

# Student Attendance Influences Performance: Everyday Counts

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## Abstract

*This study quantifies the how student's attendance effect their performance. Today, the determination of students' academic performance is an important issue in institutes. Whether students' attendance at lectures affects students' everyday performance has received considerable attention. Research was conducted on 100 management students in Indore. During the research it was analyzed that gender does not cause any effect on attendance but some main factors were analyzed which clearly leads to absenteeism like Student Development and Faculty Support, Knowledge imparting & Students Convenience, Student Equality & Parental Support, Professional Environment, Peer Group and Co-curricular Activities etc. institute should focus on all factors which directly or indirectly affects student attendance. Through attendance policy we can aware student for attendance*

*Research also indicates that poor attendance can lead to a range of other factors that indirectly can have an impact on the achievement of students. Studies have established that a lack of Commitment to institute and truancy are risk factors for drop outs, failure, struggling institutes.*

*Thus the research concludes that class attendance has a positive and significant impact on students' performance.*

**Keywords:** *Student Attendance, Performance and Student Development*

## Introduction:

Education has long been recognized as a fundamental human right and an important building block in the development of children and broader society. Those who do well in the early and elementary stages of education tend to do better in subsequent stages and develop the critical skills and abilities needed to become productive and responsible adults. It is well documented that effective participation and engagement in formal education settings is an important precursor to educational success

Attendance is an important term it is a indicator of participation in education. In this regard, attendance can be thought of as being necessary, for educational engagement and learning. It is well understood that if students do not regularly attend institute their subsequent learning and performance suffers.

- Attendance is a required, legal record of whether a student was in institute or not.

- Absences may be excused--but are not eliminated--for religious observance, illness, or other reasons defined at each institute.
- Attendance can be part of academic plans and grading policy but cannot be a sole factor in determining grades or promotion.
- The institute must have a practical mechanism to notify parents when students are absent or late.
- The institute must examine attendance, lateness and early departure data and develop effective intervention strategies to improve institute attendance.
- Families are advised to schedule trips and vacations when institute is not in session to minimize interruption in institute work that may impact academic progress.

The premise is simple: Students need to attend institute daily to succeed. Attendance in management institutes is important because students are more likely to succeed in academics when they attend institute consistently. It is difficult for teachers and students to build skills and progress if large numbers of students are frequently absent. It is commonly assumed that university students benefit from attending lectures. Non attendance of lectures and tutorials appears to be a growing trend. The literature suggests many possible reasons including students' changing lifestyle, attitudes, teaching and technology.

### **Focus on Attendance Because:**

Increased Student Absences are:

- An early warning sign of potential drop-outs
- Predictive of academic failure
- A flag for student disengagement and struggling institutes
- Costly for each institute and surrounding community

Measures of Attendance are:

- Available
- Easily understood
- Predictor of failure in institute
- Indicator of effective engagement strategies by educators
- A potentially powerful shared outcome that facilitates collaboration

Student's attendance in lectures and practical hours depends on many factors such as: employment, lectures timetable, medical reasons, sports activities, methods of teaching, the instructor of the course, the subject and its importance and motivation. However, there are many excuses given by students which seem to be irrelevant.

The fact that missing class is costly for more able students suggests that classes are more productive for these students. In view of this, it might be appropriate to reflect on how the effectiveness of class teaching and learning can be enhanced for weaker students. Alternatively, additional voluntary classes might be organized for more able students given that, for them, absence is low and the returns are relatively high

Excellent attendance is a crucial requirement for doing well in institute--and life! Common sense indicates that a student may be absent for illness, emergencies, or for religious observance, but the goal is for every student to be in institute every day. A student who has 90% attendance is missing one month of instruction. A student with less than 90% attendance is considered to be chronically absent.

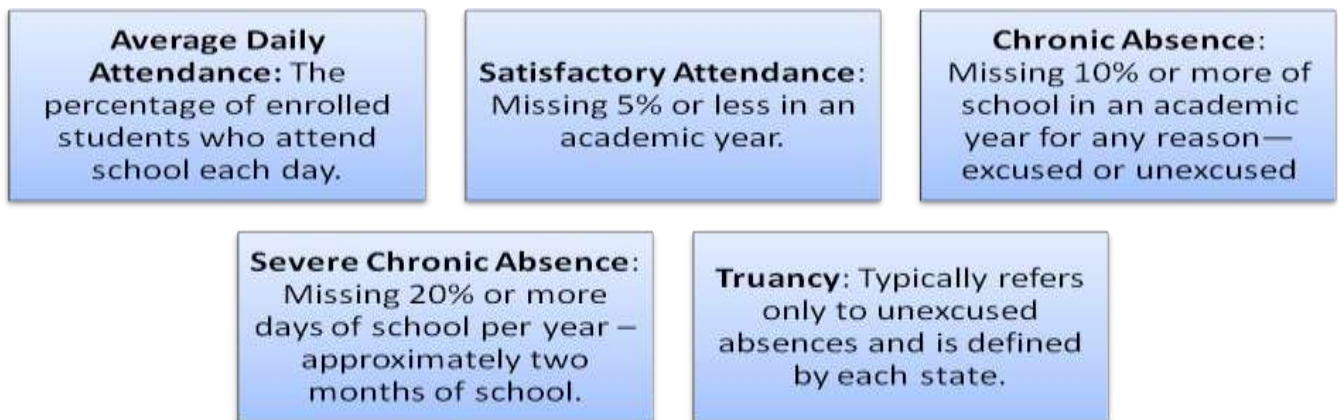
Going to class does far more than simply giving you credit for attendance. Class attendance facilitates learning in a variety of ways, and here are just a few:-

- **Lectures and classes supplement reading assignments.** Class gives you another perspective on the material besides just the textbook. Even if you think you already understand the material well, classes always add something new. The instructor may go over examples or applications you haven't seen, concepts in class may be presented in a different way than in the text, and student questions and discussion may elaborate on the material or provide new insights.
- **Professors often use questions or class discussion to enhance critical thinking skills.** Attending class can be an opportunity for you to engage the material with the guidance of the professor and the help of your classmates. A professor may pose a question or lead a discussion in class that directs you to make connections between concepts and helps you to think about the material in new ways.
- **If you pay attention in class, you may be surprised by how much you can cut your study time later on.** No textbook can explain something to you like another person can. Even if professors seem as though they are just going through the material in the book, there will always be added clarification and insights that you can discover in class. Time in class is one to two hours during which you are actively thinking about the material and practicing it.
- **Your professor will emphasize the important concepts, giving you a better idea of what is important and what you should focus on.** The professor is an expert on the material, and they design their lectures to organize the main ideas and extract the important concepts. Attending class and taking good notes can help you to put the ideas together and focus on what is important.
- **Some professors are not very textbook oriented.** Their lectures may be very different from the way the textbook presents the material, and class may be used to convey the professor's own viewpoints and

perspectives. In a class like this, test questions will more than likely be based on lecture notes rather than the text, so attending class and taking good notes will be one of your best preparations for exams.

- **Classes give you more interaction with the professor and other students in the class.** Attending and participating in class shows the professor that you are a serious student who is taking responsibility for your education and making an effort to learn. This increases your interaction with faculty members, and raises the likelihood of finding mentors and roll models who can help guide you in your academic, career, and personal development. In addition, class time is a chance to meet and interact with other students in your class. This can help you to form study groups or meet other students in your major.
- **Taking your own notes during a class is more useful than getting a copy of someone else's notes (even the instructor's).** In a recent study, only 8% of students reported that getting class notes from a missed class is as useful as attending class. Additionally, this 8% who thought borrowed notes were as good as going to class had significantly lower reported grade point averages than those who valued class attendance more. The act of attending class and writing down your own notes will help you to learn the material and solidify your understanding in a way that is much more effective than when you miss class and read someone else's notes.

### Key Terms



### Factors affecting Student Attendance:

Generally Speaking, student's performance can be determined by many factors. When thinking about the subject, the most important thing that comes to the mind are collage atmosphere, instructor's behavior, teaching language, teaching methods, timing, students who are working, friends and finally class attendance. This paper will focus on the effects of student's attendance on his/her performance.

**Academic Factors:** Academic factors were those factors that might affect student attendance based on institute related factors. The academic factors included in the survey Attendance Survey for Administration and Teachers (Appendix C) were classroom climate, institute size, academic tracking, student disciplinary record, student achievement, and extracurricular activities.

**Environmental Factors:** Environmental factors were those factors that might affect student attendance based on situations outside of the institute environment. Such situations included on the Attendance Survey for Administration and Teachers were peer pressure, transportation problems, cultural differences, parental support, substance abuse, socioeconomic status, and student employment. Studies can be viewed for a range of factors but at the end it does come back to the fact that to achieve well at institute students need to be engaged and attending institute. Factors affecting student attendance may vary from institute to institute based on geographic location, institute population, age of students, and socioeconomic level of community to name a few. Information gathered from this study was valuable for students involved to identify factors directly affecting them.

Broadly factors can be distributed in 2 categories Academic and Non Academic factors. This factors are directly or indirectly relates to student attendance where academic factors includes institute related characteristics and non academic factors are relate with individual students characteristics. Some of the academic factors are - teachers way, being drop out, placement, culture and extracurricular activities, safety & security, professional classes and workshop etc. in non academic factors we can conclude parental support, transportation problem, personality development, health problem, future concern, grades concern, harassment etc. this are only some of the examples of factors affecting students performance due to their absenteeism.

### **Relation between Student Attendance and their Performance:**

Class attendance is important for successful achievement in institute. Therefore, students are expected to attend all class sessions for each course in which they are enrolled and to make up any work they miss during excused absences. If a student misses too many classes (as defined in the instructor's attendance policy), an instructor may drop that student from the course during the drop period. Students are responsible for all course requirements from the start of the course, not from the time at which they added a course to their schedule. Students who need their attendance record kept for any reason should notify the instructor. Furthermore, each instructor should establish an attendance policy for each course and publish it in the course syllabus. Instructors shall take into account the deadlines for adding and dropping courses and write a policy statement consistent with the Institute's drop/add policy.

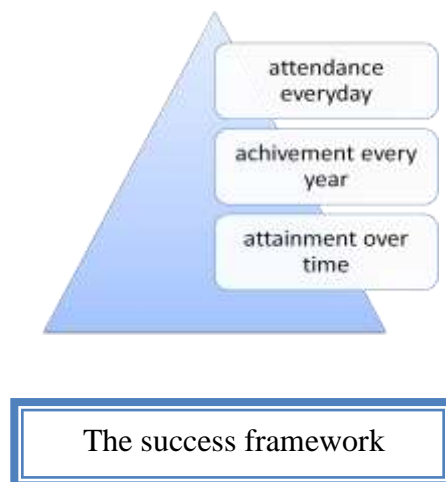
There is a critical link between successful educational Outcomes by students and their attendance at institute. Students have to be present and engaged in order to learn. Research and observations through an extended

career in the education system clearly indicate being at institute consistently is important to ensuring children have a good foundation for subsequent learning. Research shows that students, regardless of gender, socioeconomic status or ethnicity, lose out when they have poor attendance and their achievement is affected. 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.

The relationship between attendance and student achievement is only one area that impacts on performance. It is however a key factor with sufficient evidence and research to back up this concern. Institutes need to place high priority on their procedures for monitoring and analyzing patterns of attendance. A study of parental attitudes toward student attendance at institute could also be a useful area of information to research. The key is that students need to be present at institute to learn.

The main problem in assessing the effects of attendance on academic performance is that attendance levels are not exogenous, given that students choose whether to attend lectures and classes and this choice is affected by unobservable individual characteristics, such as ability, effort, and motivation that are also likely to determine performance. Better students, who are more able, work harder, or are more motivated, tend to have higher attendance levels, other things being equal. This implies that estimates of the impact of attendance on academic performance are likely to be subject to omitted variable bias.

As well as being a factor for individual achievement research also indicates that institute wide patterns of attendance can have an impact on The achievement overall of students within a class, year level or even a institute. Dealing with irregular learning patterns can have an influence on class teaching and support programmes that need to be implemented across a institute.



## **Review of Literature:**

There is a large scientific literature underpinning current knowledge about the characteristics of students who truant (Reid, 2012), as well as about interventions that may reduce truancy (Maynard, McCrea, Pigott & Kelly,

2013). This work accepts, *prima facie*, that students not only are compelled to attend, but also benefit from attending institute. So it is particularly critical to understand and address the characteristics and modifiable risks for truant behavior.

The more molar study of institute absence (or attendance) as an indicator in its own right of developmental of attendance or absence on academic and other achievements. Of course, it's assumed that attendance affects learning – but how much, and for whom? The more molar study of institute absence (or attendance) as an indicator in its own right of developmental 'dose', or of developmental effect, is less evident in the empirical literature, with a rare study by Gottfried (2010) distinguishing an otherwise slender empirical field.

Studies provided some reasonable excuses related to the daily circumstances of life. Some studies show that students' attendance is closely linked with good students' health thus resulting to higher academic achievements. (Donka Mirtcheva, 2009).

The study of determinants of a institute 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, 2008).

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 institute on a regular basis are more likely to get into trouble with the law and cause problems in their communities (Hocking, 2008).

Raymond (2008) suggested students not accepted by their peers develop negative perceptions regarding institute. Children with negative teacher/student relationships exhibited high rates of absenteeism from institute (Smith & Williams, 2007).

There are many excuses given by students which seem to be irrelevant. Joanne Cleary-Holdforth (2007) studies a phenomenon of student apathy or poor pedagogy. This is what made me analyze those factors that affect the students' absence from classes and which directly depend on students and University services.

Some researchers have recently linked exam questions to students' attendance records and constructed a longitudinal data set to investigate class attendance effects (Marburger 2001, 2006; Rodgers 2001; Stanca 2006; Lin and Chen 2006). In such data sets, researchers repeatedly observed the same student's responses to different questions, as well as different students' responses to the same question. Hence, time invariant characteristics of

both students and exam questions can be controlled in their statistical models. These rich data sets allow researchers to address some other interesting issues in addition to attendance effects.

It is reasonable to expect that some attendance at institute is necessary for education to achieve its desired effects, although one might posit that there is a point at which the quantity dimension becomes so minimal that the quality characteristics cannot be expressed in the achievement outcomes (National Audit Office, 2005).

Literature suggests that a relationship exists between attendance, socio-economic status, and mobility and student achievement (Zamudio, 2004). attempted to define student attendance and investigated the importance of student attendance and its relationship to student achievement.

Kirby and McElroy (2003) studied 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 and found that hours worked and travel time were the main determinants of class attendance and that the latter, in turn, had a positive and diminishing marginal effect on grade.

Marburger (2001) investigated the relationship between absenteeism and exam performance in a sample of 60 students of principles of microeconomics course. He matched information on student attendance at each class during the semester with records of the class meeting when the material corresponding to each question was covered. The results indicate that students who missed class on a given date were significantly more likely to respond incorrectly to questions relating to material covered that day than were students who were present.

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.

There are factors that have been determined to have an impact on student achievement over which institutes have no control such as, socio-economic status, race and mother's education, however educators can investigate those factors that institutes can control (Norris, 2000). Rodgers and Rodgers , report attendance rates in an Intermediate Microeconomic Theory class at an Australian university that range from 68.4% in the first half of the semester to 54.5% in the second half of the semester.



Devadoss and Foltz (1996) examined attendance in a sample of about 400 agricultural economics students at four large U.S. universities. They found that, even after controlling for prior GPA and the degree of motivation, on average, students who attended all classes achieved a full letter grade higher than students who attended no more than 50 percent of the same classes. A positive and significant relationship between attendance and academic performance was also found by Chan, Shum, and Wright (1997) in a sample of 71 principles of finance students.

Most economists have used student semester-level data, and they have found results similar to those described in education and psychology literature: During a semester, the more lectures a student attends, the better overall grade he or she obtains (Durden and Ellis 1995; Devadoss and Foltz 1996)

Empirical literature suggests an inverse relationship between absenteeism and learning (Durden and Ellis 1995). On the basis of the empirical evidence, Romer suggested a controlled experiment to determine if enforcing a mandatory attendance policy improves learning. He suggested randomly dividing the students into two groups: an experimental group whose grades depended, at least in part, on attendance and a control group whose grades did not. One could then detect not only the impact of a mandatory attendance policy on attendance but also on student learning.

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.

Surveys developed by Woog, (1992), for students, parents and administrators were revised to meet the needs of this study by Smith. The revised version of the survey was altered to provide data from teachers who described their perceptions of the attendance policy and the Saturday Redemptive Institute program in the Newport News Institutes. The student survey questionnaire consisted of sixteen questions. The questionnaire answer document used a Likert scale ranging from strongly agrees to strongly disagree. The parent survey and teacher survey were the same as the student survey except on the student survey, the students were asked to identify male or female by selecting the appropriate box (Smith, 1998).

Researchers in the fields of education and psychology, by estimating correlations between exam performance and class attendance, have generally found that a student's class attendance has a positive effect on exam performance Brocato 1989.

Schmidt (1983) investigated student time allocation in a sample of 216 macroeconomic principles students and found that time spent in lectures and discussion sections had a positive and significant effect on exam performance, even after controlling for hours of study.

Researchers in the fields of education and psychology, by estimating correlations between exam performance and class attendance, have generally found that a student's class attendance has a positive effect on exam performance (Anikeeff 1954; Van Blerkom 1992). Economists and other social scientists are also interested in class attendance effects. Most economists have used student semester-level data, and they have found results similar to those described in education and psychology literature.

Ziegler (1972) attempted to define student attendance and investigated the importance of student attendance and its relationship to student achievement. He concluded that student attendance is related to student achievement in reading and math.

This manual reported that truancy is the first indicator that a young person is giving up and losing motivation to attend institute. When young people start skipping institute, they are telling their parents, institute officials and the community at large that they are in trouble and need help if they are to keep moving forward in their education. Frequent absences affect student academic performance (Kersting, 1967).

Compulsory education in the United States is mandated by a complex system of state laws requiring attendance at either public institutes or at some other acceptable learning environment. Compulsory education has its roots in English legislation of the 16<sup>th</sup> and 17<sup>th</sup> centuries (Aikman, W.F., & Kotin, L., 1940).

### **Objectives:**

1. To study factors associated with student attendance in management institute.
2. To study the effect of gender on attendance.

### **Research Methodology**

**Sample Size:** Sample size is 100

**Sampling Area:** The sampling Area is Management Institutes of Indore.

**Tools and Techniques Used:** Through Five Point Likert Scale, Factor analysis & ANOVA used.

### KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.717
Bartlett's Test of Sphericity	Approx. Chi-Square	795.997
	Df	253
	Sig.	.000

The data were analyzed with the help of Factor Analysis.

**Table-1** Factor, Eigen Values, Percentage of Variance and Cumulative Percent

FACTORS	EIGEN VALUE	%OF VARIANCE	CUMULATIVE %
Student Development and Faculty Support	7.807	33.944	33.944
Knowledge imparting& Students Convenience	2.368	10.294	44.238
Student Equality & Parental Support	2.110	9.172	53.411
Professional Environment	1.649	7.170	60.581
Peer Group	1.272	5.530	66.111
Co-curricular Activities	1.054	4.582	70.693

23 Variables are composed of six factors .The Table also exhibits the Eigen values, percent of variance and cumulative percentage extracted factors. On the basis of Varimax Rotated Factor Matrix the interpreted of extracted factors given below:

### Factor 1:- Student Development and Faculty Support

Factor1 namely Student Development and Faculty Supports significantly loaded by thirteen variables and having variance of 33.944% comprised of variables like Learning and Communication, Career Planning , Personality Development, Opportunity and Strength, Regular Attendance, Good Opportunity and Placement, Knowledge and Skills Needed, Institute Treat with Respect, Institute makes me feel safe and secure, Institute makes lecture interesting and motivates and Faculty in institute knows me as a person and care about me.

**Table – 2**

#### NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1	Student Development and Faculty Supports	3	There is good focus on my Learning and communication in my institute.	.873
2		5	Career planning becomes more visible for me and I am more likely to be career oriented.	.865
3		2	Institute focus on my personality development.	.853
4		9.	Institute focus on my future opportunity and strength and I am also able to overcome my weaknesses.	.849
5		1	Regular institute attendance helps to improve my grades.	.784
6		4	Institute provides me a good opportunity for	.739

			placement.	
7		<b>8</b>	Institute is providing me with the knowledge and skills needed to be successful in life.	.735
8		<b>12</b>	Faculty in my institute treats me with respect.	.690
9		<b>16</b>	Institute makes me feel safe and secure	.686
10		<b>15</b>	In the situation of any trouble with institute work, I can get help.	.669
11		<b>19</b>	Institute makes me to do things that matters to me and also make me feel like I belong.	.662
12		<b>10</b>	Faculty in institute makes lecture interesting and motivates me to attend lectures regularly.	.595
13		<b>13</b>	Faculty in institute knows me as a person and care about me.	.475

### **Factor 2:- Knowledge Imparting& Students Convenience**

Factor2 namely Knowledge Imparting& Students Convenience significantly loaded by three variables and having variance of 10.294% comprised of variables like Transportation Problem, Poor attendance and Faculty also gives out of the books knowledge which makes me more competitive.

**Table-3**

## NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1	Knowledge Imparting & Students Convenience	23	Institute is far away from my resident so I face transportation problem.	.723
2		14	Poor attendance fears me about being drop out from institute.	.661
3		11	Faculty also gives out of the books knowledge which makes me more competitive.	.594

**Factor 3:- Student Equality & Parental Support**

Factor3 namely Student Equality & Parental Support significantly loaded by four variables and having variance of 9.172% comprised of variables like no harassment, no cultural difference, no focus on socioeconomic status & importance of good attendance.

**Table – 4**

## NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1		21	There is no harassment happened with me in institute.	.745

2	Student Equality & Parental Support.	20	There is no cultural difference in my institute.	.664
3		22	There is no focus on socioeconomic status in my institute.	.589
4		7	Parents try to communicate me the importance of good attendance in institute.	.465

#### Factor 4:- Professional Environment

Factor4 namely Professional Environment significantly loaded by four variables and having variance of 7.170% comprised of variables like there are good numbers of seminars; workshop and professional classes are conducted in my institute.

**Table – 5**

#### NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1	Professional Environment	17	There are good numbers of seminars; workshop and professional classes are conducted in my institute.	.864

### Factor 5:- Peer Group

Factor 5 namely Peer Group significantly loaded by four variables and having variance of 5.530% comprised of variables like Students treat each other with respect in my institute.

**Table - 6**

#### NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1	Peer Group	18	Students treat each other with respect in my institute.	.861

### Factor 6:- Co-curricular Activities

Factor 6 namely Co-curricular Activities significantly loaded by four variables and having variance of 5.530% comprised of variables like Cultural and extracurricular activities in institute motivate me to attend regularly.

**Table – 7**

#### NAME OF VARIABLES AND THEIR FACTOR LOADING

S.NO	FACTOR NAME	ABBREVIATION	VARIABLE NAME	FACTOR LOADING
1	Co-curricular Activities	19	Cultural and extracurricular activities in institute motivate me to attend regularly.	.778



**Summary of ANOVA for effect of Gender on perception towards Student Attendance  
and its factor separately**

**ANOVA**

		Sum of Squares	df	Mean Square	F	Sig.
Student Development and Faculty Supports	Between Groups	178.571	1	178.571	1.554	.218
	Within Groups	6204.857	54	114.905		
	Total	6383.429	55			
Knowledge Imparting & Students Convenience	Between Groups	11.161	1	11.161	1.668	.202
	Within Groups	361.393	54	6.692		
	Total	372.554	55			
Student Equality & Parental Support	Between Groups	3.018	1	3.018	.529	.470
	Within Groups	308.107	54	5.706		
	Total	311.125	55			
Professional Environment	Between Groups	.875	1	.875	1.118	.295
	Within Groups	42.250	54	.782		
	Total	43.125	55			
Peer Group	Between Groups	.161	1	.161	.257	.615
	Within Groups	33.821	54	.626		
	Total	33.982	55			
Co-curricular Activities	Between Groups	.161	1	.161	.295	.589
	Within Groups	29.393	54	.544		
	Total	29.554	55			

1. It can be observed from table that F value 1.554 is not significant .It indicates that there is no significant difference between Male and Female in term of Student Development and Faculty Support. The Null hypothesis namely, there will be no significant effect of gender on perception towards Student Development and Faculty Support of student attendance in Management Institution is Not Rejected.

Hence, it may be concluded that gender did not produce significant effect on perception towards Student Development and Faculty Support of Student Attendance.

2. It can be observed from table that F value 1.668 is not significant .It indicates that there is no significant difference between Male and Female in term of Knowledge imparting& Students Convenience. The Null hypothesis namely, there will be no significant effect of gender on perception towards Knowledge imparting& Students Convenience of student attendance in Management Institution is Not Rejected. Hence, it may be concluded that gender did not produce significant effect on perception towards Knowledge imparting& Students Convenience of Student Attendance.
3. It can be observed from table that F value 0.529 is not significant .It indicates that there is no significant difference between Male and Female in term of Student Equality & Parental Support. The Null hypothesis namely, there will be no significant effect of gender on perception towards Student Equality & Parental Support of student attendance in Management Institution is Not Rejected. Hence, it may be concluded that gender did not produce significant effect on perception towards Student Equality & Parental Support of Student Attendance.
4. It can be observed from table that F value 1.118 is not significant .It indicates that there is no significant difference between Male and Female in term of Professional Environment. The Null hypothesis namely, there will be no significant effect of gender on perception towards Professional Environment of student attendance in Management Institution is Not Rejected. Hence, it may be concluded that gender did not produce significant effect on perception towards Professional Environment of Student Attendance.
5. It can be observed from table that F value 0.257 is not significant .It indicates that there is no significant difference between Male and Female in term of Peer Group. The Null hypothesis namely, there will be no significant effect of gender on perception towards Peer Group of Student Attendance in Management Institution is Not Rejected. Hence, it may be concluded that gender did not produce significant effect on perception towards Peer Group of Student Attendance.
6. It can be observed from table that F value 0.295 is not significant .It indicates that there is no significant difference between Male and Female in term of Co-curricular Activities. The Null hypothesis namely, there will be no significant effect of gender on perception towards Co-curricular Activities of Student Attendance in Management Institution is Not Rejected. Hence, it may be concluded that gender did not produce significant effect on perception towards Co-curricular Activities of Student Attendance.

**Conclusion:**

Students today are more diverse in virtually every way than their predecessors. We empower students when we respect and celebrate their backgrounds, prior achievements, and talents. Recognizing what students know and their perspectives, including asking for students' opinions and taking their responses into account when making decisions, listening to students' concerns, getting to know students individually, and thanking students for their input, go a long way to foster student engagement in learning and by this we can retain student. There is no substitute for human contact, whether face-to-face, or via e-mail. For this reason, faculty members must "make time" for students so that they can share their problems and feel they are part of institute. Faculty members in cooperation with their colleagues in other academic units must organize academic programs in ways that demand substantial student commitment and accountability. Peer teaching and leadership help students hold one another accountable for retention. Through attendance policy we can aware student for attendance. Call or e-mail students when they are absent .Have an attendance policy in which students are required to call when they are absent by this we can

Maintain retention. gender did not produce significant effect on perception towards Student Development and Faculty Support of Student Attendance, Knowledge imparting& Students Convenience of student, Student Equality & Parental Support, Professional Environment, Peer Group and Co-curricular Activities of Student Attendance. From the current study, it is explored that, six Major factor important for student attendance are Student Development and Faculty Support of Student Attendance, Knowledge imparting& Students Convenience of student, Student Equality & Parental Support, Professional Environment, Peer Group and Co-curricular Activities of Student Attendance.

**Limitation of the Study:**

The data was restricted to the same category (the sample was restricted to 100), that is why a very limited choice of factors has been studied. Getting opinion for closed ended questions was found difficult to take opinions of the students in the form of closed answers. The questionnaire was framed only to measure student attendance.

**Further Scope of Research:**

Through out of the process of research it has become obvious that there are use number of directions for further research, in relation to these similar area. In order to conduct a further and deeper research study, some indications are provided as below. Frameworks practical applicability is needed so as to build the potential affective tool. The factors identified in the study can also be studied alone & in depth. For data collections in future studies in that interview could play an important role.

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