

# The most important reasons for the weakness of the student's attendee to daily lectures from their point of view: a procedural study of the Faculty of Physical Education and Sports Science / University of Diyala

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## **Abstract**

*The current study aimed to identify a group of factors that cause the late students' behavior of the College of Physical Education and Sports Sciences - University of Diyala from their point of view of lectures. The study sample consisted of (80) male and female students who were selected by simple random method. A questionnaire consisting of (17) items was prepared that reflects the reasons affecting the behavior of students being late for daily lectures. The data were processed through frequencies, percentages, arithmetic means, standard deviations, and one-way analysis of variance to answer the study questions. The results of the study came to the students who responded to the study questionnaire, that there are a number of factors that cause the behavior of students to be late for lectures from their point of view, such as: (Traffic congestion, sleeping late, being away from the university, long lecture times, daily routine of lectures, inability to choose lecture times in proportion to students' times).*

**Keywords:** student attendance.

## **Introduction**

It occupies Education sports place prominent and distinct programs and school are stirring in the appearance of the psychological in its goals and its relationship to a, and acquires the students a lot of experience and knowledge through their integration and participation in daily lectures and educational programs and academic that provided by the curriculum of the educational materials associated with the extent of acquisition of information directly in the presence of Daily lectures, if students' regularity to attend lessons has a direct impact on their experiences, and as a result of students reaching the stage of youth, some of them find themselves independent in making many decisions, including attending daily lessons, and as a result of the pressures of life or study or social factors that lead many students to not adhere to the time of the lecture and offer a total of reasons for the delay or not to attend, such as traffic congestion or take care of the parents or their association with special acts of what prevents them from attending at the time of the lecture, whether

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lectures the morning of and evening and this behavior, the role of his works on the weakness of the process of educational becomes the behavior of chronic and recurring would negatively affect, so we find that there are regulations that determine the percentage of allowed absences and hold them accountable so that the matter does not happen again, as the lectures are An integrated basket that cannot be cut or amputated, and then completed later (Bin Khalfan, 2011).

Research importance: the frequency of lectures and lessons learning process feature and without continuity a major fault occurs in the learning process as to the absence of lectures has negative effects, numerous seemed to fade information and not linked to some of the females of t psychological reflected weak desire to study and lack of motivation so that the process Continuously lectures lead great importance to ensure the flow of information flow as well as to maintain a favorable environment for all, there are several methods for each of them succeed in achieving goals such as the enjoyment of a professor of a university in the use of his knowledge methods facilitate its task and to achieve. his goals.

Research problem: it lies in the researcher's desire to identify the real reasons behind the students' absence from lectures and the low level of attendance in lessons and to attribute the real reasons, hoping that diagnosing the reasons will be of benefit to the relevant parties to narrow down the causes.

Research areas:

- 1- Human field: Students of the College of Physical Education and Sports Sciences/ University of Diyala.
- 2- Spatial domain: Students of the College of Physical Education and Sports Sciences/ University of Diyala.
- 3- Time range: from 22/3/2017 to 15/4/2017

2-1 The research method: It is the method that leads to revealing the truth in the various sciences, through a set of rules that control the functioning of the mind and determine its work until it reaches an acceptable and reasonable result (Wajeeh, 1993). which achieves its goals.

2-2 Community and research sample: The research sample included students of the fourth stage - College of Physical Education and Sports Sciences / University of Diyala for the academic year 2016-2017. They were deliberately selected, numbering (80) students distributed among 4 divisions to represent the research sample with a percentage of 100% of the population search.

2-3 Means, tools and devices used in the research:

2.3.1 Data collection methods:

Arab and foreign sources.

A questionnaire for collecting information through a tool (google form).

Personal interviews.

2-3 Procedures for preparing the questionnaire: In order to achieve the objectives of the research and due to the lack of a suitable measuring tool for the purposes of the research to the best of the researcher's knowledge, a questionnaire was designed to identify the reasons for the students' reluctance to enter theoretical and practical lectures. Therefore, the questionnaire was prepared with the following steps :

- 1- Examining the literature and scientific sources related to the preparation of questionnaires as a tool for collecting information and reaching the objectives of the research as it is one of the methods of data collection (Rebbi, 2008).
- 2- Preparing the initial design for the questionnaire, which included 20 a paragraph.
- 3- Conducting the scientific basis for the questionnaire:

3-1 honesty: Honesty is one of the scientific conditions and characteristics of a good test, Since honesty means "The test measures what is designed to be measured and does not measure anything else. The validity of the scale was verified by finding its apparent validity by presenting it to a group of experts and specialists.

3-2 stability: Cronbach's alpha equation was used to extract the stability coefficient (0,8 3) It is a high indicator of the stability of the scale.

3-3 Objectivity: The questionnaire's paragraphs are objective, as their statements do not bear guesswork or interpretation, and they accurately express the purpose of the questionnaire.

4- The questionnaire was presented to a group of specialists in the methods of teaching physical education, tests and measurement to determine the suitability of the questionnaire to the subject of the research and contained the title and objective of the study, and their opinions and observations were taken to complete the questionnaire in its final form and to be ready for application.

3-4 employing a tool google form One of the modern tools that entered the academic field is the google form Which serves the work of questionnaires and has several advantages, including:

Ease and speed of filling out the questionnaire.

Ease and speed of obtaining the result.

Lower cost than the traditional paper-based method.

Ease of publishing the questionnaire.

- Ease of unloading the results of the questionnaire.

2.2 Experience exploratory: was an exploratory experiment on a group of students of the Faculty of Physical Education and Sports Science / Diyala University's 10 students from outside the research sample from the fourth stage students on 1 \ 3 \ 2017 intended to identify the extent appropriate paragraphs of resolution level The students, as well as identifying the time taken to answer the questionnaire, and it became clear that the paragraphs fit the level of the sample. The time required to explain and fill the questionnaire was determined, and some changes were made to facilitate the answering process.

2-4 application search experience: has been a major experiment during the period (2 - 5 \ 4 \ 2017) by creating the questionnaire and send it to a sample study to answer the questionnaire.

Statistical means: The following statistical methods were used:

- Cronbach's alpha equation to extract the stability coefficient, ka-square, arithmetic mean, percentage.
- data processing using software (MS Excel).

### 3-1 Presentation, analysis and discussion of students' answers to the questionnaire:

#### 3-1-1 the axis of the university professor:

**Table (1)**

| The focus of the style and method of dealing with the university professor |        |           |       |
|--|--------|-----------|-------|
| Phrase   | Always | Sometimes | Start |
| I miss some lessons because the teacher is very friendly                   | 27     | 39        | 18    |
| I miss some lessons because the teacher does not explain the material well | 22     | 37        | 25    |
| I miss some lessons because the teacher asks for many duties and tasks     | 13     | 42        | 29    |
| I miss some lessons because the teacher has a dry style                    | 27     | 38        | 19    |

|   |    |      |      |
|---|----|------|------|
| I miss some lessons because the professor of the subject does not record the absence and is not held accountable for it | 16 | 35   | 32   |
|   | 63 | 76.4 | 24.6 |

Always 3 degrees, sometimes 2 degrees and never 1 degree.

Table No. (1) shows a discrepancy between the students' answers about the axis of the university professor, as it is one of the reasons for students' absence from lessons. Most of the answers appeared in agreement that sometimes or always the teacher plays a role in students' absenteeism as a result of the way he deals with them, which would alienate students from the subject and make them They tend to be absent in order to avoid embarrassment in the classroom, and one of the established facts is that what the teacher leaves in his students has a great impact on their future lives and creates from them building blocks that are suitable for building society, and the teacher is the main axis on which the state depends in raising young people, and it is one of the main components in the educational process and the factor affecting it. The cornerstone of its development, and this impact depends on the extent of its adequacy, awareness of its work and sincerity in it. His personality, refinement of his talents, and refinement of his character.

In this regard, a large number of students are negatively or positively affected by the personality of the professor, which is reflected in the extent of their attendance or absence from lectures..

The professor should be open with his students within the framework of the academic boundaries. It builds mutual trust, making the students a source of ideas and dialogue, which gives the student the role of being the center of the educational process, which encourages him to attend and participate as a result of his feeling of importance and potential (Abdul Rahman, 2015).

### 3-1-2 The importance of the lessons and their priority for the student :

**Table (2)**

| The focus of the importance and priority of lessons for the student                         |        |           |       |
|---|--------|-----------|-------|
| Phrase  | Always | Sometimes | Start |
| I miss some subjects because they are not important   | 20     | 39        | 25    |
| I'm missing out on some stuff because it won't work for me in the future                    | 11     | 29        | 44    |
| I miss some lessons because I am not satisfied with the college and the subjects it teaches | 12     | 24        | 47    |
| I miss some lessons because there is no actual accounting or a semester of study            | 20     | 27        | 36    |
|   | 47.25  | 59.5      | 38    |

Always 3 degrees, sometimes 2 degrees and never 1 degree.

Shows a table (2) focus of Jabat students about always and sometimes be the result of dissatisfaction with the article and its content, which is in line logically with the failure to meet the lessons of the concerns of students and their desire to study materials that inspire them and serve them in their working lives, which enhances their experience and increase their effectiveness in the community so whenever I feel The student that the study material is of no use to him whenever he turns to absenteeism to avoid the boredom that occurs to him in these lessons. If students are usually attracted to study materials that simulate their reality and feel the possibility of using this information in daily life. As for the study materials that have a gap between them and the student and practical life, we find a greater reluctance in attendance. have bigger) McParland, 2004)

3-1-3 **The axis of external causes :**

**Table (3)**

| The focus of external causes   |        |           |       |       |
|--|--------|-----------|-------|-------|
| Phrase   | Always | Sometimes | Start | Total |
| I miss some lessons because of my foreign work                                     | 17     | 47        | 20    |       |
| I miss some lessons to work to save enough money to study                          | 24     | 31        | 29    |       |
| I miss some lessons because it's at the end of the day                             | 22     | 48        | 14    |       |
| I miss some lessons because it is in an unsuitable climate                         | 14     | 59        | 11    |       |
| I miss some lessons due to crowding at the beginning of the day                    | 26     | 28        | 30    |       |
| I miss some lessons because of the transportation lines running at the end of work | 22     | 21        | 41    |       |
| I miss some lessons due to the many public holidays and the days between them      | 23     | 42        | 18    |       |
| I miss some lessons due to high transportation prices and to avoid daily expenses  | 13     | 27        | 43    |       |
|  | 60     | 76        | 26    |       |

Always 3 degrees, sometimes 2 degrees and never 1 degree.

Table No. (3) shows the agreement of most students that a set of external causes related to traffic congestion, climatic conditions and the financial situation have a significant impact on the low daily attendance of lectures, because these reasons are accompanied by many inconveniences caused by the student's passing in an uncomfortable psychological state that makes him evade entering lectures, and because The ages of the students qualify them to engage in business. We find that many students engage in crafts and engage in it early in order to support themselves and their families, which leads to the students' absence from many lectures as a result of using the official working days to do business (Rahim, 2012).

As well as to the timing of some of the lectures focused the end of the school day after the great reluctance of students, in a previous study found that the percentage of the biggest absences are concentrated in the lectures at the end of the lectures schedule weekly, and may be due to fatigue, which affects the students end of the day as a result of the lectures process varied, as well as possibly To catch the transport lines that leave at fixed times, which makes it difficult for students to return home, especially females, and the poor financial situation of some students plays a role in absenteeism from lectures by providing transportation, lunch and daily expenses while attending the work, which deviates them from absenteeism from lectures. (Haider, 2017)

**Conclusions**

In light of the findings of the researcher, we conclude the following:

- 1- Most students find that the teacher plays a large role in their daily attendance of lessons
- 2- The study materials and the educational material they contain are important in the rate of attendance of students in lessons.
- 3- Students' attachment to the work of their families and families is the big reason why students do not adhere to attendance.

**Recommendations**

In light of the research results and conclusions, the researchers recommend the following:

- 1- That the teacher tries to make the atmosphere of the lessons beautiful to suit the personality and age of the student.
- 2- To take into account the content of the materials and make them interesting to meet the students' desires.

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