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Determinants of Student Absenteeism in Higher Education: Evidence from Khwopa College

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Abstract: Student absenteeism is a significant problem in higher education which impact learning and academic achievement. This study examined the determinants affecting students' absenteeism in Khwopa College. This research highlighted on personal, academic, institutional, environmental and motivational factors. A systematic questionnaire was used to collect data. Collected data was then analyzed using descriptive statistics and regression analysis. The research concluded that students are mostly satisfied with the academic environment of Khwopa College. The findings show that increasing academic and institutional support along with high student motivation help to enhance regular attendance. The results indicate that academic and institutional factors including instructional quality, supportive faculty, explicit attendance regulations and a conducive classroom climate, substantially reduced absenteeism. Motivational factors including students' attitudes, involvement and intrinsic motivation also exert a beneficial influence on attendance. Conversely, personal factors such as health issues or familial responsibilities and external environmental factors, including financial, weather or transportation issues were not significant when evaluated with other variables. The model explained a small percentage of absence variation indicating that additional factors may be influential, hence necessitating more investigation and context specific approaches. The research suggested actionable recommendations for enhancing teaching quality and student engagement while also identifying possibilities for future research in Nepalese Higher Educational Institudes. These results aso suggest that in order to improve regular attendance and academic achievement institutions should enhance student motivation, institutional support and teaching quality. Additionally, the study offers useful suggestions and identifies potential areas for further research in Nepalese higher education.

Keywords: Absenteeism, Academic factors, Motivational factors, Higher education, Teaching quality.

1. Background of the Study

Student absenteeism continues to be a significant problem in higher education, since numerous students miss classes without valid reasons (Kearney, 2008). It adversely

impacts academic involvement and achievement (Antaramian, 2015). Recent research indicate that absenteeism is increased worldwide and has further increased following the COVID-19 pandemic, attributed to disrupted learning patterns and reduced classroom involvement (Melvin et al., 2023). Institutional problems, including ineffective teaching techniques, unsatisfactory instructional delivery, strict attendance requirements, and insufficient academic assistance, significantly contribute to poor attendance (Clores, 2009).

Individual variables such as decreased enthusiasm, health complications, familial responsibilities, and financial limitations additionally affect absenteeism (Balfanz & Byrnes, 2013; Balkıs et al., 2016; Khan et al., 2019). Recent evidence highlights the significance of institutional support and student engagement initiatives in enhancing attendance (Dhungana, 2025; Ghimire, 2025).

However, the majority of research attempts investigate these elements in separate contexts, and there is insufficient study on their cumulative impact. Despite this absenteeism in Nepalese higher education continues in increasing leverl signifying that current evidence remains lacking. This highlights the necessity for more cohesive, contextually relevant research to enhance comprehension of the principal factors and formulate effective solutions.

2. Statement of Problem

Factors affecting to absenteeism involve lack of effective instructional methods, insufficient institutional support (Clores, 2009) and personal issues such as health, familial responsibilities and financial difficulties (Balkıs et al., 2016; Khan et al., 2019). Similarly reduced motivation and external obstacles including transportation, weather conditions and COVID-19 (Gershenson et al., 2024; Melvin et al., 2023) also increase absenteesm. Despite the benifit of supervision and active learning (Holzberger et al., 2023; Ali et al., 2024) absenteeism continues to be a major issue that requires effective strategies to address it.

Research Questions

a. What are the main patterns and causes of student absenteeism at Khwopa College?
b. What is the effect of personal, academic, motivational, and external factors on students' absenteeism at Khwopa College?

3. Research Objectives

a. To find the main patterns and causes of student absenteeism at Khwopa College.
b. To examine the effect of personal, academic, motivational, and external factors on student absenteeism.

4. Rationale of the Study

Student absenteeism at Nepalese Higer Education Institutions including Khwopa College is on increasing, although the reasons behind it are not well recognized. The relationship of personal, intellectual, motivational, and environmental factors in Nepalese higher education has not been sufficiently investigated (Balkıs et al., 2016; Gershenson et al., 2024). Post-pandemic circumstances, characterized by increased mental health issues and financial limitations, may have exacerbated absenteeism trends (Melvin et al., 2023). Furthermore, institutional initiatives include mentoring, active learning, and student engagement activities are inadequately examined within the local context (Balfanz & Byrnes, 2013; Ali et al., 2024). This study aims to investigate these multifaceted elements within the Nepali context to produce knowledge based on evidence for enhancing student attendance.

5. Limitations of the Study

a. This study is based on Khwopa College which may limit the applicability of its findings to other colleges.

b. The use of self-reported data from students may lead to potential biases.

6. Literature Review

6.1 Theoretical Review

6.1.1 Theory of Planned Behavior (Ajzen, 1991)

The Theory of Planned Behavior (TPB) claims that students' attendance is influenced by their attitudes toward learning, prevailing social norms and their perceived control over barriers to attendance. Some research supported that good attitudes, substantial social support, and supportive peer reduce absenteeism among higher education students (Smith & Jones, 2022; Nguyen et al., 2023).

This theory is suitable for this research topic because it explains student absenteeism as a behavior shaped by attitudes, social pressure and perceived control over class attendance.

6.1.2 Self-Determination Theory (Deci & Ryan, 1985)

Self-Determination Theory is essential to this study as it helps to explain the impact of student motivation on attendance behavior. It claims that when students' requirements for autonomy, competence, and relatedness are satisfied, they get engaged and reduced absenteeism. At Khwopa College, supportive pedagogical approaches, powerful teacher student relationships, and heightened academic self-efficacy might reduce absenteeism (Deci & Ryan, 1985; Chen et al., 2024; Patel & Lee, 2023).

6.1.3 Ecological Systems Theory (Bronfenbrenner, 1979)

Bronfenbrenner's Ecological Systems Theory suggests that absenteeism results from the interplay of personal, institutional, societal, and economic variables. Some

studies also claimed that financial issues, parental education, and community level factors, including resource availability and safety, significantly influence student attendance (Gomez et al., 2023; Lin & Wang, 2024).

6.1.4 Organizational Climate Theory (Hoy and Miskel ,1996)

Organizational Climate Theory claims that the academic environment, including institutional support, instructional quality, and student interactions, influences class attendance frequency. Research indicates that unsupportive contexts increase absenteeism but positive institutional environment promote regular attendance (O'Malley et al., 2023; Singh and Chatterjee, 2024).

6.2 Empirical Review

Research involving secondary and college students indicated that poverty, insufficient institutional support, unengaging teaching techniques, and minimal parental participation substantially increase absenteeism rates (Clores, 2009).

Similarly, some quantitative research from South Africa, Spain, China, and Latin America indicated that low motivation, academic pressure, health issues, and financial problems adversely affect attendance and academic performance (Balkıs et al., 2013; Gubbels et al., 2019).

Some empirical research done in Nepal, primarily derived from surveys of bachelor level and undergraduate students, corroborates these global findings. Some research identified subpar teaching quality, inflexible class schedules, transportation challenges, financial constraints, familial obligations, diminished motivation, and limited course relevance as primary factors contributing to irregular attendance (Thapa, 2020; Sharma & Bhandari, 2021). Similarly, some recent post-COVID study indicates that mental stress, economic problems, digital problems and poor student teacher connection are additional factors contributing to absenteeism (UNESCO, 2022).

7. Research Gap

Despite significant studies on student absenteeism has been completed, most studies have analyzed academic, personal, or environmental aspects separately (Romero & Lee, 2007; Kearney, 2008; Balkıs et al., 2016). Insufficient focus has been placed on the synergistic effects of academic, personal, motivational, and environmental factors, particularly in adverse environments such as Nepal. Recent studies focused the significance of comprehensive, multivariate approaches for a more profound comprehension of absenteeism (Khan et al., 2019; Melvin et al., 2023; Ali et al., 2024; Lin & Wang, 2024). Although global evidence highlighted that absenteeism adversely affects academic performance and student wellbeing (Balfanz & Byrnes, 2012). There is a lack of empirical research concerning community-based higher education institutions in Nepal, such as Khwopa College. This study investigates the interrelated elements that contribute to student absenteeism in higher education.

8. Research Hypothesis

H1: Personal factors have a strong positive effect on student absence at Khwopa College.

Personal factors including health, financial problems and family responsibilities make students less likely to attain class since they make them less interested in learning (Kearney, 2008; Balkıs et al., 2016).

H2: Academic factors significantly negatively influence student absenteeism at Khwopa College.

Supportive teaching and encouraging educational environments enhance student engagement and decrease absenteeism (Crede et al., 2010; Clores, 2009).

H3: Environmental factors have a significant effect on student absenteeism.

According to ecological systems theory, external factors such as weather, transportation and socio-cultural conditions have an important effect on student attendance, with data indicating they substantially elevate absenteeism (Gershenson et al., 2024; Melvin et al., 2023).

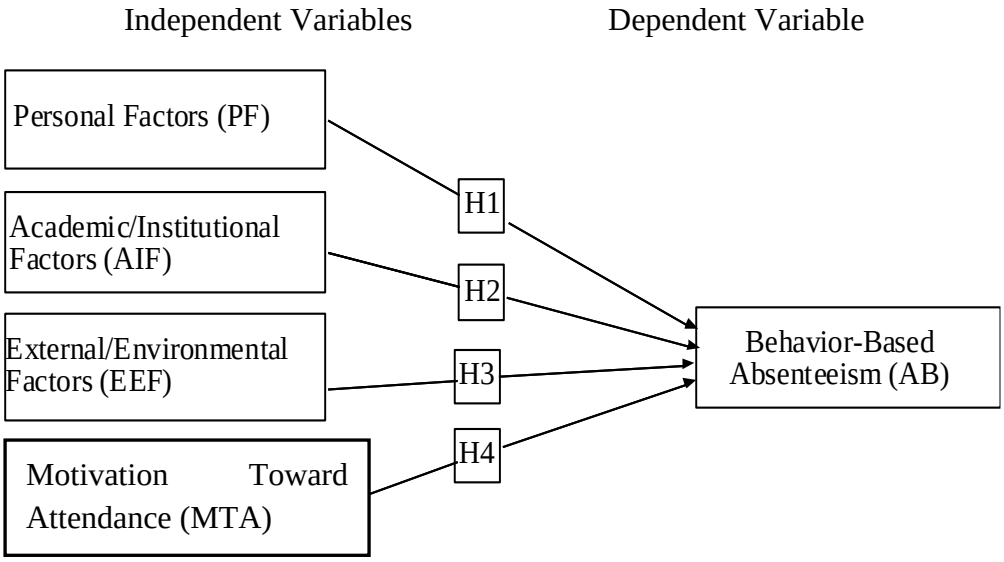
H4: Higher levels of student motivation are associated with lower absenteeism at Khwopa College

According to Self-Determination Theory, students who are more strongly driven, self-directed, and committed are more inclined to attend classes, whereas motivated students exhibit less absenteeism (Khan et al., 2019; Ali et al., 2024).

Student absenteeism was chosen as the dependent variable due to its significance as an academic concern. that impacts learning outcomes and is affected by various factors (Kearney, 2008; Crede et al., 2010). Recent research indicates that mental health, motivation, class participation and financial problems substantially influence student attendance in higher education (Galli, 2025; Sorri & Hellsten, 2025; Lowe et al., 2025).

The independent variables were chosen due to their strong theoretical and empirical associations with absenteeism. Personal factors like health, stress, familial factors influence students' attendance (Kearney, 2008; Balkıs et al., 2016). Academic factors like instructional quality, college atmosphere affect involvement and attendance (Crede et al., 2010; Clores, 2009). Environmental factors such as transportation, weather and social situations effect attendance (Gershenson et al., 2024; Melvin et al., 2023). The motivation towards attendance are important, as motivated students are more inclined to attend classes consistently (Khan et al., 2019; Ali et al., 2024). Recent evidence indicates that these characteristics continue to be strong predictors of student attendance behavior in higher education (Sorri & Hellsten, 2025; Lowe et al., 2025).

9. Research Framework and Operational Definition



[*Source.* Romero & Lee (2007); Thornton et.al., (2013); Altınkurt (2008); Clores (2009b); Sarkodie et al., (2014); Magobolo and Dube (2019); Gershenson et al. (2024); Melvin et al. (2023); Lee(2023)]

Figure 1. Conceptual Framework of the Study

The study used a regression model with Absenteeism (AB) as the dependent variable and PF, AIF, EEF, and MF as independent variables. β_0 is the intercept, β_1–β_4 show each factor's effect on AB, and ϵ represents other unexplained influences.

$$AB = \beta 0+\beta 1\ (PF)+\beta 2(\text{AIF})+\ \beta 3(\text{EEF})+\ \beta 4(MTF)+\epsilon$$

This study defines Student Absenteeism (AB) as the absence of students to attend planned classes, encompassing behaviors such as class absence, delay, early departure, or unexcused absence (Kearney, 2008). Similarly, Personal Factors (PF) refer to students' health conditions, economical condition, familial responsibilities, and individual situations that may affect class attendance (Balkıs et al., 2016). Academic/Institutional Factors (AIF) encompass instructor quality, course difficulty, class policy, learning environment, and institutional support that influence students' attendance behavior (Romer, 1993). Whereas Motivation Toward Attendance (MTA) refer to students' readiness, engagement, and perceived significance of consistently attending classes (Crede et al., 2010). External/Environmental Factors (EEF) are characterized as external influences, including transportation, weather conditions, financial challenges, and social events that may affect attendance (Kearney, 2008).

10. Research Methodology

A quantitative research approach was used to examine the factors affecting student absenteeism at Khwopa College. The population include 563 undergraduate and postgraduate students in the academic year 2081/2082, all of whom had attendance rates below 80%. A sample of 234 was obtained via Yamane's (1967) formula (Adam, 2020). A standardized five-point Likert scale questionnaire was

used to collect data. Preliminary testing for clarity and reliability assessment was conducted before to the research. The majority of variables demonstrated strong dependability indicated by Cronbach's alpha values over 0.70.The value of Cronbach's alpha values over 0.70 denotes adequate internal consistency (Nunnally & Bernstein, 1994; Hussey et al., 2025). The study utilized descriptive statistics, correlation analysis and multiple regression to assess the influence of academic/institutional, motivational, personal and external environmental factors on absenteeism.

11. Result

11.1 Respondents Profile

The profile of the responders includes the students' age, gender, year in college, and field of study, among other things. This information makes it easier to understand the student sample and makes sure that it is a good representation of the entire student population.

Table 1

Respondents Profile

Variable	Category	Percentage
Age	16–20	53.1
	21–25	46.1
	26+	Small
	<16	0
Gender	Female	60.2
	Male	39.8
Faculty	Management	75.4
	Humanities & Social Sciences	14.1
	Science & IT	7
	Education	3.5
Academic Level	Bachelor	91.4
	Master	8.6
Year/Semester	1st Year	20.7
	2nd Year	33.6
	3rd Year	30.5
	4th Year	7.8
	Semester Level	7.4
Marital Status	Unmarried	97.5
	Married	2.5
Impact of Absenteeism on Studies	High Impact	57

Variable	Category	Percentage
	Moderate Impact	29.7
	No Impact	13.3
Reasons for Absenteeism	Illness	29.3
	Work Commitments	21.9
	College Environment	13.3
	Lack of Motivation	7.4

Source. Questionnaire survey 2025

11.2 Position of Variables

In this part, PF, AIF, MTA, and EEF are independent variables influencing the dependent variable AB.

Table 2

Position of Personal Factor (PF)

Item	Statement	N	SD	Mean
PF1	I sometimes miss class because I need to help with household chores or family responsibilities.	256	0.945	3.54
PF2	I miss class due to financial difficulties.	256	1.015	2.36
PF3	My parents/guardians monitor my school attendance.	256	0.924	3.34
PF4	I miss class because I have to take care of someone else.	256	0.924	2.41
Overall (PF)	**Average of all Personal Factor items**	**256**	—	**2.91**

Source. SPSS output, 2025

According to Table 2 personal factors had a moderate effect on absenteeism (M = 2.91). Household duties (PF1, M = 3.54) and parental monitoring (PF3, M = 3.34) were the most influential, while financial difficulties (PF2, M = 2.36) and caregiving (PF4, M = 2.41) had smaller effects. Standard deviations indicate some variation in students' experiences.

Table 3

Position of Academic and Institutional Factors

Item	Statement	N	SD	Mean
AIF1	I attend class because the teachers explain clearly and stay on track.	256	0.809	3.61
AIF2	I miss class due to my job responsibilities.	256	0.741	3.59
AIF3	I attend class because the professors treat all students fairly.	256	0.694	3.61
AIF4	I attend class because the professors deliver the lessons effectively.	256	0.563	3.77
AIF5	The library offers adequate access to resources.	256	0.902	3.23
AIF6	The administration provides helpful information.	256	0.781	3.54

Item	Statement	N	SD	Mean
AIF7	I am satisfied with the administrative services.	256	0.829	3.40
AIF8	I am satisfied with the current examination system.	256	0.838	3.36
AIF9	There are strict rules for absenteeism.	256	1.034	3.36
AIF10	My college infrastructure meets students' needs.	256	0.686	3.50
AIF11	My college maintains a hygienic environment.	256	0.657	3.86
AIF12	The college bus service helps students attend college on time and regularly.	256	0.839	3.37
AIF13	The college canteen is clean and affordable.	256	1.101	2.73
AIF14	Scholarships encourage students to avoid missing classes.	256	0.716	3.57
AIF15	Attendance notifications from the college app motivate regular attendance.	256	0.764	3.43
AIF16	I only skip classes in case of an emergency.	256	0.774	4.04
AIF17	My interest in extracurricular activities motivates me to attend college regularly.	256	0.745	3.37
Overall (AIF)	**Average of all Academic/Institutional Factor items**			**3.51**

Source. SPSS output, 2025

Table 3 indicates that academic and institutional factors have a moderate to substantial impact on absenteeism (M = 3.51). Low standard deviations signify largely uniform student answers.

Table 4

Position of Motivation Factors

Item	Statement	N	SD	Mean
MTA1	Students skip classes more when they have incomplete assignments or difficult course material to study.	256	1.056	3.10
MTA2	The strict absenteeism policy helps to reduce student absenteeism rate.	256	0.917	3.30
MTA3	When parents are informed about attendance, students feel more responsible about going to college.	256	0.708	3.53
MTA4	A strict code of conduct encourages me to attend college regularly.	256	0.798	3.30
MTA5	I miss class because I oversleep / find it difficult to wake up early.	256	1.181	2.60
MTA6	I attend class because the professors notice when I am absent.	256	0.976	3.23
Overall (MTA)	**Average of all Motivation items**			**3.18**

Source. SPSS output, 2025

Table 4 indicates that motivation and attitude have a minor impact on absenteeism (M = 3.18). Parental participation (MTA3, M = 3.53) and explicit norms or standards of conduct (MTA2 & MTA4, M ≈ 3.30) significantly promote attendance, whereas personal habits such as oversleeping (MTA5, M = 2.60) exert a lesser influence.

Divergences in answers indicate variations in individual motivation highlighting the significance of institutional regulations and parental support over personal routines.

Table 5

Position of External and Environmental Factors

Item	Statement	N	SD	Mean
EEF1	Long travel distance and transportation affect attendance.	256	0.955	3.64
EEF2	Bad weather conditions make students more likely to miss college.	256	0.766	3.96
EEF3	Students skip class on religious holidays.	256	0.764	4.04
EEF4	Safe, easy, and affordable public transportation helps students attend college regularly and on time.	256	0.795	3.71
EEF5	Students planning to go abroad may miss classes while preparing for their move.	256	0.813	3.99
EEF6	Students skip class to attend personal events (birthdays, parties, etc.).	256	0.840	3.58
EEF7	Receiving an award for regular attendance would reduce class absenteeism.	256	0.738	3.80
EEF8	Students feel pressured by peers to skip college.	256	0.876	2.93
EEF9	Personal interests and hobbies sometimes take priority over attending college.	256	1.003	3.17
Overall (EEF)	**Average of all External / Environmental Factor items**			**3.65**

Source. SPSS output, 2025

Table 5 shows that external and environmental factors moderately to strongly affect absenteeism (M = 3.65). Among all constructs religious holidays (EEF3, M = 4.04), bad weather (EEF2, M = 3.96), and plans to go abroad (EEF5, M = 3.99) shows significant influences while transportation issues showed moderate impact and peer pressure to skip class (EEF8, M = 2.93) shows the least. Standard deviations indicate some variation due to students' individual circumstances.

Table 6

Position of Behavior-Based Absenteeism

Item	Statement	N	SD	Mean
AB1	I usually miss first period only.	256	0.970	2.16
AB2	I usually miss last period.	256	0.924	2.54
AB3	I often miss 1–2 classes each week.	256	1.056	2.65
AB4	I am usually absent from class 3–4 times a week.	256	0.961	2.18
AB5	I am often absent for an entire week.	256	0.967	2.05
AB6	I sometimes attend college but skip specific subjects or lectures.	256	0.960	2.27
AB7	I leave the college premises during class hours without attending	256	0.674	2.47

Item	Statement	N	SD	Mean
	all scheduled classes.			
AB8	I avoid attending class because I dislike the subject.	256	0.949	2.41
AB9	I miss class when I am sick.	256	0.746	3.98
Overall (AB)	**Average of all Absenteeism Behavior items**			**2.52**

Source. SPSS output, 2025

Table 6 shows that overall student absenteeism was low to moderate (M = 3.09). Most students agreed that illness (AB9, M = 3.98) is a main reason to miss class.

11.3 Reliability Analysis

According to Burns and Burns (2008), reliability means that results are stable and consistent. Cronbach's Alpha was used to check for internal consistency (Cooper et al., 2012); values of 0.70 are satisfactory, and values of 0.80 or higher show good dependability (Burns & Burns, 2008).

Table 7

Reliability Analysis of Study Constructs

Construct	Cronbach's Alpha (α)	Number of Items	Remarks
Personal Factors (PF)	0.455	4	Low reliability
Academic / Institutional Factors (AIF)	0.803	17	Good reliability
Motivation Toward Attendance (MTA)	0.530	6	Moderate reliability
External / Environmental Factors (EEF)	0.682	9	Acceptable reliability
Absenteeism Behavior (AB)	0.697	9	Acceptable reliability

Source. SPSS output, 2025

Table 7 shows that AIF is very reliable (α = 0.803), EEF and AB are acceptable (α = 0.682 and 0.697, respectively), MTA is moderately reliable (α = 0.530), and PF is less reliable (α = 0.455).

11.4 Validity Analysis

11.4.1. Sample Adequacy

Sample adequacy examines the appropriateness of the data for factor analysis. The KMO test examine the adequacy of the sample, with values exceeding 0.70 indicating a favorable fit (Hair et al., 2019). The Bartlett Test of Sphericity evaluates the intercorrelation of variables, determining their suitability for factor analysis (Field, 2018; Pallant, 2020).

Table 8

KMO and Bartlett's Test

Test	Measure	Value
Kaiser–Meyer–Olkin (KMO) Measure of Sampling Adequacy	—	0.732
Bartlett's Test of Sphericity	Approx. Chi-Square	3422.960
	df	990
	Sig.	0.000

Source. Author's analysis using SPSS (Version 27).

Table 8 demonstrates a KMO value of 0.732, which means that the sample size is sufficient for factor analysis. Bartlett's Test of Sphericity ($\chi^2 = 3422.960$, df = 990, $p < 0.001$) is important since it shows that the variables are appropriate for factor analysis.

11.4.2 Communalities

Communalities illustrate the variability of each item as explained by the factors (Hair et al., 2019; Field, 2018). Most of the items extraction values above 0.50, which means they are well-represented. A few items with lower values (such AIF12 and AB8) are still acceptable, which shows that the measuring model is good.

11.4.3 Convergent Validity

Factor loading indicates the magnitude of the relationship between a measured variable and the concept it aims to include. Elevated loadings signify that the items more precisely include the construct (Hair et al., 2019). In exploratory and confirmatory component analysis, factor loadings of 0.50 or above are deemed acceptable, whereas values exceeding 0.70 signify strong convergent validity (Kline, 2016).

Table 9

Factor Loadings of Variables

Item	AIF	AB	EEF	MTA	PF
AIF1	0.693				
AIF2	0.226				
AIF3	0.624				
AIF4	0.588				
AIF5	0.556				
AIF6	0.669				
AIF7	0.692				
AIF8	0.587				
AIF9	0.669				

Item	AIF	AB	EEF	MTA	PF
AIF10	0.499				
AIF11	0.427				
AIF12	0.406				
AIF13	0.357				
AIF14	0.336				
AIF15	0.584				
AIF16	0.279				
AIF17	0.342				
AB1		0.307			
AB2		0.627			
AB3		0.695			
AB4		0.626			
AB5		0.570			
AB6		0.705			
AB7		0.585			
AB8		0.477			
AB9		0.239			
EEF1			0.429		
EEF2			0.741		
EEF3			0.684		
EEF4			0.385		
EEF5			0.633		
EEF6			0.564		
EEF7			0.399		
EEF8			0.294		
EEF9			0.448		
MTA1				0.518	
MTA2				0.663	
MTA3				0.463	
MTA4				0.414	
MTA5				0.459	
MTA6				0.367	
PF1					0.491
PF2					0.723

Item	AIF	AB	EEF	MTA	PF
PF3					0.335
PF4					0.676

According to Table 9 the five-factor structure made up of AIF, AB, EEF, MTA, and PF was mostly confirmed by exploratory factor analysis. Most of the items showed moderate to strong factor loadings, which meant that construct validity was acceptable.

11.5 Correlation Matrix among PF, EEF, MTA, AIF, and AB (N = 256)

Correlation shows the significance and in what way the link is between two factors. The correlation coefficient, or r, can be any number from −1 to +1. Values close to ±1 mean there is a strong relationship, and values close to 0 mean there is a weak or insignificant relationship (Pallant, 2020). Positive correlations mean that variables do something together, and negative correlations mean that variables do something opposite (Field, 2018).

Table 10

Correlation Matrix among PF, EEF, MTA, AIF, and AB

Variables	PF	EEF	MTA	AIF	AB
PF	1				
EEF	.082	1			
MTA	.058	.136*	1		
AIF	.128*	−.049	.253**	1	
AB	.048	.100	.090	−.196**	1

Notes.

- *indicates that the correlation is statistically significant at the .05 level ($p < .05$, two-tailed).
- ** indicates that the correlation is statistically significant at the .01 level ($p < .01$, two-tailed).

According Table 10 indicates AIF and AB are strongly negatively related.

11.6 Impact between Variables

To determine which variables, exert the most significant influence on AB, it is essential to understand their interactions. This discusses the way the independent variables PF, AIF, MTA, and EEF influence the dependent variables AB. The analysis seeks to explain the factors affecting student AB by assessing the direction and strength of these relationships.

Table 11

Analysis of the Influence of PF, AIF, MTA, and EEF on AB

Predictor	B	Std. Error	β	t	Sig.
Constant	2.650	0.394	—	6.719	< .001
PF	0.090	0.052	0.106	1.742	.083
AIF	−0.306	0.080	−0.243	−3.844	< .001
MTA	0.140	0.061	0.146	2.299	.022
EEF	0.065	0.069	0.059	0.951	.343

Dependent variable: AB

(*Source.* SPSS output, 2025)

Table 11 demonstrates that AIF has a negative and significant effect on absenteeism ($B = -0.306$, $\beta = -0.243$, $p < .001$). This means that stronger academic and institutional support help to reduce absenteeism. MTA has a positive and major effect on absenteeism ($B = 0.140$, $\beta = 0.146$, $p = .022$), which shows that student motivation affects attendance. PF ($p = .083$) and EEF ($p = .343$) are not statistically significant. Overall, the main reasons for absence are academic and institutional issues and lack of encouragement.

Table 12

Model Summary of Regression Analysis

R	R^2	Adjusted R^2	Std. Error of the Estimate	R^2	F	df1	df2	Sig.
0.279	0.078	0.063	0.48063	0.078	5.302	4	251	< .001

Source. SPSS output, 2025

Predictors: PF, AIF, MTA, EEF

Dependent Variable: AB

Table 12 indicates that there is a weak positive association between PF, AIF, MTA, EEF, and absenteeism ($R = 0.279$). The model accounts for 7.8% of the variation in absenteeism ($R^2 = 0.078$; Adjusted $R^2 = 0.063$). It is statistically significant ($F = 5.302$, $df = 4, 251$, $p < .001$), which means that the factors work together to make predicting absenteeism better.

An R^2 score of 0.078 signifies that the model accounts for 7.8% of the variability in student absence. Despite its low value, it is considered acceptable in behavioral and educational research, where human behavior is shaped by a multitude of complicated and unseen variables. Low R^2 values frequently occur in social science research and do not always signify an inadequate model, provided that the predictors are statistically significant and theoretically relevant (Cohen, 1988; Hair et al., 2019). Ozili (2023) claims that the principal aim of numerous social science models is to detect meaningful correlations rather than attain substantial forecasting accuracy.

Hayes (2022) also finds that substantial and statistically significant impacts may occur even when the explained variance is minimal. Consequently, although the R^2 value is low, the model is considered acceptable due to its statistical significance, theoretical support, and adherence to accepted scientific standards.

Table 13

ANOVA Results for Overall Model Fit

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.899	4	1.225	5.302	< .001
Residual	57.983	251	0.231	—	—
Total	62.882	255	—	—	—

Source. SPSS output, 2025

Dependent Variable: AB and Predictors: PF, AIF, MTA, EEF

The Table 13 ANOVA indicates that the regression model is statistically significant ($F(4, 251) = 5.302$, $p < .001$). This means that PF, AIF, MTA, and EEF together explain differences in absenteeism and that the model fits better than one without predictors.

12. Summary of Hypothesis Testing

Table 14

Summary of Hypothesis Testing

Hypothesis	Hypothesis Statement	Result	Decision
H1	Personal factors have a positive effect on student absenteeism at Khwopa College.	Not significant	Not supported
H2	Academic/Institutional factors have a negative effect on student absenteeism at Khwopa College.	Significant	Supported
H3	Environmental factors have a positive effect on student absenteeism at Khwopa College.	Not significant	Not supported
H4	Motivational factors have a positive effect on student absenteeism at Khwopa College.	Significant	Supported

13. Major Findings

The research indicated that the majority of Khwopa College students are aged 16–25, primarily female, enrolled in a bachelor's program in Management. Absenteeism was predominantly low to moderate (M = 2.52), with sickness (M = 3.98) being the primary cause for class absence.

Academic and Institutional Factors (M = 3.51) exerted the most significant influence on attendance, succeeded by Motivation toward Attendance (M = 3.18), particularly parental participation (M = 3.53). Personal and external factors were not substantial. The regression model represented only 7.8% of the variation in absence

indicating that additional factors may be influential for students' absenteeism in Khwopa College.

14. Discussion

This study demonstrated that academic and institutional factors significantly reduce student absenteeism which strongly correlating with Organizational Climate Theory and Student Engagement Theory. These concepts indicate that a superior academic atmosphere, efficient pedagogical strategies and powerful institutional structures improve student engagement and regular attendance (Hoy & Miskel, 1996; Clores, 2009; Poudel, 2018). In the context of Nepalese higher education this may indicate the increasing importance of classroom quality, teacher student interaction and institutional resources in increasing attendance trends.

Motivation markedly reduced absenteeism supporting the Theory of Planned Behavior and Self-Determination Theory which assert that positive attitudes, perceived behavioral control and intrinsic motivation substantially influence intentional behaviors such as class attendance (Ajzen, 1991; Deci & Ryan, 1985; Khan et al., 2019). This indicates that academically motivated students are more likely to prioritize attendance as a component of their educational goals.

In contrast personal and external factors including as health issues, family obligations and financial factors were not statistically significant predictors contradicting some previous findings in absenteeism studies (Kearney, 2008; Karki, 2020). This inconsistency can be highlighted by contextual factors specific to Khwopa College and analogous Nepali institutions. A consistent socioeconomic background among students may reduce variability in external constraints making these factors statistically less significant.

Secondly, institutional academic structures, attendance policies, and continuous internal assessments may exert more behavioral pressure than individual circumstances.

15. Conclusion

The research conclude that students are satisfy with the academic atmosphere at Khwopa College. Strong academic and institutional support along with high student motivation, facilitates regular class attendance. Effective pedagogical strategies, explicit attendance regulations, encouraging instructors and a conducive classroom environment collectively enhance attendance. Similarly students with a positive attitude towards learning are more regular in class.

These findings corroborate significant ideas such Organizational Climate Theory, Student Engagement Theory, the Theory of Planned Behavior and Self-Determination Theory. They emphasize that significant of a helpful and motivating academic atmosphere in reducing students' absenteeism.

Personal and contextual factors such as health or financial concerns were not determined to have a direct effect on absenteeism. This implies that their influence

may operate indirectly via student motivation. The study also highlighted that environmental factors were not significantly correlated with absenteeism.

The model explains only few percentages which suggest that additional factors may possibly cause absenteeism of students. Consequently, additional study and context-specific interventions are advised to enhance comprehension and mitigate absenteeism.

16. Implication

16.1 Managerial Implications

To reduce absenteeism the institution should enhance teaching quality, upholding explicit attendance regulations, upgrading classroom support, expanding learning resources and fortifying student lecturer relationships. The research indicates that enhancing student motivation via stimulating instruction, mentorship, acknowledgment, extracurricular involvement and opportunities for autonomy might increase attendance rates. While personal and environmental factors had a diminished impact, support services like counseling, flexible schedules and scholarships could further mitigate absenteeism.

16.2 Future Research Implications

Further research is necessary which may investigate factors like peer influence, mental health, family condition, students future plan, Nepalese job market situation and time management which may also decrease absenteesm. Researchers may use longitudinal or mixed-method approaches for enhanced comprehension.

They can examine both individual and institutional factors to get more clearer concept. An analysis of several Nepali higher education institutes and Nepalese education policies may also be beneficial.

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