

Determine the Factors Influencing Absenteeism among Nursing Students

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Abstract

Introduction: Absenteeism is a major problem in the process of gaining knowledge, innovation, and skills in achieving the personal and professional goal. The absenteeism of nursing students from classrooms and clinical setting has a negative impact on their performance and prolongs the length of their studying.

Objective: The aim of this study was to identify the factors influencing absenteeism among nursing students at the University of Lahore, Pakistan.

Methodology: Descriptive cross-sectional design was used. The target population consisted of 135 student nurses. The sample of the study represented all academic levels Post RN and BSN Generic. Data were collected by using self-administered questionnaire that comprised 5 point Likert scale. The Statistical Package for Social Sciences (SPSS, version 21) was used for data **Conclusion** analysis. Ethical clearance was obtained prior to conducting research. Independent t test was carried out to check the difference between male and female. ANOVA test was applied to check the association of age and academic level with factors contributing to absenteeism.

Results: The findings of the study investigated that factors influencing absenteeism among the participated nursing students reported that the highest mean scores were associated with teaching factors, followed by assessment factor and social factor where means scores were (18.86 ± 4.79 , and 17.27 ± 4.30 , 14.22 ± 3.15 respectively). Also, the lowest mean score reported were related to learning Environment (mean = 12.48 ± 3.01). This study concluded that the most common contributory factors that influence the absenteeism among nursing students were related to teaching factors following the assessment factor and social factor was the contributory reason to influence the absenteeism.

Recommendations: Providing a safe learning environment, keeping accurate records of attendance and calculating absenteeism rates at frequent intervals are required for identifying each individual's pattern of attendance. The study suggested that appropriate and innovative teaching strategies and support systems be established for Student nurses.

Keywords: Absenteeism, factors, Nursing students, Learning environment.

1. Introduction

Absenteeism is a major problem in the process of gaining knowledge, innovation, and skills in achieving the personal and professional goal. Learning is a progression of gaining new or modifying the existing behaviors, knowledge, skills, and standards. This task desperately effected when learner remain absent from the seen. Students' performance effected due to many reasons but absenteeism is too much. Absenteeism and shortage rates disturb the general achievement of schooling and decreasing the level of training and the loss of all learners (Balfanz & Byrnes, 2012).

The term absenteeism refers to the act of routinely avoiding work or school without justifiable reason. Absenteeism might be characterized as not coming to class or not following the courses without having a legal reason. There are too many factors that negatively effects the students' performance, absenteeism is one high factor that result the low performance of student. Absenteeism and absence rates affect the overall achievement of the goal, decelerating the rate of teaching, which harms all students performance. (Chisti, 2016). Absenteeism amongst the learner is a significant uneasiness in the school of nursing subsequently it consequences is insufficient education and poor academic achievement because of classes lost. (Abdelrahman & Abdelkader, 2017).

Absenteeism is classified as either an excused or an unexcused absence. Absenteeism might be forgiven for sickness, passing in the close family, court command, religious recognition, and school approved work or action,

unsafe climate conditions, state crisis, absence of approved transportation, and suspension. Some other absenteeism is viewed as unexcused.(Barnett et al., 2010)

Teaching, course content, learning environment, assessment and social factor was contributory elements to absenteeism of student raise in the nursing schools of the Capricorn area in the Limpopo Province. The investigation additionally demonstrated that understudies medical attendants was missing from classroom and clinical settings because of fear of evaluation and taking care of social issues. They prescribed the upgrading of nursing instruction and preparing in the Capricorn area of the Limpopo Province.(Thobakgale, 2013)

Teachers are the providers and facilitators of basic information, abilities, and states of mind required for the advance and future of student nurses. Teacher absenteeism could inspire the students to be absent in the class, Schools and substance might be a critical explanations behind absenteeism(Galloway, 2014)Teaching Methodology have to be pitched at a level that makes it achievable for nursing student to obtain skills continuously. Teachers can surely try to deliver the procedures used to keep the understudy mindful and interested amid address introductions. These ought to empower great participation of understudy in the classroom. Presenting strategies, for example, gaming, word ventures or crosswords, five-minute classroom evaluation methods, intelligent freebees, addressing, conceptualizing, open discussion could avoid understudy attendants non-appearance.(Chisti, 2016).

Course content is appropriate, significant and accessible to the student and clarified simply for all subjects. The individuals who achieve marks must be given scholarly help. Various components, for example, absence of interest and unchallenging educational programs cause absenteeism. Absenteeism is widespread among student in three South African colleges because of reasons, for example, absence of subject premium, poor showing procedures by speakers, threatening learning condition, an excess of socialization, low maintenance employments and poor relations with the teachers. The examination likewise found a reverse connection between student absenteeism and course execution.(Wadesango & Machingambi, 2011)

The students who will not appear will be supposed a academy-centered, content of lecture for the assessment, the obtainability of the lecture content, overcast, straightforward lecturers, timing of the lectures and finishing the assignment. Nonattendance does not affect the academic accomplishment, but can also put the impacts on the lecturers, other students, present, and thus complete education situation at the school (Westrick, Helms, McDonough, & Breland, 2009).

Learning environment refers to student's sentiments of connectedness to their college and level of help a student feels they are given in regards to their academic, social, and different needs. Learning condition and connectedness may likewise incorporate positive classroom administration, cooperation in extracurricular activities, and tolerant disciplinary approaches. The degree, to which student feel sheltered, acknowledged, esteemed, and regarded in their college is a key part of college connectedness.(Maxwell, 2016)

Learning environment play a vital role in student learning. The language utilized among training and learning must be as student know it superior to the next authority languages. Lecturers and clinical educators must make a decent domain where issues, for example, contrasts among student and even contrasts between medical caretakers and instructors can be taken care of proficiently and professionally and should to be settled as fast as conceivable with an answer that suits everybody. Instructors must keep correspondence channels open and endeavor to take care of issues that could cause truancy. Educators have to also make a wonderful domain that empowers understudies to feel encouraged and effective in the attendant preparing.(Balfanz & Byrnes, 2012)

Assessment should be engage and useful to student and not utilized as correctional measures. Assessors must benefit themselves of student questions to clear up any misconception. Students who wound up on edge among assessment should to be permitted a re-assessment by assessors with whom they are natural. For theoretical evaluation, students must be made mindful of the substance or degree they will compose on. Deficient performance in first year of preparing and poor participation must be followed up quickly. Teachers must exhibit abilities to students and agree with the clinical guides to show for the second time before formal evaluation. (Leufer & Cleary-Holdforth, 2010)

Absenteeism increases when a nursing student does not go to in classroom and clinical learning area because of the lack of appropriate resources, shortage of staff, and equipment in the areas of training in practical in hospitals, and deficient lab numbers, and low ratio of patients to student. Along these lines, the nursing student don't have enough training and practice and increase their rate of absenteeism. Absenteeism of the nursing

students from classrooms and clinical settings negatively affects their performance and increases their length of study.(Caka & Lekalakala-Mokgele, 2013)

Social factor is the most vital factor among student driving toward non-attendance. Absence of parental interest for school issues. Family wellbeing or potentially money related concerns, medication and alcohol abuse, poor school atmosphere, transportation issues and diverse states of mind towards instruction may likewise be among the reasons for non-appearance. A variety of school, family, group and individual attributes have been distinguished that can add to the issue of non-attendance. (Faiza, 2015)

The main fact of absenteeism among students is financial influence on communities such as loss of education, family, learning place, individual problems, and patrician might cause absenteeism and sex-related problems in such condition, over time, good students leave the school scheme, intensifying the problems (Wilson, Malcolm, Edward, & Davidson, 2008)

Family and group factors incorporate negative companion impacts, for example, other absentee adolescence or different projects that burden student to remain home to help with family, kid mishandle and disregard, family disruption, high teen pregnancy or parenthood, absence of family support for instructive and different objectives, viciousness in or close to the home or school, and varying socially based dispositions towards training were additionally recognized as contributing components to non-appearance of a student.(Faiza A. N, 2015)

1.2 Research Question

Which were the factors that influence to absenteeism of students in the nursing schools of university of Lahore, Pakistan.

1.3 Purpose of Study

To identify the factors influencing absenteeism among nursing students at university of Lahore, Pakistan.

1.4 Variables

These variables should be keep in consideration like student demographic and other corresponding variable are age, gender, academic level. Teaching, Content, Learning Environment, Assessment, Social factors were dependent variable. Absenteeism and demographic of student (age, gender, academic level) was the independent variable.

1.5 Significance of the Study

The conclusions provide information to policy maker, and professional for minimizing the factors. In this way study result was helpful in improvement of the class and the attendance of students. Afterwards, the study might increase the quality of teaching and learning of Students.

1.6.1 Significance to Management: The results of this study was inform policy makers and managers about factors that influence learners to absenteeism. This might, in opportunity, clue them to examination of the absenteeism guiding principle, and to create any essential modifications in the students' rule book in order to improve student performance.

1.6.2 Significance to Student Nurses: Clinical competences, skills and theoretical performances of the student might be enhanced as they will be present for both elements of their training. Downgrading and termination of students might be reduced and their self-esteem improved, leading to the achievement of their goal to become future professional nurses.

1.6.3 Significance to Research: The findings and recommendations from this study could serve as a baseline data for further research on student nurses' absenteeism and other matters related to students' behavior.

1.7 Objective

- To determine the absenteeism influencing factors among nursing students in the nursing students.
- To determine the factors (Teaching, Content, Learning Environment, Assessment, Social Factor) that contribute to absenteeism of students' nurses of Lahore School of Nursing University of Lahore, Pakistan
- To determine which factors have the highest association with student nurses absenteeism.

1.8 Theoretical framework

This study was accompanied by the theory of planned behavior to describe the factor impacting student absenteeism. (Ajzen, 1971)The theory of planned behavior was made by Ajzen. It has three theoretically component that are used as the explanation behind this analysis. The first is "behavioral feelings or desire", which includes the attitudes towards the direct or motivation and implies how much person has a positive evaluation or assessment of the lead being mentioned to. The second one is a social factor named "institutionalizing feelings", these are subjective models implying the marked social strain to perform or not to play out the lead. The third one is "control feelings", by the day's end, saw behavioral control that suggests the straight forwardness or issue with which the direct is performed and it reflects past experiences and anticipated hindrances. The planned behavior theory is related to this study, because student depended upon to go to classes and go to clinical workplaces to combine theory and practice all through their planning, and moreover achieving the base number of 4000 hours of getting ready inside the four academic years. This was impacted by the understudies' experiences, perspectives and nature in which planning was coordinated. The theory was used to represent the student attitudes and moreover their points, in light of the reasons the understudies gave in the middle of the gatherings.

This study was anticipate the student attitude, subjective norms and acknowledgments incorporating student absenteeism in the confirmation of whether they were able and willing to play out the direct, which was going to classes all through their planning. The student perceptions towards absenteeism depended upon whether they saw nonattendance positive or not. This is no doubt influenced by social measures, the second factor in the theory of composed behavior. If student clear social measures at the school of nursing as for understudy non-appearance decidedly, understudies won't see going to classes as extraordinary principal. The below conceptual model describe the three factors that have an impact on the student awareness towards absenteeism.

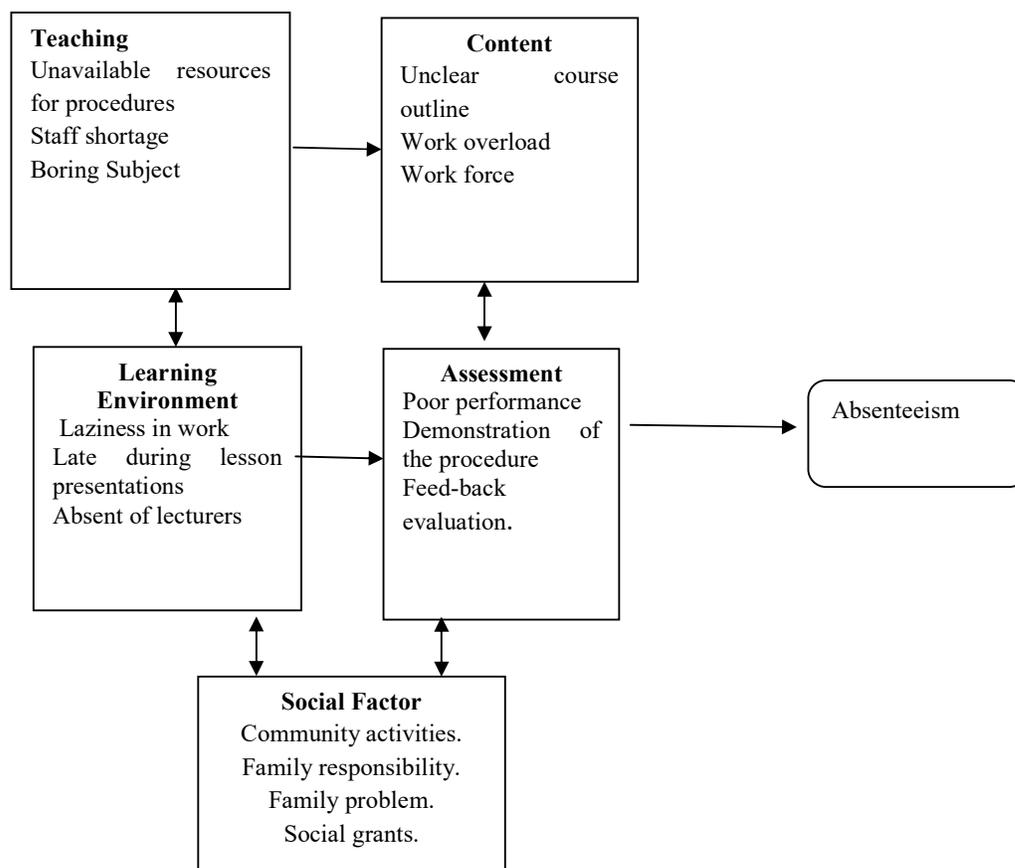


Figure.1: Factors influencing Absenteeism among nursing students. (Ajzen, 1971)

2. Literature review

Absenteeism isn't just an epidemic odd to the universities, however to all public and non-public schools in the developed and developing nations. A central supposition in the learning process is that an individual student's presence in an educational environment is an essential for the student to gain from that condition.(Coelho, Fischer, McKnight, Matteson, & Schwartz, 2015)

Absenteeism is rises because of lack of the appropriate assets, deficiency of educational staff, and tools in theoretical areas exercise in hospitals, inadequate numbers of labs and shortage of client to learners. Learner may also absent due to some reasons like sickness, immediate death in the family, court directive, spiritual observation, and school official work or action, hazardous climate surroundings, public disaster, nonexistence of official conveyance, and interruption. (Joubert & De Villiers, 2015)

A study was led at the Minia University this investigation discovered that affecting variables of truancy among the considered nursing student demonstrated that the most remarkable mean scores were related with social factors, trailed by assessment factor where implies were (18.3 ± 4.5) , and 17.1 ± 5.6 , individually). Likewise, the most minimal detailed was related with social issues (mean = 8.9 ± 3.2). This examination assumed that the most widely recognized related factors in understudy non-appearance were identified with showing factors including a deficiency of staff in the clinical place, and absence of comprehension of the address content.(Abdelrahman & Abdelkader, 2017)

A research was conducted by PD Baloyi between nursing students at college of nursing in Limpopo. The after effects of the investigation demonstrated that nursing understudies missing themselves from class because of parts of understudy focused variables, for example when they need to get ready for examination (53.1%; n=111); and home-related components, most nursing understudies declared that they are truant from class when there is passing of a relative (63.2%; n=132). With respect to related components, most nursing understudies showed that poor infrastructural offices in school give motivations to understudies' non-appearance (39.2%; n=82). Nevertheless, the outcomes uncovered that there is no connection between social components and understudies' truancy. (Baloyi, 2014)

In Tanzania, the consideration directed at Mbulu nursing school demonstrated that deficiency of clinical nursing staff may add to non-appearance of student medical caretakers within their instruction and learning. The clinical director and the acting lady agreed that the lack of doctor's facility staff is trying for clinical educating, which is the reason they requested that the coaches go to the healing center with the understudies, to help them (Government of Nursing Schools in Tanzania, 2010).

Various factor, for example, inadequacy of obsession and direct educational programs premise of a non-appearance. A requirement for permissive occasions with peers, negative mental self-portrait and certainty, absence of a subject mindfulness, absence of individual enthusiasm for trainings, the scholarly capability of student that does not partner with course notify, and moderators' poor preparing aids may likewise keep students from their learning. Similarly, absence of confidence in a teacher, inadequate relations amongst understudies and moderator, and making a trip separation to nursing schools, schools and colleges could vital to student truancy (Williams, 2002)

A research was directed in University of Maiduguri, Nigeria to evaluate the factor affecting absenteeism among nursing understudies. As per this investigation many student do missing themselves from addresses and clinical postings. Sick wellbeing, nursing a child, interest in different parts other than educational exercises and transportation troubles are critical commitments to non-appearance.(Chukwu et al., 2017)

At Hawassa University, Ethiopia an analysis was directed among therapeutic understudy and Health science undergraduate student. The study was led to decide the pervasiveness and reasons for absence among these understudy. The significant reasons revealed by the investigation members for missing addresses were getting ready for another examination, badly designed class plan, absence of interest for the topic, dislike of showing style and the simplicity of understanding the topic without direction.(Desalegn et al., 2014)

An inspection was furthermore held among medical understudy to survey the reason of absenteeism. As per this consideration the principle reason adding to non-appearance, for example, absence of topic premium, poor showing systems, ominous learning condition, over the top socialization among understudies, low maintenance occupations, sick wellbeing, restlessness and poor relations with speakers. What's more, openness of address

content as online slides, recordings and sounds has their own commitment to non-appearance.(Sharmin, Azim, Choudhury, & Kamrun, 2017)

It has been reported reported by Abdelrahman that the most communal related aspects in student absenteeism will be associated to the teaching aspects including an shortage of staff, and absence of thoughtful of the lecture contented.(Abdelrahman & Abdelkader, 2017). Desalegn identified that the primary causes revealed for disappeared lectures was coming up with for another examination, inadequacy of attention, moderator's teaching style, and accessibility of lecture assessable. (Desalegn et al., 2014)

Yan & He, indicated that the majority of learners was occupied in part-time occupation through part time job. The ordinary amount of hours functioned each week will be sixteen. Number of hours operated per week was found to be a forecaster of course presentation, and therefore the learner's practice of academy and ratings succeeded.(Yan & He, 2017) Students who worked lengthier hours described negative results in each of these three areas. It is not working per so that it has a harmful effect on student results but the numbers of hours learners are essentially working while appearing college. So politicians, educationalists, and health service providers need to be attentive of the load that nursing learners may have to be oppose with in joining work with their hypothetical studies(Yan & He, 2017)

Chronic absenteeism and absence frequently start early. These become expected and can be defined as unexcused absenteeism from school by a minor that outstrip the number of deficiencies allowed by applicable school or college. Each school has its own attending laws which postulate the age at which child must initiate school the number of unexcused absences that establish absenteeism under the law. (Thobakgale, 2013).

It was accounted for that few student may likewise have family commitments which put extra requests on their opportunity. A few understudies have kids that require childcare or have maturing guardians with medical issues. What's more, other logical hazard factors have been connected to absenteeism. These elements incorporate numerous detailed clashes at home and family partition, separate, kid self-mind, tricky neighborhoods ,and abuse.(Shellenbarger & Hoffman, 2016)

A Study was directed by Blandul who expressed that fatigue in the learning condition and insufficient learning atmosphere are key reasons why numerous understudies miss university and in the end drop out. Poor learning atmosphere might be connected to cruel and unbendable disciplinary practices, inflexible controls in regards to class rehabilitation, school educational module not all around custom fitted to an understudy's individual needs or premiums, poor instructing and student– instructor connections, distractedness to decent variety issues, and insufficient participation administration practices. (Blândul, 2013)

There are differences across numerous US states in the compulsory preliminary age for school and the legal failure age (Vernick, Hodge Jr, & Webster, 2007)

In South Africa, most nursing universities take after the authoritative run of 80% appearance and leave procedure that outlines the 12 days applied out leave in consistently (Lees, 2015).

3. Materials and Methodology

3.1 Study design: A descriptive Cross Sectional design was used in carrying out this study.

3.2 Setting: The study was conducted in the Nursing school of The University of Lahore, Pakistan.

3.3 Study population: All students of Lahore school of Nursing, The University of Lahore, Pakistan was the study population for this study.

3.4 Inclusion criteria

- All Post RN BSN Students.
- All Bachelor of Science in Nursing (BSN) Student.
- Both Male and Female Nursing Student.
- Those student who was willing to participate.
- Those who were available at the time of data collection.

3.5 Exclusion criteria

- Master of Science in Nursing (MSN) student.
- Those who was present at the time of data collection.
- Student who was not prepared to contribute this study.

3.6 Sampling technique: Convenient sampling technique was used for data collection.

3.7 Sample size: Sample size was the 135 for this Study.

3.8 Ethical consideration: An approval was obtained from the committee of research from Institutional review board (IRB) of University of Lahore prior to conducting the study. Similarly, ethical problems involved confirmation of privacy and confidentiality of the respondents and their answers. All participants was informed with the aim of the investigation. Participant was strictly volunteer. Written consent from each study participant were obtained, and maintained secrecy. No sentiment was given to the participant.

3.9 Data collection (Instrument / tool)

A questionnaire developed by (Abdelrahman & Abdelkader, 2017)and (Thobakgale, 2013) was used to conduct this research. It was utilized for the investigation to gather information. It took around 25-30 minutes for the majority of the member to fill this form. Survey about the variables influencing absenteeism of the student was subdivided into two sections: the initial segment included inquiries identified with social-demographic information of the examination subjects, e.g., age, sex and educational level. The second part comprised of investigations related to the reasons influencing to absenteeism of nursing understudies.

3.10 Data analysis Method

3.10.1 Descriptive: Data was analyzed by statistical package for social science (SPSS) Version 21.Descriptive statistics for data analysis was presented in the form of graph, table, percentage and frequencies and measure of central tendency mean, median, mode and standard deviation. Descriptive data were about demographic data which include age, sex and academic level.

3.10.2 Inferential: Relationship between the variables influencing absenteeism among student of nursing was done by applying ANOVA Test and Independent t test.

3.11 Study Duration: The study was conducted from January 2018 to May 2018.

4. Result

This chapter deals with analysis of demographic and others variable teaching, content, learning environment, assessment, and social factors.

Table 1: Demographic Characteristic of participant

Variable		F	%
Gender	Male	26	19.3%
	Female	109	80.7%
Age group of the participants	18-22	47	34.8%
	23-27	56	41.5%
	28-32	22	16.3%
	Above 32 years	10	7.4%
Academic level of the participants	Post RN Year 1(Semester II)	22	16.3%
	Post RN Year 2(Semester II)	39	28.9%
	BSN Generic Year 1(Semester I)	25	18.5%
	BSN Generic Year 2(Semester III)	24	17.8%
	BSN Generic Year 3(Semester V)	10	7.4%
	BSN Generic Year 4(Semester VII)	15	11.1%

Table 1 shows male and female both were participated, 19.3% male and 80.7% were female. Participant of different age group participate in this study 34.8% participant from 18-22 year age group, 41.5% from 23-27 age group, 16.3% from 28-32 year age group and above then 32 years was 7.4%. participant of different academic level are also involve in this study, 16.3% from Post RN Year 1(Semester II), 28.9% from Post RN Year 2(Semester II), 18.5% from BSN Generic Year 1(Semester I), 17.8% from BSN Generic Year 2(Semester III), 7.4% from BSN Generic Year 3(Semester V) and 11.1% from BSN Generic Year 4(Semester VII).

Table 2: Distribution of the study sample about absenteeism reasons related to teaching factor

Item	SD		D		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
Resources for procedures are not available	11	8.1%	41	29.6%	33	24.4%	43	31.9%	7	5.2%
I feel that certain subjects are forced against my will	4	3.0%	35	25.9%	26	19.3%	58	43.0%	12	8.9%
If my lectures asks me many questions every day.	8	5.9%	32	23.7%	24	17.8%	44	32.6%	27	20.0%
Shortage of the staff in the clinical area.	8	5.9%	23	17.0%	18	13.3%	43	31.9%	43	31.9%
I do not understand the language of used by the lecturer.	21	15.6%	52	38.5%	20	14.8%	27	20.0%	15	11.1%
A boring subject.	14	10.4%	45	33.3%	35	25.9%	29	21.5%	12	8.9%

Table 2 show that the respondent answer related to teaching factor 37.7% participant was disagree that Resources for procedures are not available but 37.1% was agreed. 28.9% was disagree that “they feel certain subjects are forced against their will” but 51.9% participant was agreed. 28.9% participant was disagree that if their lecturer asks him many questions every day but 52.6% participant was agreed. 22.9% was disagree that Shortage of the staff in the clinical area but 63.8 was agreed. 54.1% participant was disagreed that they do not understand the language of used by the lecturer but 31.1% was agreed. 43.7% participant was disagreed that subject is boring but 30.4% was agreed.

Table 3: Distribution of the study sample about absenteeism reasons related to content factor

Item	SD		DA		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
If I am not explained the importance of attending full hours as training requirement.	16	11.9%	44	32.6%	36	26.7%	29	21.5%	10	7.7%
The course outlines are not clear to me.	19	14.1%	50	37.0%	31	23.0%	28	20.7%	7	5.2%
Work overloading in the clinical area.	8	5.9%	20	14.8%	8	5.9%	57	42.2%	42	31.1%
I do not want to be treated as workforce.	3	2.2%	15	11.1%	20	14.8%	64	47.4%	33	24.4%

Table 3 shows 44.5% was disagree that If they are not explained the importance of attending full hours as training requirements but 28.2% was agreed. 46.7% was disagreed that The course outlines are not clear them and 28.2% was agreed. 20.7% was disagreed that Work overloading in the clinical area but 73.3% was agreed. 13.3% was disagreed that they do not want to be treated as workforce but 71.8% was agreed.

Table 4: Distribution of the study sample about absenteeism reasons related to learning factor

Item	SD		DA		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
Learning Environment										
Because of poor discipline from high school.	20	14.8%	53	39.3%	30	22.2%	25	18.5%	7	5.2%
When I am lazy o do work.	11	8.1%	28	20.7%	29	21.5%	58	43.0%	9	6.7%
If I am late during lessons presentation.	5	3.7%	36	26.7%	24	17.8%	51	37.8%	19	14.1%
When lectures are absent.	12	8.9%	25	18.5%	24	17.8%	49	36.3%	25	18.5%

Table 4 shows that 54.1% was disagreed that Because of poor discipline from high school but 23.7% was agreed. 28.8% was disagreed that When they lazy o do work but 49.7% was agreed. 29.6% was disagreed that If they late during lessons presentation but 51.9% was agreed. 27.4% was disagreed that when lectures are absent but 54.8% was agreed.

Table 5: Percent distribution of the study sample about absenteeism reasons related to assessment factor

Item	SD		DA		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
Assessment										
When I am supposed to demonstrate procedures.	4	3.0%	42	31.1%	30	22.2%	48	35.6%	11	8.1%
I do no not want to do presentations.	19	14.1%	56	41.5%	34	25.2%	23	17.0%	3	2.2%
Poor performance in classroom.	31	23.0%	47	34.8%	30	22.2%	24	17.8%	3	2.2%
When I am not ready to write examination.	18	13.3%	44	32.6%	34	25.2%	29	21.5%	10	7.4%
When I am supposed to do feedback evaluation.	8	5.9%	39	28.9%	23	17.0%	49	36.3%	16	11.9%
On Objective Structured Clinical Evaluation (OSCE) day.	4	3.0%	39	28.9%	36	26.7%	35	25.9%	21	15.6%

Table 5 shows 34.1% was disagreed that they supposed to demonstrate procedures but 43.7% was agreed. 55.6% was disagreed that they do not want to do presentations but 19.2% was agreed. 57.8% was disagreed that Poor performance in classroom but 20% was agreed. 45.9% was disagreed that they are not ready to write examination but 28.9% was agreed. 34.8% was disagreed that they are supposed to do feedback evaluation but 48.2% was agreed. 31.9% was disagreed that On Objective Structured Clinical Evaluation (OSCE) day but 41.8% was agreed

Table 6: Percent distribution of the study sample about absenteeism reasons related to social problems factor

Item	SD		DA		UN		A		SA	
	F	%	F	%	F	%	F	%	F	%
Social Factor										
Attend community activities.	4	3.0%	24	17.8%	23	17.0%	63	46.7%	21	15.6%
On family responsibility leave.	6	4.4%	25	18.5%	17	12.6%	63	46.7%	24	17.8%
I must solve my family problem.	5	3.7%	14	10.4%	22	15.6%	58	43.0%	36	26.7%
Collection of social grants.	6	4.4%	32	23.7%	32	23.7%	39	28.9%	26	19.3%

Table 6 shows 20.7% was disagreed to Attend community activities but 62.3% was agreed. 22.9% was disagreed on family responsibility leave but 64.5% was agreed. 14.1% was disagreed that they must solve their family problem but 69.7% was agree. 28.1% was disagreed for Collection of social grants but 48.2% was agreed.

Table 7: Relations between General Characteristic of the study sample and the absenteeism factors

General Characteristic	Teaching	Content	Learning Environment	Assessment	Social Problems
	Mean ± SD	Mean ± SD	Mean ± SD	Mean ± SD	Mean ±SD
Gender					
Male	20.42±4.43	14.88±3.28	13.38±2.91	17.81±4.27	14.19±3.36
Female	18.49±4.81	12.56±3.03	12.27±3.01	17.14±4.32	13.99±3.07
T Test	1.871	3.459	1.714	0.712	1.761
P	0.064	0.001	0.089	0.478	0.080
Age					
18-22	21.52±3.77	14.36±2.72	14±2.54	19.38±4.39	15.4±2.58
23-27	23.06±3.72	15.23±2.15	15.1±2.14	20.06±4.50	15.56±2.75
28-32	23.62±2.73	15.86±2.01	14.14±2.18	19.29±4.66	15.76±1.67
Above32	22.2±4.10	15.6±3.47	14.1±3.45	16.6±5.48	16.1±2.60
F Test	2.312	2.301	2.009	1.622	0.262
P	0.079	0.080	0.016	0.087	0.353
Academic Level					
Post RN year 1	18.64±5.46	13.18±3.40	13.09±3.56	19.00±4.81	15.18±2.82
Post RN year 2	17.31±4.78	12.44±3.17	11.82±2.60	15.59±4.36	13.79±3.16
BSN Generic year 1	22.88±3.86	14.56±2.96	14.36±2.38	18.60±4.15	16.08±2.72
BSN Generic year 2	18.54±3.73	12.29±3.06	10.83±2.97	17.54±3.32	13.42±2.83
BSN Generic year 3	19.40±2.76	14.60±3.13	13.90±1.85	17.80±3.74	14.60±2.88
BSN Generic year 4	16.67±3.97	11.73±2.63	11.87±2.90	16.07±4.08	11.87±3.07
F Test	5.965	2.825	5.215	2.844	4.947
P	0.000	0.020	0.000	0.018	0.000

Table 7 shows that there is significant difference between both genders for content and total score while insignificant for teaching, learning, assessment and social factor between both groups. Thus, in terms of overall total score there is significant effect of gender on performance of students and male had better scoring than

females. The association of age group with multiple dependent variable we can see that the significance level is 0.615 (p -value=0.615), which is above 0.05. And, therefore, there is a statistically no significant difference in the Age group of the participant's means (overall). The association of the academic level shows the significance level is 0.007 (p -value = 0.007), which is below 0.05. And, therefore, there is a statistically significant difference in the Academic level of the participant's means (overall).

5. Discussion

Absenteeism of the student is a remarkable concern for university education around the world. In college settings, students encounter their first experience with academic lectures in lecture halls or large classrooms and attendance is not compulsory. In distinction, practical classes are delivered in small group of student, and attendance of the student is mandatory. Lectures conveyed to large number of student, make troubles to teachers and at the same time open the best approach to absenteeism among student (Bati, Mandiracioglu, Orgun, & Govsa, 2013)

Nursing students at the University of Lahore must to go to at least 75% of each course credit hours for all nursing courses. Nursing student's attendance was checked intently. Records of attendance at classroom were kept and formalized disciplinary methodology were set up to manage those with excessive absenteeism or absenteeism without due notice. The total number of nursing students at the Lahore School of Nursing at University of Lahore was 200 (MSN =10, Post RN BSN =84, Generic BSN =106). This investigation was directed to investigate the factors that influence to absenteeism of nursing students at University of Lahore.

The analysis of this study uncovered that student reported their absenteeism reasons were related to teaching factor, as shortage of staff in the clinical area and asking many question everyday by the lectures. This result was same in study conducted by (Abdelrahman & Abdelkader, 2017), who stated that teaching factor and assessment factors was the main reasons that influence students to do absent. This outcome was additionally same in another article, Desalegn and Berhan who expressed that the main reasons announced for missing lectures were getting ready for another examination, lack of interest, lecturer's teaching style, and convenience of lecture material. (Desalegn et al., 2014)

Also, the investigation of this study demonstrated that numerous nursing students reported that the most widely recognized contributory reasons behind their absenteeism were identified with content factor, for example, "they work over-burdening in the clinical area was following by they were not treated to like as workforce. This result of the study was same in the line with Bati who recognized that the main factors affecting student attendance incorporate work over-burdening in the clinical area, regardless of whether they are not set up for the lecture, notes are not arranged and materials displayed are satisfactory for the learning procedure, lecturer- lecture-student quality, the degree and trouble of the subject, the likelihood of finding about a similar subject outside lectures, stress, time management and the trouble of travelling to the university site. (Bati et al., 2013)

Furthermore, the study results shown that absenteeism reasons were identified with assessment factor such as "I am supposed to demonstrate the procedure", when I supposed to feedback evaluation", and OSCE day". The same results are same in the line with Sabio, who anticipated that evaluations and tests really diminished inspiration and increase the likelihoods for student to fail or leave college right on time, in spite of the plan. (Sabio, 2014)

In addition, Doyle detailed that student also admitted to an increase in absenteeism when assignments are expected for submission. (Doyle et al., 2008). Additionally, the results of this study are in concurrence with the report of Banerjee which demonstrated that the generation work for learning in the classroom requires contributions of time from the two teachers and student. In this way, teacher performance and student accomplishment are nearly associated. (Banerjee, King, Orazem, & Paterno, 2012)

Moreover, the study results showed absenteeism reasons identified with Social Problems factor, for example, "Attend community activities and on family responsibility leave "This outcome is relating with the outcome of Shellenbarger and Hoffman who announced that few student may likewise have family commitments which put extra requests on their opportunity. A few student have children that require childcare or have aging parents with medical issues. What's more, other relevant risk factors have been connected to absenteeism. These components incorporate numerous announced clashes at home and family separation, divorce, self-care by child, dangerous neighborhoods, and maltreatment. (Shellenbarger & Hoffman, 2016).

The examination additionally demonstrated that student nurses were absentee from classroom and clinical settings because of fear of assessment and taking care of social issues. This analysis was same in the data Kearney who reported that student missed the class and clinical setting because of assessment fear and due to social problem.(Kearney, 2008)

This investigation demonstrated that the most elevated mean score of variables adding to absenteeism, announced by the study participant was teaching, assessment and social factor(18.86 ± 4.5 , and 17.27 ± 4.30 , respectively).This result was same in the line written by Abdelrahman & Abdelkader ,who stated that the contributory reason that influence the student to do absenteeism was teaching and assessment factor(Abdelrahman & Abdelkader, 2017).

Additionally, this study showed that there was statistically significant differences and a positive relationship were found among demographic characteristics gender and academic level and all absenteeism factors. The scores of male student are high than female. These result disagree with Bati who reported that the scores of female students are statistically significant higher than those male. (Bati et al., 2013). Conversely, this outcome agree with the data of Rajbhandary and Basu who expressed that male nurses have high rates of absenteeism as compare to female nurses. (Rajbhandary & Basu, 2010)

This result also shows that there is no significant effect of age on absenteeism of student. The result of this study agree with the Abdelrahman & Abdelkader who stated that there is no significant effect of age on absenteeism of the student.(Abdelrahman & Abdelkader, 2017) but these data of the study disagree with the Thobakgale who stated that age has significant effect on absenteesim of the student he staeated that only the mature person is responsible and who may not absent themselves from clinical area and classroom.(Thobakgale, 2013)

Moreover the result of this study shows that Academic level of the student has effect on absenteeism and the results of these study also agree with the Abdelrahman & Abdelkader who reported that 1st year student do more absent then other level of student. But the finding of this study disagree with the Simelane who displayed that academic level has no effect on student absenteeism.(Simelane, 2013)

It is expected that because of the present investigation, a helpful step will be taken towards a better understanding of the factors that influence the absenteeism among nursing students, this is helpful for the organization to minimize those factors. One such experiment is the checking of nursing student's participation, the nursing profession truly esteem their ability to guarantee people in general and expert bodies that nursing students completely connect with educational programs. To ensure academic accomplishment and future employability, attendance of the student is essential. Research indicated attendance is strongly connected with student achievement. This investigation was led with the support of nursing students, it can act as a guide for improvements in a number of areas, from the arranging of the educational program to the plan of effective learning conditions and the advancement of teachers. By looking at large gatherings and in more prominent insight in regards to the reasons students neglect to go to lectures, educational projects in this field must be reinforced with lectures that will lead student to a feeling of expert duty, with educational strategies and methods and with the quality of instructors and proper educating conditions. Last, it is essential to strengthen the tutoring framework as to individual and external factors, which have been embroiled as impacting student lecture participation

6. Conclusion

The results of the study showed that absenteeism amongst student nurses in the nursing schools is relatively high. The study confirmed a relationship between absenteeism of student nurses and the identified factors that were perceived to be contributory. From the results of research instrument, teaching methodology, teaching content, learning environment, assessment and social problems were identified as factors contributing to absenteeism. The examined nursing student detailed that their highest mean score of factors adding to absenteeism are teaching, assessment and social factors. The most widely recognized contributory reason behind student absenteeism were related with teaching factors, incorporating shortage of staff in the clinical settings and having a trouble in understanding the lecture content. Absenteeism reasons identified with the assessment incorporate factor as "I am supposed to demonstrate procedure ", "I am supposed to feedback evaluation", and "on OSCE day". The social factor was identified with family duty leave and take care of the family issue.

6.1 Limitations

The study only focused on students following the students of Lahore School of Nursing It did not focus on other departments therefore the findings cannot be generalized to other department. Although students agreed to

complete the questionnaire, they did so hurriedly, so as to not to miss out on the limited time. The duration of the study was too short. As a student it was my first experience to conduct this study.

6.2 Recommendations

- 1) Ensuring a positive learning environment by giving a learning situation where student are sheltered from harm, harassment, ridicule and negative feelings.
- (2) Developing the policies of attendance that incorporate accepted procedures, conveying attendance approaches, assuring strategies are reliably authorized, and leading attendance strategy assessment.
- (3) Keeping exact records of attendance and computing absenteeism rates at frequent interval to recognize every individual's example of attendance.
- (4) Study of the relationship between teacher attendance, student attendance, accomplishment, and behavior.
- (5) Study of the relationship between academic building conditions and educational achievement.
- (6) Developing strategies that reduce absenteeism of student's nurses in the nursing schools of the The University of Lahore, Pakistan.

Conflicts of interest disclosure

The authors declare that there is no conflict of interest.

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