

WHY UNIVERSITY STUDENTS ABSCOND CLASSES: REASONS, EFFECTS AND REMEDIES

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ABSTRACT

This study investigated the causes, effects and remedies for the above-mentioned problem in one public and one private university. Case study and cross section survey were used, data were collected through questionnaire and interview schedule from lecturers and students. Data were analyzed through descriptive statistics quotes and narratives. The findings indicate that among the causes of students' failure to attend class are personal conditions, peer influence, poor time management, indiscipline and other excuses. The major effects include poor knowledge and skills leading to falling of final GPA, limited social interaction, little understanding of concepts and unhealthy lecturer-students relationship. Possible remedies suggested include proper orientation, strict university bylaws and policy implementation, induction training to the lecturers on the teaching methodology and social skills among others. The study concludes that there is need to strengthen the institutional mechanisms to make students understand that attending classes is compulsory.

KEYWORDS: missing class, students, university

INTRODUCTION

Higher Learning Education has been growing in its needs based on the demands of the world job market. Higher Learning Institutions have continuously been improving their programmes to meet these changes and in turn the enrollments have grown exponentially addressing different areas of specialization. To achieve the higher expansions in the universities there has been mechanisms of maintaining standards of the quality of its graduates including internal quality assurance and monitoring systems. The universities have bylaws which govern students' discipline and prospectuses where the rules and regulations for different institutional aspects are addressed. The students are shown what they should do and the consequences of not following the rules. Although those efforts have been made there is still a problem of university students missing classes with a number of excuses. UNESCO (2004) in its article on changing teaching to meet the needs of the learners, emphasizes the role of learners in the classroom and that learners must get an opportunity to construct meaningful learning from the instructor's guidelines. Learners must attend class in order to interact with others during the teaching and learning process develops problem solving abilities, emotional, socio-psychological needs solutions and cultural diversity.

Khalid and Mehmood (2017) in their study on the effects of absenteeism on student's performance po

inted out that there are various effects for the students who miss their classes because the courses are designed to be offered at a specified period of time. When student miss class they also miss some course contents and this affect their progress and the buildup of knowledge and skills that are expected as learning outcomes. Therefore, absenteeism by the students may lead to many effects including limited amount of knowledge and skills in their areas of specializations hence long-term effect to their job performance when they are posted to their work.

McLean and Attardi (2018) assert that teaching and learning in higher learning has shifted from teacher centered lessons to more learner centered approach whereby the active participation by the learners is significant. Teaching and learning in universities require lecturers to make sure that their students take a lead in their learning process as it is opposed to the use of traditional teaching where lecturing is dominant. The reasons for this shift might be the need for students to search for more knowledge from different sources and developing a sense of sharing new ideas and knowledge to bring meaningful learning. This study looked at the reasons why students do miss lectures and establish their need to attend classes. The need for developing competence by the graduate has changed the role of the lecturer from the source of knowledge to that of facilitating knowledge and skills in order to attract many students to take role in the teaching and learning this result in demanding students to attend classes.

The Tanzania Commission for Universities guideline requires university students to attend all lectures and seminar hours in order to have adequate credits to meet the graduation requirements. In order for the students to have minimum grades for graduation they must follow the guideline effectively and this include attending more than 75% of lecture hours and do all the assignments and examinations in time. The university students are required to accumulate a minimum of 360 credits which are counted from the number of hours spent in each course in a given programme. Therefore, the students have to be informed through a well organized orientation about the importance of attending classes and following the University bylaws (Guide book, 2019/2020).

According to Ryan, et al (2010) in their study on Micro-level Determinants of Lecture Attendance and Additional Study Hours found that there are issues related to class attendance in colleges and universities which are related factors. The determinants depend on the nature of subject matter of the course, the ability and qualification of the instructor, student's interest and priorities, goals and expectations, the availability of resources and facilities among others. Therefore, there is a need to learn the real reasons from the determinants which make the university students miss classes in the Tanzania context and establish way forward in improving the situation.

Aden, et al (2013) in their study on the reasons for missing classes in college, the role of personality traits asserts that individuals upbringing and ability to follow instruction vary from person to person. Some students tend to miss class because of their moods, feelings, personal issues and health issues. All these reasons are personality traits which can be described as conscientiousness which can lead students to ignore attending classes although they clearly know that it is important. The current study in

investigated all the reasons for students to miss classes without giving special consideration to these traits.

Shabatura (2018) using Bloom's Taxonomy (1956) to write effective learning objectives in the taxonomic order of learning domains emphasizes the role of classroom practices whereby in the process of teaching and learning the learners have to be subjected to the three learning domains which are affective, psychomotor and cognitive which help to bring about meaningful learning to the learners. This cannot just happen if learners do not attend classes because teachers plan to address the desired knowledge, skills, values and attitudes. It is in the classroom teaching where teachers promote learning experiences for the lesson objectives and center the lesson towards their needs.

Crede et al (2010) affirm in their study on a meta-analytical review of the relationship of class attendance with grades and students' characteristics that there are some significant relationships between student's characteristics and their class attendance frequencies. For example, students who have set goals for their studies tend to work hard in order to attain their expectations and they are motivated to attend classes compared to those who have not done the same. Self interest and motivation to pursue a particular course may diminish students' attendance to class as they cannot see sense of participating in lectures and seminars. Generally, students' age, sex, choices, home background and upbringing can influence students' learning outcomes differently and this can also affect their attendance in school or college.

Hopper (2020), citing Maslow's Theory of Motivation, advocates the attainment of the basic needs in his hierarchy of needs whereby education is important and compulsory for all people. The opportunity given to the university students to be educated well should help the students to become liberated to achieve the first level of needs and lead them to the next level where their level of income may help them to feel confident and attain safety and social belonging. Therefore, attending class is very important in order to achieve this liberation of mind through receiving knowledge, skills, values and attitudes that are desired by their community and the nation at large.

Lecturers should be able to integrate competence based teaching techniques and provide relevant examples during their teaching in order to make their students love their lessons and see the means of applying the knowledge they learnt in class in their daily life.

Hafeez, et al (2014) in the study on low class attendance by the college students found that the failure to attend classes leads to drop out in students GPA which in turn affects the final grades. The study showed some of the aspects related to drop out of student's academic performance and one of it being that of absenteeism in classes and academic related meetings. There is a need to understand the reasons for students' absenteeism and the challenges relating to this problem in order to come up with possible measures for overcoming them. This study therefore expected to investigate the reasons and suggest some measures for overcoming them in order to help both the university students and lecturers pla

y their parts effectively.

Bati et al (2012) on a study of lecture attendance amongst students of health science found that one of the major challenges was the individual student's attendance to the lecture. The study found that among the factors which cause students to miss lectures are peer pressure, lack of interest and other irrelevant reasons which were given by the students. Most of these factors were personal and few of them were related to the availability of lecture materials outside the classroom such as the online notes or lecture slides. This study investigated the reasons and way forward on improving student's attendance in the university by considering the other areas of specialization other than nursing sciences.

Eisen et al (2015) in the study on does class attendance matters? The study found that there is no statistical relationship between student's attendance to lectures and the performance but there are factors which were making the students not attend lectures as required. The study findings indicate that some of the students don not find attending lecture and seminars compulsory and they keep on watching on line information and videos of the same subject matter. Therefore, the current study also establishes whether attending lecture by the university students is compulsory and why so. The findings in this study aim at helping the students understand that attending lectures has both academic and social relevance to their life at the university. The literature has shown little understanding on the general impact of missing lectures and the academic performance relationships that exist between the two factors.

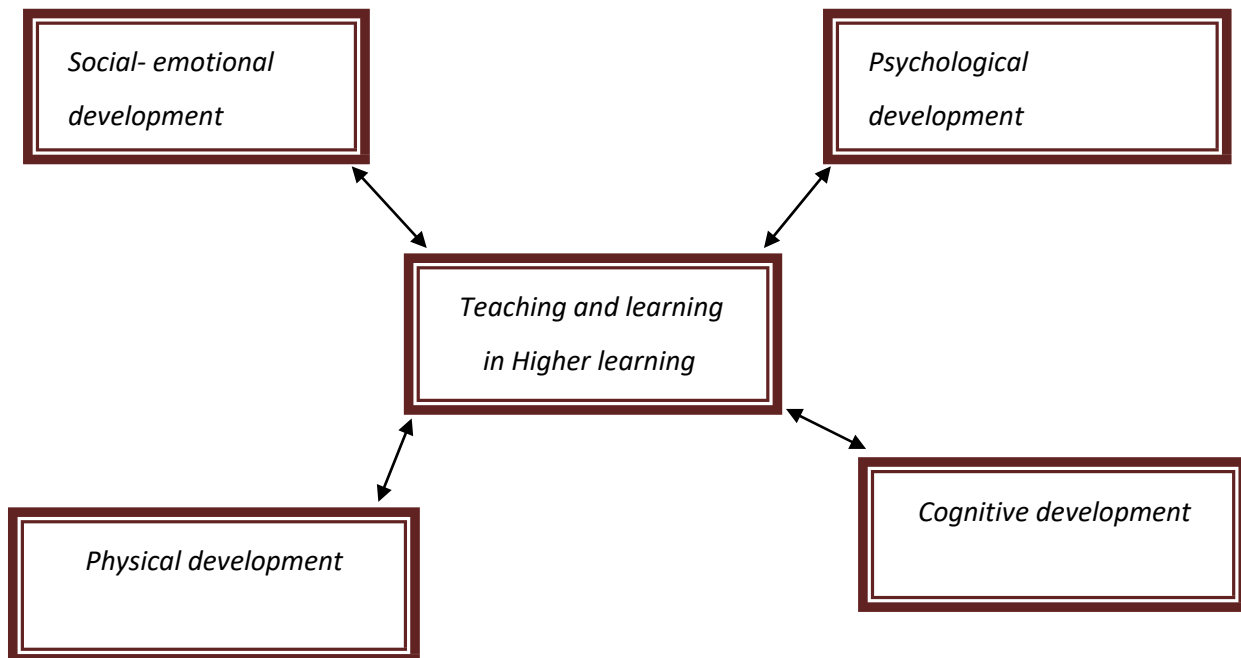
According to Alija (2013) in their study on how attendance affects the general success of the student have shown that the students' excuses for not attending classes are common to all colleges and it has an influence to the final academic results. The conditions and poor time management during class hours may have effect to their learning and this can also impact their academic well being which include the lack of proper knowledge and skills required after graduation. The chances to win the labor market competition and interviews may be lowered.

Based on Kaiser, Martus and Vialle (2009) in their study on the relationship between perceptions of self concept and personality and students academic performance in secondary schools, establish that the attendance of students in class depends on their self concept. The study focused on finding out if there is relationship between these factors and found that there is relatively positive relationship between the student's perception on self concept and what they achieve in academics. One of the variable in which perception and self concept is considered is the ability of the students to prioritize the most important aspect in a school like attendance to class and their commitment to learning activities. The student's performance can be affected by many variables but one of it is their perception and value attached to the learning experiences they get in class. Therefore, conditions like independent study, individual assignment and term paper presentations might have influence to the class attendance as one goes to the higher learning institutions and this affects the student's participation in lectures. This can be through doing assignments for other courses when another lecture is proceeding or attending personal issues because they think they can read by themselves for examination.

Objectives

1. To establish factors which cause the university students to miss classes or lectures.
2. To investigate the effects of university students not attending classes or lectures.
3. To provide possible suggestions on the remedies to improve university attendance to the classes or lectures.

Conceptual Framework



The conceptual framework above shows that students in higher learning institutions have different needs to be attained in the process of teaching and learning. These needs include social emotional, psychological, physical and cognitive which are all important for the formation of wholistic individual. To attain all these needs by the individual students it requires hard working and taking responsibility of following the course or programme requirements including attending lectures and seminars, doing independent studies, assignments, projects and practical lessons. Therefore, there is a need to inform the university students their roles and set follow up mechanisms to help them achieve their needs as indicated in the conceptual diagram. The involvement in teaching and learning process promotes self understanding and acquisition of knowledge and skills during the learning process. The interaction stimulates development of social skills and makes the learners more active through asking and answering questions, dialogue, breaking lecture activities and responding to problems related to learning.

UNESCO (1994) shows the professional needs to develop the university lectures and other academic staff on how to improve teaching in higher learning institution in order to attain the world job demands by preparing well formed graduates. The use of multiple teaching methods and assessment procedures may to some extent attract students to attend the classes and other scheduled activities in the higher education institutions which in turn improve attendance and learning outcomes by the students.

METHODOLOGY

The study used a case study and a cross section survey designs to explore the causes effects and remedies for university students not attending lectures and classes. The target population included the university academic staff and students in two universities. The sampling procedures were purposive sampling to select the two universities and simple random sampling technique for selecting the 150 students and 10 academic staff. Data collection included the use of questionnaires for students and interview schedule for the lecturers while data analysis was conducted through descriptive analysis into percentages and frequencies while qualitative data narratives, descriptions and quotes were used.

FINDINGS AND DISCUSSIONS

Factors which cause the university students to miss classes or lectures

The following were findings collected from the students through the questionnaire on different reasons for missing classes.

Table 1. Shows the reasons for missing classes by the university students

| Cause | Frequency(f) | Percent (%) |
|---|--------------|-------------|
| Poor relationship with lecturers | 13 | 8.6 |
| Personal emergencies | 40 | 26.6 |
| Childcare | 45 | 30 |
| Overcrowded class | 34 | 22.6 |
| Distance to the campus | 20 | 13.3 |
| Doing other assignments | 52 | 34.6 |
| Inconvenient class schedules | 20 | 13.3 |
| Availability of lecture materials outside the class | 55 | 36.6 |
| Illness | 63 | 42 |
| Scope and difficulty of the subject | 54 | 36 |
| Conflicting deadlines for other courses | 75 | 50 |
| Poor discipline | 38 | 25.3 |
| Early morning lectures/can't get out of bed | 31 | 20.6 |
| Self study preferences | 25 | 16.6 |
| Dislike of teaching styles | 53 | 35.3 |
| Study for examination or tests | 76 | 50.6 |
| Lack of clear expectations by students | 82 | 54.6 |
| Poor time management | 95 | 63.3 |
| Sleeplessness | 18 | 12 |
| Classroom environment | 43 | 28.6 |

The findings in the study indicate that students' poor time management is one of the leading them missing the class and important lecture hours. This finding was revealed by 63.3% of all the students' participants an indicator that they do not manage well their time for each activity. This might be caused by the fact that the university students fail to cope with the transition challenges whereby they need to be reminded of their responsibilities as it is used to be in secondary schools where there is a bell for changing activities. The students found to be engaging in other activities during lecture or seminar hours other than attending to the university academic schedule.

The results in Table 1 revealed that 54.6% of the students lack clear expectations and this was observed to be one among the major cause of students to miss the lecture and seminar hours. The problem might be caused by the lack of proper orientation and career preparedness while in school. Some of the students may lack goals and therefore fail to establish their likelihood expectations of the courses they are doing at the university so tend to neglect some university students bylaws.

The findings show that 50.6% of the student respondents pointed out that they focus on studying for examination or tests and therefore they do not attend the lectures because they can prepare when exams and test are announced only.

The findings revealed that some of the university students study only for examinations and continuous assessments therefore they don't give lectures a priority which may lead to more challenging situations to their learning outcomes and understanding of concepts related to their areas of specializations.

The findings show that 50% of the respondents indicate that conflicting deadlines for other courses as among the factors which make them not to attend classes as expected. This was revealed by 50% of the participants which reveals that there is a problem in how the students conduct their assignments. This might be due to lack of time management skills or they engage in non academic activities and rush doing their assignments in the last minutes. This to a high degree may affect even their course work results as they do not carry the activities including library reading to improve their information in their term papers or other forms of assignments.

Peer pressure or mobbing was another factor that was responded to by 44.6% of the students' respondents. This problem of peer influence may have resulted to little skills of managing peers by the university students. The effect of peer groups may result into students' ignoring and neglecting some of the basic requirements such as rules and regulations governing the lecture attendance and assessments. Again, when the students are inducted appropriately may be able to develop skills of peer interaction and few challenges related to peer influence will emerge and affect their university performance.

Illness or unhealthy conditions were other causes that were identified by 42% of the respondents that cause them to miss lectures and classes. The identified conditions such as headaches, stomach ache, dizziness, menstrual cramps, nose bleeding, ulcers, fainting and attending to their peers with those conditions. To the students these may be issues related to how they maintain their health and also may be just used as excuses for not attending to the lectures. The findings reveal some gaps in the perceptions of university students towards their class attendance to find out if they affect their academic performance and other interactions.

Availability of lecture materials outside the class was revealed by 36.6% of the students who responded to the questionnaires. The results reveal that students miss classes because materials for the courses can easily be found in different sources such as slides on the internet, old or previous notes from the same lecturer of the lecturer provides handout after the course. This may affect their concentrations and attitudes towards attending the lecture because they are sure that they will get ready made notes from other sources to read for examinations and tests.

Scope and difficulty of the subject was identified as a factor by 36% of respondents who showed that they are sensitive to the most difficult courses which make them to miss some of the aspects in the course outline. The attendance to the class by some students depends on how detailed and the coverage of the course content. Therefore, there is a need to review the course designs to match with the higher thinking skills of problem solving, critical thinking, creativity and discovery in order to fit all levels of learners.

The findings in Table 1 also indicate that 35.3% of students showed that they dislike teaching styles of the lecturers. This might be due to the limited teaching techniques and assessment skills possessed by the lecturers especially the use of traditional lecture in giving instructions during classes. As indicated in the UNESCO guideline for teaching higher learning the teaching staffs have to develop ability to employ the interactive teaching approaches which encourage the development of cognitive, social, emotional, physical and psychological behaviors of the students.

This can be achieved through the use of learner centered instructional techniques which encourage learners to take role in teaching and learning process.

Some of the student respondents also pointed out that they miss classes because need time to deal with assignments from other courses so as to meet the deadlines. This was showed by 34.6% of the respondents which reflect the poor time management skills, poor priority, lack of clear expectations and poor goal setting. Therefore, there is a need to inform students' better ways of doing their independent studies and assignments to help them to do things at a right time. They should also be shown how these factors can affect their future job performance if not adjusted well when learning the skills and knowledge at the university.

Childcare was reported to be one of the causes of female students to miss class and lectures. The results from the study indicated that 30% of the students' respondents revealed that they miss classes because they take their children to the clinics, they do not have care givers, and they do not receive support from their boyfriends, children get sick or other reasons related to child care. The fact is that some female students engage in love affairs while in the university and get unplanned pregnancies which interfere with their studies and specifically attendance to class because in the university rules and regulations there is no maternity leave provision to the students. Therefore, this can be reduced by strengthening the orientation courses offered at the beginning of the first year of study and regular seminars concerning how to handle the university life and strategies for setting goals.

Classroom environment 28.6% and overcrowded class 22.6% were also identified by the students to be factors for not attending classes. The classroom environment included the public audience mechanism set in the classrooms, the size of the lecture rooms, ventilation and other facilities for learning including overhead projectors. All these make the students less attracted to attend lecture hours because they bring chaos during the instruction. The overcrowded classes reduce the attention of students to the lessons and scramble for the chairs or other furniture in the lecture rooms which brings poor learning climate to the learners and reduce concentration in teaching and learning.

Generally, the universities should make follow up on how the lecture rooms are equipped and the distribution of number of students sharing the facility in order to ensure that the lectures are well conducted and supervised.

Personal emergencies responded by 26.6% and poor discipline by 25.3% respectively that are factors for missing classes by the university students while early morning lectures inability to get out of bed was presented by 20.6% of the students respondents. Few students 16.6% responded that they prefer self study than collective lecture classes where they meet other students and be disturbed. The reason may be due to the other factors identified above which include the teaching styles, class size and learning environment as shown in Table 1 above. Here the students need to know their purpose for being in the university and play their role effectively for their own performance. The universities should take measures to those students that are lazy and refuse to attend classes without reason and there should be clear consequences for not attending classes. Khalid and Mehmood (2017) found that lack of information may lead to failure to achieve their expectations because the students waste much time doing unrelated tasks and create a condition which disturbs their learning interests.

Inconvenient class schedules and distance to the campus were showed by 13.3% of the students who responded to the questionnaire. This might be caused due to repetition of courses by those who failed and required to do so. The time tables do not consider the individual cases such as carry-overs which may lead to confusions in attending the required number of hours and course works to be allowed to seat for the university examinations. Other responses were from 12% who responded that it is caused by sleeplessness and 8.6% of student respondents indicated that they had poor relations with lecturers

teaching those courses. These factors could be personal but they can lead to challenges when it comes to the grade performance average of the students at the end of the year. Therefore the students should be given education on the importance of attending classes and doing their course works in time in order to minimize effects related to individual students and lecturer relationships. The lecturers should also learn better ways of handling student issues to avoid conflicts which may arise and affect their students' academic performance and social emotions.

Effect of university students not attending classes or lectures

The participants were asked whether lectures are compulsory for the undergraduate students and the following summary of responses were given.

Table 2. Responses on whether attending lecture is compulsory

| Attending lecture | Strongly agree | | Agree | | Neutral | | Disagree | | Strongly disagree | |
|---|----------------|------|-------|------|---------|-----|----------|-----|-------------------|---|
| | F | % | F | % | F | % | f | % | F | % |
| Lectures and class supplement reading assignment | 120 | 80 | 15 | 10 | 12 | 8 | 3 | 2 | 0 | 0 |
| Questions and class discussion enhances critical thinking skills | 40 | 26.6 | 104 | 69.3 | 6 | 4 | 0 | 0 | 0 | 0 |
| Provides opportunity for remembering concepts when studying for examination | 102 | 68 | 38 | 25.3 | 10 | 6.6 | 0 | 0 | 0 | 0 |
| Lecturers emphasize the important concepts providing better ideas on the subject matter | 40 | 26.6 | 104 | 69.3 | 6 | 4 | 0 | 0 | 0 | 0 |
| It provides basis for better academic performance (for non textbook oriented lectures) | 110 | 73.3 | 30 | 20 | 8 | 5.3 | 2 | 0 | 0 | 0 |
| More interaction with the lecturer and other students | 24 | 16 | 125 | 83.3 | 1 | 0.6 | 0 | 0 | 0 | 0 |
| Taking notes during a class/lecture | 60 | 40 | 75 | 50 | 5 | 3.3 | 10 | 6.6 | 0 | 0 |
| It is a student responsibility to attend lecture | 118 | 78.6 | 22 | 14.6 | 10 | 6.6 | 0 | 0 | 0 | 0 |
| It is a sense of time management | 75 | 50 | 72 | 48 | 3 | 2 | 0 | 0 | 0 | 0 |

The findings indicated that all student participants responded to the questionnaire agreed that attending class or lectures is very important. This was indicated by the level of agreement to whether attending lecture is compulsory or not. The following responses were collected and summarized as presented in Table 2.

The findings showed that 99.5% agreed and strongly agreed that attending lecture is compulsory because it allows more interaction with the lecturer and other students. This reveals that the attendance

to the lecture provides forum for social interaction and build positive relationship between the participants. The role of interaction in teaching and learning process is crucial due to its importance in bringing development of social behaviors required by the society. During lecture an instructor may create this interaction through the use of different teaching techniques such as pair share, small group discussion, jigsaw discussions, interactive lecture, dialog, debates and others. One lecturer during the interview said: I know that it is compulsory but are we equipped with the basic skills to make students love our lecture sessions? Something must be also not right on our part because most of us do not know what else to do other than giving lectures.

The findings showed that 98% of the student participants strongly agreed and agreed that attending lecture or classes is a sense of time management and role of the students. The lecture hours are in the university academic schedule which is require to be followed by the students taking different courses therefore, it is the functional role of the university students to observe that they follow the time table. All the students ideally must follow strictly the planned schedule in order to achieve the individual and institutional goals. During interview one lecturer said that: students need to know that attending lectures is compulsory duty for them because that is where they receive new knowledge and skills.

The results also showed that 95.9% agreed and strongly agreed that questions and class discussions enhance critical thinking skills. This reveals that by attending classes students will get an opportunity to respond to the lecturers' questions and participate in doing the class tasks with others which in turn helps to develop critical thinking skills. For example, during class discussion the student may give arguments and influence other members in the group to add value to their answers to critical questions. The findings in this study concurred with Khalid and Mehmood (2017) who found that when the learners fail to attend lectures, they become subject to confusion and they cannot reason properly when they are given a test to try and thus lowers their grade cut points.

As to whether or not lecturers emphasize the important concepts and provide better ideas on the subject matter was a reason to why attending lectures. This was revealed by 95.9% of the student participants who agreed and strongly agreed on the point that when they attend class, they can benefit from their lecturers who have knowledge on the

subject matter taught therefore, more understanding of issues and concepts related to the course objectives. The attendance to the class by students should be emphasized because that is the most convenient time for listening to the source of information and seeking for clarification.

Actual lecture provides basis for better academic performance (for non-textbook oriented lectures). This was showed by 93.3% of student participants who strongly agreed and agreed that it is compulsory especially when the instructor do not relay in one source of information or notes. In this situation the missing students are not able to get the important illustrations and clarification about the lesson objectives hence the performance in the course work and examination will be low compare to those

who attend all lectures. One of the lecturers said: I prepare my class notes from different sources and I don't rely on one text book, this makes students who miss my lectures to miss the examples and illustrations given during the lessons.

Attending class provides opportunity for remembering concepts when studying for examination or other assessment procedures. The findings show that 93.3% of the students participated in the study strongly agreed and agreed that they benefit from class attendance because they learn in detail the subject matter and this brings to them a lasting memory which in turn assist them in answering the questions during university examinations. The findings also revealed that it is a student responsibility to attend lecture and all other class activities. This was indicated by 93.2% of students who strongly agreed and agreed that it is their sole responsibility to attend class and seminars for their own benefits. These findings indicate that class attendance to some extent influences students' academic performance as examination results define the GPA of the student.

This can be evident when one lecturer said: when students attend the lesson they learn more than when they photocopy notes from their peers because they lack some major concepts including examples and questions asked in class.

The results in Table 2 show that 90% of the participants strongly agreed and agreed respectively that attending lectures and class supplement reading assignment and help students to take notes during the instruction. The active participation of students to the lecture improves their art of note taking and summary of important points which can help them when reading for examination and test. Generally, the findings in this question reflected the reasons to why university students must attend class or lectures offered for effective teaching and learning. This also helps to make learning more meaningful where writing when listening increases understanding than copying notes from others as many of the undergraduate students do.

When participants were asked to identify the effects of missing class, they gave the following effects which are related to participation or to the learning outcomes.

Table 3. Responses on the effects of missing lectures by university students

| Possible effects | Frequency(f) | Percentage (%) |
|---|--------------|----------------|
| Student lack opportunity for lesson participation | 100 | 66 |
| Failure to meet deadlines for different class assignments | 65 | 43 |
| Lack clear instructions from the lecturers on how to do the individual or group tasks | 107 | 71 |
| Limited opportunity for teamwork | 85 | 57 |
| Little chance for asking difficulty questions | 98 | 65 |
| Drop out in the GPA or grades | 111 | 74 |
| Difficulty to manage time for each university activity | 96 | 64 |
| Interference with learning | 83 | 55 |
| Failure to achieve their expectations | 109 | 73 |
| Lack important information on the subject matter or concepts | 124 | 83 |

The findings in Table 3 above indicate the effects of missing class or lecture identified by the participants in this study. The effects are related to academic performance, class participation and future job performance. The findings generally showed that the most affected part is the students who are the main focus in this study.

The results show that 83% of the participants identified lack of important information on the subject matter or concepts as one of the effect that students face. Another finding indicates that the findings reveals that 74% of students responded that missing class may result in drop out in the GPA or grades performance of the students as a result affect the final grades and their chances in the job competition. The findings are in support of Bati, et al. (2012) who asserted that when the students attend lessons they receive relevant instructions from their tutors and improves their understanding.

The finding showed that 73% of the participants responded that frequent missing of class or lecture hours may lead to failure to achieve students' expectations. This reveals that the achievement of student's expectations can be influenced by the amount of time dedicated in meaningful class time, and the student's involvement in academic activities in the university. The learning outcomes are affected by many factors but attending class can affect highly the examination results which are used as basis of classification of the degree award.

The results in Table 3 also indicate that 71% of the participants identify lack of clear instructions from the lecturers on how to do the individual or group tasks is one of the effects to the students who misses class. The finding reflects that during teaching and learning process the lecturers provide assignments and guidelines for performing the task therefore, if the student is missing cannot follow the outlines effectively. This can lead to students doing off tasks or provide inadequate answers to the questions.

Majority of the participants 66% pointed out that student lack opportunity for lesson participation when they don't attend lessons which affect their performance in the particular courses they miss. This is also reflected by 65% who responded that the students get little chance for asking difficulty questions because they are not in class. These effects may cause students to fail examinations and required to repeat examinations as supplementary or some of the courses in the following year.

Other findings indicated that 64% of the respondents in this study identified difficultness to manage time for each university activity while 57% of participants responded that students who miss class can be affected by the fact that they get limited opportunity for teamwork and little exposure to how others do thing or think about the social world. These limitations may affect the social and academic wellbeing of the students and results in confused graduates who cannot work in teams as this is one of the feature of a good employee. McLean and Attardi (2018) asserts that failure of students to manage their instructional time may lead them to develop bad learning habits which in turn cause them to fail and score lower grades.

The results have shown that 55% of the participants responded that missing class may cause interferences with learning because the students will be lagging behind and this requires the facilitator of the course to set apart time for helping them which is difficult to get in a tight university schedule. The effect can lead to a sense of inferiority in the part of student and may feel unloved by the lecturers who will not find adequate time to prepare for makeup classes, tests and quiz or term paper presentations.

The 43% of the student respondents indicated that failure to meet deadlines for different class assignments is another effect to the students. The missing of deadlines may become chaos to the lecturers and sometimes may lead students into poor a grade which comes as a result of getting incomplete course works. Failure to meet deadline may make students to do their assignment in hurry and cannot capture all the details requires ending up scoring low marks in assessment.

Suggestions on the remedies to improve university students' attendance to the classes or lectures. When the participants were asked to give opinions on what measures should be taken to improve university students attendance in the lecture or classes through the questionnaire and interview the following were the findings.

The students proposed that the universities should improve orientation course content to the first year students in order to address the consequences of not attending lectures and seminars to their final results. When one of the lecturers was asked the question said that: many students do not understand what they are required to do some of them miss class without knowing its implications, so we need a programme for informing them about their responsibilities as students. The orientation will help to provide students the transition skills needed to live in the university including aspects of time management, budgeting, handling relationships, peer influence and others that are important in the university life. There should regular forums for the lectures and students to share the success and areas of improvement to both parts in order to reduce the teaching and learning related problems.

Class attendance list was proposed to be used as a measure to control students' attendance in the lecture hours and seminars. This was proposed by 73% of the students who participated in the study. On the same one lecturer said: In my class I cannot take attendance of my students because they are many and they sign for their friends. This remains in the hands of the course facilitators and the tutors to find best ways of doing it effectively.

About 64% of students suggested that there should be clear consequences of not attending class and should be made public. They also supported this by saying that when actions are taken towards students who violet then it should be made known to all the student community and become a lesson for others. One of the lecturers said: The students are given their bylaws and university prospectors but they don't read or they ignore it because serious measures are not taken towards them.

For small classes lecturers can check student notes to ensure that they write. The lecturers in these small classes can take responsibility of ensuring that what they teach is what the learners write even by providing short quizzes, student's reflection during lecture or summary by the student at the end of each lecture. This may encourage them to attend class but also to participate in the lessons through different ways. Generally, the assessment techniques used may be varied to ensure that students are attracted to the lessons.

A concern for the lecturers to improve their notes each year was given by both students and lecturers who participated in the study. This was suggested because students relay on the previous notes from the lecturers who uses the same notes to teach the following year. The suggestion of improving the sources of information where lecturers obtain the teaching notes was crucial because some notes are found online and are not modified. This tempts the students not to attend class because they feel they have everything that the lecture will capture.

Lecturers should attend seminars and workshops to improve their teaching methodologies and technique was another suggestion given by all the respondents. This was supported by the lecturers who felt that they have little teaching methods and skills to make their classes active. One lecturer pointed out that: I only project the notes and give explanation to the students but I real need to know

if there are other techniques that I can apply to modify my lectures. Another one responded that: I had never known if we can use another method to teach the university students because I believe they are grownups and they can find more information about the content after my formal lecture. Generally, the study found that there is a need to train the university lectures on different teaching techniques and assessment skills which can help to improve the class interaction, enhances understanding and students friendly for better achievement of the individual students goal. Eisen et al. (2015) advocates that a good learner must attend the instruction time and meet the lecturer during consultation in order to understand the information communicated during learning.

Both students and lecturers suggested that there should be seminars and workshops for helping the lecturers to improve student lecturer relationships. This should be through refresher training to the newly employed lecturers or to the in-service lecturers who needs to be equipped by social learning skills for better teaching and learning. This can help to reduce challenges related to maintaining of positive health relationship with their students. The role of social interaction here seems to have a great contribution to how the lecturers and students relate and work each one being responsible towards his or her goals.

Another lecturer said: Assigning adequate activities for the course to the students in order to take part in the course can help the students to attend class frequently because they will know that they have responsibility. This may sound contradicting what the students responded that too many assignments makes them to miss class as they engage in the activities to meet deadlines for submitting their course works.

CONCLUSIONS

Most of the reasons for instance laziness, indiscipline, neglect, personal behaviors, peer influence and lack of goals or personal expectations are caused by the students themselves and they are because of relevant information on their responsibility. The findings conclude that lectures and other classes are compulsory for building students knowledge, skills, values and attitudes. There is a number of effects on the students who miss lectures to their academic performance and general social behaviors including low GPA, poor interaction skills, limited knowledge and skills and poor social boundaries with their lecturers. The institutions must make clear the consequences of missing lectures to the students.

Recommendations

The researchers in this study recommend that the institutions should set appropriate mechanism to ensure that the students understand their roles and the importance of attending lecture and seminar hours towards accomplishing their goals. There should be well designed orientation and induction trainings for both students and lecturers in order to build sense of collective responsibility to both of them. This will help in promoting willingness to attend lectures and improve the learning outcomes of students and lecturers performance.

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