**	1.00	1.17	0.242
	Arts and Science	372	4.02	1.08		
Fail to score well in quizzes, tests, and final exam	Engineering	273	**4.12**	1.02	1.06	0.291
	Arts and Science	372	4.04	1.04		
Absenteeism will affect your carry marks	Engineering	273	**3.98**	1.07	2.65	0.008**
	Arts and Science	372	3.74	1.16		
Name will be bar from final exam	Engineering	273	**4.05**	0.99	3.23	0.001**
	Arts and Science	372	3.76	1.22		
Effect your CGPA and GPA State your CGPA	Engineering	273	**4.05**	0.95	3.51	<0.001**
	Arts and Science	372	3.76	1.09		
Fail to get loan for next semester	Engineering	273	**4.06**	1.00	3.44	0.001**
	Arts and Science	372	3.76	1.16		
Trying to copy answer from other student in exam	Engineering	273	**4.03**	1.07	2.63	0.009**
	Arts and Science	372	3.78	1.20		
Fail to graduate in academy to schedule	Engineering	273	**4.12**	1.00	2.83	0.005**
	Arts and Science	372	3.86	1.22		

* Significant at 5 %; ** Significant at 1 %

Regarding the factor '**Absenteeism will affect your carry marks**' shows with respect to the Engineering the mean score was (3.98 ± 1.07) and among the Arts and Science the mean score was (3.74 ± 1.16).Regarding the factor '**Name will be bar from final exam**' shows with respect to the Engineering the mean score was (4.05 ± 0.99) and among the Arts and Science the mean score was (3.76 ± 1.22).

Regarding the factor '**Effect your CGPA and GPA State your CGPA**' shows with respect to the Engineering the mean score was (4.05 ± 0.95) and among the Engineering the mean score was (3.76 ± 1.09).Regarding the factor '**Fail to get loan for next semester**' shows with respect to the Engineering the mean score was (4.06 ± 1.00) and among the Arts and Science the mean score was (3.76 ± 1.16).

Regarding the factor '**Trying to copy answer from other student in exam**' shows with respect to the Engineering the mean score was (4.03 ± 1.07) and among the Arts and Science the mean score was (3.78 ± 1.20).Regarding the factor '**Fail to graduate in academy to schedule**' shows with respect to the Engineering the mean

score was (4.12 ± 1.00) and among the Arts and Science the mean score was (3.86 ± 1.22). Thus, it is inferred from the above analysis that the maximum Opinion regarding Academic performance low, Subject knowledge is outdated compared to other students in the class, Lectures perception on your ability is low, Fail to score well in quizzes, tests, and final exam, Absenteeism will affect your carry marks, Name will be bar from final exam, Effect your CGPA and GPA State your CGPA, Fail to get loan for next semester, Trying to copy answer from other student in exam, Fail to graduate in academy to schedule it was found among Engineering. Further to test the significant difference between the mean score among the respondents with respect Study of course the Z test is used and the result is also shown in table 3.4. Since the P value is less than 0.05 regarding Academic performance low, Absenteeism will affect your carry marks, Name will be bar from final exam, Effect your CGPA and GPA State your CGPA, Fail to get loan for next semester,

Trying to copy answer from other student in exam, Fail to graduate in academy to schedule' and hence there is Highly significant difference in the mean scores was found with respect to Study of course regarding these factors.

IV. CONCLUSION

Thus the study of students absenteeism in higher education among engineering and arts and science in Kannur district, 645 sample respondents have been selected from the various college of Kannur district and distribution of demographic variables of the respondents observed over "Study of course, Gender, Year of study, Age" are measured with different sample values. The cumulative study of all the respondents has been calculated using Z test, then the P value is less than 0.05, due to this academic performance is low, marks will affected, name will be removed from university exam, less CGPA and GPA marks and finally students will fail to graduate on academic to schedule. So it's clearly stating that high significant difference in the mean scores was identified with study of course.

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