

The Relationship between Class Attendances with Academic Achievement of PNU Students¹

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ABSTRACT

This study aimed to investigate the effect of PNU attendance, on educational achievement, was carried out. The research is descriptive and correlational. The study population included all students of Persian literature and education to 200 children with stratified sampling method, the sample was selected. The required data, the was extracted Golestan system University. Analyze the data, descriptive and inferential statistics (t-test and cauliflower), took place. The results show that, between attending classes, and academic achievement of boys and girls, there is, in other words, students who have attended classes PNU, had a higher level of educational attainment. The relationship between the variables gender, and education by attending classes was observed.

KEYWORDS: PNU, attendance, academic achievement.

INTRODUCTION

One of the most effective systems in the world today and tomorrow, the educational system of each country. In this great institution, millions of children, teenagers and even adults, the best time of your life, in the schools and universities, learning and teaching to spend (Teachers Training Master Plan for the Family, 2000). The educational system, in order to achieve the best results, and the obstacles and deficiencies throughout the educational process, and optimal use of inputs, the experts are always evaluated, and finally the educational systems are graduates, has some attributes and skills are in the field of academic achievement can be the most important and most objective criteria, to assess the efficiency and effectiveness of educational systems (Mehrafrooz., 1999).

Reading achievement, has always been of interest to educators, and the most important concerns of any educational system. Success and achievement, in every society is an important factor in national education, and reflects the success of the educational system, in the aim of finding and attention to meet individual needs. Therefore, the educational system, we can be efficient and successful, the academic achievement of its students, in different periods, the highest and the highest (Tamanayifard and Gandomi, 2011). In general, academic progress because it is important, that would enhance success in everyday life (Areepattamannil & Freeman, 2008), increased self-esteem, and causes a feeling of competence and merit (Tavakoli, 1997). Academic achievement, learned or acquired abilities of the individual, which applies in matters of school, learning by standardized tests, teacher-made tests or measured. Generally, the term refers to the school's learning, so that they can be in the categories of factors related to individual differences, and factors related to school education, studied (Soliman Nejhad A, Saharan, 2002).

For many years, researchers and practitioners in education, and social psychology many studies on the factors affecting academic achievement, and always has been considered (Mohammadi Baghmalayi, 1995), because it is a matter of academic achievement, especially in the interest of all countries in the world now, and every year a large number of community budget, is spent on education, children and young people, and many researches to examine the different factors that could have an impact on academic achievement, factors such as family, environment, school and educational programs, dedicated (Qajarieh, 1994), one of the main signs of the success of the education system, in achieving the goal (goals), the academic achievement of learners. Its many variables, such as parenting style (Veisi, 2005), confidence (Hosseininasab and Vojdan parast, 2002), intelligence (Samari and tahmasebi, 2007), cognitive and metacognitive strategies (Said et al., 2010; Veisi, 2010), identity (Zanoobian, 2012), thinking (Akbarzadeh, 2006) and academic achievement, have been investigated,

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but one of the variables associated with achievement, less attention by researchers the effect of being in the classroom. Attending classes at various universities on the basis of different ways, will be held. In addition, promote the development of the country depends on the quantity and quality of its universities. In fact, universities have a very important role in advancing science and technology, and their communities in the creation and transfer of technology, significant strides forward, certainly in the long term growth and considerable economic development, will achieve (Emadzadeh, 2004).

In Iran, universities and institutions of higher education have a myriad of activities, some of the universities and higher education institutions in the country, the Ministry of Science, Research and Technology are active. One of the university is PNU.

PNU, based on the decision dated 27/08/1986 94 meetings, and 97 dated 09/25/1986 of the High Council of Cultural Revolution, virtually admitted the first group of students, was established in October 1988. After the founding of the university, by accepting its first students in 5 fields of study, and in 28 of the remaining Abureihan Birooni universities, free universities of Iran, from October 68 to 1988 academic year, began its educational activities. Development and establishment of new branches, the location and local public assistance, and facilities provided by the board founder done. One of the pillars of the country's scientific development, the expansion of education, social development and prosperity of talent there, and the underlying human creativity. Conventional and ongoing training alone is not enough to make this important body. According to new methods of education and training programs, such as semi-direct, open and distance learning, and learning to achieve the goals of development, is essential. Semi-personal training, military training, which, by utilizing educational technology, tutorial textbooks, and student-centered learning needs of students in classrooms, decreases. In fact, this type of education, can be teaching classes, classes for private browsing, and troubleshoot a group converted. The benefits of this educational system is, of student-centered, independent study possible, universal coverage, offering courses in less time, in terms of student needs and, consequently, lower costs and less dependence, educational requirements than traditional methods, and in However, the effectiveness of teaching. The purpose and meaning of open education, reducing the barriers of time and space, and limitations of some provisions of the conventional educational system. So that, by the provision of higher education is to provide people because of distance or lack of access to training centers, and occupational and geographical and time constraints, for the benefit of ordinary education, have fewer features. Semi-person training is organized into teaching-learning process, so that each hospital, in the selection and application of solutions for the use of one or more types of materials, media and other mass media, is mighty. In this type of training using information and communication technology (ICT), with the participation of learners in the learning process, facilitate. Big PNU, the largest network of public higher education in the country that, in the open universities in the world, ranking sixth in Asia, the second (PNU portal, 2008). Although the main purpose of remote universities and PNU, training of people working or away from training centers, but in our country, unfortunately, due to having a young population and low capacity of public universities, a large number of young people by PNU, have been launched, young people who are not working, and indirect and direct half of university students is not possible to satisfy the needs of social and psychological science. However, many teachers of PNU, due to the rejection classes, in this case (bug fixes individual or group), have attempted to classes full-time, and receive a percentage of the mid-term and, subject to presence in the classroom, and related activities have, of course, for people working this way is more flexible. The researchers' main aim in this study is the fact that, if present in the classroom, the impact on students' progress or not? Is the present and absent students' progress in the classroom, there a difference?, it is hoped that the results of this research, the planning of teaching and learning PNU, used.

Research Objectives

General Purpose: The purpose of this study was to investigate the effect of presence in the classroom, the students' progress is PNU.

Hypotheses, in line with the overall purpose, was determined as follows:

1. Attendance, the male students of educational achievement, impact.
2. Attendance, academic achievement of students on educational science, impacts
3. Attendance, educational attainment, male students of Persian literature, impact.
4. Attend classes on the academic achievement of students of Persian literature, impact.

5. The students' progress in the classroom science education, with students of Persian literature, there are differences.
6. Between the academic achievement of students in the classroom science education, and the son of Persian literature, there are differences.

Research method

The research is descriptive and correlational. To collect data, the professors were synchronized, the names of students who have attended at least three quarters of classes, determine. Of course the students' grade level, the extent of their participation in class activities depend. Finally, after final exams, scores of students by teachers, from the Golestan system was extracted. To analyze the data, descriptive statistics (frequency, mean, etc.), and inferential statistics (t-test and cauliflower), as well as software SPSS, was used. The study population consists of students of educational sciences, and Persian literature PNU Harsin that, in the 91-90 school year, studying. Of this population, according to the research objectives, and using stratified sampling, 200 students were chosen.

Sample size

Sample	Sum	Boys		Girls		Students field
		Absent	Present	Absent	Present	
200	100	25	25	25	25	Education
	100	25	25	25	25	Persian literature

Table 1) Comparison of average educational attainment groups.

field	gender		Attendance	Society	average	SD	Standard error of the mean
Education	Boys	average	Present	25	13.40	1.334	.266
			Absent	25	10.73	1.048	.209
	girl	Average	Present	25	14.32	1.751	.350
			Absent	25	10.79	1.804	.360
Persian literature	boy	Average	Present	25	13.25	1.780	.356
			Absent	25	10.35	3.031	.606
	girl	Average	Present	25	14.38	2.531	.506
			Absent	25	10.43	2.106	.421

First hypothesis: the presence in class on the male students of educational science achievement, impact. To investigate this hypothesis, scores of male students present and absent, in-class educational science, have been compared. Table 2) test results show:

Table 2. Student t test to compare the average educational attainment of male students present and absent Education Science

Homogeneity Test		Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
F	Sig	0/001	48	7/85	1/33	13/40	25	Present boy
0/ 311	1/04							absent boy
					1/04	10/73	25	absent boy

In Table 2), Student t test, to compare mean scores of two groups of male students of educational achievement have, and absent in class have been reported. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test 0/311 that, assuming homogeneity of variances is not rejected ($P > 0/05$). T is calculated according to the value (8.57), and significantly 0/001 level that is greater than the critical t (1.68), it can be inferred, a significant difference in the academic achievement of male students present and absent in the classroom There are. In other words, students 'progress in the classroom, the student is absent, and this means the influence of the classroom, the students' progress is the son of educational science. The second hypothesis: attendance on the academic progress of educational science students, impact.

To investigate this hypothesis, scores of students present and absent in class educational science, have been compared. Table 3) test results show:

Table 3. t test to compare the average achievement of students present and absent girl Science Education

Homogeneity Test		Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
f	sig		48	7/03	1/75	14/32	25	Girl present
% 23	0/879	0/001						
				1/80	10/79		25	Girl absence

Table 3), Student t test, to compare academic achievement scores between the two groups of students present educational science, and absent in class have been reported. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test 0/789 that, assuming homogeneity of variances is not rejected ($P > 0/05$). Given the amount of t calculated (7/03), and a significant level of 0/001 that are larger than the critical t (1.68), it can be inferred, a significant difference in the academic achievement of students present and absent in the classroom There are. In other words, students' progress in the classroom, the student is absent, and this means the influence of the classroom, the academic achievement of students at the Educational Sciences.

Hypothesis: Participation in class on the students' educational progress, of son student of Persian literature, impact.

To investigate this hypothesis, scores of male students present and absent in class Persian literature, has been compared. Table 4) test results show:

Table 4. t-test to compare the average educational attainment of male students present and absent Persian literature

Homogeneity Test		Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
F	Sig		48	4/124	1/78	13/25	25	Present boy
3/37	%72	0/001						
				3/03	10/35		25	Absence boy

In Table 4), t-test to compare academic achievement scores between two groups of male students of Persian literature, present and absent, the class have been reported. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test is 0/72, the assumption of homogeneity of variances is not rejected ($P > 0/05$). Given the amount of t calculated (4/124) and 0/001 significant level that is greater than the critical t (1.68), it can be inferred, a significant difference in the academic achievement of male students present and absent in the classroom There are. In other words, students' progress in the classroom, the student is absent, and this means the influence of the classroom, the academic achievement of male students of Persian literature.

The fourth hypothesis: attendance on the students academic progress of Persian literature field, impact.

To investigate this hypothesis, scores of students present and absent in class Persian literature, has been compared. Table 5) test results show:

Table 5. t test to compare the average achievement of students present and absent Persian literature

Homogeneity Test		Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
F	Sig		48	4/124	2/53	14/38	25	Present girl
%267	%608	0/001						
				2/10	10/43		25	Absence girl

In Table 5), Student t test, to compare academic achievement scores between the two groups of students of Persian literature and absent in class have been reported. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test is 608%, assuming homogeneity of variances is not rejected ($P>0/05$). Given the amount of t calculated (4/124) and 0/001 significant level that is greater than the critical t (1.68), it can be inferred, a significant difference in the academic achievement of students present and absent in the classroom There are. In other words, students' progress in the classroom, the student is absent, and this means the influence of the classroom, the academic achievement of students of Persian literature, is.

Fifth hypothesis: the present students' educational progress on the field of educational science with students of Persian literature, there are differences.

To investigate this hypothesis, scores of male and female students in class educational science, with scores of male and female students in class Persian literature, are compared. Table 6) test results show:

Table 6. compared scores of students' progress online, in-class educational science and Persian literature

Homogeneity Test	Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
F	Sig	98	0/121	1/61	13/86	50	Present Educational science field
%341	%68	0/904					
				2/24	13/81	50	Present Persian literature field

Table 6), t-test to compare academic achievement scores between the two groups of students of Persian literature, and education, the classes have been reported. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test is 68%, assuming homogeneity of variances is not rejected ($P>0/05$). According to T-calculated amount (121%), and a significant level of 0/001 that are smaller than the critical t table (2.66), it can be inferred, a significant difference in students' progress online, in the classroom Persian literature, and there is no education. In other words, the academic achievement of students, and the son of Persian literature in the classroom, and male and female students in the classroom educational science, there is no significant difference.

Sixth hypothesis: the academic achievement of students in the classroom science education, and Persian literature with male students, there is a difference.

To investigate this hypothesis, scores of female students in science class educational and Persian literature with scores of male students in the class educational science, and literature Persian comparison.

Table 7. Average groups, by gender

Students	Gender	Number	Average	Standard deviation	Standard error of the mean
precent	Boy	50	13/32	1/559	0/220
	Girl	50	14/35	2/154	0/304
Absent	Boy	50	10/54	2/253	0/318
	Girl	50	10/61	1/949	0/275

Tables 7 and 8), test results show:

Table 8) compared the academic achievement of students in the class Persian Literature, and Education, students Boys

Homogeneity Test	Significance level	Degrees of freedom	T	Standard deviation	Average	Number	educational attainment Students
F	Sig	0/001	-2/737	1/599	-1.029	50	boys
2/67	0/105						
		0/001	-2/737	2/154	-1.029	50	girls

Table 8), t-test to compare academic achievement scores between the two groups of students of Persian literature and education, with the male students. In order to check the homogeneity of variances, the Levene test was used, a significant level of homogeneity of variances, the Levene test is 105%, assuming homogeneity of variances is not rejected ($P > 0/05$). According to the calculated t (2/737), and a significant level can be inferred 0/001 significant difference in the academic achievement of students in the classroom Persian Literature, and Education, with students son there. In other words, the academic achievement of boys and girls in the classroom Persian literature, and science education, there is no significant difference.

The results also showed that, for the development of male and female students absent, in Persian literature and education, there is no difference.

Offers

A proposals of research

1. planning to Better hold classes in PNU
2. Provide more training and study facilities for students
3. workshops on teaching methods for teachers
- 4.

(B) the practical recommendation (research)

1. compare the academic achievement of different field students
2. Check the students' perspective, rather than in-person classes

Limitations

The main limitation of this study, it can be stated the following:

1. The lack of access to appropriate comments
2. The lack of time
3. The lack of research, and research past relevant

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