Irregularity of MBS Second Semester Students of Tribhuvan University: Causes and Effects on their Academic Performance

Daman Bahadur Singh[*]

Abstract

Regularity is one of the important characteristics of the students. It measures the overall discipline of the students. In Nepal, different universities are run by the government as well as private sectors. Regular attendance is not maintained by the students because of different factors. The objectives is to investigate causes of irregularity and analyze its effects on the student's overall academic performance are two main objectives of this study. Quantitative research design and Semi-structured questionnaire was considered in this research. A probability sampling design (Stratified Random Sampling) was used to select 150 units from the T.U constituent campuses and T.U. affiliated private (3/10) campuses located in the Kathmandu Valley. The finding of the study is different factors like employment, marital status, age, nature of subjects, and effective lecture are the key factors to make students irregular in college. Regularity and academic performance were highly correlated. Students who were regularly on campus had very good academic performance otherwise bad academic performance. Pearson's coefficient of correlation was +0.873, Regression coefficient byx=0.873 Value of R^2=0.761. The conclusion of the study is irregularity rate in the MBS level of T.U. is very high, and academic performance and regularity in the class are highly correlated, If regularity is maintained then it caused very good academic performance. Different factors caused the irregularity of the students on campus. Strict rules and regulations should be formulated to make students regular. The syllabus should be updated from time to time and strict rules and regulations should be applied to make this program effective.

Key Words: Irregularity, Academic Performance, Absentee, University, Students, Attendance, MBS program

Introduction

Everyone's life is powerfully influenced by education. It influences a person's life and advances a nation in addition to changing the course of an individual's life. Academic success may be improved by maintaining regular attendance in all classes at school or university**,** Essays, UK. (2018). One of the main factors influencing a student's academic progress is regular attendance. Being physically present for class does not constitute being actively involved in the class's work and activities Fagbenle and Elegbeleye (2014). It is described as a student missing the majority of a planned class, a full college day, or the majority of any other scheduled class or study hall

[*] Assistant Professor, Department of Statistics, Saraswati Multiple Campus, TU, Nepal.

(Belvin 2009). Academic performance is a measure of how well a student, instructor, or institution has met its educational objectives. It is frequently assessed by testing or ongoing evaluation. Learning progress is preceded by regular attendance in class. Students need to be in class regularly to profit from the educational program. Less options exist for irregular students to study. This limits their ability to succeed academically. Therefore, in semester systems, regular attendance in class is given top attention. Khanal (2019) If a lot of students are consistently missing, it is challenging for teachers and pupils to develop skills and advance. Students who miss school often not only fall behind academically but also have a higher chance of encountering legal issues and upsetting their communities

A persistent problem has been the university students' erratic behavior. Many of these pupils typically arrive late in the morning. They leave class early for other unofficial events, and in certain situations, they also do so (DeKalb 1999). Around the world and among various educational levels, the issue of students' sporadic attendance in class is likewise becoming more and more prevalent. If this issue is not resolved, it could have catastrophic effects on the caliber of university graduates. TU now uses a semester-based curriculum. Courses are extended at the undergraduate level to eight semesters over four years and at the graduate level to four semesters over two years. In a semester system, attendance must be nearly consistent. Students who don't regularly attend class aren't allowed to take written tests. At least 80% of the students at Mid-Western University must be present. Instead, attendance among the students varies across the faculties. Consequently, students' inconsistent attendance is one of the complex and newly emerging issues facing the university's entire faculties. Causes of university students' irregular attendance are identified, categorized, and linked to student characteristics, elements related to academia, the economy, and family (Fayombo et al. 2012)

Different attendance rules and practices are occasionally used by higher education institutions; some make attendance mandatory, and many believe it has a favorable impact on academic success (Guleker and Kaci, 2014). Oghuvbu (2010) investigate a connection between attendance and classroom activity achievement. The results of Andretti et al. (2008) are corroborated by Chishima (2016), who proposed that students'regular presence in the class had a good impact on learning outcomes (Chishima 2016).

Statement of the Problem

It is experienced that the absenteeism of the students in the MBS program is a serious matter of this study in which researcheris deeply interested to investigate its causes and is always worried about this matter. From the literature mentioned herewith as well as the personal experiences, it is clear that university students frequently miss class. However, the causes of inadequate attendance are rarely thoroughly investigated. There are many different reasons why students miss class. Therefore, it is believed that the absence of students in their class is a great problem that influences everyone, either directly or indirectly involved in education. Regular attendance is not just appropriate for a university; it is also a significant educational issue that has to bediscussed right now. It is a social and academic issue. The issue of absenteeism from classes affects many students at the university. It has profound effects on society, families, and students. As a result, it ought to be considered the most effective forecaster of misconduct and disruption among kids.It establishes the pupil's potential and level of achievement. As a result, there will be an increase in

students who perform poorly oncampus. The purpose of the article is to investigate the situation of students' erratic attendance in classes and how it relates to their academic success at Tribhuvan University. And also guess that there is an important link between student attendance in class and academic success.

Among the universities operating in Nepal, Tribhuvan University is the oldest university. Which has about 60 constituent and thousands of affiliated private-level colleges. Millions of students enroll in every academic session. Recently, it has been conducting classes at different levels by semester system. MBS is one of the programs running by T.U.in master level. This program is fully run in a semester system under the management faculty at the master's level. In this research irregularity of the students in the class and its effect on academic performance is going to study. Before this, this kind of study is not conducted by any scholar. Khanal, S.P. conducted research based on the absence of the students in Midwestern University of bachelor and master level and its effects on academic performance. But in this study students studying in MBS in different private and constituent campuses running in the Kathmandu valley. The sample size of this study is 150 regular students studying in MBS second semester. So this study is quite different from the previous study. Recently, due to the low presence of students in the class, the overall educational situation of the college has deteriorated and it is difficult for the teachers to conduct the teaching and learning activities in the class. Since the researcher has been teaching under the same label for a long time, he realized the problem and what is the proper solution, for it, and what is the role of other stakeholders including the campus administration to solve the problem. After this research, problems arise due to the irregularity of the students in the class, and the effects on overall academic performance deteriorating in MBS semester students will be highlighted. Campus administration and other concerned personalities should think to make MBS students regular in class which helps to improve their whole academic performance.

Objectives of the study

1. To Investigate different causes of irregularity of the students

2. To analyze the effects of irregularity onthe overall academic performance of the students

Literature Review

Romer (1993) revealed evidence of undergraduate absenteeism in a study that has received a lot of attention in three major universities' economics programs, with an average attendance rate of approximately 67 percent. Additionally, 195 Intermediate Macroeconomics students were used as a sample, and regression findings showed a strong and positive correlation between exam achievement and attendance. This conclusion was found to be qualitatively resilient to the inclusion of students' grade points as an explanatory variable based on the average and the completion rate of 0.3 of the problem sets.

Regular attendance is crucial for enhancing performance in a subject that is verbal-based like social studies, as gender analysis has further showna challenge with attendance and consequent social studies academic progress. Due to the autonomy of the academy, students in tertiary institutions of learning have the choice to miss lessons. There are explanations given for why the

absence rates change and fluctuate from institution to institution. One of the most crucial factors in a student's academic achievement is their attendance in class (Ajiboye and Tella, (2006).

In a sample of 167 basic statistics courses, Rodgers (2001) discovered that attendance has a tiny but statistically important impact on performance. A sample of 368 first-year economics students was used for this study, and Kirby and McElroy (2003) discovered that work hours and travel distance are primary factors that affect class attendance. They also discovered that being late has amarginally favorable effect on grades that diminishes over time. Among research that draws fewer firm results regarding the enhancement of performance by attendance, Rodgers, J. R. (2001).

An important topic in higher education is how academic achievement is assessed for college students. There has been a lot of discussion on how students' attendance at lectures impacts their test results. The average attendance impact for students who choose to attend lectures, also known as the average treatment effect on the treatment in program assessment literature, is the subject of a randomized experiment conducted by the authors. When evaluating the influence of lecture attendance on students' academic achievement, researchers have traditionally ignored this effect. The results of the randomized experiment methodology point to the favorable and considerable influence of class attendance on college students' test performance. For those who opt to attend lectures, the impact results in an average of 9.4 % to 18. % boost in exam performance to go to class. Comparatively, the increase is just 5.1 percent when applying the empirical technique used in previous research gauges, Jennjou C. (2008)

The objectiveof this study is to investigate whether there is a connection between students' academic performance in labs and face-to-face lectures during their Bachelor of Technology (B. Tech.) programs. Additionally, a survey was performed to learn more about the problems students were having with the concept of partially mandatory attendance. The results of this poll indicate that prerequisites may be taught online, that there shouldn't be a lot of time between classes, that commuting is a major barrier to attendance, and that asynchronous lectures should make up for it. The findings unequivocally show that pupils' academic success is directly correlated with their attendance. This study possibly the first of its sort in the Indian context will undoubtedly aid administrators of academic institutions in formulating academic policies, Kaushik, A. (2021).

The average percentage of attendance, academic achievement, and the relationship between attendance and performance were all determined for secondary school students in this study. 2860 students' attendance and academic performance percentage scores from 58 secondary schools were gathered using a checklist for this study. Utilizing % mean and the linear regression equation, three research questions were posed and responded to. Using Pearson r, two hypotheses were created and evaluated. The survey found that academic performance was 66% and that the mean score of students in attendance was 68%. Additionally, research demonstrated a moderately favorable association between attendance and academic achievement. It revealed the coefficient of determination $r^2 = 0.22$, indicating that 22% of students' academic achievement in Delta State, Nigeria, was impacted by attending secondary schools, Oghuvbu, E. P. (2010).

Concerned by the recent decline in the academic achievement of students in Nigeria's numerous national exams, this research looked at the reasons for attendance issues and how they affected pupils in secondary schools in Osun State. To accomplish this goal results from 3,050 students'

attendance and exam performance during the previous three years were gathered from 61 state-owned secondary schools out of a total of 208 schools in the State. In this regard, two hypotheses were developed and tested, and descriptive and inferential statistical methods were used for the study. According to the findings, pupils' average attendance rates throughout the state's 10 constituencies are inversely correlated with their test outcomes. Parents and guardians also ranked the poverty level.(M = 3.96), the school authority's intolerable additional fees for pupils (M = 3.95) and the excessive price of textbooks (M = 3.93) as the main contributing factors to their wards' school absences. According to the Chi-square test results (2 cal = 26.35 > 2 tab = 7.32), there is a substantial correlation between Secondary School pupils in the study area's academic achievement and attendance in class. The State Government should establish a framework to limit the additional fees levied by the various school authorities, it was determined.Fagbenle, A.O., (2014).

Over the last ten years, research on the factors that influence university students' success has been ongoing. Over the years, there has been discussion on whether or not class attendance is a significant impact, but there haven't been many clear empirical studies. This study looked into how university students who were taking an Organic Chemistry course fared academically. Additionally, it examined how gender affected both attendance and academic achievement. Expo-facto surveying was used to get the data, which involved recording each student's attendance in real-time at each class session throughout the course of a specific (3-month) semester. The Statistical Package for Social Sciences (SPSS) 17.0 was used to conduct the analysis and show the descriptive and inferential statistics for the data gathered, Ayodele, O.D. (2017).

The reasons for non-attendance revolved around illness, work commitments, other assignments due, lack of interest in the topic, and the fact that some of their lecturers did not engage the students in discussions making the class boring

This article examines student motives for non-attendance in undergraduate programs at a post-1992 UK institution in response to declining levels of attendance in classrooms. Students' perceptions of the elements that affected attendance were also gathered through questionnaires that profiled demographics. Closed-ended questions determined how much attendance affected grades and how motivated students thought they were. The results show that whereas age, gender, study load, and employment obligations did not significantly affect reported attendance, levels of interest and motivation did. The least likely session for students to attend was lecturing, while the evaluation type most likely to induce attendance was unseen tests. Illness, exhaustion, and socializing were unprompted excuses for absences, while institutional considerations including the topic, timing, and influence on other university work were also issues, (Sloan, D.2020).

The purpose of this study was to examine the causes of absences from courses as well as the association between the personality characteristics of students and their propensity to skip classes for a variety of reasons. The creation of a self-report measure of college-level absence causes is discussed in the study's first section. Not being in the mood, personal problems, health problems, lecture problems, and no negative repercussions were some of the explanations. The findings indicated that students' propensity to skip courses is significantly influenced by personality factors, particularly conscientiousness. Policies targeted at boosting attendance would be worth examining as prior studies have demonstrated a beneficial link between class attendance and college grades, Kirby, A. (2003).

Education research must include identifying the variables that affect academic success. The results of previous studies suggest that class attendance is a reliable indicator of future course success. However, the majority of the literature is based on surveys and self-reports, which are expensive to implement and contain well-known systematic flaws that restrict the generalizability and strength of the results. Here, we present a cutting-edge approach to class attendance tracking that gets beyond these drawbacks by utilizing location and Bluetooth information gathered from smartphone sensors. We show that early and regular class attendance positively corresponds with academic success using monitored attendance data from around 1,000 college students. Our innovative dataset also enables us to establish that attendance among social peers was significantly associated, Kassarnig V. (2017).

According to research, a student's academic achievement in higher education is strongly influenced by both their high school grade point average (HSGPA) and their attendance in class. The study examines the effects of HSGPA, attendance, and sociodemographic characteristics on academic achievement in higher education in DFW courses using census data and records of 969 undergraduate students at Qatar University (grades D, F, or withdrawal). The results show a substantial negative correlation between high-school performance and the possibility of developing DFW, and that increasing attendance lowers the risk of developing DFW. This study emphasizes the value of on-time class attendance at four-year institutions and how students' high school grades serve as a foundation for their success in postsecondary institutions. These discoveries provide avenues for change.

The goal of this project is to examine the phenomena of university students' absences from both academic and student viewpoints. It will take into account the ramifications of absence and provide potential solutions to find a solution that benefit both parties, Khalifa A H (2021).

Methodology

Research Design

In this study,the field survey method is used to collect the required information because it is popularly used in social and business research.The second-semester MBS students in the faculty of Business and Management Studies at Tribhuvan University were the study's primary focus group. The sample for the study consisted of 150 participants, including MBS second-semester students. 150 respondents were chosen from 1200 studentsfrom both private and public campuses in equal numbers.The study adopted a descriptive and correlation research design. The study was conducted using the survey method because it is a well-liked and typical method in business and management research. In quantitative research, the researchers are better familiar with the issue or idea under investigation.

Sampling Design

The probability sampling methodwas used in this investigation. To draw the needed number of units, a stratified random sampling approach from among many probability sampling techniques was used. Two strata are created from the intended population throughout the drawing and sampling procedure. Public campuses belonged to one stratum, while private campuses belonged

to another. The necessary number of units was chosen using a simple random sampling procedure from two strata.

Findings

Table 1. Demographic characteristics of the respondents

Sex	Frequency	Percent	Cumulative %
Male	80	53.33	53.33
Female	70	46.67	100
Total	150	100	

Table No. 1

In table No. 1 Male and female populations are represented. From the figure, it is clear that the male population is 53.33% and is dominated by the female population at 46.67%. That means in masters level education, the male population is more than the female population.

Distribution of students according to age group

Age group	Frequency	%	Cu.%
22-25	100	66.66	66.66
25-28	30	20	86.66
28-31	15	10	96.66
31and above	5	3.34	100
Total	150	100	

Table No.2

From Table No. 2 . It is clear that the majority of the students 66.66% students are between the age of 22-25, 20% of students are between the age of 25-28, 10% are between the age of 28-, and, 31, and the rest 5% above the of 31.

Marital Status of students and their percentage

Single	100	66.66	66.66
Married	50	33.33	100
Total	150	100	

Table No.3

In table No. 3 marital status of the students is represented. According to the figure majority of the students studying at the master's level are unmarried 66.66% and 33.33% of students are married. From this, we can say that, education help to reduce early marriage.

Table No.4 Different factors affecting the student's attendance

Descriptive Statistics of the factors that affect students' attendance

S.N.	Factors	N	Mean	S.D.	Interpretation
1	Attendance is compulsory To pass	150	3.27	2.1	Agree
2	Marks are allocated for Class attendance	150	2.3	1.92	Strongly agree
3	The discussion in the class Are very interesting	150	2.56	1.12	Neutral
4	The lectures help me to Better understand the work	150	4.2	1.23	Agree
5	It is a good manner to attend	150	2.88	1.518	Strongly agree

Table No 4

Inthe table, no. 4different averages and standard deviations were presented for different items. Out of them mean value and standard deviation of the 5th item are highly significant with the attendance of the students. The responses to the different items were divided into two groups "high" group and the "low" group. The responses were indicated on a five-point Likert scale. and, for this purpose, responses 1 and 2 (strongly disagree and disagree) were viewed as low, and responses 4 and 5 (agree and strongly agree) were viewed as high. (Response 3, not sure, was left out of the equation.) Subsequently, each question was tested to determine whether the difference between the "high" group and the "low" group was proportionally significant.

Table No 5 Students' attendance in different subjects

Descriptive statistics of subjects' attendance

Subjects	N	Attendance(%)	Absence(%)
Production and Operations Management	150	35.7	64.3
Management Accountancy	150	40.8	59.2
Financial Management	150	38.3	61.7
Human Resource Management	150	25.4	74.6
Business Environment	150	20.2	79.8

Figure No. 5

In table No. 5 absent and presentpercentages of the students according to subjects are presented. From the table, it is clear that more than 40% of attendance is in practical subjects like accountancy finance and Production and Operation Management but less than 26% of students are present in theory subjects like Organization Behaviour and Human Resource Management.

Table No. 6 % attendance of employed and unemployed

Students	N	Present(%)	Absence(%)
Employed	60	23.5	76.6
Unemployed	90	45.6	54.4

Figure No. 6

In the table, no. 6 employment and unemployment of the students are represented. From the table, it is clear that the majority of the students 90 are unemployed and 60 students are employed. After studying the table we can say that majority of the students studying atthe master's level are unemployed.

Subjectwise percentage attendance and percentage marks obtained by the students

Subjects	% attendance	% Marks
Production and Operations Management	35.7	50.5
Management Accountancy	40.8	52.3
Financial Management	38.3	40.5
Organization Behaviour	25.4	35.6
Human Resource Management	20.2	30.5

Table No.7

In table No. 7the percentage of the attendance of employed and unemployed students is presented. According to the figure, it is clear that employed students are irregular as comparedto unemployed students. Employed students were mostly irregular 76.66% irregular in the class. Whereas unemployed students were 45.6% irregular in the class.

Effects on the academic performance of the students

The academic performance of the students is a very important part of their student life. Why they got admission to campus or university? This is a very important question. The ultimate goal of the students is to pass the exam and maintain a very good score on the examination. But it is impossible to maintain a good score without attending class regularly.Here in this study, regular students were shown good performance as compared to irregular students. So it is clear thatthe

student's academic performance depends upon their regular attendance. The following table contains a partial correlation between the percentage of attendance and the percentage of marks obtained by the selected students in the different five subjects of the MBS second semester.

After analyzing the above data with the help of SPSS the following results were obtained

Correlation	X	Y
Pearson's Correlation	1	0.873
Sig.(Two-tailed)		054
N	5	5
		1
Pearson'S Correlation	0.873	
Sig.(two-tailed)	.054	
N	5	5

From the analysis, it is clear that there is a high degree of positive correlation between class attendance and marks obtained by the students. There is a 0.873 positive correlation between class attendance and marks obtained by the students. Correlation is highly significant between class attendance and the performance of the students.

Simple Regression Analysis on Class attendance and Marks obtained by the students

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	x[b]	.	Enter

a. Dependent Variable: y

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. The errorin the Estimate
1	.873[a]	.761	.682	5.30342

a. Predictors: (Constant), x

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	269.349	1	269.349	9.576	.054[b]
	Residual	84.379	3	28.126		
	Total	353.728	4			

a. Dependent Variable: y

b. Predictors: (Constant), x

From the result of the above table, regression model fitting is good because p- value at 5% level of significance is less than the significant value .054

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.149	9.896		1.228	.307
	x	.927	.299	.873	3.095	.054

a. Dependent Variable: y

Here X and Y are represented by attendance and marks obtained by the students respectively. After analyzing the data with the help of the SPSS, the coefficient of multiple determination is 0.761. itshows that there isa 76.1 % effect on the dependent variable (Marks) due to class attendance and the remaining effect due to other factors. There is a significant relationship between attendance and the performance of the students. The beta coefficient is 0.873 which showed that the change in class attendance increased by 1 percent there is an 87.3% increase in the academic performance of the students.

Discussion

This study was based on 150 students of MBS second semester of Tribhuvan University selected by applying stratified random sampling in equal proportions from private and constituent campuses. In the first part, different factors that caused not to attend classes on campus were identified. Five items were developed to identify different factors. Attendance in classis influenced by different factors, marks of internal examination, class interaction effectiveness, it is a good manner to attend the class, these items mainly influenced the students to attend the class. Kirby and McElroy (2003) discovered that work hours and travel distance are primary factors that affect class attendance. Different factors caused not attending the class arethe student'smarital status, employment, age factor, cast, male and female, distance from the campus, and letting

lectures not affected.Solan, D. found Illness, exhaustion, and socializing were unprompted excuses for absences, (Sloan, D.2020).

Similarly on the other hand different effects on academic performance due to irregularity were analyzed. For students who attended their class regularly their academic performance is shown to be satisfactory but who were not regular in the class, their academic performance is not satisfactory. Oghuvbu, E. P. (2010) also invented a moderately favorable association between attendance and academic achievement. According to Fagbenle, A.O., (2014), there is a substantial correlation between Secondary School pupils in the study area's academic achievement and attendance in class. From this, it is concluded that regularity in the class and academic performance were highly correlated. These two variables had a high degree of positive correlation. In regression analysis, it is concluded that academic performance is highly affected byregularity in class. Relationships between academic performance and regularity in class are highly significant.

Conclusion

Attendance of students in class is an essential condition for their education. Attending classes and participating in co-curricular activities, doing homework, being disciplined, giving exams with good preparation, and passing exams with good marks are the duties of students. However, the presence of students in constituent campuses and affiliated campuses run by universities in Nepal is low. In this research, the class attendance of students in the second semester of the MBS program in the constituent and affiliated campuses of Tribhuban University and its impact on their academic activities have been studied. In Kathmandu, the average attendance of students in the second semester of the MBS program in constituent and private campuses was found to be very low. As a result, the study has shown that the teaching and learning of the campus have not been so effective and the student's academic activities have decreased and their work efficiency has also decreased. This study concludes that the presence of students in the class will improve overall academic activities. It is necessary for the university not only to introduce new programs but also to assess how well the existing programs are functioning and if not to take appropriate measures for improvement. It can be suggested that it is necessary to play an important role on the part of the campus to make the academic activities of the classroom effective and to improve the attendance of the students. If the university does not solve the problem in time, it is seen that there will be a bad effect on the overall academic activities of the students.

Recommendation

Among the various universities operating in Nepal, the oldest university is Tribhuvan University. Within this university, there are two types of campus operation, constraints, and affiliated campuses. There are various programs under Diploma and Masters Lavel. Which MBS program is in operation atthe Masters's level, which is running under the Faculty of Management. The most popular Master's program under T. U. is MBS. MBS program is a program conducted inthe semester system. Most of the campuses, run MBS programs. But this program within the semester system has not been able to be conducted in such an organized manner. Due to the poor presence of students in the class and the inability to conduct the class according to the standards, it is felt

that the relevance and importance of this program are decreasing day by day. Assignment and submission of homework, class presentations, guest lectures, and internal examinations conducted in a dignified and transparent manner are not managed properly.

Failure to do so seems to me to be the failure of this program. If the program is conducted in this way and the students are produced, one day there will be a situation where the students of the program will have to hide their noses in the market. After this study, the researcher considers it necessary for the university and the campuses under it to conduct the program in the following manner and wants to present the following types of improvement measures.

1   To maintain a minimum attendance of 80 percent of students.

2   Students who fail to attend 80% will be debarred from the examination.

3   Assign homework every day and arrange for all students to submit homework one day a week.

4   Classspresentations should be arranged every 15/15 days.

5   Every month guest lectures should be arranged according to the needs of different subjects.

6   Internal examinations should be conducted in a more dignified and transparent manner.

7   To make theclass organized and important, arrangements for direct monitoring from the Dean's office should be arranged from time to time.

8   Only students who can devote two years to study will be admitted to this program.

9   This program is for students who are fully committed to their studies. Arranging a system to create a state of mind that those willing to earn a degree while studying do not doa job during the study period.

Recommendation for further research

Due to a lack of limited time, manpower, and budget, this research considers the population as five constituent and 10 private campuses within the Kathmandu district. The sample size in this research is 150 which is not sufficient to reach the actual result of the subject matter of the study. In this research simple regression analysis is used to study cause-and-effect relationships. Only five factors are considered to cause irregularity among the students on campus. It is recommended that the scholars who will study further on this subject mattershould be considered the population larger than this research. Similarly, the sample size should be larger than 150. More than one independent variable should be involved to study cause and effect relationships and also considered more than five factors that cause irregularity among students on campuses.

References

Ajiboye, J. O. & Adeyinka, T. (2006). *Class Attendance and Gender Effects on Undergraduate Students'* Achievement in a Social Studies Course in Botswana.

Asha Kaushik, Nagendra Kumar & Pankaj Kumar (2021). *Effect of partial compulsory attendance on academic performance of technical education students,* Innovations in Education and Teaching International.

Belvin, S.M. (2009). A study of student perceptions regarding attendance in a rural east Tennessee high school, Ph.D. Thesis, East Tennessee State University. http://dc.etsu.edu/etd/1845, (Accessed:10/03/2073 B.S.).

DeKalb, J. (1999). *Student truancy, ERIC Digest.* http://eric.uoregon.edu/publications/digests/digest125.htm

Essays, UK. (2018). *Regular attendance in all class education essays.* https://www.ukessays.com/essays/education/regular-attendancein-all-classes-education-essay.php?vref.

Fagbenle, A.O. &Elegbeleye, A.O. (2014). Attendance dilemma and its effects on the academic performance of secondary school students in Osun State, Nigeria, International Journal of Humanities Social Sciences and Education (IJHSSE) 1(4). www.arcjournals.org

Guleker, R. &Keci, J. (2014). The effect of attendance on academic performance. Mediterranean Journal of Social Sciences 5(23). https://pdfs.semanticscholar.org/b4d4 /7a6ce23bac12418cccc3d6c a75c0273bbc70.pdf H

Jennjou Chen &Tsui-Fang Lin (2008). Class Attendance and Exam Performance: A Randomized Experiment, *The Journal of Economic Education*, 39:3, 213-227

Khanal, S. P. (2019). Irregular Attendance of University Students at Class and its Relation to their Academic Achievement. *Tribhuvan University Journal*, *33*(1), 115–128.

Kirby, A. & McElroy, B. (2003). The Effect of Attendance on Grade for First-Year Economics Students in University College Cork". *The Economic and Social Review*, 34(3), 311-326.

Oghuvbu, E. P. (2010). Attendance and academic performance of students in secondary schools: A correlational approach. *Studies on Home and Community Science*, 4(1).

Rodgers, J. R. (2001). A panel-data study of the effect of student attendance on academic Performance,Unpublished manuscript.

Romer, D. (1993). "Do students go to class? Should they?". *Journal of Economic Perspectives*, 167-174.