

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

$$y_i = \beta_1 x_{1i} + \beta_2 x_{2i} + \varepsilon_i \quad (1)$$

$$y_{ij} = \beta_1 x_{ij} + a_i + u_{ij} \quad (2)$$

$$y_{ij} - \bar{y}_i = \beta_1 (x_{ij} - \bar{x}_i) + (u_{ij} - \bar{u}_i) \quad (3)$$

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
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[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.