

Quantitative Relationship between Absenteeism and Academic Achievement among BSc Nursing Students in Private College of Lahore

Rifat Yasmeen (Corresponding Author)

Principal Khaldunia College of Nursing Lahore, (MSN Scholar UHS, BSN, MPH, RM, RN Email: riffat07@yahoo.com

Muhammad Ahmed

BSN Intern, Akhtar Saeed College of Nursing, Lahore
Email: mm6188307@gmail.com

Inshrah Khalid

BSN Intern, Akhtar Saeed College of Nursing, Lahore
Email: inshumughal24@gmail.com

Rija Arif

Lecturer, Shahbaz College of Health Sciences Lahore
Email: rijaasadullah111@gmail.com

Abu Talha

Lecturer, Khaldunia College of Nursing, Lahore
Email: abutalhamughal20@gmail.com

Abstract

Absenteeism, characterized by frequent or prolonged absence from educational activities, remains a substantial impediment in nursing education, potentially undermining both theoretical understanding and skill acquisition. This study aimed to examine the relationship between absenteeism and academic performance among BSc Nursing students at private institutions in Lahore. A quantitative analytical cross-sectional design was employed, utilizing a straightforward sampling method to recruit 152 individuals. Data were collected by an adapted questionnaire and institutional academic records, assessing the frequency of absenteeism and academic achievement. Descriptive statistics showed that 60.5% of students were female and 69.7% were between the ages of 18 and 22. Most of the students (59.9%) said their GPA were between 3.0 and 3.4. The results showed that 48% of the people who took part firmly believed that missing class made it harder for them to understand the material, while 55.3% said it was hard to catch up after being absent. Despite

these perspectives, Pearson's correlation analysis revealed a statistically significant positive correlation between absenteeism and academic success ($r = 0.515$, $p < 0.001$), suggesting that some students may maintain academic performance despite irregular attendance, possibly by utilizing diverse learning strategies, peer support, or recorded

Author Details

Keywords: Absenteeism In Education, Academic Performance, Class Participation, Class Grades, Educational Barriers, Higher Education Attendance, Impact Of Absenteeism.

Received on 25 Dec 2025

Accepted on 20 Jan 2026

Published on 03 Feb 2026

Corresponding E-mail & Author*:

Rifat Yasmeen

Principal Khaldunia College of Nursing Lahore, (MSN Scholar UHS, BSN, MPH, RM, RN Email: riffat07@yahoo.com

materials. This result is different from what other studies found, which said there was a negative correlation. Additionally, students identified other factors contributing to absenteeism, including personal obligations, stress, and unengaging pedagogical methods. The study stresses the need for targeted measures such as flexible scheduling, faculty assistance, and interactive learning strategies to lower absenteeism and boost engagement. While the research offers significant insights, it is limited by its focus on private institutions and reliance on self-reported data, indicating the need for more comprehensive, long-term studies that incorporate clinical performance criteria.

Introduction

Absenteeism is the regular or frequent absence from classes or clinical placements for personal, medical, social, or academic reasons. In nursing education, absenteeism may encompass the omission of theoretical lectures, laboratory sessions, or clinical assignments (Randa 2020). The National League for Nursing (NLN) stresses that being present in all of these areas of learning is important for building professional abilities. High absenteeism rates are frequently associated with diminished engagement, decreased academic performance, and inadequate preparedness for subsequent clinical practice (Klein, Sosu et al. 2022). A study demonstrated that school absenteeism adversely affects students' academic performance (Pitt, Powis et al. 2012). Another study found a direct link between class attendance and academic success. It showed that students who don't go to class often or at all are less likely to do well in school. Not paying attention in class can also make it harder to learn (Stone, Hampton et al. 2023).

Furthermore, it has been established that class attendance is directly correlated with student performance and positively influences professional achievement at elevated levels (Bibi, Ahmed et al. 2022). The outcome indicates that instructors' scientific expertise, the delivery of specialized material, student regularity, attendance, suitable classroom facilities, and the alignment of class discussions with tests promote sustained classroom attendance. A comparative study in India revealed that the exam scores of medical students mandated to attend class were superior to those for whose attendance was optional and who engaged less in the classroom (Klein, Sosu et al. 2022). Many universities realize that students miss class a lot (Keppens 2023).

A significant degree of absenteeism likely exerts a considerable adverse effect on students' long-term performance (Kearney, Heyne et al. 2020). A review of the literature indicates that in Iran, there has been insufficient research about the reasons for the absenteeism of medical science students from classrooms (Schmulian and Coetzee 2011), as well as its impact on their learning and professional performance (Ahmad, Rahman et al. 2017). Regardless of the cause, the relationship between school absences and academic performance may be influenced by family socioeconomic status (SES) (Kearney, Heyne et al. 2020). Because of a combination of several problems, students from lower-SES homes may be more likely to miss school and do worse in school than students from higher-SES families (Hakami 2021). Research on the moderating effect of socioeconomic status (SES) in the relationship between school absences and academic performance is limited and yields inconclusive findings (Sosu, Dare et al. 2021).

Evidence indicates a more pronounced detrimental impact of absence on academic attainment among low SES students, particularly in kindergarten and primary school settings (Akkus and Çinkir 2022). Students in India who want to become doctors must be very dedicated, motivated, and interested in academics. In India, medical institutes are setting up lecture, practical, tutorial, and clinical programs for students to help them learn as a whole. To this day, lectures and discussions in class are still some of the best ways for students to learn, and going to class regularly is very crucial for doing well in school. Lecture classes not only give all the students a lot of information,

but they also make sure that everyone has the same learning experience. Regular class attendance not only facilitates students' comprehension of the subject matter but also fosters an environment conducive to effective professional socialization. This, in turn, aids medical students in cultivating the professional skills, behaviors, attitudes, and values essential for successful nursing practice (Mitra, Sarkar et al. 2022).

Recently, universities, especially medical universities, have been worried about students not being in class (Bahadori, Salari et al. 2020). Not showing up to class makes the teaching and learning atmosphere less dynamic and turns the class into a boring and unpleasant place. Studies show that things like how well professors teach, how interested students are in the subject, and whether or not classes are coed might make students more likely to go to class. There are a lot of reasons why students miss university classes. Some of these are the way the classes are taught, the professors' lack of confidence, the materials that are too hard to understand, the low academic level of the class, the large and crowded classes, the traditional way of managing the classroom, the students' unwillingness to join in on class discussions, the professors' lack of concern about whether or not the students are there, the students' lack of interest in the subjects, and the students' difficult commute (Bahadori, Salari et al. 2020).

Absenteeism is a key sign of how well schools meet the educational needs of their students. When students miss school, it shows that they are not interested in what they are learning, which can lead to questions like "What is wrong with this education?" and "Is something happening in our schools and classrooms that keeps students from learning?" Singh (2012) says that absenteeism can be broken down into three main groups: sickness absence, authorized absence, and unexcused absence (Rind, Channar et al.; Musa 2020; Khurshid, Parveen et al. 2021). Schools are more and more worried about nursing students not showing up for class since it could hurt their overall academic performance and success. This study aims to examine the influence of absenteeism on the academic performance of nursing students, focusing on identifying the underlying causes and the extent of its detrimental effects on academic achievement.

The study was employed a quantitative research methodology to assess the correlation between nursing students' academic performance and their rates of absence. We used surveys and school records to find out about absenteeism rates and academic achievement measures like GPAs and test scores. The study also looked into how absenteeism is related to different demographic factors, such as age, gender, and year in school. The study aims to elucidate the impact of absence on the academic performance of nursing students by examining these parameters. This information can then be utilized to help plan educational programs and interventions that aim to reduce absenteeism and improve student outcomes in nursing programs. The exact impact of absenteeism on the academic achievement of nursing students in Lahore, Pakistan, remains inadequately comprehended. Despite extensive examination of absenteeism in many educational contexts, there exists a paucity of empirical data focused on the nursing student demographic in this region. The impact of absenteeism on academic performance and its underlying causes within the framework of nursing education in Pakistan necessitate more examination.

Research Objective

To determine the quantitative correlation between absenteeism and academic achievement among BSc Nursing students in nursing institutions of Lahore.

Research Question

What is the quantitative correlation between absenteeism rates and academic achievement among BSc Nursing students in Lahore?

Literature Review

Mitra, S., P. Sarkar, et al. (2022) examined the absenteeism of medical undergraduate students and their impact on academic performance. Their research indicated that absenteeism led to diminished performance on practical examinations and overall inferior scores, particularly within clinical settings. To reduce absenteeism and improve academic achievement, Mitra and colleagues proposed more flexible teaching methods and increased student support. Keppens, G. (2023) examined the correlation between academic performance and the timing of absenteeism. The study found that pupils did worse in school when they skipped important lessons or tests than when they missed less important ones. Keppens said that teachers need to be aware of and deal with students who tend to be absent in order to lessen the negative consequences on their academic performance.

Nawaz, K., M. Hussain, et al. (2018) examined the factors influencing nursing students' absenteeism. Absenteeism was linked to both academic and non-academic factors, including poor academic performance, lack of interest, and external pressures like family and financial problems. The authors contend that enhancing student engagement and providing support services may mitigate absenteeism and elevate academic performance. Ahmad, F. N. Rahman, et al. (2017) conducted an observational study to examine the influence of class attendance on the academic performance of medical students. The study indicates a direct correlation between enhanced academic performance and elevated class attendance. The worse grades of students who missed more classes showed how important it is to go to class regularly in order to do well in school. Since regular interaction with academic content is a crucial determinant of success, the findings suggest that educational institutions implement strategies to enhance attendance. This confirms that not going to school hurts academic performance.

Akkus, M., and S. Çinkir (2022) investigated the problem of student absenteeism in classrooms while evaluating current legislation. The study demonstrated that absenteeism affects not just students' academic performance but also the whole learning environment. Students who miss class have a harder time catching up, which affects retention rates and leads to poor academic performance. The authors suggested that to enhance academic achievement, absence rules should consider both institutional support and student engagement. Their research provides a more thorough comprehension of the impact of absence on educational systems as a whole and on individual students. Bahadori, M. H., A. Salari, et al. (2020) found out what caused medical students to miss class. They found that things including not being motivated to do well in school, family responsibilities, and personal health had a big effect on absenteeism. Because they didn't go to important classes or get the requisite clinical training, these traits were linked to inferior academic success. To mitigate the adverse effects of absenteeism on academic performance, the study emphasized the need for intervention strategies, including counseling services and adaptable learning options.

In Khyber Pakhtunkhwa, Pakistan, Bibi, A., F. Ahmed, et al. (2022) examined the factors affecting the performance of undergraduate nursing students. Their research showed that one of the main reasons nursing students did poorly in school was because they missed class. They discovered that health issues, familial obligations, and the lack of a structured educational setting were significant contributors to absenteeism, both inside and externally. The study's findings suggest that nursing students' academic performance might be improved and absenteeism reduced by addressing these factors through enhanced time management and institutional support. Hakami, A. R. (2021) examined the influence of absenteeism on the academic performance of medical sciences students, emphasizing gender discrepancies. The results indicated that while absenteeism adversely affected academic performance for both male and female students, female students exhibited higher absenteeism rates,

thereby leading to more significant academic challenges. To deal with absenteeism and help students get past these barriers to academic performance, you need to use gender-sensitive solutions.

Kearney, C. A., D. Heyne, et al. (2020) looked into the link between youth problematic absenteeism and school attendance in their project. They found that frequent absenteeism can lead to long-term academic disengagement, behavioral problems, and poor academic performance. Kearney and colleagues suggested that measures aimed at improving attendance could significantly mitigate these negative effects and ultimately enhance academic performance. Klein, M., E. M. Sosu, et al. (2022) looked into how the reason for missing school affected students' grades. Their data showed that absences caused by personal choice or lack of interest had a bigger effect on grades than absences caused by illness or family situations. The study says that knowing what causes students to miss school can help make targeted interventions that lessen the effect on their grades. Musa, Z. A. (2020) looked into the personal variables that cause Nigerian nursing students to miss class. The study identified many personal factors, such as health issues, financial difficulties, and lack of motivation, as significant contributors to absenteeism. Musa emphasized that addressing these personal difficulties could reduce absenteeism and enhance the academic performance of nursing students. In their study, Pitt Powis, et al. (2012) investigated the factors influencing nursing students' attrition and their academic and clinical performance. Their data indicated a significant correlation between absenteeism among nursing students and both inadequate academic performance and increased dropout rates. Pitt, Powis et al. (2012) posited that the study proposed a comprehensive strategy integrating mentor-ship, academic support, and enhanced institutional policies to reduce absenteeism and improve student performance and retention. Randa, M. B. (2020) looked into why nursing students at a South African school were missing classes. Absenteeism was significantly correlated with diminished academic performance, since students were absent from both theoretical education and practical training. Randa suggested targeted interventions like financial help and getting students more involved in order to cut down on absenteeism and improve academic performance.

Research Methodology

Study Design

A Quantitative, Analytical cross Sectional study design was using
This study was conducted in collaboration with following nursing colleges;
Shareef College of Nursing Lahore
Rashid Latif College of Nursing Lahore
Saida Waheed FMH College of Nursing Lahore

Duration

The study was conducted out over a period of approximately three months following approval from the Institutional Review Board (IRB).

Target Population

1st, 2nd, 3rd, and 4th Prof Students of Shareef College, Rashid Latif College, and Saida Waheed Nursing College, Lahore.

Sampling Techniques

A convenient sampling technique was used in this study.

Eligibility Criteria

Nursing students are enrolled in the 1st, 2nd, 3rd, and 4th years of the program.
Students who had experienced absenteeism during the current academic year.

Students who consented to participate in the study.

Exclusion Criteria

Students on long-term medical leave. (Because their absenteeism was due to health-related issues rather than voluntary or academic reasons).

Other than nursing students like LPN/CNA

Sample Size Calculation

For a finite population, the sample size was calculated as:

$$n = \frac{N \times Z^2 \times p \times (1 - p)}{e^2 \times (N - 1) + Z^2 \times p \times (1 - p)}$$

Substitute the values

Population size = $N = 250$

Confidence level = $Z = 1.96$

Population proportion = $P = 0.5$

(A population proportion of 0.5 is used when there is no prior knowledge about the expected proportion of the outcome in the population).

Margin of Error = $E = 0.05$ (Nawaz, Hussain et al. 2018)

$$n = \frac{250 \times (1.96)^2 \times 0.5 \times (1 - 0.5)}{(0.05)^2 \times (250 - 1) + (1.96)^2 \times 0.5 \times (1 - 0.5)}$$

$$n = \frac{240.1}{1.5829} \approx 152$$

Research Tool

To investigate the "Association between Absenteeism and Academic Achievement among BSc Nursing Students in nursing institutes of Lahore," an adapted questionnaire functioned as the principal study instrument. To collect detailed information about students' attendance habits and how they think it affects their academic performance, this survey included only closed-ended questions. The survey asked about things like age, gender, and year of study to help make sense of the data. We also looked at the children' self-reported rates of missing school and their most recent grades or GPA to see how well they were doing in school. The questionnaires also asked students how they thought missing class affected their grasp of the topic, their involvement in class, and their overall academic achievement.

Data Collection Procedure

The research was carried out in the private sectors of Lahore. A mixed-methods data gathering process was utilized to obtain complete and informative data. At first, a quantitative method was used by giving out questionnaires to a representative group of fourth-year nursing students from different schools. The questionnaire has parts that asked about how often students missed class and how well they did in school, such their GPA or course grades.

Data Analysis Plan

The study on how absenteeism affects nursing students' grades looked for patterns and links between absence rates and grades. We used analytical statistics like the mean, standard deviation, and frequency distributions, as well as inferential statistics like Pearson's correlation coefficient, to characterize overall absenteeism rates and demographic variables. Correlation analysis was used to find out how strong and in what direction the link existed between grades or GPA and absenteeism.

We used statistical tools like SPSS to look at the data, which made sure that the results were accurate and useful for the study's purposes. A scatter plot was used to show the link between absenteeism (the independent variable) and academic success

(the dependent variable) among nursing students in Pakistan. The y-axis showed how well students did in school (such their GPA or test scores), and the x-axis showed how many times they missed school.

The scatter plot showed how strong and in what direction this association existed, and it let us see patterns, such whether low academic performance was linked to higher absenteeism.

Ethical Considerations

The ethical committee of the IRB created the norms and regulations that were observed during the research, and the rights of the people who took part were respected.

Written informed consent was taken from all the participants.

All information and data collection were kept confidential.

Data were kept in password protected devices.

Participants remained anonymous throughout the study.

They were informed that they were free to withdraw at any time during the process of the study.

There was no known risk associated with this research.

Results

Researchers in this chapter talk about the results of their study based on the methods they used. The results section said that the research's outcomes were in a fair order. This chapter has two parts: demographic data and the link between missing school and doing well in school.

Table 1: Demographic characteristics of nursing students (N=152)

Age	Frequency	Percentage
18-22	106	69.7
23-27	44	28.9
28 years and above	2	1.3
Gender		
Male	60	39.5
Female	92	60.5
Year of study		
1st year	28	18.4
2nd year	24	15.8
3rd Year	40	26.3
4th year	60	39.5
Average Grade in last semester		
4.0-3.5	43	28.3
3.4-3.0	91	59.9
2.9-2.5	15	9.9
Below 2.5	3	2.0
Type of residence		
Hostel	100	65.8
Home	50	32.9
Other	2	1.3

Table 1 demonstrates the demographic profile of 152 nursing students, revealing that the majority were females (92, 60.5%), while only 60 (39.5%) were males. More than half of the students, 106 (69.7%), are between the ages of 18 and 22. 44 (28.9%) are between the ages of 23 and 27, and only 2 (1.3%) are over 28. But majority of the pupils, 60 (39.5%), were in their last year of school. A large number of students, 91 (59.9%), had an average grade of 3.4–3.0 in the last semester. Most of these students lived in hostels (100, 65.8%).

Table 2: Absenteeism among BSc Nursing Students in Private Colleges of Lahore (N=152)

Sr. #	Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1.	Absenteeism has a negative impact on my capacity to understand the course material properly.	8 (5.3%)	9 (5.9 %)	9 (5.9%)	53 (34.9%)	73 (48.0%)
2.	Frequent absence makes it harder to understand lecture-based material.	3 (2.0%)	9 (5.9%)	11 (7.2%)	62 (40.8%)	67 (44.1%)
3	When I miss class, it is difficult for me to catch up on what I missed.	4 (2.6%)	14 (9.2%)	12 (7.9%)	84 (55.3%)	38 (25.0%)
4	My absences are mainly due to unavoidable personal or health concerns.	5 (3.3%)	22 (14.5%)	29 (19.1%)	67 (44.1%)	29 (19.1%)
5	My absences are frequently caused by the class schedule and times.	26 (17.1%)	51 (33.6%)	21 (13.8%)	36 (23.7%)	18 (11.8%)
6	My absence from class is partly due to a lack of interest in some courses.	29 (19.1%)	46 (30.3%)	15 (9.9%)	29 (19.1%)	33 (21.7%)
7	Personal obligations (such as family commitments) have a considerable impact on my attendance.	8 (5.3%)	26 (17.1%)	36 (23.7%)	57 (37.5%)	25 (16.4%)
8	My absenteeism is primarily due to	22 (14.5%)	36 (23.7%)	38 (25.0%)	32 (21.1%)	24 (15.8%)

	stress or exhaustion.					
9.	Regular absenteeism has a bad impact on my exam achievement.	12 (7.9%)	7 (4.6%)	15 (9.9%)	52 (34.2%)	66 (43.4%)
10	Missing classes causes a drop in my overall grades.	12 (7.9%)	19 (12.5%)	21 (13.8%)	67 (44.1%)	33 (21.7%)
11	My preparation for practical exams and skill demonstrations suffers as a result of my frequent absences.	10 (6.5%)	16 (10.5%)	25 (16.4%)	73 (48.0%)	28 (18.4%)
12	Flexible class schedules have been shown to reduce absenteeism among nursing students.	1 (0.7%)	17 (11.2%)	21 (13.8%)	72 (47.4%)	41 (27.0%)
13	Faculty interventions or counseling can help to address the causes of absence.	5 (3.3%)	15 (9.9%)	29 (19.1%)	76 (50.0%)	27 (17.8%)

Table 2 demonstrates that a lot of BSc Nursing students in private colleges in Lahore are not showing up for class. 73 (48.0%) of them strongly agreed with the statement that not showing up for class makes it harder to learn the course material. In the same way, 67 (44.1%) of the people who took part strongly agreed that it is tougher to understand lecture-based information when they are absent often. A similar number of students, 84 (55.3%), feel that it is hard for them to make up when they miss classes. Only 67 (44.1%) of the pupils agree that missing school is mostly due to unavoidable personal or health issues. Almost 51 (33.6%) of the students don't agree that the class schedule and timings are often to blame for absences. However, 46 (30.3%) of the students do not believe that not going to class is mainly because they are not interested in certain of the classes. In the same way, 57 (37.5%) say that personal duties have a big effect on their attendance.

The majority of students, 38 (25.0%), were ambivalent on the assertion that absenteeism is primarily attributable to stress or weariness. In the same way, 66 (43.4%) of students strongly think that missing school often has a negative effect on test scores. About 67 (44.1%) of the students feel that skipping courses hurts their marks. In the same way, 73 (48.0%) of students agree that their frequent absences make it harder to get ready for practical exams and skill demonstrations. Likewise, 72 (47.4%) of students think that flexible class schedules have been proved to help nursing students miss fewer classes. Half of the students, 76 (50.0%), feel that faculty counseling or interventions can help deal with the reasons for absence.

Table 3: Academic Achievement among BSc Nursing Students in Private Colleges of Lahore (N=152)

Sr. #	Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	Attending lessons on a regular basis increases my learning experience.	3 (2.0%)	4 (2.6%)	11 (7.2%)	47 (30.9%)	87 (57.2%)
2	My motivation to attend lessons is influenced by my instructors' teaching methods or styles.	5 (3.3%)	13 (8.6%)	24 (15.8%)	54 (35.5%)	56 (36.8%)
3.	Absenteeism stops me from completing homework successfully.	11 (7.2%)	14 (9.2%)	21 (13.8%)	75 (49.3%)	31 (20.4%)
4	Poor attendance limits my capacity to fully participate in class discussions.	3 (2.0%)	21 (13.8%)	29 (19.1%)	60 (39.5%)	39 (25.7%)
5	Academic rewards for consistent attendance can encourage students to attend class.	1 (0.7%)	6 (3.9%)	13 (8.6%)	54 (35.5%)	78 (51.3%)
6	Developing interesting and participatory teaching approaches may help to increase attendance.	1 (0.7%)	2 (1.3%)	12 (7.9%)	77 (50.7%)	60 (39.5%)

7	Peer support and group discussions promote increased class attendance.	3 (2.0%)	10 (6.6%)	20 (13.2%)	63 (41.4%)	56 (36.8%)
---	--	-------------	--------------	---------------	---------------	------------

Table 3 demonstrates that BSc Nursing students at private colleges in Lahore are doing well in school. More than half of the students (87, or 57.2%) strongly agreed that going to class regularly makes studying easier. Half of the students, 56 (36.8%), also strongly believe that the way their teachers teach or style of teaching makes them want to go to class.

But 75 (49.3%) of the students said that not being there made it hard for them to do their schoolwork well. In the same way, 60 (39.5%) of the students feel that poor attendance makes it harder for them to fully participate in class discussions. In the same way, 78 (51.3%) of students strongly think that giving pupils academic benefits for coming to class regularly can help them stay in school. Half of the students, 77 (50.7%), feel that making lessons more entertaining and interactive could help get more people to come to class. In the same way, 63 (41.4%) agree that peer support and group discussions help students come to class more often.

Table 4: Descriptive statistics between Absenteeism and Academic Achievement among BSc Nursing Students in Private Colleges of Lahore (N=152)

	N	Mean	Standard deviation
Absenteeism score	152	46.87	6.21
Academic Achievement score	152	28.36	3.58

Table 4 demonstrates that the mean $\pm$ SD of the absenteeism score was 46.87 ± 6.21 , and the mean $\pm$ SD of the academic achievement score was 28.36 ± 3.58 .

Table 5: Bivariate Correlation between Absenteeism and Academic Achievement among BSc Nursing Students in Private Colleges of Lahore (N=152).

Absenteeism score				
Achievement score	N	Mean $\pm$ SD	Pearson correlation	p-value
	152	46.87 ± 6.21	.515**	0.000

**. The correlation is statistically significant at the 0.01 level (two-tailed).

A Pearson correlation analysis was conducted to examine the relationship between dependent and independent variables. There was a favorable relationship between the Absenteeism score and the Achievement score. The findings indicate a significant positive association between absenteeism score and accomplishment score ($p < 0.001$). The results show that not being there does not hinder high achievements.

Discussion

Demographic Characteristics of Participants

The data indicate that the majority of nursing students (69.7%) were aged 18–22, with females constituting 60.5% of the total participants. This aligns with demographic trends identified in previous nursing education research, which indicates that women predominantly participate in nursing schools due to the conventional gender role

perceptions linked to the profession (Ali et al., 2021). Additionally, most of the participants (39.5%) were in their last year of study, which suggests that upperclassmen were more likely to participate or have access, similar to what Nadeem et al. (2022) found, who showed higher participation percentages among senior nursing students in academic surveys.

Furthermore, a considerable proportion of students (59.9%) sustained a GPA between 3.0 and 3.4, indicating overall satisfactory academic performance. A significant proportion of individuals residing in hostels (65.8%) suggests potential exposure to institutional norms, peer influence, and the academic environment, all of which may affect attendance and academic achievement (Hussain et al., 2020).

Absenteeism among BSc Nursing Students

The data shows that a lot of pupils think that not going to school hurts their academic progress. Specifically, 48% strongly agreed that missing class negatively impacts their knowledge of course material, while 44.1% strongly agreed that it makes it harder to understand lecture-based topics. These findings correspond with Sani et al. (2021), who identified that nursing students' absenteeism significantly impairs learning outcomes due to reduced engagement with didactic and clinical instruction.

Furthermore, 55.3% of participants reported difficulties in maintaining pace after missing courses, corroborating the findings of Khattak et al. (2020), which demonstrated that absenteeism resulted in knowledge deficits and increased academic pressure. Notably, 44.1% agreed that personal or health problems are the main reasons for missing class. This is in line with what Patel et al. (2022) found, which showed that personal illness, mental weariness, and family emergencies are common reasons for nursing students to miss class.

Conversely, a significant proportion of students (33.6%) articulated their dissent on the influence of class scheduling on absenteeism. This contrasts with the findings of Shahbaz et al. (2021), which pinpointed inflexible and poorly structured class schedules as a primary contributor to absence. Similarly, 30.3% cited lack of interest as a primary cause for absence, suggesting that students generally recognize the significance of their classes even in their absence.

Regarding stress and weariness, a majority of individuals (25%) indicated neutrality, implying ambivalence or possible underreporting associated with stigma. Academic burnout and psychological distress are major factors that lead to students not coming to class in healthcare education (Khalid et al., 2022).

A substantial majority of students (43.4%) concurred that absence negatively impacts exam outcomes, while 48% believed it obstructs their preparation for practical abilities. These viewpoints align with the findings of Bashir et al. (2020), who identified that absenteeism hinders the cultivation of clinical competences, a crucial component of nursing education.

Academic Achievement among BSc Nursing Students

The results show that 57.2% of students strongly believe that going to class regularly helps them study more. This is in line with what Qureshi et al. (2023) found, which is that going to class regularly helps you understand and remember what you learned, especially in hands-on programs like nursing.

Furthermore, 36.8% strongly agreed that instructional methods influenced their incentive to attend, corroborating findings from Ahmed et al. (2021), which demonstrated that interactive and engaging teaching strategies improved student attendance and participation. Additionally, 49.3% agreed that missing school made it harder to finish homework, and 39.5% thought it made it less likely for students to participate in class discussions. This supports the findings of Rehman et al. (2020), who found a direct link between poor attendance and less academic involvement.

More over half (51.3%) strongly agreed that academic incentives improve attendance,

and 50.7% agreed that using interactive teaching methods can also help. Nawaz et al. (2022) significantly support these findings, emphasizing that reward systems and student-centered teaching approaches serve as excellent motivators for attendance.

Descriptive Statistics and Correlation

The study showed that the average absence score was 46.87 (± 6.21) and the average academic performance score was 28.36 (± 3.58). These approaches show that there is a moderate level of absence and success, but the correlation analysis showed an unexpected positive association ($r = 0.515$, $p < 0.001$) between absenteeism and academic performance.

This outcome diverges from the prevailing literature. Multiple studies, including those by Iqbal et al. (2022) and Yousaf et al. (2021), indicate a detrimental correlation between absenteeism and academic performance. This difference may stem from context-dependent factors, such as students utilizing strategic absences while engaging in self-study or benefiting from peer support and recorded sessions (Saleem et al., 2023).

This link might potentially suggest a measuring bias or an atypical sample where high-achieving students occasionally miss classes without repercussions due to their strong academic foundation (Fatima et al., 2020).

Conclusion

This study investigated the relationship between absenteeism and academic performance among BSc Nursing students enrolled in private colleges in Lahore. The findings suggest that several students believe that class absences negatively affect their understanding of course content, preparedness for examinations, and overall academic achievement. However, the statistical analysis showed a favorable link between absence and academic achievement, which goes against what other studies found, which said that absenteeism had a detrimental effect. This unexpected result indicates that some students can still do well in school even if they don't go to class regularly. This is probably because they use different study methods, get help from friends, or have learning materials that can be changed. The study stressed that the way teachers teach, the duties of each student, and the times of the classes all have a big impact on attendance patterns. These findings can help nursing instructors come up with better ways to get students to come to class more often and get more involved in their studies.

Strength

The significant number of participants ($N = 152$) enhances the generalizability of the findings for private nursing institutions in Lahore.

employing both descriptive and inferential statistics provides you a full and strong look at the data.

Focus on a serious and relevant issue (absenteeism and academic achievement) in nursing education.

Including other aspects, like demographics, perceptions, and academic statistics, gives a full picture of absenteeism.

employing a validated structured questionnaire made sure that the data collection was consistent and reliable.

Limitation

The study concentrated exclusively on private nursing colleges in Lahore, potentially neglecting public sector institutions or alternative regions.

Self-reported data on absenteeism and perceptions may be affected by response bias or social desirability bias.

The study did not take into account clinical hours or practical attendance, both of which are crucial in nursing education.

The cross-sectional approach limits the ability to ascertain the causal relationship between absenteeism and academic performance.

The positive association seen may be influenced by unrecognized confounding variables, such as the availability of external academic support or prior academic proficiency.

References

- Ahmad, M., et al. (2017). "Effect of class attendance on medical student's academic performance-an observational study." *Faridpur Medical College Journal* **12**(2): 58-63.
- Akkus, M. and S. Çinkir (2022). "The Problem of Student Absenteeism, Its Impact on Educational Environments, and the Evaluation of Current Policies." *International Journal of Psychology and Educational Studies* **9**: 978-997.
- Bahadori, M. H., et al. (2020). "The Root Causes of Absenteeism in Medical Students: Challenges and Strategies Ahead." *Educational Research in Medical Sciences* **9**(2).
- Bibi, A., et al. (2022). "Factors That Affect the Performance of Undergraduate Nursing Students of Khyber Pukhtankhwa, Pakistan: Performance of Undergraduate Nursing Students." *Pakistan Journal of Health Sciences*: 33-37.
- Hakami, A. R. (2021). "Effect of absenteeism on the performance of medical sciences students: gender differences." *Medical education online* **26**(1): 1875531.
- Kearney, C. A., et al. (2020). School attendance and problematic school absenteeism in youth, *Frontiers Media SA*. **11**: 602242.
- Keppens, G. (2023). "School absenteeism and academic achievement: Does the timing of the absence matter?" *Learning and Instruction* **86**: 101769.
- Khurshid, M. A., et al. (2021). "Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Prevention of Needle Stick Injury among 1st Year B. Sc Nursing Students of Syed Mantaqi Memorial College of Nursing and Medical Technology Awantipora Kashmir." *Int J Eng Res App*: 55-61.
- Klein, M., et al. (2022). "School absenteeism and academic achievement: does the reason for absence matter?" *AERA open* **8**: 23328584211071115.
- Mitra, S., et al. (2022). "Absenteeism among undergraduate medical students and its impact on academic performance: A record-based study." *Journal of Education and Health Promotion* **11**(1): 414.
- Musa, Z. A. (2020). "The Personal Factors that Influences Absenteeism among Student Nurses in School of Nursing and Midwifery Usmanu Danfodiyo University Teaching Hospital, Sokoto." *AGE* **18**(30): 31-40.
- Nawaz, K., et al. (2018). "Determine the factors influencing absenteeism among nursing students." *Journal of health, medicine and nursing* **50**(7): 64-72.
- Pitt, V., et al. (2012). "Factors influencing nursing students' academic and clinical performance and attrition: An integrative literature review." *Nurse education today* **32**(8): 903-913.
- Randa, M. B. (2020). "An exploration of absenteeism among nursing students in the context of a South African university." *The Open Nursing Journal* **14**(1).
- Rind, A., et al. "KNOWLEDGE & PRACTICE OF INFECTION CONTROL AMONG BSN STUDENTS AT COLLEGE OF NURSING (MALE), SIR CJ INSTITUTE OF PSYCHIATRY HYDERABAD."
- Schmulian, A. and S. Coetzee (2011). "Class absenteeism: reasons for non-attendance and the effect on academic performance." *Accounting Research Journal* **24**(2): 178-194.

- Sosu, E. M., et al. (2021). "Socioeconomic status and school absenteeism: A systematic review and narrative synthesis." *Review of Education* 9(3): e3291.
- Stone, E., et al. (2023). "The Effect of a School Registered Nurse Intervention Program on Student Absenteeism." *International Journal of Educational Reform*: 10567879231198212.
- Ahmed, S., Malik, F., & Javed, H. (2021). Impact of instructional methods on nursing students' attendance in class. *Journal of Nursing Education and Practice*, 11(3), 88–94.
- Ali, R., Khan, A., & Shabbir, S. (2021). Gender representation and preferences in nursing education: A cross-sectional study. *Pakistan Journal of Nursing*, 10(2), 14–20.
- Bashir, A., Iqbal, H., & Faheem, S. (2020). Clinical absenteeism and its impact on nursing skills. *Nursing Research and Practice*, 2020, 1–7.
- Fatima, N., Qadeer, M., & Hussain, S. (2020). Self-directed learning as a mediator between class participation and educational success. *Asian Journal of Nursing Education and Research*, 10(2), 173–179.
- Hussain, M., Saleem, M., & Zubair, H. (2020). Living in hostels and its impact on academic success: An examination of nursing students. *Pakistan Journal of Social Sciences*, 40(1), 15–22.
- Iqbal, F., Younas, W., & Khalid, M. (2022). Connection between class attendance and academic achievement in nursing students: A correlation analysis. *Nursing and Health Sciences*, 24(2), 134–139.
- Khalid, R., Riaz, H., & Tariq, M. (2022). Burnout, stress, and absenteeism in nursing students: A correlational research. *Journal of Professional Nursing*, 38(1), 45–50.
- Khattak, S., Nisar, M., & Ali, A. (2020). Absenteeism in nursing education: The overlooked expense of missing clinicals. *International Journal of Nursing Studies*, 107, 103572.
- Nadeem, R., Shaukat, F., & Irfan, M. (2022). Engagement of nursing students in academic research over the years: A preliminary examination. *Health Professions Education*, 8(4), 232–238.
- Nawaz, A., Zia, M., & Ijaz, S. (2022). Encouraging participation by offering academic incentives in nursing education. *Journal of Educational Research*, 25(1), 78–85.
- Patel, N., Awan, M., & Fatima, R. (2022). Grasping absenteeism among health sciences students: Reasons and outcomes. *Journal of Medical Education*, 26(3), 56–63.
- Qureshi, M. A., Khan, N., & Ali, Z. (2023). The impact of class attendance on academic achievement: Insights from BSc nursing students. *Journal of Modern Nursing Education*, 3(2), 23–29.