

Reasons for Absenteeism among the Undergraduate Medical Students Attending for Theory Classes in Rajiv Gandhi Institute of Medical Sciences (RIMS) Ongole, Prakasam District of Andhra Pradesh: A Self Review

B.T.Rao¹, K. Valleswary², M.Siva Durga Prasad Nayak³, N. Lakshmana Rao⁴

¹Assistant Professor, Department of Community Medicine, Rajiv Gandhi Institute of Medical Sciences, Ongole, Prakasam District, Andhra Pradesh, India.

²Principal, Rajiv Gandhi Institute of Medical Sciences, Ongole, Prakasam District, Andhra Pradesh, India.

³Tutor, Department of Community Medicine, Rajiv Gandhi Institute of Medical Sciences, Ongole, Prakasam District, Andhra Pradesh, India.

⁴Assistant Professor in Statistics, Department of Community Medicine, Maharaja Institute of Medical Sciences (MIMS), Nellimarla, Vizaya Nagaram District. Andhra Pradesh, India.

Abstract

Back Ground: Frequent absence from the classes may lead to improper learning and poor performance in the examinations. Without attaining proper knowledge and technical skills, satisfying the patients attending to a doctor will be very difficult. Students are likely to skip boring lectures those that are not relevant to their future needs.

Methodology: A cross sectional study was conducted from June 2015 to August 2015 among 2013 and 2014 years batches of students in the Rajiv Gandhi Institute of Medical Sciences Ongole, Prakasam District of Andhra Pradesh. A pre tested and self administered questionnaire was given to the students after explaining about various contents. Attendance from Departmental registers was not considered for this study but students views and perceptions were included this study.

Data Analysis: Chi-square test was used to find out the association between absenteeism and different socio demographic factors. Data was also analyzed by assessing mean scores of various quantitative variables.

Results: Among the total 200 students of 2013 and 2014 batches, 140 (70%) were willing to participate in the study. Laziness and taking part in extracurricular activities and sports were two main student factors for absenteeism. Among the college factors lengthy classes, lack of clarity among teachers while teaching are the main contributing reasons. Entertainment and sickness of the students were found to be common external factors. All factors together have shown significant difference between absenteeism among 2013 batch in comparison with 2014 batch ($P < 0.05$)

Conclusions: There should be a proper plan to encourage student's feedback, so that teaching can become more meaningful. Teachers need to adopt creative teaching techniques.

Key Words: Absenteeism, Feedback, Illness, Laziness, Lengthy classes, Student, Motivation,

I. Introduction

Absenteeism is defined as a habit of staying away from the regular classes without providing a genuine or any reason for not attending classes¹ and it is a truant behavior that it negatively affects the prospects of a students. Frequent absence from the classes may lead to improper learning and poor performance in the exams². The Professional courses like undergraduate Medical education needs good theory and clinical class attendance, the reason being these students will be a future Doctors and deal with health and disease of public. Without attaining proper knowledge and technical skills, satisfying the expectations of the patients attending to a doctor will be very difficult. If Medical student is unable to attend the classes' means, it is loss not only for him or her family but also for the whole society. The final examination marks may significantly affected by absenteeism among Medical graduates³.

In adolescence, students generally search for free life and they think, this stage is free from gears and clutches of disciplined Medical College life, and nobody should bind them between sun rises to sunset. Academic and nonacademic burden on students could be the few reasons in affecting attendance⁴. Low motivation for learning was significantly associated with students not attending good number of lectures⁵. Various studies have revealed influence of friends, poor relationships with the teachers, less interest in subject, poor teaching methodology; low conducive environment, ill health and family problems were also contributing to absenteeism. Medical students who are not attending their regular classes will not achieve good educational,

social and psychological standards ⁶. They may put themselves at greater risk during periods of absence and likely to be indulged professionally unacceptable activities.

Medical students are active contributors in their learning and must take responsibility for achieving their capability through successful completion of each stage of their studies, Medical universities coming up with various measures to ensure students' attendance at lectures in class rooms and preparing a plans to help the students in order to achieve their maximum capabilities and competencies. The students are likely to skip boring lectures and those that are not relevant to their future needs ⁷. The reasons for regular absenteeism among the students for lectures are the main concern for the researchers. This study has been planned to explore the reasons like various student, college and external factors for the absenteeism among the Medical students and also to find out the various remedies, suggestions and ideas expressed by the students.

II. Methodology

This cross sectional study was conducted from June 2015 to August 2015 among the 2013 and 2014 years joining batches of students, who have been pursuing First and Second MBBS (Bachelor of Medicine and Bachelor of Surgery) course in the Rajiv Gandhi Institute of Medical Sciences Ongole, Prakasam District of Andhra Pradesh, . A pre tested and self administered questionnaire was given to the students after explaining details about its various contents. All participants were briefed about importance, back ground and objectives of the study and assured for confidentiality during collection of individual data and anonymity was maintained while collecting the data. The students participating in the study were asked to not to mention their names in given proforma in order to avoid identity crisis.

They were also told that this study was only to get their ideas and future perspectives for educational research. We briefed them that those students who don't want to participate, may voluntarily withdraw from this study at any point of time. Ethical committee of the institute has been given a permission to conduct this study. Those students, who were not given consent and not willing and refuse to participate, were excluded from the study. Informed Consent was also taken from them regarding their willingness to participation in the study. We have given ample amount of time for filling the questionnaire by students and Class representative collected the formats.

The questionnaire used for this study consists of various aspects pertaining to the Medical students, college and external factors ⁸ and they were asked to fill the proforma on their own without revealing their answer to other students. Details of the student profile like year of joining, hostler or day scholar, their interesting subjects and boring subjects were asked. Along with this students own perception and views about their absenteeism for theory classes of Anatomy Physiology, Biochemistry Microbiology, Pharmacology, Pathology, Forensic Medicine subjects were also asked and these were incorporated by them in the proforma . Attendance from the Departmental registers was not considered for this study. The students were briefed about maintaining the genuinity while filling the details in given questionnaire.

We gathered the information on students related 22 factors like laziness, socialization, leisure, their involvement in sports and cultural activities, inferiority, lack of interest, apathy, running away from difficulty, not interested in Medical field, preparing for other exams, confidence level, learning problems, fear of examinations, substance abuse, fatigability, perception on faculty, dislike to teacher, language problem, water problem, food problem, home sickness and lessen specific absenteeism.

We have also collected student's views on 20 college dependent factors like no action for absence, poor teaching, monotonous lectures, teacher is not examiner, cancelling of classes, combining different batches, lengthy classes, insulting the students, irrelevant curriculum, poor content, poor delivery of curriculum, poor infrastructure in the class room, no proper transport, class room ambience, lack of proper canteen food, past experience about class, lack of clarity from faculty, personality issues and rated lecture slides.

Information was also collected on 10 external factors like availability of lessons from other sources like internet, pampering from family, availability of excess pocket money, influence of friends and peers, illness, working outside, entertainment, ragging, family problems and disadvantaged family back ground. A total score of 52 was calculated from all the factors and contributions of these factors in relation with absenteeism were also assessed. All the 52 questions were asked in closed ended questions like yes or no format. For each question if answer is yes the score allotted was 1 and if the answer was no then the score given was zero. Mean scores were assessed for each factor in each batch separately and also calculated for student factors, college factors and also for external factors.

Few suggestions about remedies on improving the attendance were also obtained from the students regarding strict attendance policy, biometry, maintaining data of attendance, informing to parents, transparent attendance policy, taking feedback, counseling, supportive college culture, teacher and student relationship, follow up, students involvement while preparing time table, starting a network groups ,external review of classes, options for applying practical knowledge, promote importance of attendance, conduct interviews, flexible time table, creating teaching methods, interaction with teachers, interaction with peers and implementation of research methodology.

Data Analysis

The data from the questionnaire has been entered and analyzed by using SPSS-21 trial version software. Analysis was carried out for 2013 and 2014 batches of students separately for different types of variables. Descriptive statistics techniques were used to analyze the various quantitative variables and also independent variables. Student t test was used to find out effect of various factors on absenteeism. Chi-square test was used to observe the association between absenteeism and different socio demographic factors. Standard error of mean was also calculated to know mean scores of different factors going to affect on absenteeism among different batches separately. Data was also analyzed by assessing mean scores of various quantitative variables.

III. Results

Among the total 200 students of 2013 and 2014 batches, 140 (70%) were willing to participate in the study, rest (30%) of them were not given any reason for their non willingness to involve in this study. Out of 140 students 47.1% were belonging to 2013 batch and 52.9% were 2014 batch students. Majority of these students (95%) were residing at hostel and a very few (5%) were coming to college as a day scholars. Most of the students (95%) were joined with their own interest, but even though they don't have any specific interest a very less number of students joined in Medical under graduation M.B.B.S course with their parent's pressure (5%) (Table-1).

Table-1: Study Participants Profile

		N	%
Year of joining	2013	66	47.1
	2014	74	52.9
Place of residence	Hostel	133	95
	Day scholar	7	5
Joined with interest	Yes	133	95
	Parents force	7	5

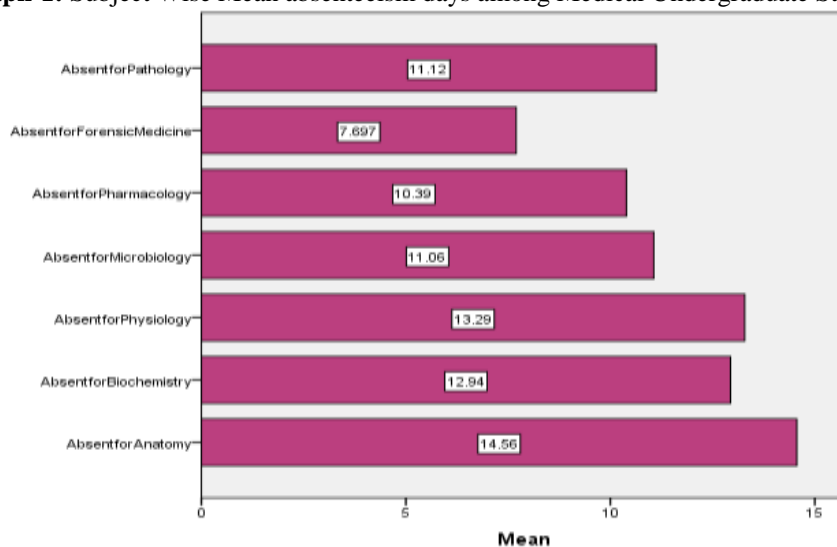
Anatomy was found to be good (56.7%) interesting subject to 2014 batch students, whereas 2013 batch students expressed about their high (36%) interest in Pharmacology. Most (40.5%) of the 2014 batch students felt that Physiology was the boring subject and majority of the 2013 batch students revealed that Microbiology (33.3%) was the boring subject. None of the subjects were found boring for 21.6% students of 2014 batch. (Table -2).

Table-2: Interesting and Boring Subjects for Medical Undergraduate Students

Subjects	Interesting subjects		Boring subjects	
	2014 (N=74)	2013 (N=66)	2014(N=74)	2013(N=66)
All	1 (01.3%)	1 (01.5%)	0 (0%)	2(03.0%)
Anatomy	42(56.7%)	5(07.5%)	5(06.7%)	3(04.5%)
Physiology	17(22.9%)	2(03.0%)	30(40.5%)	2(03.0%)
Biochemistry	7(09.4%)	5(07.5%)	23(31.0%)	5(07.5%)
Microbiology	NA	2(03.0%)	NA	22(33.3%)
Pharmacology	NA	24 (36.0%)	NA	11(16.6%)
Pathology	NA	16(24%)	NA	13(19.7%)
Forensic Medicine	NA	5(07.5%)	NA	7(10.6%)
None	7(09.4%)	6(09.0%)	16(21.6%)	1(01.5%)

Average absenteeism days were observed to be more (14.56) for Anatomy subject classes followed by Physiology classes during first year of MBBS course in both the batches. Whereas these absenteeism days were more frequent in Pathology (13.29) and Microbiology classes during second MBBS course as expressed by 2013 batch of students. Mean absent days were found to be lowest (7.697) for Forensic Medicine subject among 2013 batch students (Graph-1).

Garaph-1: Subject Wise Mean absenteeism days among Medical Undergraduate Students



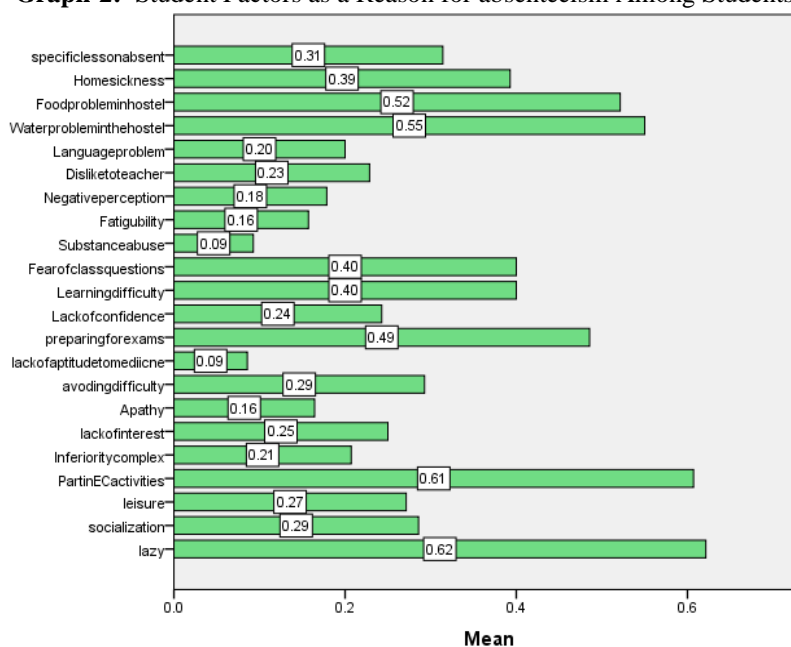
Average absence of the students belonging to 2013 batch during the 1st year was 16.60 ± 7.10 days, whereas average absence of 2014 batch students during the first year was 10.12 ± 5.72 days. This difference was statistically significant ($t=5.969$, $P=0.000$). Average absence of 2013 batch students during the second year was reduced to 12.68 ± 9.87 , in comparison with their first year i.e., 16.60 ± 7.10 . This reduction was statistically significant. Paired t test ($t=3.58$, $p=0.01$) (Table-3).

Table-3: Variance of absenteeism among 2013 and 2014 batch Students

	Joining year	N	Mean	Std. Deviation
Average absence 1 st year	2013	66	16.6061	7.10986
	2014	74	10.1216	5.72893
Average absence 2 nd year	2013	66	12.6818	9.87640
	2014	NA	NA	NA

Mean value of all the student factors have been assessed and it was observed that out of all factors, the top five student factors contributing to the absenteeism were laziness (0.62), taking part in cultural activities and sports (0.61), water problem and food problem in hostel and

Graph-2: Student Factors as a Reason for absenteeism Among Students

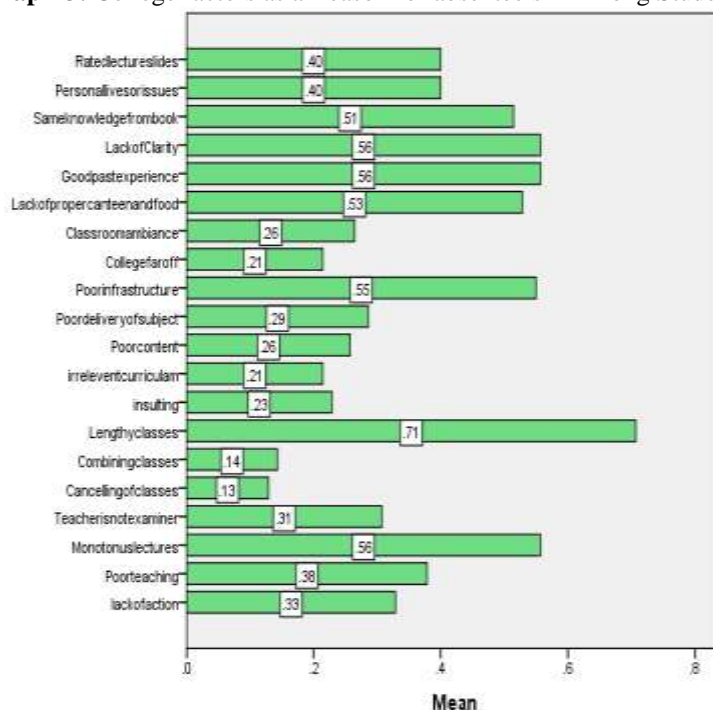


Reasons for Absenteeism Among the Undergraduate Medical Students Attending for Theory Classes..

preparing for exams. It was also noticed that mean score for learning difficulty was 0.40, home sickness was 0.39, and for language problem score was found to be 0.20. Mean score of lack of interest in the Medical subjects was 0.25 (Graph-2).

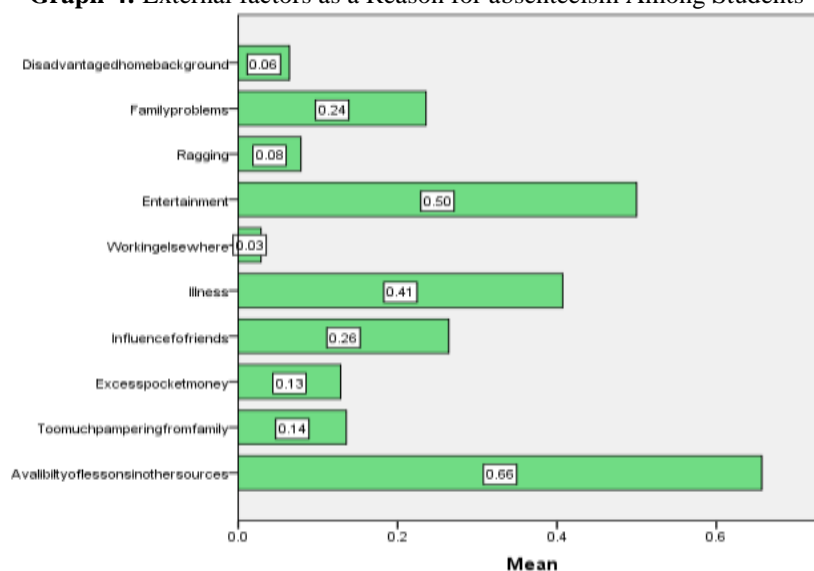
The top five college factors contributing to the absenteeism were lengthy classes (0.71), lack of clarity about the topic among teachers, past experience with lecturer, monotonous lectures, poor infra structure in the class rooms and lack of proper canteen and food related problems. Mean scores for combining classes and cancelling classes were at lower side; these were observed to be 0.14 and 0.13 respectively. Mean score of poor delivery of subject found to be 0.29 (Graph-3).

Graph-3: College factors as a Reason for absenteeism Among Students



The top three external factors contributing to the absenteeism were availability of the lessons in other sources like internet and educational web sites (0.66), entertainment (0.50) and illness (0.41). Mean scores for pampering from family and having excess pocket money found to be 0.14 and 0.13 respectively. Mean score for students working outside found to be 0.03 which was very minimal (Graph-4).

Graph-4: External factors as a Reason for absenteeism Among Students



Reasons for Absenteeism Among the Undergraduate Medical Students Attending for Theory Classes..

Students perceived that out of 22 students' related factors for absenteeism, on average students were influenced by 6.95 ± 4.45 factors. Out of twenty college related factors students were influenced by 7.21 ± 3.64 factors. Mean influence ten external factors found to be 2.5 ± 1.76 (Table-4).

Table-4: Description of Mean scores of different factors effecting absenteeism

	Minimum	Maximum	Mean	Std. Deviation
Student factors (22)	.00	22.00	6.9500	4.45977
College factors (20)	.00	17.00	7.2143	3.64778
External factors (10)	.00	8.00	2.5000	1.76497
Total marks (52)	2.00	42.00	16.6643	8.08285

During 1st year MBBS course students joined in 2013 were more absented for the classes when compared to students joined in 2014. This difference had statistical significance. $P < 0.05$ (Table-5)

Table-5: Absence among Students as per Place of Stay and Joining Year

		<10%	>10%	Total	Chi square
1 st year	2013	12	54	66	11.58
	2014	33	41	74	
2 nd year	2013	28	38	66	--
1 st year	Day scholars	2	5	7	0.43
	Hostlers	43	90	133	
2 nd year	Day scholars	2	3	5	0.13
	Hostlers	26	35	61	

Students belonging to 2013 batch were perceived that they were more influenced by all factors especially college factors than 2014 batch students. This difference was statistically significant. All the factors together have shown significant difference between absenteeism among 2013 batch of students in comparison with 2014 batch students ($P < 0.05$) (Table-6).

Table-6: Mean scores of factors affecting the student's absenteeism Vs Joining year

Factors/ Year	2013 (N=66)	2014 (N=74)	SEM test Z value / P value
Student factors	7.39 ± 4.86	6.55 ± 4.05	$1.12 / > 0.05$
College factors	8.13 ± 3.77	6.39 ± 3.34	$2.90 / < 0.05$
Other factors	2.59 ± 1.65	2.41 ± 1.86	$0.64 / > 0.05$
All factors	18.12 ± 8.14	15.36 ± 7.85	$2.04 / < 0.05$

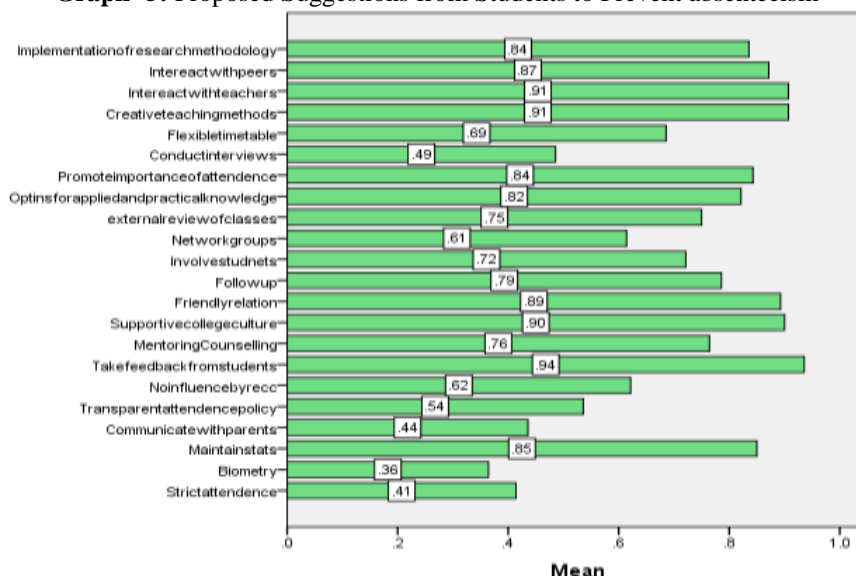
There was no statistically significant difference between the students below 10% attendance and students above 10% attendance in student factors, college factors, external factors during the 1st year and 2nd year MBBS course ($P > 0.05$) (Table-7).

Table-7: Mean scores of factors affecting the students absence Vs students absenteeism

Factors/ 1 st Year	<10% n=45	>10% n=95	SEM test Z value / P value
Student factors	7.42 ± 4.49	6.72 ± 4.44	$0.875 / > 0.05$
College factors	7.35 ± 3.39	7.14 ± 3.77	$0.33 / > 0.05$
Other factors	2.26 ± 1.73	2.61 ± 1.77	$1.16 / > 0.05$
Total marks	17.04 ± 7.82	16.48 ± 8.23	$0.39 / > 0.05$
Factors/ 2 nd Year	<10% n=28	>10% n=38	SEM test Z value / P value
Student factors	7.32 ± 5.69	7.44 ± 4.23	$0.09 / > 0.05$
College factors	7.53 ± 4.12	8.57 ± 3.48	$1.09 / > 0.05$
Other factors	2.78 ± 1.81	2.44 ± 1.53	$0.82 / > 0.05$
Total marks	17.64 ± 9.68	18.47 ± 6.91	$0.38 / > 0.05$

The top five suggestions by the students for improving the attendance was taking feedback from students, interaction with teachers, creative teaching methods, supportive college culture, friendly teacher/student relationship. Mean score for taking feedback was 0.94, for creative teaching methods and interaction with students core was 0.91. Mean score found for the acceptance of biometry was 0.36 for strict attendance was 0.41 (Graph-5)

Graph -5: Proposed Suggestions from Students to Prevent absenteeism



IV. Discussion

Medical students not attending classes will be going to have a long term consequences on their own growth and also on socio economic status of people of any country. The examination marks were usually affected by absence of the students from the lectures on regular basis.^{9,10} Attendance is an important aspect for the students achievement and sometimes absenteeism can disturb the process of learning and teaching and also alter the well-being of the regular lectures¹¹. It was observed in the present study that maximum students express their willingness about laziness and taking part in extracurricular activities like cultural activities and sports were the two main student factors for absenteeism among Medical students.

Many students think that they can easily clear their exams so they can spend time in other activities. The most obvious sign of poor time management is wasting time in extracurricular activities instead of studying which may cause fatigue making the student unable to attend the classes, even though they attended them, there will be a difficulty in concentrating in classes. Food and water related problems are also major causes for poor attendance in this study, similar findings were noticed in school based surveys conducted by Jyoti D.F et al¹² revealed that food problems may lead to child absences for the schools.

It was also found that preparing for internal assessment examinations and final university examinations were found to be one of the commonest (mean score 0.49) reason for absenteeism, The similar finding were explained by BinSeed et al., 2009 in their study in which students usually allot time for more intensive study in their planning before the final exams¹³. Mean score of lack of interest about the medical subject observed to be 0.29 and Devadoss and Folt, 1996; Moorea et al., 2008 were also found similar problem, and expressed that this reason could be one of the factor for poor attendance in the classes^{14,15}.

Among the college factors lengthy classes, lack of clarity about the topic among teachers while teaching are the main contributing reasons for absenteeism. A study from Hawassa University Ethiopia was also revealed that unfavorable teaching strategies are major causes for absenteeism as reported by participants, which is consistent with our study¹⁶. A study conducted in Medical colleges of Tripura state was also noted that poor teaching skills of teachers were one of the main reasons for absence of the students from the classes. Poor understanding of the classes by students also found to be significant factor for low level of attendance for the classes¹⁷. Poor infrastructure was also found to be one of the reasons for absenteeism and its mean value was 0.55. A study by Dashputra et al¹⁸ was also observed that majority of students with a opinion that poorly ventilated lecture halls and overcrowding in the classrooms were important factors for not attending class.

Availability of lessons in other sources like internet, CD drives, entertainment and sickness of the students were found to be common external factors causing the absence problems. Dislike for teaching methods and understanding problems in the subject without guidance was also a contributing factor for absenteeism which was observed in Desalegn et al.¹⁹. Accessibility of lecture content in the form of online slides, videos and audios have their own contribution to absenteeism (Massingham et al⁸). Parents should avoid unnecessary

demands from them and at the same time, the parents should guide against over pampering the students. Unfortunately, unexpected life situation can occur like illness of student or illness of a family member or a family problem and then the student is forced to miss classes. In our study mean score of 0.41 students expressed that sickness is also one of the reason for not attending classes. Study conducted by Bin Saeed showed that student absenteeism may contribute to low achievement and this type of achievement assumes critical importance for medical care providers who are involved in decision making in life and death situations (BinSaeed et al.)¹³.

Hunter and Tetley⁷ who found that the professional education students will not miss lectures that are interesting and those considered important to their degree, (Gump, 2006; Nicholl & Timmins, 2005). Teacher should take efforts to make subject more interesting and relevant. Students suggested that they required motivation to attend classes and studying regularly from beginning will stop absenteeism before internal examinations. Teachers should take efforts to make subject more interesting useful and relevant. Teachers need to adopt creative teaching methodology techniques; faculty can discuss some of the difficult topics with the students. There should be a proper plan to encourage student's feedback, so that teaching can become more meaningful. They are also suggested there is a need of supportive college culture and environment for better learning of students.

V. Conclusions

Teaching should be more practical; value based and helps for the students to face society. Students want encouragement from teachers and make the lectures more clear with some interesting historical stories and clinical application. Quality teaching always brings the student to college and provision of proper facilities in class rooms, guidance should be given to the student. Counselling on attitude change will be required for reducing the laziness among the students and also for reducing unnecessary time spending for recreational activities. Students can be involved while preparing the curriculum; it should be prepared in more interesting way. Students should not depend totally on educational web for gaining the knowledge; sometimes it could be wastage of time.

Faculty should be well prepared for the classes with use of animation, audio, graphics, so that it will create more interest and curiosity in learning and brings the motivation among the students. Faculty skills are enhanced through various training programmes to change their orientation from the traditional lecture method to interactive and innovative lecture method. Teacher can improve their teaching methodology with the support of Medical Education technology (MET) Unit of the institute. Further research studies will be required to assess the quality in clinical application of learning subjects on patients.

VI. Acknowledgements

Authors would like to thank the Director of RIMS Ongole, Prakasam District Andhra Pradesh for giving a permission to conduct a study.

Funding: No funding Sources

Conflict of interest: Not declared

Ethical approval: The study was approved by institutional ethical committee

References

- [1]. Bond, G (2004). Tackling Student Absenteeism: Research finding and recommendation for school and local communities. Retrieved from <http://www.hw/len.com.au/text/1062829817063-3396/uploaded files/1112325248500- 2929 doc>.
- [2]. Ramodike SP (2007). Students Absenteeism in the FET Sector, Particularly NCV. Student Support Services. South African College Principals Organisation (SACPO) (Internet). In *The Everyday Bible*, Thomas – Nelson publisher, Available from <https://www.Pdfbooky.com/ncv> (accessed on 05/12/2013).
- [3]. Fjortoft N (2005). Student's motivations for class attendance. *Am. J. Pharm. Educ.* 69(1). Article 15.
- [4]. Devadoss S, Foltz J: Evaluation of factors influencing student's class attendance and performance. *Am J Agr Econ* 1996, 78(3):499–507.
- [5]. Moorea S, Armstronga C, Pearsona J: Lecture absenteeism among students in higher education: a valuable route to understanding student motivation. *J High Educ Policy Manag* 2008, 30(1):15–24.
- [6]. Obeng-Denteh W, Yeboah EA, Sam C, Monkah JE. The impact of student and teacher absenteeism on student performance at the junior high school: the case of the Kumasi-metro school district. *Cont J Educ Res.* 2011; 4(1): 7–17
- [7]. Hunter, S., & Tetley, J. (1999). Lectures. Why don't students attend? Why do students attend? Proceedings of HERDSA Annual International Conference held in Melbourne 12–15 July 1999, Higher Education Research and Development Society of Australia, Milperra, NSW.
- [8]. Massingham P, Herrington T. Does attendance matter? An examination of student attitudes, participation, performance and attendance. *J Univ Teach Learn Prac.* 2006; 3(2):82-103.
- [9]. Marburger DR. Absenteeism and undergraduate exam performance. *The Journal of Economic Education* 2001; 32(2):99-109.

Reasons for Absenteeism Among the Undergraduate Medical Students Attending for Theory Classes..

- [10]. Purcell P. Engineering student attendance at lectures: Effect on examination performance. In: International Conference on Engineering Education; 2007 Sep 3-7; Coimbra, Portugal; 2007.
- [11]. Segal C 2008. Classroom behavior. *Journal of Human Resources*, 43: 783-814.
- [12]. Jyoti, D. F., Frongillo E. A. Jr., & Jones, S. J., (2005). Food insecurity affects school children's academic performance, weight gain, and social skills. *Journal of Nutrition*, 135(12), 2831–2839.
- [13]. BinSaeed AA, Otaibi MS, Ziyadi HG, Babsail AA, Shaik SA (2009). Association between student absenteeism at a medical college and their Academic Grades. *Med. Sci. Educ. (JIAMS)*, 19(4):155-9.
- [14]. Devadoss S, Foltz J (1996). Evaluation of factors influencing student's class attendance and performance. *Am. J. Agr. Econ.* 78(3):499-507.
- [15]. Moorea S, Armstronga C, Pearsona J (2008). Lecture absenteeism among students in higher education: a valuable route to understanding
- [16]. Ateneh Assefa Desalegn, Asres Berhan and Yifru Berha "Absenteeism among medical and health science undergraduate students at Hawassa University, Ethiopia" *BMC Medical Education*201414:81 DOI: 10.1186/1472-6920-14-81.
- [17]. Kaushik T, Das R, Saha N. Attitude of medical students towards the reasons of absenteeism in a medical college of Tripura. *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)* 2015;14(11):110-112
- [18]. Dashputra A, Meenal Kulkarni M, Chari S, Date A. Medical students' absenteeism in class: reasons and remedies. *Journal of Educational Research and Studies* January 2015;3(1):24-9.
- [19]. Desalegn AA, Berhan A, Berhan Y (2014). Absenteeism among medical and health science undergraduate students at Hawassa University, Ethiopia. *BMC Med. Educ.* 14:81.doi 10.1186/1472-6920.
- [20]. Gump SE (2006). Guess who's (not) coming to class: student attitude as indicator of attendance. *Educ. stud.* 32(1):39-46.