

## Issues of Students Absenteeism in Solapur City: An Analytical Study

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### Abstract:

Students' absenteeism has emerged as a significant concern for educators, researchers, and policymakers because it extends beyond an educational issue and reflect broader social and institutional challenges with long-term societal implications. Frequent absenteeism negatively affects academic performance, skill development, and student engagement, thereby increasing the risk of academic failure and reduced employability. To understand this issue more effectively, the present study investigates the patterns and causes of absenteeism among college students and proposes practical solutions to reduce its occurrence. The research is based on primary data collected from 280 respondents in Solapur using a structured questionnaire through convenient sampling. The collected data were analyzed using appropriate statistical tools and techniques to identify key determinants influencing absenteeism. The findings reveal that major causes include inadequate transportation facilities, health problems, family responsibilities, work commitments, and lack of motivation to attend classes. The study suggests that introducing employability-oriented and skill-based courses, implementing earn-and-learn schemes, offering flexible learning options, and adopting interactive teaching methods can significantly reduce absenteeism and promote a supportive learning environment.

**Keywords:** *Causes of absenteeism earn and Learn scheme, Interactive learning Process, Skills-oriented courses, Affordable transportation facility, Health Issue*

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### 1. Introduction

College life is often considered the golden phase of an individual's educational journey because it provides opportunities for intellectual development, skill acquisition, and career preparation. During this stage, students are expected to attend classes regularly, engage in academic activities, and develop competencies that support their professional growth. Regular attendance plays a crucial role in the learning process because it allows students to interact with instructors, participate in classroom discussions, and develop collaborative relationships with peers. These interactions contribute significantly to knowledge acquisition, cognitive development, and academic achievement (Credé et al., 2010). Students' absenteeism refers to the repeated absence of students from college or scheduled classes without legitimate or acceptable reasons. Regular attendance is widely recognized as a fundamental factor contributing to effective learning because it enables students to actively engage with course materials, participate in discussions, and develop academic and social relationships within the educational environment (Romer, 1993). Additionally, absenteeism can also be categorized as excused or unexcused, depending on whether the absence is justified by valid reasons (Balfanz & Byrnes, 2012). These combined factors significantly affect students' academic engagement and performance. Empirical studies have highlighted that absenteeism is strongly associated with lower academic achievement, reduced classroom participation, and decreased likelihood of completing academic programs successfully (Kearney, 2008). Therefore, understanding the underlying causes and patterns of

absenteeism is essential for developing effective strategies to improve attendance and enhance the quality of higher education.

## 2. Background of Study

Student absenteeism has become a growing concern in higher education institutions across India, particularly in urban and semi-urban regions where students often balance academic responsibilities with social, economic, and personal commitments (Kottasz, 2005). These include lack of motivation, limited academic engagement, poor transportation facilities, financial constraints, and competing responsibilities such as part-time employment or family obligations. In many Indian cities, the problem is further intensified by inadequate infrastructure and long commuting distances, which discourage students from attending classes regularly. In the context of Solapur city, which is an important educational hub in Maharashtra, the issue of student absenteeism has become increasingly visible in recent years. Solapur hosts several colleges affiliated with universities that attract students from both urban and rural backgrounds. Many students travel long distances from nearby villages and towns, making transportation difficulties one of the significant factors contributing to irregular attendance.

## 3. Scope and significant of Study

The scope of the present study is confined to examining the issues and determinants of absenteeism among college students in Solapur city. The research focuses on identifying the academic, personal, and socio-economic factors that influence students' regular attendance in higher education institutions (Marburger, 2006). In particular, the study investigates variables such as transportation difficulties, health-related issues, family responsibilities, part-time employment, lack of motivation, and institutional factors such as teaching methods and classroom engagement. The significance of this study lies in its contribution to understanding the underlying causes of absenteeism in the context of higher education institutions in Solapur city (Paisey & Paisey, 2004). The findings of the research are expected to provide useful insights for educational administrators, teachers, and policymakers in developing effective strategies to improve student attendance and academic participation. By identifying the major factors responsible for absenteeism, institutions can design interventions such as flexible learning options, student counseling services, skill-based courses, and improved transportation or support facilities.

## 4. Objective of Study

- To examine the extent and patterns of absenteeism among college students in Solapur city
- To identify the major personal, socio-economic, and academic factors responsible for students' absenteeism
- To analyse the relationship between students' attendance patterns and their academic engagement and performance
- To study the influence of institutional factors such as teaching methods, classroom environment, and teacher–student relationships on students' attendance behaviour
- To evaluate the impact of transportation facilities, health issues, and work commitments on students' regular attendance

## 5. Research Methodology

This study has employed a combination of descriptive and exploratory research approach and has adopted survey method in order to address the research problems. The present research study is based purely on primary data. The primary data has been collected from the college students through structured questionnaire covering questions about nature, causes of absenteeism, alternate solutions to reduce level of absenteeism, their perception about college environment. The researcher has adopted the non-random convenience sampling. Sampling size of 280 determined based on Rao's soft online calculator for sample size determination. Data obtain through survey were analyzed by using suitable

statistical tools and techniques such as SPSS, mean, percentage, weighted rank, weighted average, correlation and t-test etc. have been applied to analyze the data.

## 6. Reviews of Literature:

The literature highlights several factors influencing students' absenteeism in higher education institutions. Bermejo (2021) observed that the COVID-19 pandemic significantly transformed learning patterns, particularly through the rapid expansion of online learning platforms. As a result, the researcher suggested that teaching methods should incorporate interactive and experiential learning strategies such as group projects, workshops, collaborative activities, and practical assignments. Such approaches can increase students' motivation, participation, and interest in classroom learning, thereby reducing absenteeism. Habib and Hamid (2022) examined the determinants of absenteeism among undergraduate business students in private universities in Bangladesh. Their findings indicated that several personal and institutional factors contribute to irregular attendance. Key factors include family problems, financial constraints, health concerns, peer relationships, digital distractions, and perceived quality of education. The study concluded that these elements significantly influence students' decisions to skip classes.

Research conducted by Hoag (2019) further identified socio-economic barriers, health-related problems, and transportation difficulties as important contributors to chronic absenteeism among students. These factors often prevent students from attending classes regularly, particularly in regions where educational access is affected by social and economic disparities. The research indicated that ineffective teaching styles, lack of interaction, and poor communication between teachers and students often discourage learners from attending classes.

Earlier research by Kousalya (2006) applied the Analytical Hierarchy Process (AHP) to identify effective strategies for reducing absenteeism in engineering colleges. The study evaluated several alternatives such as student counseling, improved infrastructure, parental involvement, and making lectures more engaging. Based on preference ranking and analytical evaluation, the findings suggested that parental involvement and counseling services are among the most effective approaches to address absenteeism.

## 7. Data Analysis and Discussion:

### a. Demographic Profile of the Respondents:

For the purpose of data collection, the researcher has collected the data from 280 respondents, with diverse demographic profile. They were classified on gender, age and level of education. Out of 280 respondents, 68.57 percent are female and 31.43 percent are male respondents. As far as age profile is concerned, 46.79 percent respondents belong to the age group of 17 to 19 years, while 34.64 percent have age profile of 19 to 21 years, and 18.57 percent fit in to 21 to 23 years age group. Similarly, 59.64 percent of respondents are from UG first year, 10.71 percent are from UG second year and 29.64 percent from UG third year.

### b. Pattern of College Student's Absenteeism:

To understand the pattern of college students' absenteeism data has been analysed and presented in table 01, it shows that, 76.43 percent of student's respondents attend college regularly, while 23.57 percent of student's respondents do not attend college on regular basis. Not attending all classes is one of the other aspects of pattern of students' absenteeism. It is found that 73.57 percent of respondents attend all classes, and 26.43 percent of respondents do not attend all classes even they present in the campus. It means students' do come to the college regularly, some of them do not attend all the classes.

Table: 01

Pattern of College Students' Absenteeism

Parameter	Yes		No		Total	
	F	%	F	%	F	%
I do you attend college regularly	214	76.43	66.00	23.57	280.00	100.00
I do attend all classes daily	206	73.57	74.00	26.43	280.00	100.00

**Source:** Primary Data

**c. Gender wise Pattern of College Students’ Absenteeism:**

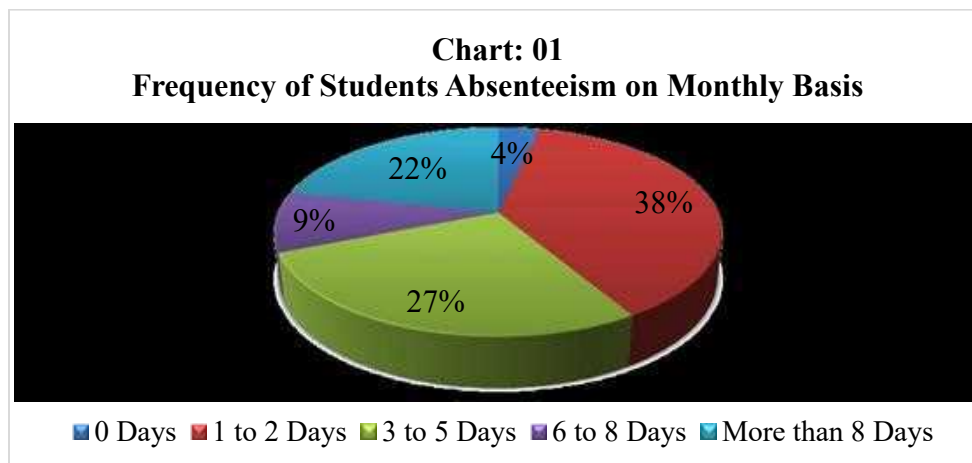
The attempt has been made to understand the pattern of college students’ absenteeism on the basis of gender same data has been analysed and presented in table 02, it shows that, 81.82 percent of male respondents attend college regularly, while in case of female respondents, 73.96 percent attend college regularly. It means male respondents are more regular than female respondents. As far as attendance of all classes daily is concern, 79.55 percent of male respondents attend all classes on daily basis, whereas 70.83 percent of female respondents attends all classes.

Table: 02								
Gender wise Pattern of College Students’ Absenteeism Gender wise								
Parameter	Male				Female			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
I do you attend college regularly	72.00	81.82	16.00	18.18	142.00	73.96	50.00	26.04
I do attend all classes daily	70.00	79.55	18.00	20.45	136.00	70.83	56.00	29.17

**Source:** Primary Data

**d. Frequency of Students Absenteeism on Monthly Basis:**

Another aspect of pattern of students’ absenteeism is frequency of absenteeism that is studied on monthly basis. Chart 01 symbolizes, 4 percent respondents denote zero days absenteeism in a month, 38 percent respondents reported 1 to 2 days absence in a month, 27 percent respondents remain absent for 3 to 4 days in a month, 9 percent stated they absent for 6 to 8 days in a month and remaining 22 percent respondents informed that they absent for more than 8 days in a month.



**e. Analysis of Frequency of Students Absenteeism Monthly on the basis Gender:**

Frequency of students’ absenteeism monthly, has been studied on the basis of gender and data has been presented in table 03, Table 03 represents that, from male category, 7 percent respondents have zero days absenteeism in a month, while 42 percent respondents reported 1 to 2 days absence in a month, 26 percent respondents remain absent for 3 to 4 days in a month, 7 percent stated they absent for 6 to 8 days in a month and remaining 18 percent male respondents informed that they absent for more than 8 days in a month. As far as female respondents are concerned, 2 percent reported zero days absenteeism in a month, while 36 percent respondents remain absent for 1 to 2 days in a month, 28 percent respondents be absent for 3 to 4 days in a month, 20 percent are absent for 6 to 8 days in a month and 23 percent female respondents reported their absenteeism for more than 8 days in a month. From the above discussion it is concluded that female respondents are mor frequently absent than male.

Table: 03						
Analysis of Frequency of Students Absenteeism Monthly on the basis Gender						
Gender		0 Days	1 to 2 Days	3 to 5 Days	6 to 8 Days	More than 8 Days
Male	F	6	37	23	6	16
	%	7	42	26	7	18
Female	F	4	69	54	20	45
	%	2	36	28	10	23

**Source: Primary Data**

**f. Ranking analysis of causes of college students’ absenteeism**

To analyses the causes of students’ absenteeism, some of the possible causes have been identified, and students’ respondents have been asked to rank those causes as per their significance. Weighted ranks have been calculated by assigning weights to the rank given by the respondents and presented in table 04 along with causes. Table 04, clearly shows overall weighted ranks of students’ absenteeism of college student. Based on the weighted rank it is observed that, lack of affordable and accessible transportation facility is most significant cause of absenteeism in Solapur city, followed by health issue, availability of online learning options, preparation of other competitive examination, other work commitment, lack of motivation to attend class, family problems, inadequate support from family (moral & financial), lack of motivation and interest, academic disengagement, disconnect between teachers and students, negative perceptions of college environment (safety & security issues) and lastly unsuitable medium of instruction.

Table: 04				
Ranking analysis of Cases of Students’ Absenteeism				
Sr. No.	Causes	Weighted Rank		
		Overall	Male	Female
1	Health Issue	2	3	1
2	Inadequate support from family (moral & financial)	8	4	7

3	Family Problems	7	1	8
4	Lack of motivation and interest	9	6	10
5	Other work commitment	5	2	6
6	Lack of affordable & accessible transportation facility	1	5	2
7	Availability of online learning options	3	7	4
8	Lack of motivation to attend class	6	8	5
9	Disconnect between teacher and students	11	11	12
10	Negative perceptions of college environment (safety & security issues)	12	12	11
11	Unsuitable medium of instruction	13	13	13
12	Academic disengagement	10	10	9
13	Preparation of other competitive examination	4	9	3

Source: Primary Data

**g. Correlation Coefficient between sets of ranking for causes of absenteeism by male and female respondents and t-statistic:**

Spearman’s rank correlation coefficient was used to find out the degree of association between sets of ranking given by male and female students’ respondents. Correlation coefficient between responses by male and female respondents between ranks is  $r = 0.56$ , it means there is moderate degree of association, implies harmony in ranking. To test the significance of the correlation coefficient t-statistic  $\{t = R \sqrt{n - 2} / \sqrt{1 - R^2}\}$  has been calculated.

**H:** There is no association between sets of ranking for causes of absenteeism by male and female ( $R = 0$ ).  $r = 0.56$ ; **Degree of Freedom (DF = N-2) = 11**;  $1 - r^2 = 0.69$ ;  $DF/1-r^2 = 16.04$ ; **SQRT = 4**; **Calculated value of - t = 2.24**; **Table Value = 2.201**.

**Result:** Since the calculated value of 't' at a 5% level of significance for 11 degrees of freedom is greater than table value, so hypothesis stand rejected and it can be concluded that there is significant association exist between set weighted ranks by male and female respondents for causes of absenteeism.

**h. Correlation Coefficient between sets of ranking for causes by various age groups of respondents and t-statistic:**

To understand degree of association between sets of ranking by various age groups of respondents’ for causes of absenteeism as per their insight. Spearman’s rank correlation coefficient is used to find out the degree of association between sets of ranking by various age groups of the respondents. To test the significance of the correlation coefficient t-statistic  $\{t = R \sqrt{n - 2} / \sqrt{1 - R^2}\}$  has been calculated and presented in table 05.

Table :05					
Correlation Coefficient and t-statistic of Between Sets of Ranking for Causes by Various Age Groups of the Respondents.					
<b>H:</b> There is no association between sets of ranking for causes of absenteeism by respondents of various age groups ( $R = 0$ ).					
1- 17-19 Years, 2 - 19-21 Years, 3 - 21-23 Years					
Age Groups	'r' Value	Degree of Freedom	Calculated value of - t	Table Value	Result

(1-2)	0.76	11	3.86	2.201	Since the calculated of 't' at a 5% level of significance for 11 degree of freedom is greater than table value, so hypothesis stand rejected and it can be concluded that there is significant association exist between sets weighted ranks for causes of absenteeism by respondents of different age groups.
(1-3)	0.74	11	3.61	2.201	
(2-3)	0.82	11	4.73	2.201	

**i. Ranking analysis of remedial measures to reduce college students' absenteeism**

To suggest effective remedial measures to reduce student absenteeism, possible various measures have been identified, and students' respondents have been asked to rank those possible measures as per their effectiveness to reduce student absenteeism. Weighted ranks have been calculated by assigning weights to the rank given by the respondents. Table 06, clearly describes ranking analysis along with measure to reduce absenteeism from students' observations. Initiation of employability & skills-oriented programmes is most effective remedial measures to reduce absenteeism followed by commencement of earn and learn scheme, offer flexible learning options in college, interactive learning process and maintain good relation with students, create a more supportive learning environment, providing safe and healthy environment in college premises, effective public transportation system, personalize approach and mentoring session, counseling sessions for motivation and career goals.

**Table: 06**

**Ranking analysis of Remedial Measures to Reduce Students' Absenteeism**

Sr. No.	Measures	Weighted Rank		
		Overall	Male	Female
1	Offer flexible learning options in the colleges	3	3	3
2	Create a more supportive learning environment	5	7	4
3	Interactive learning process and maintain good relation with students.	4	4	5
4	Provide more support services to students	10	10	10
5	Introduce employability & skills-oriented programmes	1	2	1
6	Providing safe and healthy environment in college premises	6	5	6
7	Personalize approach and mentoring session	8	8	7
8	Counseling sessions for motivation and career goals	9	9	8
9	In house guidance for other competitive examination	12	12	12
10	Effective public transportation system	7	6	9
11	Initiation of earn & learn scheme	2	1	2
12	Reduce burden of other job work	11	13	13
13	Other	13	11	11

Source: Primary Data

**j. Correlation Coefficient between set of ranking for remedial measure to reduce absenteeism by male and female respondents and t-statistic:**

Spearman's rank correlation coefficient was used to find out the degree of association between sets of ranking given by male and female students' respondents. Correlation coefficient between responses by male and female respondents between ranks is  $r = 0.93$ , it means there is high degree of association, implies harmony in ranking by male and female respondents for remedial measures to reduce absenteeism as per their effectiveness. To test the significance of the correlation coefficient t-statistic  $\{t = R \sqrt{n - 2} / \sqrt{1 - R^2}\}$  has been calculated

**H:** There is no association between sets of ranking given for remedial measure to reduce absenteeism by male and female ( $R = 0$ ).

$r = 0.03$ ; Degree of Freedom (DF = N-2) = 11;  $1 - r^2 = 0.13$ ;  $DF/1 - r^2 = 86.26$ ; SQRT = 9.29; Calculated value of - t = 8.68; Table Value = 2.201

**Result:** Since the calculate of 't' at a 5% level of significance for 11 degree of freedom is greater than table value, so hypothesis stand rejected and concluded that there is significant association exist between set of weighted ranks for remedial measures to reduce students' absenteeism by male and female respondents for causes of absenteeism.

**k. Correlation Coefficient between sets of ranking for remedial measure to reduce students' absenteeism by various age groups of respondents and t-statistic:**

To understand degree of association between sets of ranking by various age groups of respondents for remedial measure to reduce students' absenteeism as per their insight. Spearman's rank correlation coefficient is used to find out the degree of association between sets of ranking by various age groups of the respondents. To test the significance of the correlation coefficient t-statistic  $\{t = R \sqrt{n - 2} / \sqrt{1 - R^2}\}$  has been calculated and presented in table 07.

Table :07					
Correlation Coefficient and t-statistic of Between Sets of Ranking for Remedial Measure to Reduce Students' Absenteeism by Various Age Groups of the Respondents.					
<b>H:</b> There is no association between sets of ranking for remedial measure to reduce students' absenteeism by respondents of various age groups ( $R = 0$ ).					
1- 17-19 Years, 2 - 19-21 Years, 3 - 21-23 Years					
Age Groups	'r' Value	Degree of Freedom	Calculated value of - t	Table Value	Result
(1-2)	0.86	11	5.66	2.201	Since the calculated of 't' at a 5% level of significance for 11 degree of freedom is greater than table value, so hypothesis is rejected and it can be concluded that there is significant association exist between sets weighted ranks for remedial measure to reduce students' absenteeism by respondents of different age groups.
(1-3)	0.84	11	5.15	2.201	
(2-3)	0.83	11	5.04	2.201	
Source: Primary Data					

**8. Conclusion:**

This study shows that the problem of college students' absenteeism is quite widespread in and around Solapur city. The study undertakes the interaction with student to understand diversity of causes which

are personal, social and educational and economical form both the end (student and college). Key reasons among the causes that give rise to absenteeism are affordable transportation facility, health issue, other work commitment, lack of motivation to attend class, family problems etc. in order to reduce the level of absenteeism college should identify skills to be acquired by the student to enhance employability skills, and organize training sessions, symposiums, workshops, conferences to be to enhance their skills and performance levels, at a same time earn and learn scheme to be introduced for needy students, flexible learning and interactive learning process to be adopted and maintain good relation with students are key element to improve attendants at colleges.

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