

Teachers' and Learners' Views toward Student Lecture Absenteeism: Implications for Effective Absence Management

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Abstract

This study investigates lecture absenteeism among EFL learners, focusing on its contributing factors, perceived effects on learning, attendance-management practices, and possible strategies for improvement. A descriptive survey design was adopted, using two questionnaires administered to 9 EFL teachers and 68 EFL students at ENS-Ouargla, Algeria. The findings reveal that both teachers and students generally recognize the importance of regular lecture attendance for academic achievement, language development, classroom engagement, and teacher–student interaction. However, a notable gap exists between students' awareness of these benefits and their actual attendance behaviour. Although absenteeism is generally occasional, a smaller group of students demonstrates persistent patterns that may require closer monitoring and intervention. The findings further indicate that absenteeism is influenced by multiple interconnected factors, including transportation and distance, health problems, inconvenient schedules, personal circumstances, academic pressures, motivation, and perceptions of teaching style. Thus, absenteeism cannot be attributed solely to student irresponsibility or lack of motivation. The study also identifies limitations in existing attendance-management practices, particularly teachers' administrative workload, inconsistent procedures, disputes over attendance records, and students' dependence on teachers for attendance information. Both teachers and students support greater transparency, regular monitoring, timely notifications, standardized procedures, and more efficient digital attendance-management tools. The study concludes that effective absenteeism management requires a shift from a reactive, teacher-dependent approach toward a systematic, preventive, transparent, and student-centred model. Such an approach should combine clear institutional policies, efficient attendance recording, student self-monitoring, engaging pedagogy, consideration of structural barriers, and early intervention to promote learner engagement, continuity of EFL learning, and academic success.

Keywords: Lecture absenteeism, EFL students, EFL teachers, absence management

Introduction

Thomas Jefferson (1820) claimed: “I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion.” His statement illustrates that citizens of a country are called upon to be well educated in order to reach conclusions and make decisions on important matters. Specifically, having access to education is seen both as a fundamental human right and an essential element in the national development strategy to promote growth and productive life. Higher education institutions, therefore, play a pivotal role in preparing competent graduates who possess not only disciplinary knowledge but also the intellectual, professional, and social skills required to contribute effectively to society. Achieving these educational goals depends largely on students’ active engagement with the teaching-learning process, one of the most fundamental indicators of which is regular lecture attendance. Classroom attendance provides learners with opportunities to interact directly with instructors, participate in collaborative learning activities, receive immediate feedback, clarify misunderstandings, and engage in meaningful academic discussions that are often difficult to replicate through self-study alone. Despite these well-established educational benefits, student lecture absenteeism has become an increasingly widespread concern across universities worldwide.

Lecture absenteeism can pose significant challenges to the effectiveness of the teaching-learning process. Frequent student absence not only limits classroom participation and interaction but also negatively affects academic achievement, language development, learner engagement, and overall educational quality. Additionally, the formal recording of lecture attendance, together with institutional policies linking excessive absenteeism to student exclusion, has led many students to focus on monitoring their attendance records. Consequently, they frequently seek information about the number of absences accumulated and possible procedures for rectifying these records to avoid disciplinary or administrative sanctions. However, student absenteeism continues to rise in many university contexts, particularly in EFL classrooms where regular attendance is essential for developing communicative competence. Despite the widespread recognition of student absenteeism as a major challenge in higher education, many universities continue to rely on traditional attendance management practices require instructors and administrators to manually record and monitor attendance, while students frequently have limited or delayed access to their attendance records.

An effective response to student absenteeism extends beyond attendance policies to include a practical attendance management system that streamlines record keeping for instructors and administrators while allowing students to access their attendance status independently. Since the traditional student absenteeism strategy is often time-consuming, inefficient, and lacking in transparency, there is a pressing need to explore practical and technology-supported attendance management solutions that facilitate accurate attendance tracking, ensure transparency, reduce administrative workload, improve communication among stakeholders, and promote greater student accountability and encourage students to take greater responsibility for their attendance. Therefore, the current study investigates

teachers' and learners' views toward student lecture absenteeism in order to identify shared concerns, highlight differences in perception, and propose practical absence management system. Such an investigation can provide valuable insights for developing evidence-based policies and supportive practices that encourage regular attendance, enhance learner engagement, and improve the overall quality of higher education.

1. Literature Review

Lecture has been the central mode of teaching and learning in most universities. To clarify, attendance means that a learner is physically present in a timetabled instructional sessions in an academic setting. In fact, it can take the form of in-person presence in a lecture hall or virtual participation via online platforms. However, it is a recognized measure of student engagement and is strongly correlated with academic performance and understanding of the material. In other words, while students are not obliged to attend lectures, regular attendance is considered an important factor in promoting effective learning and academic career.

Student attendance at lectures has been the focus of extensive research to understand various aspects of the teaching–learning process. Attendance was found to be positively correlated with different education levels: pre-school (Becker, 2010; Hubbs-Tait, 2012), primary and secondary school (Sawyer & Gibson, 2012; Morrissey, Hutchison & Winsler, 2014), and high school (Nichols, 2003; Spradlin, Cierniak, Shi & Chen, 2012) performance, and with different types of science: social studies (Ajiboye, 2006), biology (Moore, 2006), economics (Kirby & McElroy, 2003) and science (Moore et al., 2003), Intermediate Macroeconomics Course (Romer, 1993).

The relationship between lecture attendance and academic achievement has been widely investigated in higher education and consistently identified as a significant predictor of students' success. Research across different educational contexts has demonstrated that regular class attendance is positively associated with higher academic performance and examination results. For example, a study conducted in Saudi Arabia found that lower attendance rates significantly affected students' grade point averages (Alghamdi et al., 2016). Similar findings have been reported by Naoreen et al. (2021), Wigley (2009), Torenbeek (2012), and Ancheta et al. (2021), all of whom confirmed a positive correlation between attendance and academic achievement. In the EFL context, Karabıyık (2016) found that Turkish students with higher attendance achieved significantly better scores in English language proficiency examinations than those with lower attendance. Likewise, a longitudinal study involving approximately 8,000 students concluded that class attendance is strongly correlated with final examination performance (Mourad et al., 2021). Earlier studies also emphasized that monitoring attendance, particularly during the first year of university, is essential for predicting and enhancing academic success, as students who attend classes regularly consistently outperform those with frequent absences (Moore, 2003; Moore et al., 2008). Collectively, these findings underscore the crucial role of lecture attendance in promoting academic achievement and supporting students' educational outcomes.

Lecture attendance is widely regarded as an indicator of students' motivation, satisfaction, and engagement with their academic studies. Regular attendance reflects active participation in the learning

process rather than merely aiming to pass examinations. Moreover, research has consistently shown that frequent attendance enhances information retention, reinforces long-term learning, and contributes to higher academic achievement and examination performance (Cepeda et al., 2006; Cull, 2000; Peladeau et al., 2003).

A growing body of research underscores the importance of lecture attendance and provides substantial empirical evidence supporting its positive contribution to English language learning. Lin and Chen (2006), for instance, reported a significant positive relationship between attendance and learning outcomes, arguing that the continuity between previous and subsequent lessons enables students to better understand new content through the revision and reinforcement of earlier material. Because language learning is cumulative in nature, missing classes may create learning gaps that hinder students' mastery of more advanced concepts. For example, students who miss instruction on a particular verb tense, such as simple present, are likely to encounter difficulties when learning more complex tenses, as present perfect, that build upon prior knowledge. Beyond academic content, classroom attendance also exposes learners to valuable social and collaborative learning experiences. Bauer et al. (2018) further underscore the importance of regular lecture attendance, arguing that consistent classroom participation is fundamental to students' academic success while expressing concern over the growing prevalence of absenteeism in higher education. By participating in classroom activities, students develop teamwork, communication, and interpersonal skills, learn to respect diverse opinions, and become active members of a learning community. Similarly, Fay, Villafañe Aguirre, and Gash (2013) argued that frequent attendance positively affects language acquisition, and Catur Satrianto (2021) demonstrated that regular class attendance significantly enhances students' English-speaking performance. Moreover, Hamamcı and Hamamcı (2017) highlighted the scarcity of research examining absenteeism in language education and emphasized the necessity of regular attendance, noting that language classes, which are typically small in size, rely heavily on interaction and active use of the target language (p. 104). Despite these findings, the existing literature remains limited regarding the specific impact of lecture attendance on first-year undergraduate EFL learners, indicating the need for further empirical investigation in this context.

Absenteeism simply means a student being absent from school, or it refers to students' failure to attend scheduled lectures, tutorials, or other compulsory academic activities without valid justification. The terms absenteeism and truancy are used interchangeably because they both refer to students' failure to attend scheduled classes, despite slight differences in their contextual meanings. While truancy generally denotes unauthorized or unexcused absence from school, absenteeism encompasses both excused and unexcused absences. Though student absenteeism often starts in elementary school (Grades 1-8), the majority of absenteeism occurs in secondary school, for students become more independent over the decision to be present or absent (Henry, 2007). Absences can be motivationally based, so absences are generally a voluntary and deliberate decision as a wish to not attend, poor relationships with other students or an academic failure, and they can be structurally based, so learners are beyond their control due to their life conditions and have an involuntary decision as working during school hours

and/or taking care of a sick family member for which they are obliged to miss school. Absences also can be justified or unjustified. A justified absence is an explained absence that is considered an acceptable reason to be away from school within the school's attendance policy. On the other hand, an unjustified absence can be explained or unexplained but the explanation is not considered an acceptable reason to be away from school within the school's attendance policy. Absence can be chronic or occasional. Chronic absenteeism is defined as missing 10% or more of the academic year (Policy, 2018). If chronic absence refers to frequent or repeated absence from classes over an extended period often resulting in significant loss of instructional time, occasional absence means infrequent or isolated absence from classes that occurs only from time to time and does not represent a persistent attendance pattern.

Student absenteeism is a complex phenomenon influenced by a wide range of personal, academic, institutional, and socio-economic factors. These may include low motivation, health issues, transportation difficulties, employment commitments, family responsibilities, ineffective teaching practices, poorly scheduled classes, inadequate learning environments, and the increasing availability of online educational resources. Although justified occasional absence may be unavoidable, student persistent absenteeism has been consistently associated with a wide range of negative academic, psychological, and institutional consequences including low students' academic achievement, lack of language development, lack of classroom participation, low motivation, decreased learning outcomes, disrupting classroom interaction, reducing teaching effectiveness, and creating additional challenges for instructors attempting to maintain continuity and student engagement.

Frequent absence limits students' exposure to course content, reduces lesson comprehension, and weakens overall academic performance (Zubrick, 2019). These effects are particularly severe in cases of chronic absenteeism. Chronic absenteeism has been linked to lower academic achievement, social disengagement, and feelings of alienation (Gottfried, 2014, 2015; Johnson, 2005), highlighting the need for effective prevention and early intervention strategies. Beyond its impact on academic achievement, absenteeism contributes to lower student retention and higher dropout rates. Students who disengage from their studies during the early years of university are more likely to withdraw before completing their degrees (Bennett, 2003; Blaney & Mulkeen, 2008). In publicly funded higher education systems, such attrition also represents a significant loss of institutional and financial resources (O'Connell et al., 2006). Moreover, persistent absenteeism may negatively affect faculty morale and the overall quality of the teaching-learning environment (Friedman et al., 2001). The consequences of absenteeism reaches students' psychological and social well-being. According to Akkus and Çinkir (2022), absenteeism negatively influences students' psychological development, social behaviour, and classroom participation, increasing the likelihood of social withdrawal and isolation. Likewise, Kearney et al. (2020) emphasize that school attendance is closely associated with mental health, arguing that absenteeism is linked to anxiety, depression, behavioural disorders, social isolation, and long-term adverse outcomes, including occupational, marital, and economic difficulties. The importance of regular attendance is equally evident in online learning environments. Failure to attend virtual classes deprives students of valuable explanations, discussions, and collaborative learning opportunities. Jones (2022)

reported a positive relationship between attendance and academic progress in online courses, although accurately measuring attendance remains challenging due to potential manipulation of attendance records. Conversely, Mokhtari et al. (2021) found that online learning may encourage attendance because students are generally more attracted to technology, suggesting that reliable digital attendance-monitoring systems are essential.

Overall, the evidence demonstrates that lecture attendance is a critical determinant of academic achievement, student retention, psychological well-being, and educational quality. These findings underscore the importance of implementing comprehensive attendance management strategies that combine preventive measures, early intervention, and effective monitoring systems to enhance student engagement and success.

In the Algerian universities, exactly in English as a Foreign Language (EFL) contexts, the consequences of absenteeism are even more pronounced. Indeed, language acquisition depends fundamentally and heavily on continuous exposure to meaningful linguistic input, regular communicative practice, collaborative interaction, and immediate corrective feedback (Zeqiri and Sadiku, 2023). If EFL learners miss lectures, they would be deprived of authentic opportunities to develop receptive and productive language skills, particularly speaking and listening, which require sustained classroom participation. Consequently, students who are frequently absent often struggle to keep pace with course requirements, demonstrate lower levels of engagement, and encounter greater difficulties in achieving the intended learning outcomes. However, addressing student absenteeism necessitates more than simply enforcing attendance policies. Effective absence management depends on understanding how both teachers and learners perceive and manage lecture attendance. Exploring this practice is essential for designing balanced and practical attendance management policies and strategies that foster responsibility while maintaining a supportive learning environment.

Additionally, absence management continues to rely on traditional and largely manual attendance procedures. During lectures, teachers typically monitor attendance by calling students' names and marking their presence using a tick (✓) or the letter "P" for present students, and a cross (X) or the letter "A" for those who are absent. At the end of the attendance process, these records are usually submitted to the department or university administration for documentation. However, this conventional approach is often limited to recording absenteeism rather than managing or preventing it. In many cases, there is no systematic follow-up or controlling mechanism to address repeated absences, notify students, or intervene before absenteeism becomes chronic. As a result, attendance records serve primarily as administrative documents rather than as tools for promoting student engagement and improving lecture attendance. Moreover, students who accumulate a high number of absences often ask their teachers to remove or overlook some recorded absences in order to avoid being barred from taking the final examination. These requests usually place teachers in a difficult position, as they must balance institutional attendance regulations with students' personal circumstances. Such practices may also compromise the fairness, transparency, and credibility of attendance records, particularly when decisions

are made on a case-by-case basis rather than according to clear institutional policies. Consequently, the absence of a reliable and transparent attendance management system can create inconsistencies in attendance enforcement and increase administrative pressure on instructors.

Although numerous studies have investigated the relationship between attendance and academic achievement, considerably less attention has been devoted to examining the attitudes of both teachers and learners toward lecture absenteeism within EFL higher education, particularly in the Algerian university context and less attention has been devoted to find a solution to better effective absenteeism management. Accordingly, the present study investigates teachers' and learners' perceptions toward student lecture absenteeism in Algerian universities focusing on their perceptions, causes and consequences of student absenteeism and methods that teachers used to make this task easier and accessible for them, students and administration. By providing a comprehensive understanding of both teachers' and students' perspectives, this study aims to suggest an easy and practical way to manage student absenteeism.

2. Research Objectives

This study aims:

- To investigate learners' lecture absenteeism practices.
- To identify the perceived causes and consequences of student absenteeism.
- To explore teachers' views toward student lecture absenteeism.
- To explore teachers' practices to manage student lecture absenteeism.
- To propose effective absence management strategies.

3. Research Questions

The current study tends to answer the following questions:

- What are EFL learners' lecture absenteeism practices at the university level?
- What are the perceived causes and consequences of student lecture absenteeism?
- What are teachers' views toward student lecture absenteeism?
- What strategies do teachers use to manage student lecture absenteeism?

4. Research Methodology: Design, Instruments, Participants

This study adopts a quantitative descriptive survey research design to investigate teachers' and learners' views toward student lecture absenteeism in order to find effective absence management. The descriptive survey design is appropriate because it enables the researcher to collect data from a relatively large sample and describe participants' perceptions, experiences, and current practices regarding lecture absenteeism without manipulating any variables. The study involves nine (09) EFL teachers and sixty eight (68) EFL learners from the Department of English at Ecole Normale Supérieure (ENS)-Ouargla in Algeria. Data are collected using two structured questionnaires. The teachers' questionnaire consists of both closed-ended and open-ended questions. In contrast, the learners' questionnaire contains only closed-ended questions designed to collect quantitative data on students' attendance practices, perceived causes of absenteeism, and its academic consequences. The two questionnaires were administered to both EFL teachers and learners via google forum link. The quantitative data are analyzed using descriptive

and inferential statistics to identify trends in both teachers' and learners' responses, whereas the qualitative responses from the teachers' open-ended questions are analyzed thematically to enrich the interpretation of the quantitative findings and provide practical recommendations for the effective absence management.

5. Data Analysis

5.1. Teacher Questionnaire

5.1.1. Section One: Background Information

The Teachers' Gender

Figure 1. The Teachers' Gender

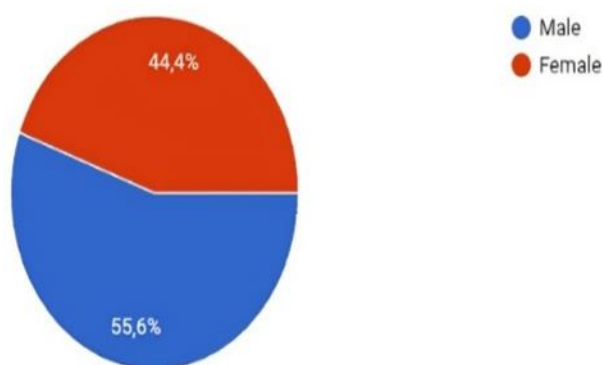


Figure 1 displays the participants gender. The results indicate that 55.6% of the participants were male, whereas 44.4% were female, reflecting a relatively balanced gender distribution with a slight predominance of male respondents. This balance enhances the representativeness of teachers' perspectives by incorporating views from both genders.

The Teachers' Academic Rank

Figure 2. The Teachers' Academic Rank

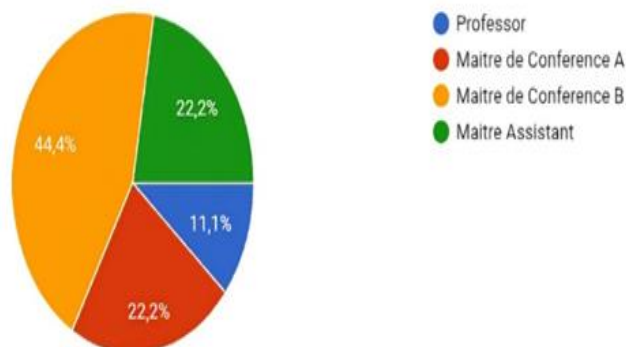


Figure 2 shows the participants academic rank. Regarding academic rank, the largest proportion of participants (44.4%) were Maître de Conférences B, followed by 22.2% who were Maître de Conférences A and 22.2% who were Maître Assistants. Only 11.1% were Professors. These findings suggest that the majority of respondents occupy mid-level academic positions.

The Participants' Teaching Experience

Figure 3. The Participants' Teaching Experience

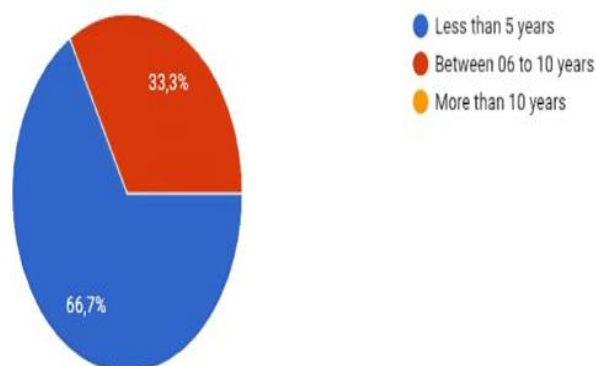


Figure 3 presents the participants' teaching experience. The participants were relatively early in their teaching careers. Specifically, 66.7% had less than five years of teaching experience, while 33.3% had between six and ten years of experience. None of the respondents reported having more than ten years of teaching experience. This indicates that the sample primarily consisted of early-career academics who may have recent experience with contemporary teaching practices and current challenges related to student lecture attendance.

The Number of English Modules Taught by Teachers

Figure 4. The Number of English Modules Taught by Teachers

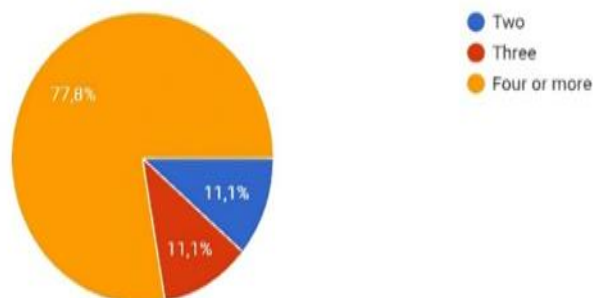


Figure 4 exhibits the participants' teaching workload. The findings also reveal that most participants carried a substantial teaching workload. More than three-quarters of the teachers (77.8%) reported teaching four or more English modules, whereas only 11.1% taught two modules and another 11.1% taught three modules. This heavy workload suggests that the participants regularly interact with a large number of students, making them well positioned to observe patterns of lecture attendance and absenteeism.

The Average Number of Students

Figure 5. The Average Number of Students

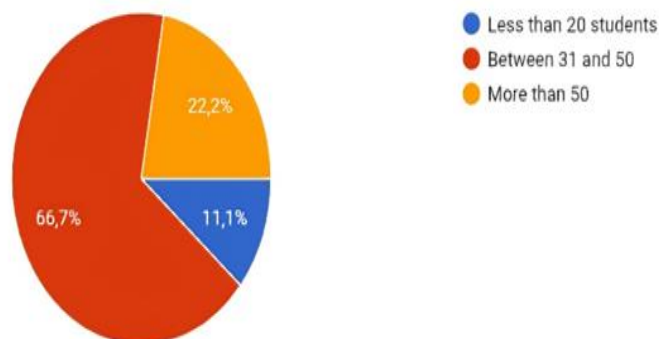


Figure 5 presents the participants' answers about their class size. The findings show that the majority of participants (66.7%) taught classes containing between 21 and 50 students, while 22.2% taught classes with more than 50 students. Only 11.1% reported teaching classes with fewer than 20 students. These findings indicate that most respondents work in medium- to large-sized classrooms, where monitoring student attendance and managing absenteeism can become increasingly demanding.

5.1.2. Section Two: Teachers' Attitudes toward Lecture Attendance

Table 1. Teachers' Attitudes toward Lecture Attendance

N	Statments	SA	A	N	D	SD
01	Regular lecture attendance is essential for students' academic success.	55.6%	22.2%	11.1%	11.1%	00%
02	Students who attend lectures regularly generally achieve higher academic results.	33.3%	44.4%	00%	22.2%	00%
03	Regular attendance increases students' engagement during classroom activities.	66.7%	22.2%	11.1%	00%	00%
04	Attending lectures is a professional responsibility for university students.	44.4%	55.6%	00%	00%	00%
05	Lecture attendance should be compulsory rather than optional.	33.3%	33.3%	22.2%	11.1%	00%
06	Students benefit more from face-to-face lectures than from studying independently.	55.6%	22.2%	11.1%	11.1%	00%
07	High attendance contributes to a more productive learning environment.	55.6%	33.3%	00%	00%	00%

Table 1 presents teachers' attitudes toward lecture attendance. For the item 1, the results show that 77.8% of teachers agreed or strongly agreed with the essentiality of regular lecture attendance to students' academic success, while 11.1% were neutral and 11.1% disagreed. This indicates that the

majority of teachers consider regular attendance an important factor contributing to students' academic achievement. However, the small proportion of disagreement suggests that some teachers may view attendance as only one of several factors influencing academic success.

For the second item, a total of 77.7% of respondents agreed or strongly agreed that regular attendance is associated with better academic results. Nevertheless, 22.2% disagreed, indicating that some teachers may not consider attendance alone sufficient to guarantee academic achievement. This finding may reflect the influence of other factors, such as students' motivation, learning strategies, prior knowledge, and individual abilities.

Concerning the third statement, it received particularly strong support, with 88.9% of teachers agreeing or strongly agreeing that regular attendance increases students' engagement during classroom activities and only 11.1% remaining neutral. No respondents disagreed. The finding suggests that teachers strongly perceive attendance as contributing not only to students' physical presence but also to their active participation and engagement in classroom activities.

As for the item number four, it obtained 100% agreement, the strongest consensus in the table, with 44.4% strongly agreeing and 55.6% agreeing with the idea that attending lectures is a professional responsibility for university students. The result demonstrates that all participating teachers perceive lecture attendance as part of students' academic and professional responsibility, rather than merely an optional aspect of university study.

Regarding the fifth item, although the majority (66.6%) agreed or strongly agreed that attendance should be compulsory, 22.2% were neutral and 11.1% disagreed. Compared with the other items, this result shows greater variation in teachers' views. While most teachers support compulsory attendance, some appear to favour a degree of student autonomy or may believe that compulsory attendance is not necessarily the most effective solution to absenteeism.

In connection of the sixth item, the results indicate that 77.8% of teachers agreed or strongly agreed that students benefit more from face-to-face lectures than from studying independently, whereas 11.1% were neutral and 11.1% disagreed. This suggests that most teachers perceive face-to-face instruction as offering learning benefits that independent study may not fully provide, potentially because of teacher-student interaction, immediate clarification, classroom discussion, and participation.

Addressing the last item, an overwhelming majority of participants, corresponding to 88.9%, (agreed + strongly agreed) perceived high lecture attendance as contributing to a more productive learning environment, while only 11.1% were neutral. No teachers expressed disagreement. This indicates that teachers largely associate high attendance with a more active and productive classroom environment, where students' presence can facilitate interaction and collective learning.

Overall, the findings reveal a strongly positive attitude toward regular lecture attendance, with most respondents recognizing its importance for students' academic success, engagement, responsibility, and learning environment.

5.1.3. Section Three: Teachers' Practices of Student Absenteeism

Table 2. Teachers' Practices of Student Absenteeism

N	Questions	Yes	No
01	Is student absenteeism common in your classes?	77.8%	22.2%
02	Do you record students' attendance regularly?	88.9%	11.1%
03	Do you record student absence manually?	88.9%	11.1%
04	Is recording student attendance manually difficult?	88.9%	11.1%
05	Do you use technology tools to record students absence?	77.8%	22.2%
06	Do you verify the validity of students' excuses for absence?	55.6%	44.4%
07	Do you contact students who are repeatedly absent?	66.7%	33.3%
08	Do you report chronic absenteeism to the department or university administration?	88.9%	11.1%
09	Does your institution have clear policies regarding student absenteeism?	33.3%	66.7%
10	Are the existing attendance policies effectively implemented?	11.1%	88.9%
11	Are the existing university attendance policies not effective in reducing absenteeism?	88.9%	11.1%
12	Are students more likely to miss theoretical lectures than practical sessions?	88.9%	11.1%
13	Does student attendance contribute to his/her overall course grades?	88.9%	11.1%
14	Are low-achieving students more likely to be absent than high-achieving students?	66.7%	33.3%
15	Do you repeat missed lessons for the absent students?	00%	100%
16	Do you encourage absent students to catch up on missed learning materials?	55.6%	44.4%
17	Does managing absenteeism increase your workload?	88.9%	11.1%

Table 2 presents teachers' practices regarding student lecture absenteeism. Concerning the first question which is about the prevalence of absenteeism, 77.8% of the teachers reported that student absenteeism was common in their classes, whereas only 22.2% indicated that it was not. This suggests that, from the teachers' perspectives, absenteeism is perceived as a widespread problem across all classes. However, the subsequent responses reveal that teachers engage in considerable attendance-monitoring practices.

For the second item, the majority of teachers, corresponding to 88.9%, reported that they regularly record students' attendance, and the same percentage answered the third question indicating that they manually record student absence. Moreover, as for the fourth question, the same percentage found manual recording attendance a difficult task. These results suggest that as absenteeism is

considered universally common, monitoring and documenting attendance constitutes a significant practical challenge for teachers.

Addressing the fifth question, the findings show that 77.8% of teachers use technology tools to record students' absences, while 22.2% do not. This indicates a relatively high level of technological use in attendance monitoring. Nevertheless, the coexistence of technology use with the reported difficulty of recording attendance (88.9%) suggests that existing technological tools may not completely resolve the challenges teachers encounter.

Regarding the verification of students' excuses, 55.6% of teachers reported that they verify the validity of students' justifications for absence, whereas 44.4% do not. This relatively divided response may indicate inconsistencies in how absence justifications are handled.

In connection with follow-up and institutional reporting, a majority of teachers (66.7%) reported contacting students who are repeatedly absent, demonstrating that teachers undertake efforts to follow up on persistent absenteeism. Furthermore, 88.9% indicated that they report chronic absenteeism to the department or university administration. This suggests that teachers recognize their responsibility to monitor and communicate serious cases of absenteeism.

However, this individual effort appears to contrast with the perceived weakness of institutional procedures. One of the most significant findings concerns the institution's attendance policies. Only 33.3% of teachers stated that their institution has clear policies regarding student absenteeism, whereas 66.7% responded negatively. More strikingly, only 11.1% believed that existing attendance policies are effectively implemented, compared with 88.9% who disagreed. Similarly, 88.9% of teachers agreed that existing university attendance policies are not effective in reducing absenteeism.

Concerning patterns of absenteeism and academic performance, the findings indicate that 88.9% of teachers believed that students are more likely to miss theoretical lectures than practical sessions, while only 11.1% disagreed. This suggests that the nature of the course or learning activity may influence students' attendance behaviour, with practical sessions potentially being perceived as more necessary to attend than lectures.

Furthermore, 88.9% of teachers agreed that student attendance contributes to students' overall course grades. This finding reinforces teachers' perception that attendance is related to academic performance. Similarly, 66.7% of teachers perceived low-achieving students as more likely to be absent than high-achieving students, while 33.3% disagreed. Although this does not establish a causal relationship, it suggests that teachers perceive an association between absenteeism and lower academic achievement.

As for the item number fifteen, an important finding concerns teachers' practices toward students who miss lectures. All teachers, corresponding to 100%, indicated that they do not repeat lessons specifically for students who were absent. This suggests that students are generally expected to take responsibility for catching up on missed content rather than relying on teachers to reproduce lessons individually.

However, the responses to the next item (16) show some effort to support absent students: 55.6% of teachers reported encouraging absent students to catch up on missed learning materials, whereas 44.4% did not. This indicates that although teachers do not repeat missed lessons, more than half attempt to encourage students to take responsibility for recovering missed content.

As for the last item, the final finding is particularly important for the issue of absence management. A large majority (88.9%) reported that managing student absenteeism increases their workload, while only 11.1% disagreed. This result, combined with the finding that 88.9% experience difficulties recording attendance, demonstrates that absenteeism represents not only a student-related issue but also an administrative and pedagogical burden for teachers.

5.1.4. Section Four: Teachers' Views on Student Absenteeism Consequences

Table 3. Teachers' Views on Student Absenteeism Consequences

N	Statments	SA	A	N	D	SD
01	Frequent absenteeism negatively affects classroom interaction.	55.6%	33.3%	11.1%	00%	00%
02	Missing lectures slows students' English language development.	33.3%	33.3%	22.2%	11.1%	00%
03	Students who are frequently absent tend to lose motivation over time.	55.6%	33.3%	11.1%	00%	00%
04	Absenteeism reduces students' classroom participation.	55.6%	33.3%	00%	11.1%	00%
05	Students with poor attendance usually perform worse in examinations and continuous assessment.	22.2%	33.3%	33.3%	11.1%	00%
06	High absenteeism negatively influences the overall classroom atmosphere.	44.4%	44.4%	00%	11.1%	00%
07	Frequent absences make it difficult to maintain continuity in language learning.	44.4%	55.6%	00%	00%	00%

Table 3 presents teachers' views regarding the consequences of student lecture absenteeism. As for the first statement, the results show that 88.9% of teachers either strongly agreed (55.6%) or agreed (33.3%) that frequent absenteeism negatively affects classroom interaction, while only 11.1% remained neutral. As shown in the table, no teacher disagreed with the statement. This strong level of agreement suggests that teachers perceive students' regular presence as important for maintaining interaction, communication, and participation within the classroom.

Regarding the statement that missing lectures slows students' English language development, 66.6% of teachers agreed or strongly agreed, whereas 22.2% were neutral and only 11.1% disagreed. Although the majority recognized a negative effect, the relatively higher proportion of neutral responses

indicates some variation in teachers' perceptions. This may suggest that teachers do not all perceive the impact of missed lectures on language development with the same degree of certainty.

Addressing the effect of absenteeism on students' motivation, a strong majority (88.9%) agreed or strongly agreed that students who are frequently absent tend to lose motivation over time, with 55.6% strongly agreeing and 33.3% agreeing. Only 11.1% were neutral, and none disagreed. This finding indicates that teachers perceive absenteeism not merely as a consequence of low motivation but potentially as a factor that may contribute to progressive disengagement and declining motivation.

In connection with the fourth item, the findings demonstrate another strong consensus concerning classroom participation. 88.9% of teachers agreed or strongly agreed that absenteeism reduces students' classroom participation, while 11.1% disagreed and none were neutral. This result reinforces the view that students who frequently miss lectures have fewer opportunities to participate in classroom activities, discussions, and interactions with their peers and teachers.

Concerning the relationship between attendance and academic performance, 55.5% of teachers agreed or strongly agreed that students with poor attendance usually perform worse in examinations and continuous assessment. However, 33.3% were neutral and 11.1% disagreed. Compared with the other items, this statement generated greater uncertainty among teachers. While more than half perceive a negative relationship between poor attendance and academic performance, a considerable proportion did not express a clear position. Therefore, the findings suggest that teachers recognize a possible relationship but may not consider absenteeism the sole determinant of students' academic achievement.

Regarding the impact of students' absences on the overall classroom atmosphere, the results indicate that 88.8% of teachers agreed or strongly agreed that high absenteeism negatively influences the overall classroom atmosphere, while 11.1% disagreed. No respondents were neutral. This strong agreement suggests that teachers perceive absenteeism as having consequences that extend beyond individual students, potentially affecting classroom dynamics, interaction, engagement, and the general learning environment.

As for the impact of absenteeism on the continuity in language learning, the strongest consensus was observed in the final item. 100% of teachers agreed that frequent absences make it difficult to maintain continuity in language learning, with 44.4% strongly agreeing and 55.6% agreeing. No participants selected neutral, disagree, or strongly disagree. This unanimous response is particularly significant in the context of EFL learning, where language development requires regular exposure, practice, cumulative learning, and continuous interaction.

5.1.5. Section Five: Student Absenteeism Challenges Encountering EFL Teachers

Table 4. Student Absenteeism Challenges Encountering EFL Teachers

N	Statments	Always	Often	Sometimes	Rarely	Never
01	Students ask about the maximum number of absences allowed.	55.6%	33.3%	11.1%	00%	00%

02	Students ask me to check and inform them of their current number of absences.	33.3%	66.7%	00%	00%	00%
03	Students ask to remove some of their absences to avoid administrative penalties.	22.2%	22.2%	22.2%	11.1%	22.2%
04	Late arrived students make attendance recording more complicated.	00%	77.8%	11.1%	11.1%	00%
05	Some students dispute the attendance records kept by the teacher.	00%	33.3%	22.2%	44.4%	00%
06	Students challenge attendance records after examination eligibility lists are announced.	11.1%	11.1%	33.3%	44.4%	00%
07	Students provide acceptable justification for their absences.	00%	66.7%	22.2%	11.1%	00%
08	Some students ask classmates to answer during attendance checking on their behalf.	00%	22.2%	33.3%	11.1%	33.3%

Table 4 examines the frequency with which EFL teachers encounter different challenges related to student absenteeism. Concerning questioning about the maximum number of absences allowed, the results show that 55.6% of teachers reported that students always ask about the maximum number of absences allowed, while 33.3% indicated that they do so often. Only 11.1% selected sometimes, and none selected rarely or never. Thus, all the participants encounter this question always, often or sometimes. On the other hand, the findings suggests that students are highly concerned about the attendance limits and the possible consequences of exceeding them.

Addressing the teachers' responses as to checking students' absence records, 33.3% of teachers stated that students always ask them to check and inform them of their current number of absences, while 66.7% reported that this happens often. Therefore, 100% of teachers encounter this request either always or often. This finding indicates that students depend heavily on teachers to provide information about their attendance status.

As shown in Table 4, the results are more varied regarding students' requests to remove some absences to avoid administrative penalties. 22.2% reported that such requests occur always, 22.2% often, and 22.2% sometimes. Meanwhile, 11.1% reported rarely and 22.2% never. Although the responses are dispersed, 66.6% of teachers encounter such requests at least sometimes. This suggests that requests to modify attendance records represent a significant challenge for some teachers and may reflect students' attempts to avoid administrative consequences associated with excessive absenteeism.

In connection with item four, late arrival appears to be a particularly common practical problem. 77.8% of teachers reported that late-arriving students often make attendance recording more complicated, while 11.1% indicated sometimes and another 11.1% rarely. Thus, 88.9% encounter this problem often

or sometimes. This finding highlights the difficulty of maintaining accurate attendance records when students arrive after the attendance-taking process has begun.

Next, regarding disputes over attendance records, 33.3% of teachers reported that this happens often and 22.2% sometimes. However, 44.4% indicated that such disputes occur rarely. No teachers selected always or never. This suggests that disputes are not a constant problem, but they occur sufficiently frequently to create difficulties for a considerable proportion of teachers.

As for students challenging attendance records after examination eligibility lists, the results show that this challenge is relatively less frequent. Only 11.1% reported that students always challenge attendance records after eligibility lists are announced, and another 11.1% reported often. 33.3% indicated sometimes, while 44.4% reported rarely. Thus, although such challenges occur, they are generally occasional rather than systematic. This relatively limited frequency may be attributed, at least in part, to the insufficient implementation of institutional attendance policies.

Before the last item, a notable finding concerns students' justifications for absence. 66.7% of teachers reported that students often provide acceptable justifications, while 22.2% indicated sometimes and 11.1% rarely. This suggests that, according to most teachers, students frequently provide explanations or supporting reasons that are considered acceptable.

As to the practice of having classmates respond during attendance checking is less widespread but still present. 22.2% of teachers reported that this happens often, 33.3% sometimes, 11.1% rarely, and 33.3% never. Therefore, 55.5% of teachers encounter this practice at least sometimes. This finding points to a potential problem concerning the accuracy and reliability of manually recorded attendance.

5.1.6. Section Six: Teachers' Recommendations for Recording Student absenteeism

Table 5. Teachers' Recommendations for Recording Student absenteeism

N	Statments	SA	A	N	D	SD
01	Clear institutional guidelines would improve the recording and monitoring of student attendance.	55.6%	33.3%	11.1%	00%	00%
02	Better communication between teachers, students, and the administration would improve attendance management.	44.4%	55.6%	00%	00%	00%
03	Attendance recording procedures should minimize administrative workload for teachers.	44.4%	55.6%	00%	00%	00%
04	Recording student attendance require a more practical method that would allow teachers to devote more time to teaching.	55.6%	44.4%	00%	00%	00%
05	A more efficient attendance recording system is needed to ease and simplify the recording of student absenteeism.	77.8%	22.2%	00%	00%	00%

06	Attendance recording procedures should be standardized across all university departments.	66.7%	33.3%	00%	00%	00%
07	Teachers should have access to more effective tools for recording and managing student attendance.	77.8%	22.2%	00%	00%	00%
08	Students should be able to monitor their attendance status regularly throughout the semester without the intervention of teachers.	66.7%	33.3%	00%	00%	00%
09	Students should receive regular reminders about their attendance status without the intervention of teachers.	66.7%	22.2%	00%	11.1%	00%
10	An effective attendance recording system should reduce errors in recording student attendance.	66.7%	33.3%	00%	00%	00%
11	A centralized system for managing attendance records would improve consistency and reliability.	44.4%	55.6%	00%	00%	00%
12	Attendance records should be easily accessible to authorized university stakeholders.	44.4%	55.6%	00%	00%	00%
13	A more transparent attendance recording would reduce disputes regarding student absences.	44.4%	55.6%	00%	00%	00%
14	Attendance monitoring procedures should facilitate early identification of students with frequent absences.	66.7%	33.3%	00%	00%	00%

Table 5 presents teachers' recommendations for improving the recording and management of student absenteeism. The findings reveal a very high level of consensus among the participating teachers, with almost all statements receiving 100% agreement (Strongly Agree + Agree). This indicates that teachers perceive a clear need to improve existing attendance-recording procedures and to make absence management more efficient, transparent, standardized, and less burdensome. The findings derived from the teachers' responses lead to the following recommendations:

1. Clear institutional guidelines should be established to regulate the recording, monitoring, verification, and management of student attendance across the university.
2. Effective communication among teachers, students, and the administration should be strengthened to ensure coordinated and efficient attendance management.
3. Attendance-recording procedures should be simplified to reduce teachers' administrative workload and allow them to focus more on their teaching responsibilities.
4. A practical and time-efficient attendance-recording method should be implemented to minimize the amount of instructional time devoted to attendance-related administrative tasks.
5. A more efficient attendance-recording system should be adopted to simplify the recording and monitoring of student absenteeism.
6. Attendance-recording procedures should be standardized across all university departments to ensure consistency, fairness, and uniformity in attendance management.

7. Teachers should be provided with effective and user-friendly tools for recording and managing student attendance in order to improve the efficiency and accuracy of attendance monitoring.
8. Students should be given direct access to their attendance records so that they can regularly monitor their attendance status and assume greater responsibility for managing their absences.
9. An automated system for sending students regular attendance reminders should be considered and implemented to keep them informed of their attendance status without requiring teachers' intervention.
10. The attendance-recording system should incorporate mechanisms for minimizing and detecting recording errors to ensure the accuracy and reliability of attendance records.
11. A centralized attendance-management system should be established to improve the consistency, reliability, and coordination of attendance records across university departments.
12. Attendance records should be made easily accessible to authorized stakeholders through a secure system that ensures both transparency and appropriate protection of attendance information.
13. Attendance-recording procedures should be made more transparent by providing students and teachers with clear and verifiable attendance information in order to reduce disputes concerning absences.
14. Attendance-monitoring procedures should include mechanisms for the early identification of students with frequent absences so that appropriate intervention and support can be provided before absenteeism becomes a serious problem

5.2.Learner Questionnaire

5.2.1. Section One: Background Information

The Participants' Gender

Figure 6. The Participants' Gender

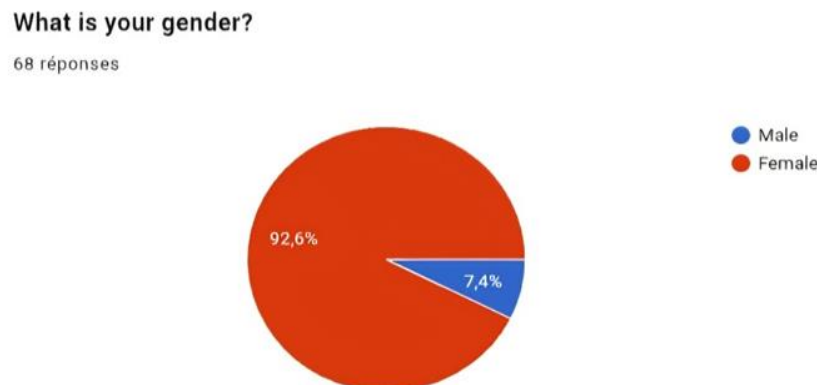
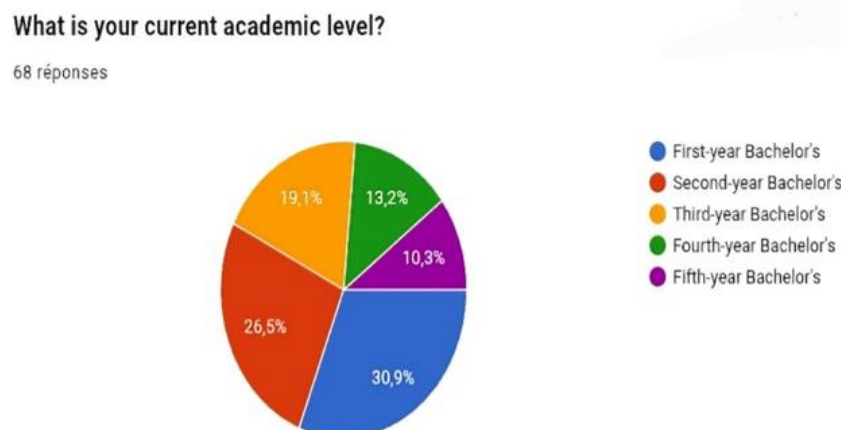


Figure 6 displays the participants' gender. The results indicate a strong predominance of female respondents. Out of the 68 participants, 92.6% were female, whereas only 7.4% were male. In terms of actual numbers, this corresponds to approximately 63 female respondents and 5 male respondents. The considerable difference between the two groups indicates that the sample was highly female-dominated.

Female participants therefore constitute the overwhelming majority of the study sample, while male participants are comparatively underrepresented.

The Participants' Current Academic Level

Figure 7. The Participants' Current Academic Level



The figure 7 presents the academic-level distribution of the 68 student respondents. According to the results shown in the figure, it seems that the participants are distributed across five Bachelor's levels, ranging from first-year to fifth-year students. First-year students constituted the largest proportion of the sample (30.9%), followed by second-year students (26.5%), third-year students (19.1%), fourth-year students (13.2%), and fifth-year students (10.3%). Thus, first- and second-year students collectively represented 57.4% of the respondents, while students in the fourth and fifth years accounted for 23.5%. Although the distribution is not equal across academic levels, the inclusion of students from all five years provides a relatively broad representation of the student population.

The Participants' English Language Proficiency

Figure 8. The Participants' English Language Proficiency



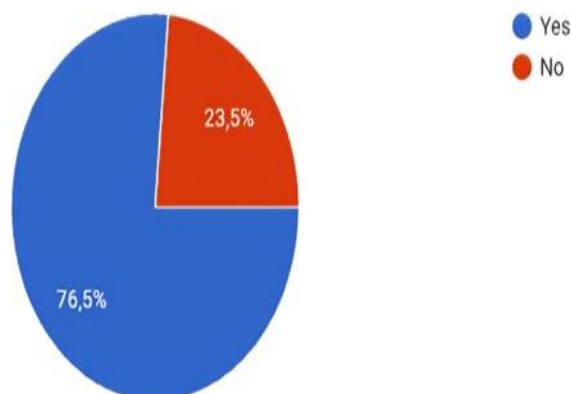
The figure 8 presents the self-reported English language proficiency levels of the 68 respondents. The participants were asked to assess their proficiency using five levels: Beginner, Elementary, Intermediate, Upper-Intermediate, and Advanced. The results indicate that the respondents were predominantly intermediate-level English learners. Among the 68 participants, 48.5% reported an intermediate level of English proficiency, making this the most represented category, followed by upper-intermediate learners (23.5%) and elementary learners (17.6%). Only a small proportion of respondents identified themselves as beginners (5.9%) or advanced learners (4.4%). Notably, intermediate and upper-intermediate learners collectively account for 72% of the sample, indicating that the majority of participants perceive themselves as possessing at least a moderate level of English proficiency. The relatively small proportion of advanced learners suggests that highly proficient English users are underrepresented in the sample. Overall, the findings characterize the participants as predominantly intermediate-level learners, although it should be noted that these figures are based on self-assessment and therefore reflect perceived rather than objectively measured English proficiency.

The Participants' Lecture Absenteeism Status

Figure 9. The Participants' Lecture Absenteeism Status

Have you been absent from lectures during the current academic year?

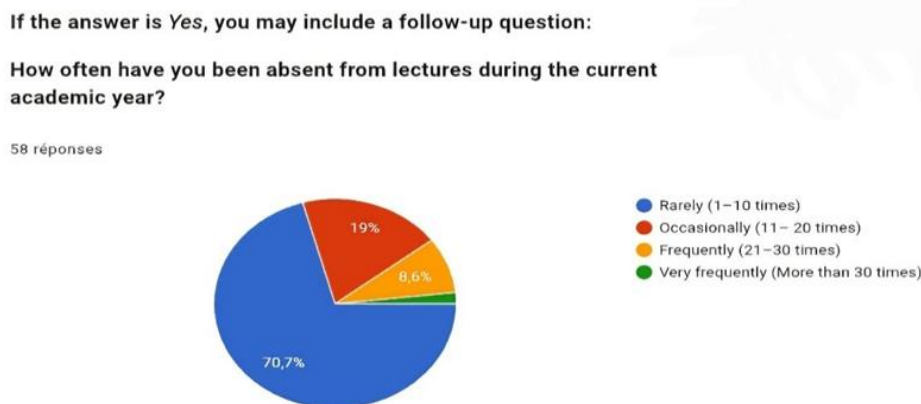
68 réponses



The results reveal a high prevalence of lecture absenteeism among the respondents. Out of the 68 students surveyed, 76.5% reported having been absent from lectures during the current academic year, whereas 23.5% indicated that they had not experienced any absence. These percentages correspond to approximately 52 and 16 students, respectively. The findings indicate that absenteeism is a relatively widespread phenomenon within the study sample rather than an issue limited to a small proportion of students.

The Participants' Lecture Absenteeism Frequency

Figure 10. The Participants' Lecture Absenteeism Frequency



The figure 10 presents the frequency of lecture absenteeism among the 58 respondents who previously indicated that they had been absent from lectures. The respondents were categorized into four levels of absenteeism: rarely, occasionally, frequently, and very frequently. Among the 58 respondents, 70.7% reported being absent rarely, that is, between one and ten times during the academic year, while 19% reported occasional absenteeism ranging from 11 to 20 times. A smaller proportion of respondents (8.6%) reported frequent absenteeism, with between 21 and 30 absences, whereas only 1.7% reported being absent more than 30 times. Overall, the results suggest that although lecture absenteeism is widespread among the respondents, it is predominantly characterized by relatively infrequent absence. Notably, 89.7% of the students who reported absenteeism had been absent no more than 20 times. However, the 10.3% who reported 21 or more absences represent a potentially high-risk group that may require closer monitoring and appropriate intervention. These findings therefore support the importance of an attendance-monitoring system capable of identifying students whose absenteeism becomes frequent or persistent.

5.2.2. Section Two: EFL Learners' Awareness of Lecture Attendance Importance

Table 6. EFL Learners' Awareness of Lecture Attendance Importance

N	Questions	Yes	No
01	Is attending lectures regularly essential for successful language learning?	67.6%	32.4%
02	Does regular lecture attendance improve your understanding of course content?	88.2%	11.8%
03	Does attending lectures help you to achieve better academic performance?	85.3%	14.7%
04	Is attending lectures regularly is necessary even when attendance is not compulsory?	50%	50%

05	Do face-to-face lectures provide you with better learning opportunities than studying alone?	58.8%	41.2%
06	Does classroom interaction with teachers enhance my understanding of lessons?	89.7%	10.3%
07	Can online learning materials completely replace classroom lectures?	44.1%	55.9%
08	Do you benefit more from attending lectures than from relying only on online materials?	61.8%	38.2%

Table 6 presents EFL learners' awareness of the importance and value of attending lectures. The results generally indicate a moderate to high level of awareness, particularly regarding the role of lecture attendance in understanding course content, improving academic performance, and benefiting from teacher–student interaction. However, some responses reveal uncertainty about the necessity of regular attendance and the extent to which online learning can substitute for face-to-face lectures.

For the essentiality of lecture attendance for successful language learning, 67.6% of respondents answered Yes, indicating that approximately two-thirds of the students recognize the importance of regular attendance for language learning. The rest of the participants, 32.4%, answered No to the question believing that regular attendance is not a prerequisite for successful language development. This finding may be particularly important in an EFL context because language learning often requires continuous exposure, classroom practice, interaction, and opportunities to use the target language.

Addressing the effect of attendance and understanding of course content, item 02 received a considerably higher level of agreement, with 88.2% of students indicating that regular lecture attendance improves their understanding of course content, compared with only 11.8% who disagreed. It demonstrates that most learners recognize the direct academic value of attending lectures, particularly in terms of understanding course content.

Similarly, as for the relationship between lecture attendance and academic performance, 85.3% of respondents agreed that attending lectures helps them achieve better academic performance, while 14.7% disagreed. This indicates a strong perception among students that lecture attendance is associated with academic success. On the other hand, it also demonstrates that most students understand the potential consequences of missing lectures, even though, as shown in the previous results, a large proportion of them reported experiencing absenteeism.

Item 04, which concerns the necessity of lecture attendance even it is not compulsory, produced an evenly divided response: 50% answered Yes and 50% answered No to whether attending lectures regularly is necessary when attendance is not compulsory. This suggests that institutional attendance requirements may influence students' attendance behaviour. The result may also indicate that some students perceive attendance as primarily an institutional obligation rather than as an intrinsic component of effective learning.

For item 05, 58.8% of respondents agreed that face-to-face lectures provide better learning opportunities than studying alone, while 41.2% disagreed. Although the majority recognize the value of face-to-face instruction, the relatively high percentage of disagreement is noteworthy. More than four out of ten students do not necessarily perceive classroom lectures as superior to independent study.

The strongest positive result in the table concerns Item 06. 89.7% of respondents agreed that classroom interaction with teachers enhances their understanding of lessons, while only 10.3% disagreed. This finding strongly emphasizes the pedagogical value of teacher–student interaction making lecture attendance more meaningful.

Item 07 reveals an interesting division. Only 44.1% of respondents believed that online learning materials can completely replace classroom lectures, whereas 55.9% disagreed. This finding help to explain some patterns of absenteeism: students who believe that they can obtain the necessary content online may feel less compelled to attend lectures physically.

For Item 08, the last one, 61.8% of respondents agreed that they benefit more from attending lectures than from relying solely on online materials, while 38.2% disagreed. The majority therefore still perceive greater learning benefits from attending lectures, but the relatively substantial minority who disagree indicates that online learning resources are considered valuable by many students.

5.2.3. Section Three: Reasons for Lecture Absenteeism

Table 7. EFL Learners' Reasons for Lecture Absenteeism

N	Statments	SA	A	N	D	SD
01	Health-related problems prevent me from attending lectures regularly.	25%	33.8%	30.9%	05.9%	04.4%
02	Transportation difficulties contribute to my lecture absenteeism.	36.8%	35.3%	07.4%	07.4%	04.4%
03	Work commitments interfere with my regular lecture attendance.	07.4%	17.6%	44.1%	20.6%	10.3%
04	Family responsibilities prevent me from attending lectures regularly.	10.3%	27.9%	25%	26.5%	10.3%
05	A lack of motivation reduces my willingness to attend lectures.	10.3%	35.3%	26.5%	23.5%	04.4%
06	A difficult or inconvenient lecture timetable contributes to my absenteeism.	23.5%	29.4%	29.4%	14.7%	02.9%
07	The teacher's teaching style influences my decision to attend or miss lectures.	45.6%	26.5%	14.7%	10.3%	02.9%
08	The availability of recorded lectures reduces my need to attend classes in person.	04.4%	27.9%	29.4%	25%	13.2%

09	Examination pressure or preparation for other modules causes me to miss lectures.	16.2%	26.5%	25%	26.5%	05.9
10	Personal issues or personal circumstances prevent me from attending lectures regularly.	17.6%	27.9%	27.9%	25%	01.5%
11	The distance between my residence and the university affects my lecture attendance.	23.5%	36.8%	16.2%	11.8%	11.8%
12	Unsuitable lecture schedules (e.g., very early or late classes) discourage me from attending.	32.4%	36.8%	19.1%	10.3%	01.5%
13	I am more likely to miss lectures that I consider less important.	20.6%	33.8%	25%	11.8%	08.8%

Table 7 presents the EFL learners' perceptions of the factors contributing to their lecture absenteeism. The 13 statements cover personal, health-related, transportation, academic, institutional, pedagogical, and motivational factors.

Regarding health-related problems, 25% strongly agreed and 33.8% agreed, resulting in 58.8% overall agreement that health problems prevent them from attending lectures regularly. Meanwhile, 30.9% remained neutral, while only 10.3% disagreed. This suggests that health-related difficulties constitute a considerable contributor to absenteeism. However, the relatively high neutral response indicates that health problems are an important but individual-specific factor.

Transportation emerges as one of the more prominent factors. 36.8% strongly agreed and 35.3% agreed, producing a combined agreement of 72.1%. Only 11.8% disagreed, while 7.4% were neutral. This high level of agreement indicates that transportation constitutes a significant structural barrier to regular attendance. The result is particularly important because transportation problems are largely external to students' academic motivation and therefore cannot necessarily be addressed through disciplinary measures.

Work commitments appear to be a much less decisive factor. Only 25% of respondents agreed and strongly agreed that work commitments interfere with their regular lecture attendance, whereas 30.9% disagreed. More importantly, 44.1% remained neutral, representing the largest neutral response in the table. This suggests that employment or work-related obligations are not a dominant explanation for absenteeism within this sample. The substantial neutral response may indicate that many students do not combine their studies with employment, or that work commitments affect attendance only for a particular subgroup.

Family responsibilities generated a relatively divided response. 38.2% agreed that family responsibilities prevent them from attending lectures regularly, whereas 36.8% disagreed, and 25% remained neutral. The almost equal proportions of agreement and disagreement indicate that family

responsibilities may be a significant factor for some students but largely irrelevant for others. Consequently, absenteeism associated with family obligations should be understood as a contextual and individual factor rather than a general explanation for student absence.

The results concerning motivation are particularly interesting. 45.6% of respondents agreed that a lack of motivation reduces their willingness to attend lectures, compared with 27.9% who disagreed. A further 26.5% were neutral. Although motivation does not receive the highest agreement rate, almost half of the students acknowledge that their willingness or motivation to attend affects their attendance behaviour. This finding is important because it shifts the discussion from purely external barriers to internal and psychological factors.

As to difficult or inconvenient lecture timetables, more than half of the respondents, 52.9%, identified timetable difficulties as a factor affecting attendance, while 17.6% disagreed and 29.4% remained neutral. This indicates that timetable design may play a meaningful role in attendance. Early morning, late afternoon, or poorly distributed classes may create practical difficulties for students.

The teacher's teaching style is one of the strongest perceived factors in the table. A total of 72.1% of respondents agreed that the teacher's teaching style influences their decision to attend or miss lectures, including 45.6% who strongly agreed and 26.5% who agreed. Only 13.2% disagreed, while 14.7% remained neutral. This is a highly significant finding. It suggests that students' attendance decisions are influenced not only by external circumstances but also by their perceptions of classroom pedagogy.

The availability of recorded lectures generated a relatively divided response. Only 32.3% agreed that recorded lectures reduce their need to attend classes in person, whereas 38.2% disagreed and 29.4% remained neutral. The relatively high disagreement may suggest that students still recognize the additional value of face-to-face interaction, immediate clarification, classroom activities, and teacher engagement. At the same time, those who agree indicate that recorded lectures may nevertheless facilitate absenteeism among a considerable subgroup.

Examination pressure or preparation for other modules received 42.7% agreement, while 32.4% disagreed and 25% remained neutral. This indicates that academic workload and examination preparation contribute to absenteeism for a substantial proportion of students.

Personal issues or circumstances received 45.5% agreement, with 26.5% disagreeing and 27.9% remaining neutral. Thus, nearly half of the students acknowledge that personal circumstances can interfere with their regular attendance. However, the considerable neutral response indicates that the relevance of such factors varies among individuals.

Distance from residence to university is another prominent factor. In other words, some students may miss lectures not because they lack interest in attending but because reaching the university regularly is difficult. 60.3% of respondents agreed that the distance between their residence and the university affects their lecture attendance, while 23.6% disagreed and 16.2% remained neutral.

Unsuitable lecture schedules also received one of the highest levels of agreement in the table. 69% of respondents agreed that unsuitable schedules, such as very early or late classes, discourage them from attending. Only 11.8% disagreed, while 19.1% were neutral. This finding strongly suggests that

institutional scheduling is an important contributor to absenteeism. Therefore, addressing absenteeism should not focus exclusively on students' behaviour. Institutional scheduling practices should also be examined.

Finally, as for the importance of lecture, 53.9% of respondents agreed that they are more likely to miss lectures that they consider less important, whereas 20.6% disagreed and 25% remained neutral. This is an important finding because it reveals that, rather than treating all lectures as equally valuable, students appear to evaluate the perceived importance or usefulness of individual sessions before deciding whether to attend.

5.2.4. Section Four: EFL Learners' Awareness of the Effects of Absenteeism

Table 8. EFL Learners' Awareness of the Effects of Absenteeism

N	Statments	SA	A	N	D	SD
01	Missing oral expression lectures reduces my opportunities to practice English.	33.8%	44.1%	10.3	08.8%	02.9%
02	Frequent absenteeism makes it difficult for me to understand lecture content.	23.5%	45.6%	25%	05.9%	00%
03	Frequent absenteeism negatively affects my academic performance.	19.1%	41.2%	27.9%	11.8%	00%
04	Frequent absenteeism slows the development of my English language skills.	17.6%	32.4%	20.6%	25%	04.4%
05	Frequent absenteeism decreases my participation in classroom activities.	10.3%	63.2%	19.1%	05.9%	01.5%
06	Missing lectures makes me feel unprepared for classroom tasks.	16.2%	50%	17.6%	16.2%	00%
07	Frequent absenteeism negatively affects my relationship with my teachers.	23.5%	38.2%	29.4%	04.4%	04.4%
08	Missing lectures makes it difficult to keep up with group assignments and projects.	22.1%	48.5%	14.7%	11.8%	02.9%

Table 8 presents EFL learners' awareness of the effects of lecture absenteeism on their learning, academic performance, participation, and relationships within the classroom.

Regarding oral expression and opportunities to practise English, Item 01 shows that 77.9% of respondents agreed or strongly agreed that missing oral expression lectures reduces their opportunities to practise English, whereas only 11.7% disagreed or strongly disagreed. A further 10.3% remained neutral. This finding is particularly significant in an EFL context, where regular exposure to classroom interaction and opportunities for oral practice are essential for developing communicative competence. Students therefore appear to recognize that absence may deprive them of valuable opportunities to use English actively rather than merely receive theoretical knowledge.

For understanding course content, Item 02 indicates that 69.1% of participants agreed or strongly agreed that frequent absenteeism makes it difficult to understand lecture content. Only 5.9% disagreed, while 25% remained neutral. The relatively large neutral proportion may suggest that some students believe they can compensate for missed lectures through alternative resources, such as lecture notes, classmates, recorded materials, or online resources. Nevertheless, the overall level of agreement indicates that most students perceive regular attendance as important for maintaining continuity in their learning.

Similarly, Item 03 reveals that 60.3% of respondents agreed or strongly agreed that frequent absenteeism negatively affects their academic performance, compared with 11.8% who disagreed and 27.9% who were neutral. Although the majority acknowledge a relationship between absenteeism and academic performance, the relatively high percentage of neutral responses suggests that some students may not directly associate their absences with their academic results. This could indicate either uncertainty about the consequences of missing classes or a perception that independent study can compensate for missed instructional time.

Concerning English language development, Item 04 shows that 50% of respondents agreed or strongly agreed that frequent absenteeism slows the development of their English language skills. However, 29.4% disagreed or strongly disagreed, and 20.6% remained neutral. The finding is noteworthy because it suggests that a considerable proportion of learners do not perceive absenteeism as having a direct impact on their language development, and they may consider language learning to be achievable through self-study using different materials outside the classroom.

The strongest level of agreement was recorded for Item 05, with 73.5% of students agreeing or strongly agreeing that frequent absenteeism decreases their participation in classroom activities. Only 7.4% disagreed or strongly disagreed, while 19.1% remained neutral. This result demonstrates that students are particularly aware of the immediate participatory consequences of absence. Missing lectures means missing opportunities for active engagement in classroom activities.

Regarding preparedness for classroom tasks, Item 06 shows that 66.2% of respondents agreed or strongly agreed that missing lectures makes them feel unprepared for classroom tasks. In contrast, 16.2% disagreed and another 17.6% remained neutral. This finding suggests that students recognize the cumulative nature of learning: when learners miss previous explanations, instructions, or activities, they may subsequently experience difficulties completing tasks that depend on prior classroom learning.

For teacher–student relationships, Item 07 indicates that 61.7% of respondents agreed or strongly agreed that frequent absenteeism negatively affects their relationship with their teachers. Only 4.8% disagreed or strongly disagreed, whereas 29.4% remained neutral. The relatively low level of disagreement suggests that students generally acknowledge the relational dimension of attendance. Regular attendance can facilitate communication, familiarity, feedback, and interaction between teachers and students, whereas repeated absence may reduce these opportunities and weaken classroom connectedness.

Finally, Item 08 shows that 70.6% of participants agreed or strongly agreed that missing lectures makes it difficult to keep up with group assignments and projects. Only 14.7% disagreed or strongly

disagreed, while 14.7% were neutral. This finding highlights the collaborative consequences of absenteeism. Learning in EFL classrooms frequently involves collaborative activities and project-based tasks, meaning that students' absence may affect not only their own progress but also their ability to contribute effectively to group work.

5.2.5. Section Five: EFL Learners' Practices to Remove Absences

Table 9. EFL Learners' Practices to Remove Absences

N	Statments	Always	Often	Sometimes	Rarely	Never
01	I count the number of my absences to know my status.	48.5%	22.1%	14.7%	08.8%	05.9%
02	I ask teachers to remove some of my recorded absences.	04.4%	10.3%	04.4%	02.9%	77.9%
03	I request teachers to excuse my absences without official justification.	02.9%	04.4%	13.2%	11.8%	67.6%
04	I negotiate with teachers or administration to reduce the number of my absences.	01.5%	02.9%	02.9%	05.9%	86.8%
05	I explain my personal circumstances in the hope of having my absences excused.	02.9%	04.4%	22.1%	19.1%	51.5%
06	I submit medical certificates to justify my absences.	13.2%	16.2%	20.6%	25%	25%
07	I often submit absence justifications after the deadline.	05.9%	10.3%	10.3%	16.2%	57.4%
08	I appeal attendance decisions when I am at risk of examination exclusion.	10.3%	10.3%	22.1%	19.1%	38.2%
09	I ask classmates to sign or answer the attendance register on my behalf.	04.4%	07.4%	02.9%	17.6%	67.6%
10	I attend only when attendance is checked.	10.3%	13.2%	23.5%	20.6%	32.4%

Table 9 presents EFL learners' reported practices for managing, justifying, or attempting to remove recorded absences.

Regarding students' awareness of their own attendance status, Item 01 shows that 70.6% of respondents always or often count the number of their absences to know their status. A further 14.7% do so sometimes, while only 14.7% rarely or never engage in this practice. This indicates that students are concerned about the accumulation of absences and actively attempt to keep track of their attendance status.

In contrast, the results for requesting teachers to remove recorded absences indicate that this is not a common practice for most students. In Item 02, 77.9% reported that they never ask teachers to remove recorded absences, while the rest indicated that they always (04.4%), often (10.3%), or sometimes (04.4%) make such requests.

Similarly, Item 03 shows that 67.6% never request teachers to excuse absences without official justification, whereas 20.5% reported doing so always, often, or sometimes. These results suggest that although some students attempt to obtain exceptions, the majority appear to recognize the importance of having an official basis for excusing an absence.

Item 04 provides further evidence that negotiating with teachers or administration to reduce the number of absences is relatively uncommon. A substantial 86.8% of respondents stated that they never engage in such negotiations, while only 7.3% reported doing so always, often, or sometimes. This very high percentage of "never" responses suggests that direct negotiation to alter attendance records is not a widespread student practice.

Similarly, Item 05 reveals that 51.5% of students never explain personal circumstances in the hope of having their absences excused, while 19.1% rarely do so. However, 29.4% reported doing this always, often, or sometimes. This relatively substantial minority indicates that personal circumstances may occasionally be presented as grounds for requesting flexibility concerning attendance. The finding may suggest that some students perceive individual circumstances as relevant to attendance decisions, even when these circumstances do not necessarily constitute formal justification.

The use of medical certificates in Item 06 presents a more mixed pattern. Only 29.4% of respondents reported always or often submitting medical certificates to justify their absences, while 20.6% do so sometimes. In contrast, 50% are evenly divided into two groups who rarely or never submit such documentation. This pattern may indicate that medical certificates are used selectively, primarily when students have genuine health-related reasons for absence or when formal documentation is required. It also suggests that not all absences are associated with circumstances that require medical justification.

Item 07 examines whether students submit absence justifications after the official deadline. The findings show that 57.4% never do so and another 16.2% rarely engage in this practice. Nevertheless, 26.5% report submitting justifications always, often, or sometimes after the deadline. Although this behaviour is not characteristic of the majority, more than one-quarter of respondents reporting it is noteworthy.

Item 08 concerns appealing attendance decisions when students are at risk of examination exclusion. Although 38.2% never appeal such decisions and 19.1% rarely do so, 42.7% reported that they

always, often, or sometimes appeal attendance decisions under these circumstances. The result suggests that students may become considerably more active in challenging or appealing attendance decisions when absenteeism has direct consequences for their academic progression or examination eligibility.

Item 09 examines the practice of asking classmates to sign or answer the attendance register on behalf of an absent student. The results indicate that 67.6% never engage in this practice, while 17.6% rarely do so. However, 14.7% reported doing so always, often, or sometimes. Although this represents a minority, the practice is important from an institutional perspective because it may compromise the accuracy and reliability of attendance records.

Finally, Item 10 investigates whether students attend lectures only when attendance is checked. Only 32.4% never engage in this behaviour, while 20.6% rarely do so. In contrast, 47% reported that they always, often, or sometimes attend only when attendance is checked. This finding suggests that nearly half of the respondents may be influenced by the presence or absence of attendance monitoring when deciding whether to attend. It therefore provides evidence that, for a considerable proportion of students, attendance may be driven partly by external control and institutional requirements rather than solely by intrinsic academic motivation.

5.2.6. Section Six: EFL Learners' Perceptions of Measures to Improve Absence Recording

Table 10. EFL Learners' Perceptions of Measures to Improve Absence Recording

N	Statments	SA	A	N	D	SD
01	The ability to monitor attendance records regularly encourages students to maintain better lecture attendance.	26.5%	44.1%	25%	04.4%	00%
02	Regular monitoring of attendance records helps students remain aware of their absence status.	19.1%	63.2%	13.2%	04.4%	00%
03	Providing students with instant access to their attendance records helps minimize disputes regarding recorded absences.	30.9%	39.7%	27.9%	01.5%	00%
04	Regular attendance notifications help students stay informed about their attendance status.	30.9%	57.4%	07.4%	01.5%	02.9%
05	The implementation of a digital attendance management system enhances the effectiveness of recording and monitoring student attendance.	26.5%	36.8%	26.5%	08.8%	01.5%
06	Students become more concerned about their attendance when they become close to	35.3%	48.5%	11.8%	01.5%	02.9%

	the maximum number of permitted absences.					
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Table 10 presents EFL learners' perceptions of several measures that could improve the recording and monitoring of lecture attendance.

Regarding students' ability to monitor their attendance records, Item 01 shows that 70.6% of respondents agreed or strongly agreed that the ability to regularly monitor attendance records encourages students to maintain better lecture attendance. Specifically, 26.5% strongly agreed and 44.1% agreed, while 25% remained neutral and only 4.4% disagreed. The absence of strongly negative responses is noteworthy. This finding suggests that giving students direct access to their attendance information may increase their awareness of their attendance behaviour and encourage greater responsibility for managing it.

For regular monitoring of attendance records, Item 02 produced one of the strongest levels of agreement. A total of 82.3% of respondents agreed or strongly agreed that regularly monitoring attendance records helps students remain aware of their absence status, compared with only 4.4% who disagreed and 13.2% who remained neutral. This result demonstrates that students strongly value continuous awareness of their attendance situation.

Item 03 concerns instant access to attendance records. The findings indicate that 70.6% of students agreed or strongly agreed that providing immediate access to attendance records helps minimize disputes concerning recorded absences. Only 1.5% disagreed, while 27.9% were neutral. The extremely low level of disagreement suggests broad recognition of the value of transparency.

The strongest overall agreement was found for regular attendance notifications in Item 04. A substantial 88.3% of respondents agreed or strongly agreed that regular attendance notifications help students remain informed about their attendance status. Only 4.4% expressed disagreement, while 7.4% remained neutral. This finding highlights the importance students attach to receiving timely information about their attendance.

Item 05 addresses the implementation of a digital attendance management system. The results show that 63.3% of respondents agreed or strongly agreed that such a system would enhance the effectiveness of recording and monitoring student attendance. Nevertheless, 26.5% remained neutral, while 10.3% disagreed or strongly disagreed. Although support remains substantial, this item receives comparatively lower agreement than regular notifications and monitoring.

Finally, Item 06 examines whether students become more concerned about attendance when they approach the maximum number of permitted absences. The results show that 83.8% of respondents agreed or strongly agreed with this statement, while only 4.4% disagreed and 11.8% remained neutral. This finding suggests that awareness of approaching the institutional absence limit can influence students' attendance concerns and potentially motivate them to attend more regularly.

6. Discussion

6.1. Teacher Questionnaire Findings

The findings indicate that teachers recognize the importance of regular lecture attendance for students' academic achievement, engagement, responsibility, language development, and continuity of EFL learning. However, valuing attendance does not necessarily mean that teachers fully support compulsory attendance, suggesting a preference for encouraging responsible attendance rather than relying solely on enforcement.

The findings also reveal a significant gap between attendance policies and their practical implementation. Although teachers actively record attendance, monitor absences, contact frequently absent students, and report chronic absenteeism, existing institutional mechanisms are perceived as unclear, inconsistent, and insufficiently effective. Consequently, much of the responsibility for attendance management falls on teachers, creating a considerable administrative burden and reducing the time available for teaching.

Teachers further perceive absenteeism as an educational rather than merely administrative problem. Frequent absence can negatively affect students' classroom participation, motivation, language development, academic performance, interaction, and continuity of learning. In EFL contexts, these effects are particularly important because language development depends heavily on regular exposure, practice, interaction, and sustained participation.

The findings also identify several practical challenges, including students' repeated requests to check attendance records, late arrival, disputes over absences, requests to remove recorded absences, and attempts to manipulate attendance procedures. These challenges highlight the need for clearer communication, greater transparency, and more reliable attendance records.

Teachers' recommendations strongly support reform of the existing system through clear institutional guidelines, standardized procedures, improved communication among stakeholders, efficient attendance-recording methods, greater accuracy and transparency, and stronger administrative support. They also emphasize reducing teachers' administrative workload and allowing them to devote more time to their core teaching responsibilities.

Importantly, the findings support a student-inclusive approach in which learners can regularly monitor their own attendance and receive reminders about their attendance status. Such measures could increase students' responsibility, reduce their dependence on teachers, and minimize disputes. In addition, early identification of frequently absent students could facilitate timely intervention before absenteeism becomes persistent.

In conclusion, the findings call for a shift from a teacher-dependent and predominantly administrative approach to a more systematic, transparent, standardized, and student-centred attendance-management system. Effective absence management should combine clearly implemented institutional policies, efficient and accurate recording procedures, improved communication, student self-monitoring, and early intervention. Such an integrated approach could reduce teachers' administrative burden while promoting student engagement, continuity in EFL learning, and academic success.

6.2. Student Questionnaire Findings

The findings show that the sample is predominantly female and includes students from all five Bachelor's levels, with stronger representation from earlier years. The participants are mainly intermediate and upper-intermediate English learners, suggesting that most may benefit from classroom interaction and language practice while also having some capacity for independent learning. Lecture absenteeism emerges as a significant but generally occasional issue rather than evidence of widespread chronic disengagement. While many students experience some absences, most do not appear to be persistently absent. However, a smaller group demonstrates frequent or chronic absenteeism and therefore represents a higher-risk group for learning difficulties, reduced participation, and academic problems. The findings suggest that absenteeism should be addressed through a differentiated and supportive approach: occasional absence may require awareness and encouragement, whereas persistent absenteeism calls for early identification, monitoring, and targeted intervention. The gender imbalance and reliance on self-reported proficiency should also be considered when interpreting the findings.

The findings show that students generally recognize the educational value of lecture attendance, particularly for understanding course content, improving academic performance, and benefiting from teacher–student interaction, which is especially important in EFL learning because language development requires practice, feedback, and communication. However, a clear gap exists between students' awareness and their actual attendance behaviour, indicating that absenteeism cannot be explained simply by a lack of awareness. Practical barriers, motivation, teaching practices, scheduling, transportation, and access to alternative learning resources may influence students' decisions to attend or miss lectures. The uncertainty surrounding attendance when it is not compulsory also suggests that some students may rely on external institutional requirements rather than intrinsic motivation. At the same time, students appear to value both face-to-face instruction and online resources, suggesting that they favour a complementary rather than either/or approach to learning. Thus, improving attendance requires ensuring that classroom lectures provide meaningful, interactive, and distinctive learning experiences that cannot be easily replaced by independent or online study.

The findings demonstrate that lecture absenteeism is a multidimensional phenomenon resulting from the interaction of personal, institutional, pedagogical, and motivational factors. Transportation difficulties, distance from the university, health problems, and inconvenient timetables emerge as important practical barriers, while motivation, personal circumstances, academic pressure, and competing priorities also influence students' attendance decisions. Importantly, students' perceptions of teaching style and the relevance and usefulness of lectures appear to shape their willingness to attend, suggesting that absenteeism is partly a pedagogical issue. The mixed perceptions of recorded lectures and online resources further indicate that digital materials can either support attendance or provide alternatives to face-to-face participation, depending on how students use them. Thus, absenteeism cannot be attributed solely to student irresponsibility or lack of motivation; rather, it reflects the interaction of student-related, teacher-related, and institutional factors. Therefore, addressing absenteeism requires a

comprehensive approach that combines supportive attendance policies, appropriate scheduling, attention to structural barriers, engaging teaching practices, and meaningful learning experiences.

The findings indicate that students are generally aware of the negative consequences of lecture absenteeism on learning, participation, academic performance, classroom preparedness, teacher–student relationships, and group work. They particularly recognize that missing EFL lectures reduces opportunities for oral practice, interaction, feedback, and active language use, while repeated absence may create learning gaps that become increasingly difficult to overcome. Students also acknowledge that absenteeism can affect both individual progress and collaborative classroom activities. However, some learners appear to believe that missed content can be compensated for through self-study, online resources, or recorded materials, particularly regarding long-term language development. Therefore, the findings reveal a clear gap between students’ awareness of the consequences of absenteeism and their actual attendance behaviour, suggesting that awareness alone is insufficient to ensure regular participation.

The findings indicate that students are generally aware of and concerned about their attendance status, regularly monitoring their absences and recognizing the potential academic consequences. Most do not routinely attempt to manipulate attendance records or obtain unjustified exemptions, although a minority engage in practices such as late submission of justifications, appealing attendance decisions, or asking classmates to register their presence, which may affect the reliability and fairness of attendance management. Students appear to become particularly concerned when excessive absenteeism threatens examination eligibility, suggesting that attendance is sometimes viewed more as an institutional requirement than as an ongoing learning responsibility. Furthermore, the tendency of some students to attend mainly when attendance is monitored highlights a tension between extrinsic compliance and intrinsic motivation. These findings therefore suggest that attendance monitoring alone is insufficient and should be combined with transparent procedures, student responsibility, and meaningful, engaging classroom experiences that encourage attendance for its educational value rather than merely to satisfy institutional requirements.

The findings indicate strong student support for a transparent, accessible, and regularly monitored attendance-management system. Students value having direct access to their attendance records and receiving timely notifications, which could increase self-awareness, personal responsibility, and reduce misunderstandings and disputes. The positive attitude toward digital attendance systems suggests openness to technological solutions that can improve efficiency and reduce administrative workload, although technology alone is not sufficient and requires reliable implementation and institutional support. Overall, the findings emphasize the importance of continuous monitoring and early communication, enabling students to address attendance problems before they become serious rather than only reacting when they approach the maximum permitted number of absences.

Conclusion

The present study aimed to investigate lecture absenteeism among EFL learners and explore the factors contributing to students’ absence, its perceived effects on learning, and the effectiveness of

existing attendance-management practices, while also examining teachers' and students' perspectives on possible improvements. To achieve these objectives, the study adopted a descriptive survey design and employed two questionnaires administered to 9 EFL teachers and 68 EFL students at ENS-Ouargla in Algeria. The teacher questionnaire explored teachers' perceptions of the importance and consequences of attendance, challenges in monitoring absenteeism, existing institutional practices, and recommendations for improving attendance management. The student questionnaire examined learners' attendance patterns, awareness of the value and consequences of attendance, factors contributing to absenteeism, practices related to absence management, and their perceptions of possible attendance-monitoring measures.

The findings from both questionnaires provide a complementary understanding of lecture absenteeism as a complex educational phenomenon rather than a simple issue of student non-compliance. Teachers generally recognize regular attendance as important for academic achievement, engagement, language development, and continuity of EFL learning, while students similarly acknowledge its contribution to understanding course content, academic performance, classroom participation, and teacher-student interaction. Nevertheless, a clear gap between awareness and actual attendance behaviour emerged. Although students understand the benefits and consequences of attendance, absenteeism remains widespread, with most cases being occasional and a smaller group demonstrating more persistent patterns requiring closer attention.

The study further demonstrates that absenteeism is influenced by a combination of personal, institutional, pedagogical, and motivational factors. Transportation and distance, health problems, inconvenient schedules, personal circumstances, academic pressures, motivation, and perceptions of teaching style all contribute to students' attendance decisions. This indicates that absenteeism cannot be attributed solely to students' lack of responsibility or motivation. Rather, it reflects the interaction between students' circumstances, their perceptions of the learning experience, and the conditions created by the institution.

An important conclusion emerging from the study is that attendance awareness alone is insufficient to ensure regular participation. Some students appear to attend particularly when attendance is monitored, suggesting that external institutional control may sometimes replace intrinsic motivation. At the same time, students recognize the value of face-to-face interaction and the limitations of relying exclusively on online materials. This highlights the need to make classroom attendance pedagogically meaningful by providing interactive, engaging, communicative, and distinctive learning experiences that students cannot easily replace through independent study.

The teacher findings additionally reveal a significant gap between attendance policies and their implementation. Teachers currently carry much of the responsibility for recording, monitoring, and managing absences, resulting in considerable administrative workload. Inconsistent procedures, disputes over attendance records, repeated requests from students, and difficulties in monitoring absences further demonstrate the limitations of the existing system. Both teachers and students consequently support

greater transparency, accessibility, regular monitoring, timely notifications, standardized procedures, and the use of more efficient or digital attendance-management tools

Overall, the study concludes that effective management of EFL lecture absenteeism requires a shift from a teacher-dependent, reactive, and predominantly administrative approach toward a systematic, transparent, preventive, and student-centred model. Such a model should combine clearly communicated and consistently implemented institutional policies, accurate and efficient attendance recording, student access to attendance information, regular notifications, appropriate consideration of structural barriers, engaging teaching practices, and early identification of students at risk of persistent absenteeism. This integrated approach would not only reduce the administrative burden placed on teachers but also promote greater student responsibility, engagement, continuity of language learning, and ultimately improved academic achievement in the EFL context.

Recommendation

Based on the findings of the present study, the main recommendation is to develop and implement a centralized digital attendance management system that enables both teachers and students to manage, monitor, and track lecture attendance efficiently and transparently. The system should replace or substantially reduce reliance on manual attendance recording and should provide teachers with an efficient platform for recording attendance, monitoring absence patterns, generating attendance reports, and identifying students at risk of persistent absenteeism. At the same time, students should have secure access to their own attendance records, enabling them to monitor their absence status throughout the semester and take responsibility for maintaining regular attendance.

The system should also incorporate automatic notifications and alerts to inform students regularly about their attendance status, particularly when their absences approach institutional limits. For teachers and administrators, the system could generate alerts when a student demonstrates a persistent pattern of absenteeism, allowing early intervention rather than waiting until the end of the semester. Such a system would also improve the accuracy, transparency, consistency, and accessibility of attendance records, thereby reducing recording errors and disputes between students and teachers.

Importantly, the proposed system should be designed as a shared institutional tool rather than merely a digital replacement for the existing attendance register. It should facilitate communication among students, teachers, and administration while clearly defining the responsibilities of each stakeholder. By giving students greater control over their attendance information and reducing teachers' administrative workload, the system could contribute to a more student-centred, preventive, and efficient approach to absenteeism management. Ultimately, the implementation of such a system could help the institution move from reactive attendance control toward early identification, informed intervention, student responsibility, and improved continuity of EFL learning.

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