Impact of classroom attendance on academic performance: does it differ between the first and second-year undergraduate students?

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• Importance of the study
• Methodology
• Data
• Findings
• Questions
Importance of the study

• Efficient use of learning resources
• Further insights into attendance-performance relationship – non-linearity
• Motivation of first and second year undergraduate students - implications
Methodology

Problem of endogeneity - student choose to attend.

Solution - fixed-effects transformation

\[ y_i = \beta_1 x_{1i} + \beta_2 x_{2i} + \epsilon_i \]  

\[ y_{ij} = \beta_1 x_{ij} + a_i + u_{ij} \]  

\[ y_{ij} - \bar{y}_i = \beta_1(x_{ij} - \bar{x}_i) + (u_{ij} - \bar{u}_i) \]
Data

The random sample contains information on 47 first-year and 56 second-year students for 2011-2012.

First-year students: Business Skills, People and Organisations, Business Economics

Second-year students: Managing Organisations, Business Research, Human Resource Management 1

Descriptive statistics
Methodology: variables

**Dependant variable** - overall mark obtained by a student for a module

**Independent variables**
Attendance - proportion, between 0 and 1, of taught classes attended

The variables are normalised.

Control variables for each module.
Findings
Your questions, please.