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MASTER THESIS

Topic: “Class attendance - The Influence on Students’ Performance in Kosovo: A Study of the English
Department of the University of Prishtina”

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Declaration

I Diellzë Hoxha Krasniqi hereby certify that this thesis has been composed by me and is based on my own work unless stated otherwise. No other person's work has been used without due acknowledgment in this thesis. All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged.

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You gave me the opportunity of an education, supported and motivated me until the day of graduation. I promise that I will continue making you as proud as you are feeling today.

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Abstract

Student success in academic performance is interlinked with different factors. More affecting factors include prior knowledge level that is gained during his/her previous studies, available infrastructure, especially when it comes to studies that require lots of commitment. In addition, higher student success, regarding the acquisition of knowledge, relates directly to active participation in lectures and being part of all activities that professor's use in the class.

In this MA Thesis, are presented the effect on student success as a result of regular attendance in lectures. For this purpose, we collected data from questionnaires of certain departments and faculties which offer English courses. After processing the gained data, we analyze them using respective tabular and graphical representation. The acquired results clearly show the impact of student presence in lectures. This enforces the need for professors to ensure regular attendance of students in lectures and exercises.

The research was conducted with the aim of finding out the students' perceptions concerning class attendance and the impact it has on their learning process. It investigates the relationship between student attendance and academic performance and examines the factors affecting student attendance. The main focus was on the reasons why class attendance should be mandatory in the English Language and Literature Department of the University of Prishtina "HasanPrishtina".

A total of 150 students were asked to fill in a questionnaire regarding the topic. Their answers helped to shed light on their familiarity with the topic and the level they show that a significant number of students consider class attendance as an effective way to achieve their goals in their future academic performance. Upon finishing their projects students were able to think critically, they improved their collaborative, research, and writing skills.

The results of the research support the strategies and implementation of modern teaching methodologies that reduce non-attendance and motivate students for effective learning without missing classes.

Keywords: Class attendance, mandatory attendance, student's perception, motivation, professor's perception, strategies,

The working title of the thesis:

“Class attendance - The Influence on Students’ Performance in Kosovo: A Study of the English Department of the University of Prishtina”

Translation of the working title in Albanian:

“Ndjekja e mësimit: Ndikimi i saj në performancën e studentëve në Kosovë: Studim në Departamentin e Gjuhës Angleze në Universitetin e Prishtinës”

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„Посетување на час - Влијание врз перформансите на студентите во Косово: Студија на англискиот оддел на Универзитетот во Приштина“

CHAPTER I

1. INTRODUCTION

The transition from high school to university is challenging for a large number of students. One of the key differences between high school and the university is the amount of time they are required to be physically in an academic realm. High school students take lessons approximately 32 hours per week within school facilities, and attendance is mandatory. Consequently, skipping classes can result in after-school detention or even suspension. University students, on the other hand, typically spend between 12 and 15 hours per week in the classroom, participate and attend classes regularly even that class attendance may not always be mandatory or even documented Andrietti and D'Addazio (2012).

According to Ajiboye and Tella (2006), it depends on students if they want to attend classes or not, so it's a matter of student's choice, attendance should not be mandatory. In contrary, Ehrenberg et al. (1991) as well as Lamdin (1996) claim that class attendance should be mandatory and each university should have strict class attendance policies since attending classes regularly, participation in the classroom, student engagement is directly related to students' academic performance.

Moreover, Galyon, Blondin, Forbes, & Williams(2013)on their research investigated if class attendance should be mandatory or not. The study conclusion is that it depends on the study program if students need to be in the classroom or to practice their professions outside the university.

A solution to the amelioration of students' performance at university might consist of concomitant learning and coaching as well as their engagement in the classroom, in addition to class attendance. In particular, the provision of small group tutorials in which students apply the methods taught in lectures, solve problems, and ask questions is seen as a magic formula.

According to some authors, Andrietti and D'Addazio (2012), it is not clear whether students who attend lectures or tutorials actually achieve better results than those who abstain from class. Many institutions adopt a non-mandatory attendance policy for their students and research has clearly shown the negative relation between non-mandatory attendance and student performance.

When students have access to the teaching material irrespective of class attendance, or when the content of the lecture can be found in textbooks, attending classes and studying on one's own may, in fact,

substitute, but it is different when a student attends classes and participates in different activities which help them adopt a rather positive and successful role in their future career.

Martins and Walker (2006) analyze how attendance, class size, peer group, and professors influence students' performance in undergraduate classes at a major university in the world specifically in English Language and Literature Department.

Moreover, at the University of Prishtina, specifically in the English Department, class attendance has an important role in students' performance. Through the language as one of the main means of communication, people not only share thoughts and ideas but also build friendships, economic/business relationships, and cultural ties. English as an international language, helps people connect on a global scale. One key factor that has a lot of influence on students' achievement is motivation. It is necessary to find out the roots and sources of motivation especially when you study a foreign language and to understand the importance of attendance and participation in the classroom.

This study has investigated the effectiveness and fairness of teacher-led assessment of students' in-class participation and its effect on actual participation levels and language test scores, taking into account the diversity of second language learners' learning styles

Several studies have shown that class attendance is an important determinant of academic outcomes: Students who attend more classes earn higher final grades and are more responsible and prepared for the real world Andrietti, D'Addazio & Carlos Velasco (2008). Students may simply benefit to a larger extent from attending classes with a more interactive teaching and learning environment.

Class attendance is considered an integral part of the academic process and students should consider it a privilege, responsibility, and pleasure. Attendance and engagement in the classroom play a key role in successful student retention, achievement, and employability (Ajiboye and Tella (2006).

Faculty members from various disciplines of the University of Prishtina complain about low-class attendance by their students. Students' absence from the classroom may deprive them of acquiring knowledge. Each student has the responsibility of meeting the university standards in pursuing academic studies. It is difficult for students to build skills and progress if a large number of them frequently miss the classes. Students are expected to attend classes regularly to maintain the quality and the quantity of their work.

Absence should be allowed only for important and necessary reasons, given that any lecturer has the right themselves which classes to attend and which not, the university authorities insist that students must attend classes and maintain basic discipline, to enjoy a prospectively successful career.

The MA Thesis is structured as follows:

Chapter 1 gives general introductory information about class attendance, reasons why students attend classes, why students do not attend classes and finding out strategies to improve class attendance in the university;

Chapter 2 has to do with literature review, and elaborates furthermore the importance of attendance, and describes in detail relationship between class attendance and students performance, and gives examples of how students who attended classes regularly were successful into their academic performance;

Chapter 3 describes the reasons why class attendance should be mandatory;

Chapter 4 has to do with research methodology and design;

Chapter 5 shows and interprets our empirical results, research questions and hypothesis, population and sample, data collection and instruments.

Chapter 6 has to do with discussion part;

Finally, the last chapter provides a general conclusion, of the study and recommendations for further researches. The ending section constitutes the bibliography followed by the appendixes.

CHAPTER II

2. Literature Review

This literature review shows that students' attendance can directly impact their achievement and graduation rates from university. In the last two decades researchers have been closely examining the correlation between student attendance and student achievement.

Alexander et al. (1997) examined class attendance and saw it was a major factor when looking at student graduation rates from university. At the dawn of 21st century, globalization, media, and transnational dependencies have rendered an international status to English. It has assumed crucial importance in a nation's access to modern technology and to meaningfully associate with the world for constructive role in politics, trade and education Zubairi, & Sarudin (2009).

Throughout all the history, people have been reflecting on the importance of language, especially English. As Pit Corder (1967) stated that, 'given motivation, it is inevitable that a human being will study a second language if he is exposed to the language data'.

The demand for language knowledge increases with the globalization and the great evolution of technology which is rapidly being widespread around the world. Motivation, to attend classes just like many other complex terms is a broad and difficult subject to define exactly.

However, it becomes very clear from its name that it is the inner power or the energy that pushes someone towards performing actions and achieving something at some point. As it was mentioned in the above sentences that motivation activates behavior, without hesitation we can say that it is what causes us to act and to attend classes regularly students need motivation.

For example, sometimes it happens that a particular student does not want to study or to attend a lecture in any particular subject; this is because that particular student does not have the motivation to truly deal with that subject. If the same student is provided with motivation through for example praise, rewards, and realizing the advantages of the respective subject, it is likely that he or she changes his mind and tries to acquire it by attending classes and being active in classroom.

There are various theories regarding motivation of students, like intrinsic and extrinsic motivation or as some call it as integrative and instrumental motivation even though they are basically the same, dealing

with inner and outer influence on someone's motivation to attend classes Zubairi, & Sarudin (2009). Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case, the classic case of extrinsic motivation, one feels externally propelled into action; in the latter case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition Zubairi, & Sarudin (2009).

The objectives of research studies in the field of motivation of FL learners include the exploration of ways and means through which learners could be made to have self-confidence and determination in deciding the course of their learning and attending classes regularly Zubairi, & Sarudin (2009).

According to Rodgers and Rodgers, (2003) one of the significant processes leading students to successful academic performance and great achievements is regular class attendance. Using modern educational approaches make information easier to remember for students and increase their motivation to learn and attend classes.

Application of different effective approaches whereby students learn how to put theory into practice helps students learn continuously for long periods of time, understand how to solve different problems by conducting different researches in their fields, are some of the reasons why students should be present in classroom (Paisey & Paisey, 2004). Furthermore, when students are present in the classroom, they need less preparation for exams because they already have the knowledge about the subject.

They engage in different kinds of teaching and learning methods such as academic research, use of technology, and solving different academic problems. Meantime, while students are involved in grasping these skills, they also learn to be more independent, confident, and productive in generating and discussing ideas, and this helps them with other subject too, Halpern, N. (2007). Rogers, J. (2001) found that students who attend classes regularly are receptive to planned lectures, like working for different tasks in small groups, making different presentations which also help them overcome fear of addressing an audience and adopt new learning styles.

2.1. Class Attendance

Attendance is an early indicator of student success, that's why when we talk about attendance, the focus most of the time is on how a student's presence directly relates to the mastery of knowledge and skills. The views of McCluskey et al. (2004) in the meta-analysis have announced that attendance positively affects both course grades and GPA and is the single strongest predictor of university grades.

Indeed, the relation between class attendance and student performance is well documented but with important relationships to the local context, prior performance, and motivation. Attendance matters not only because it enables the transfer of content knowledge within a particular course or student activity, but attendance provides students with access to other, no content-specific contextual information, resources, and relationships that can positively impact their knowledge and sense of belonging.

Lectures provide students with far more than content—they afford students with information and orientate them with the source and materials that they may not be able to access outside of class. (Launius, 1997). Corbin et al. (2010), claim those attending class sessions helps students to stay on track, understand expectations, foster important peer social interactions, and generally promote a sense of content. Increasingly, attendance is being understood as a precursor and leading indicator for student success.

As, McCluskey et al. (2004) mentioned, previously one of the earliest indicators of student engagement, and belonging is attendance. Here is why tracking attendance matters, making students understand the importance of attending classes regularly, to achieving desired outcomes institutions are trying for:

Attendance improves performance. Even that attendance is not the only factor that impacts students' performance, research has shown that class attendance is certainly related to subsequent academic performance. Particularly, class attendance has been associated with higher performance on exams and to final course grades.

Actually, some researchers have obtained that class attendance has a stronger influence on test scores than tutorial attendance and that these effects are stronger for underperforming students. The importance of attendance is that it controls the aspect of student behavior and self-regulation that can have an effect on performance.

Impact of attendance can vary by subpopulation. The relationship between class attendance and academic performance is strongest for nontraditional and nonperforming students. Most of the cases, these students have not got access to information technology, mentorship, and cultural capital. As a result, attending classes properly provides opportunities for nontraditional students to access all of these resources

Attendance can shed light on motivation and learning strategies. Attending classes is more than showing up to class or an event; it can give indications of student motivation, participation, time management, and adherence to program or institutional expectations.

Furthermore, it is worth noting that it has not got a strong relationship with general student characteristics, such as conscientiousness. So, while absenteeism may signal broader issues such as challenges with motivation and self-regulation it is not necessarily a sign that any student is not contentious.

Attendance matters to students. Based on the importance that class attendance has on student performance, students have different opinions on attendance policies. As Gerald and Brady write in the Chronicle of Higher Education, "undergraduate students do not like a mandatory attendance policy but they think that they would miss class more frequently without one."

Therefore, when the university offers the choice, of a mandatory attendance policy or one that did not punish absences, "students overwhelmingly selected the mandatory attendance policy". Attendance policies support students in three ways:

Policies provide guidance. Every university should have its policies and guidelines for students about attendance. Policies and guidelines enable students who have a legitimate excuse for the absence of a good way of understanding how and when to communicate that.

Policies set expectations. Attendance policies indicate that the student's presence is important to the institution or instructor and students should respect it. Attendance policies can be a factor in student engagement, belonging, and mattering.

Policies support self-regulated learning strategies. Universities that keep Policies about mandatory class attendance help students to learn what is expected of them in both academia and beyond and help them to begin to regulate learning and develop learning strategies and implementing them and supporting their academic success.

According to Darling-Hammond (2000), universities should provide Formative Attendance Insights across a Department or Institution. We know that attendance is an early indicator of student engagement and success on their academic performance, but how can an institution easily track attendance at scale?

Attendance analytics and university staff enable institutional leaders and advisors to consider the bigger picture of attendance trends at their institution, which can empower student advocates to proactively identify students who may need additional support. Having attendance data in analytics can allow instructors to identify and support and classify the most distinguished students in the classroom, or to make conscious choices about class attendance policies. Attendance analytics also make it easy to compare attendance to other sections taught by other instructors and develop an understanding of best practices for improving student attendance rates.

Coates (2003), as well as Nichols (2003), found that the most high-value data for improving student attendance, retention, and performance classroom attendance, classroom engagement data, and survey data is motivation of students, attractivity, and teaching methodologies that professors implement in the classroom. So, some student think that class attendance should be mandatory, and universities should have polices related to attendance, they are called:

Students of interest, are focused on lectures and attend classes regularly, participate in classroom, and are engaged in every activity that professor implements in the class environment. Also, they are aware that missing consecutive class sessions can be an effective early indication that a student is disengaging, which may negatively impact completing the course or program of study.

In spite of that, universities provide instructors with insights into students and make students understand the importance of attendance whose enables them to efficiently intervene or adjust some aspects of their course. On the other hand, building a comprehensive view of a student to attend multiple classes for an institution, enables students to support efficiently identify those needing additional outreach or interventions.

When offered early enough, this type of student support could make the difference in a student staying or departing. In fact, once attendance data is captured and patterns of concern are identified, it enables a wealth of formative actions by multiple student advocates. Another type of student that thinks that class attendance should be mandatory is students who attend courses that have more interest in them and prepare them professionally.

Hammen & Kelland (1994) note that institutional attendance data can also allow better interventions by allowing administrators to analyze attendance data trends by course. For example, seeing multiple courses with high absences in the same discipline may indicate that a department chair or dean needs to further investigate for example, if students meet course prerequisites or if they need a substantial amount of prior knowledge in order to participate in the course at all.

Another example is the research by Neild and Balfanz (2006) as well as Rumberger and Thomas (2000). They analyzed extensive historical class attendance data; the analytics team was able to develop an algorithm that can forecast the projected final attendance of a course after just six class sessions. Forecasting the future trend can allow administrators or faculty staff to implement an attendance intervention or direct further investigation into the cause of nonattendance much faster and earlier in the course.

To increase the number of students who are interested to attend classes regularly according (Colby, J. 2004), universities should develop attendance policies and practices appropriate for each course. Attendance data can help and inform an appropriate attendance policy for an institution, department, or course. Some research shows that the class attendance can have a different impact depending on class size example, in large classes, taking attendance can encourage students to come to class and feel more supported by their instructor but in contrary, some students do not prefer to take a lecture in large classes but in a small classes

In small classes students expect their lecturer to become aware if they are missing, so taking roll or passing around a sign-in sheet can seem unnecessary. In smaller classes, attendance can be entrenched more simply for example, by recording which students participate in class activity.

At the University of Prishtina “HasanPrishtina “specifically in the Faculty of Philology, the departments collaborate to keep the attendance on the right track. Working collaboratively across departments, with faculty staff and administrators, provide standards, expectations, or instructional models that assist positive progress, class cultures, encourage active learning, and make lectures valuable to students while also raise the awareness to students that attending class matters.

In the faculty of Philology, in the English language and literature department class attendance is mandatory and every student should participate in the classroom and attend classes regularly.

Professors promote a culture of engagement and welcome students to engage with instructors and peers through active learning pedagogies like peer instruction or other in-class activities that enable the implicit collection of student attendance. Also, Dean of the Department has enabled instructors to use polling technology to engage learners, assess student understanding, and facilitate classroom debates.

Further professors are connected with unengaged students. Attendance is often an alternative for other things like motivation. Studies have made known that when students feel less motivated to attend a class or they cannot see the importance of that class to their chosen degree goals, they visit the learning environment less frequently.

Also, when you see a descending trend in a student's attendance, someone from the student's support community or university staff can reach out to recognize and attempt to help to address issues pertaining to student motivation. On the other hand, the University of Prishtina, Department of English Language and Literature, professors, and administration staff reconsider punitive measures for student absences. If a student is absent from multiple class sessions, taking points away from their participation grade may make it more challenging for them to succeed in the course. This can demotivate the student and negatively impact their engagement.

Instead of punitive measures, consider results that focus more on attendance remediation performing of promoting self-regulated learning behaviors.

Moreover, there are additional tutoring options that could be promoted to these students, instructors, teaching assistant or advisor can reach out to see what additional support is needed in the English Department. According to, Pupovci. D, Bajrami. K, Hasani. A, and Marku. (2018), specifically the English language and literature department has a mandatory class attendance and take attendance data that provide valuable insights into students and what sort of support they may benefit from and when in order to succeed.

According to them, when students know what is expected of them, they are more likely to set those time management goals and strategies and order appropriately.

In addition, English department staff, professors and assistants, also administration staff are focused on understanding why students are missing classes and address the most pervasive reasons. Also, clear communication with students about both the attendance policy, as well as the drivers behind the attendance; following practices will enable students to understand the value of attendance and see it as something that is crucial to their success.

In general, students' class attendance and engagement play a substantial role in contemporary higher education. Several previous studies have shown that class attendance is an important determinant of academic outcomes: students who attend more classes earn higher final and obtain different teaching methodologies (Frost and Fukami, 1997).

2.2. Connecting university attendance and academic performance

The discussion about the relationship between university attendance and academic performance has taken up the attention of many scholars and researchers for decades. Similarly, as in the universities around the world that have done different investigations about class attendance and the importance it has on students' performance. University of Prishtina, English Language, and Literature department, in cooperation with students, professors, and professor assistants have worked persistently on the relation between students and class attendance.

Students in the English Department of the University of Prishtina are expected to accomplish all course requirements, and although attendance is always mandatory. Absence from lectures and tutorials shall be by agreement with the professor.

Professors notify the students, in the syllabus, of what the course expectations may be regarding attendance. Professors may punish the students for the non-accomplishment of assignments and to meet specific attendance requirements.

Students should find out attendance requirements at the beginning of each course. Professors inform students from the first year of their study that attending classes is obligatory, participation, and engagement in the classroom leads students to future successful academic performance. On the other hand, there are a small number of students in the English language department who do not attend lectures regularly for various reasons.

Moreover, the department of English language and literature give a chance to students who want or need to work while they study, and more and more students need to fund themselves throughout their education. And although balancing work and study can be demanding, it can also be a hugely beneficial opportunity for these students.

The English department students are provided with part-time studies by allowing students to attend classes and being connected to lectures and assignments given by professors. Thus, University offers to full-time students and part-time students, different opportunities to attend classes, and to be in touch with lecturers, to study and develop their learning skills without letting attendance to dropout.

A further examination done by Darling-Hammond (2000) argues that regular school attendance is essential in providing students with opportunities to achieve learning growth relative to students who are chronically absent from university.

Similarly, some studies by Ehrenberg et al. (1991) as well as Lamdin (1996) point out that when learners have a better attendance norm, they often have higher passing rates on standardized achievement tests.

Looking at first-year students, in a university a study by Connolly and Olson (2012), they notice that absenteeism connects with future negative learning final results such as slower progression and less achievement in upcoming years.

The opinions of Connolly and Olson are correspondent to those of Balfanz and Byrnes (2012) who indicate that university class attendance can affect academic outcomes throughout a student's university life.

The investigations of, McCluskey et al. (2004) show, that poor university class attendance may also have sincere implications for the academic development of learners. Identically, Zubrick (2019) notes that poor attendance rates and higher dimensions of unexplained absences are inclined to damage academic success and lead to unsuccessful academic achievement.

Conducting a study in one of the universities in the USA, Lehr et al. (2004) have mention lower attendance rates as harmful to learning and academic achievement. They have presented that lack of presence in the classroom may be prognostic of higher risk components in both concurrent and coming years of education.

Balfanz and Byrnes (2006) declare that students who do not attend university frequently acquire fewer hours of classroom instruction and consequently register poor academic grades. Neild and Balfanz (2006) as well as Rumberger and Thomas (2000) states that there is reciprocity between low university class attendance and higher future academic risks and eventually dropping out of university.

Several studies were done by (Marburger, 2001; Rodgers, 2001; Kirby and McElroy, 2003) study the relationship between student attendance and the rate of academic performance.

Also in the University of Prishtina research has been done to increase the level of attendance of lectures. These examinations indicate that attendance is critical to academic achievement, intend the need for criteria designed to encourage student attendance.

Results of research done in the English department of the University of Prishtina notes that to increase student attendance, institutions need to make attendance required, take student attendance data seriously, as well as intensify attendance via coursework, tests, projects and term papers Dika&Sylejmani (2012).

Despite this investigation, King (2000) has considered attendance to be important in the valuation of academic outcomes and university prosperity.

From the following examination in the literature, we speculate that there is a positive and strong relationship between university class attendance and academic performance in the English Department at the University of Prishtina, which is why a mandatory attendance policy is essential: even that some departments give their student a chance to decide if they want to attend classes or not.

2.3 Mandatory Class Attendance in English Language and Literature Department

•University Policy

The department of English Language and Literature at the University of Prishtina created a departmental policy regarding attendance for accounting majors. Before deciding for mandatory class attendance, the department researched the other University's attendance policy all over the world. In different investigations that are done by a different researcher on an issue if class attendance should be mandatory some of the results states that, "Students are expected to fulfill all course requirements, and although attendance is not always mandatory, it is desirable." Essentially, the English department at the University of Prishtina states that "Students should attend classes regularly exception part-time students, for full-time student's attendance is a significant portion of a student's overall grade and successful academic performance.

B. Benefits of an Attendance Policy

English department staff in concordance with professors has gleaned a correlation between class attendance and final grade. Studies are done so far from the team of researchers at the University of Prishtina shows all of the benefits that students gain by mandatory class attendance. Furthermore, part of the reasons, why attending lectures should be mandatory is that 10% of students' final grade at the undergraduate level and 15% at the graduate level is determined by attendance and participation in the English department. A student with a good frequency of lectures can normally see half a letter grade improvement in their final grade over their exam average. More importantly, is the expression that showing up is 90% of life. It goes without saying that missing out on critical lectures and homework recitations along with case studies and group problem-solving will almost certainly impact exam performance. Dika&Sylejmani (2012) in their study mention that attending classes is not only imparting students with content but also preparing them for the profession. The instructor always making an impact on how students behave. When they do miss class, usually for a good reason, they send e-mails explaining their situation. Also, they usually ask how they can make up the assignments that they have missed. Reconciliation with attendance policies is high in the English department.

Moreover, professors of the English department at the University of Prishtina are required to submit student attendance records at a census date several weeks into the semester to the academic administrator's office.

In contrary from the English Department that has mandatory attendance, there are some departments in the University of Prishtina such as Department of Marketing in Faculty of Economy, Department of Sociology in the Faculty of Philosophy, which have an optional attendance policy that indicates that a student's absence in class, does not count toward their final grade in the course.

While many students relish the opportunity to pick and choose when to go to attend lectures, mandatory attendance policies are advantageous because they hold students responsible and make it more likely that they will succeed.

An investigation done by the head of the English Department (Germizaj. 2014), claim that attendance should always be mandatory for classes because it holds students accountable for their final course grade and their future achievements, particularly when studying a foreign language. Students often defense themselves for doing poorly on tests or not submit their tasks on time, but there is no excuse for not showing up for class all semester, or rarely attending lectures.

When a students can teach themselves. student decided to skip class knowing that immediately it will negatively affect their grade, their conscience bears the cognition and innocence that they are intentionally damaging their course grade. The simple knowledge that showing up to and attending lectures period will contribute to a better overall grade is often motivator enough for students to roll out of bed in time for that morning lecture.

Some other reasons why mandatory attendance policies are superior to elective attendance policies is because of how these attendance points contribute to students' final grades; participation and engagements, discussion and solving different problems in the classroom are some of the achievements that students acquire from mandatory policies, Dika&Sylejmani (2012).

However, it has been verified through numerous studies that there is a powerful correlation between success in the classroom and pursuant attendance. This opinion seems spontaneous given that professors can almost always teach material better than

Professors also, many times, provide their student's materials and relatable examples of course material and supply them with course facilities, that prepares students for exam and help them to get general knowledge.

Conversely, Galyon, Blondin, Forbes, & Williams (2013), implementing a mandatory attendance policy should come with the warning of allowing students a little bit of tolerance for things like family matters, class trips, and sicknesses but professors should always be notified. However, attending class sessions more often students contribute to a better understanding of class material overall. Thus, making attendance mandatory will yield success for students.

2.4. Reasons why class attendance should be mandatory

While researchers doing an investigation on the relationship between university students' class attendance and learning performance, results shown that there is no success in academic year without attendance policies. Based on findings done by Cortright et al. (2011), on his research about the relation between mandatory attendance and students' academic performance. There was chosen students to form three distinct groups:

- 1) Those who drop out before the final exam,
- 2) Those who attend classes as well as the exam
- 3) Those who study independently and attend the exam.

The first group of students who drop out of the final exam are students who do not attend classes regularly and miss classes without reasons. Most importantly, we insight that in the second group of students attendance is positively and importantly related to performance, after controlling for the effect of other variables possibly related to performance.

We also find that students in the third group are characterized by powerful reasons for absenteeism and a good ability for doing progressive search for information and study independently. First and foremost, they can be used as a motivator for students to attend classes and for teachers to bear in mind the relevance of class teaching for learning outcomes.

Students' class attendance and engagement play an important role in today's higher education. Several previous studies have shown that class attendance is an important predictor of academic outcomes:

students who attend more classes earn higher final grades (Kirby& McElroy, 2003; Moore et al., 2003; Purcell, 2007; Silvestri, 2003) that is one of the main reason why class attendance should be mandatory.

Also, there are several factors that prove that class attendance should be mandatory, and every student should fulfill the requirements for mandatory class attendance. Some of the factors that can influence students to respect the requirements for the level of attendance, including university culture, workload, teaching methods, and the teacher that push students toward success.

Even though in the English Department of the University of Prishtina class attendance is mandatory, and students respect it one of the studies done by Dika&Sylejmani (2012) states that class attendance should be mandatory especially when studying a foreign language. But on the other hand, attendance policies can vary considerably across countries, universities, and courses.

As an example, Marburger (2001) has studied economics students in the United States, finding out that their average lecture attendance rate was 81.5%. On the opposite, attendance rates in Finnish universities have been found to be as low as 40-50% (Kolari et al., 2008). This characteristic of the Finnish university system is it is free of charge, and a high level of academic freedom. Finnish universities allow their students to decide by themselves if they want to attend lectures or not.

In accordance with the basic value of academic freedom, attendance at lectures is usually optional, although it may be highly recommended. The learning materials developed for the course are intended for use together with class teaching and can be deemed relatively poorly suitable to be used as standalone for self-study. The course grade consists of the final exam (50%), five sets of homework exercises (20%), and a team project (30%). Passing the course requires passing both the final exam and the team project (Cohn & Johnson, 2006).

Nevertheless, among the many decisions that a university instructor, head of the department, and administrators' staff must make is whether to force class attendance policy. The focus of (Mustafa, 2011) in this study is to determine how the stringency of attendance and participation policies impact students' attendance and academic performance in Kosovo.

According to Germizaj&Hoxha (2014), further reasons why class attendance should be mandatory for English course undergraduates at the University of Prishtina is because it helps students to obtain a proper and clear idea about the topics of discussion as per course curriculum, this being essential for the satisfactory academic performance in the examinations.(Cohn and Johnson, 2006; Marburger, 2006).

2.5. Relationship between Attendance Policy, Class Attendance and Student Performance in English Language Department as a foreign language

Various studies have presented positive and strong results that class attendance and participation are primary factors that influence the outcome of students' learning (Gump, 2011; Kupszynski et. al, 2011; KunhiMohamed, 2012; Dalelio, 2013; Gbadamosi, 2015). Improving attendance is often related to higher test scores and better exam performance (Launius, 1997).

Even though the power of the relationship is arguable, the positive relation between class attendance and student performance has been continuously, constitute among several disciplines such as science, mathematics, foreign languages, medicine (Thomas & Higbee, 2000; Zhu, Huang, Defazio, and Hook Journal of the Scholarship of Teaching and Learning, Vol. 19, No. 2, March 2019. josotl.indiana.edu Meulenbroek& van den Bogaard, 2013), economics (Cohn & Johnson, 2006), chemistry (Lyubartseva&Mallik, 2012), and physiology (Hammen&Kelland, 1994).

Same results have also been found in different levels of students, from first year to third- and four-year students by comparing the role of attendance in different courses and how lecture attendance indicate on student's performance (Clark et al., 2011). Observational methods that are used to investigate the correlation between students' attendance and performance in the English Language Department (Rogers, 2001; Golding, 2011), also experimental revisions initiate that a strong attendance policy improves students' attendance and their performance (Tahiri.L, N. Malta. Muhaxheri, 2020), on exams, projects and critical thinking.

Additionally, they mentioned, that there are more noticeable negative effects of an absenteeism for lower-performing students than for higher performers, and absences are negatively related to a student's increasing grade point average. Although the encouraging relationship between class attendance and performance has been well recognized, when studying English as a second language, there are some studies which do not agree with these findings.

Berenson, et. al, 1992, Butler, Phillman, & Smart, 2001; Golding (2011) mention that studying English as a second language is not necessary to attend classes regularly; students have different opportunities to learn by doing research on the internet for their subject's materials, reading books, using online face-to-

face courses that are lecture-based and meet one or two times per week. Students as well have a chance to work and to do different activities, attending professional trainings, workshops etc.

In contrary, different views are these of (Connor-Greene, 2005; Fassinger, 1995b; Galyon, Blondin, Yaw, Nalls, & Williams, 2012; Mainkar, 2008; Weaver & Qi, 2005), also (Tahiri.L, N. Malta. Muhaxheri, 2020) which states that class attendance policy should be respected by students and to fulfill the requirements of mandatory attendance.

Additionally, students which attend classes regularly are motivated because they already know the success that they have had and benefits that they have gain in their exams and wholly in their academic performance.

In University of Prishtina, English Language and Literature Department students' performance has a strong relation with attendance policy and class attendance.(Mustafa. B, 2011) claim that attendance policy is as well as a motivation for students to be more responsible, to come to university by always remembering the reason why they are coming. Similarly, (Tahiri.L, N. Malta. Muhaxheri, 2020) says that studying English as a second language requires a lot of commitment, attention and focus that student could not accomplish without attending lectures regularly. Mandatory class attendance in English Department is very helpful for English students because give an opportunity to listen professor while explaining during a lecture to make question and get answer, to discuss and solve problems in the classroom. It is motivational for these students who participate and are engaged in the classroom with different activities, discussing different topic and improving their drawbacks.

Through this study, it is expected to determine which, of the policies demonstrate effective use of motivation, how attendance and participation policies might be improved in order to motivate and vigorously involve students of English Department in the learning process, and what a practical combination of attendance policy is. Head of the department of English Language and Literature in the University of Prishtina, Germizaj&Hoxha (2014) considered features concerning each rule, including policy statement, implementation of policy strictness, extra credit, make-up, and so on.

In English Department student's participation is required in all courses and accounts for 10% of the total course grade. Missing class decreases your grade through the next grade discount policy: students are

allowed two unexcused absences. Other additional absence, unless excused, results in a 2- point (out of 100 points) and reduction in your final course grade. More than three absences result with exclusion from pre- test in the course. Absenteeism also may reduce your grade by disregarding prospects for class participation. For all absences, the student is responsible for all covered materials and assignments.”

In addition, English Professors and administrator’s staff advises that cognitive variables, such as pre-course knowledge and critical thinking, play a huge role in the level of students’ participation in the classroom. (Tahiri.L, N. Malta.Muhaxheri, 2020) in her investigation state that students should understand the reasons why university has attendance policy, not just to make them to go to the university but to make them responsible in general life.

To improve the critical thinking skills, to test and their previous knowledge. By attending classes lift shyness, fear of social dissatisfaction, lack of information or poorly defined thoughts may be linked to ongoing student reticence to contribute, evenwhen provided encouragement (Connor-Greene, 2005; Fassinger, 1995b; Galyon, Blondin, Yaw, Nalls, & Williams, 2012; Mainkar, 2008; Weaver & Qi, 2005).

Regarding findings in the English Language Department in the University of Prishtina the relationship between contribution and exam performance propose participation to be a strong predictor of exam scores than both homework completion and critical thinking scores combined. One determined concern between university educators is providing motivation, such as giving extra credit, for student participation. To explore this concern, Carstens, Wright, Coles, McCleary, and Williams (2013) applied a participation assessment system using self-monitoring feedback from university students, instant feedback from instructors, and interpret data from outdoor observers on the quality of student discussion comments per discussion session.

The literature provides studies that prove relationship between class attendance and students performance in academic performance. Also in the University of Prishtina, importance of attendance comes from fields of sciences, economics, languages and other disciplines. But what matter the most is that in the University of Prishtina, professors and students in collaboration with University administration staff keep active learning methodologies to keep the attendance active.

Bevitt et al. (2010) conducted a study of the effects of active learning in the class attendance on students in what they termed high-stakes classes that are, trainings and seminars. Their findings prove the contention of Germizaj&Hoxha (2014) in their study of English Language department students and their performance while attending classes and being active learners. Active and practical nature of the subject requires the development of particular skills, and therefore attendance is more important in smaller, practical classes than in a lecture session, that is why students of English Department have extra tutorials for each subject to develop their teaching skills.

In the English Department of University of Prishtina, class attendance and active learning has a strong relationship with language classes. Researchers agree that learning foreign or second language means being active learner in a class where the professor practice new vocabulary, do some listening and reading and speak about different topics with students.

In language classes students work together with each other as well as with the professor. For that reason, language classes should be small in number 20 or fewer students and that is the reason why in English Department of the University of Prishtina, students are divided in small groups for tutorials as well as lectures. Classes are active and participatory, and the teacher's goal is to get the students use the target language as much as possible. In English department during the lecture or tutorials students are expected to speak more than the tutor. Lecturers pay attention to attendance and state the importance of joining the classes regularly since language learning follows a sequential cycle.

Lamdin (1994) found that better attendance in high schools was connected with higher reading and mathematics and other subjects test scores. So, students should be aware for importance of attendance and understand it.

Moreover, in addition to public universities in Kosovo also private universities have an obligatory class attendance. AAB College is one of the universities that provide strong policies for attendance. Students are required to respect rules and attend classes regularly, 10 % of their grade depends on their attendance.

Another university that has a mandatory attendance is the American University of Kosovo (AUK), American University of Kosovo has specific requirements from students such as: Attendance Policy Responsibilities, Effects on Grades, Notification of Faculty, Faculty Responsibilities, Withdrawal and Punctuality.

1. Responsibilities: Absences for whatever reason do not relieve students of their responsibility for fulfilling normal requirements in any course. In particular, it is the student's responsibility to make individual arrangements in advance of missing class due to personal obligations such as religious holidays, job interviews, athletic contest, etc., in order that he or she may meet his or her obligations without penalty for missing class.

2. Effects on Grades: A student may have no more than three unexcused absences in a given course before their grade is affected. Each unexcused absence after three will lower the student's course grade by one letter grade using the refined grading system (example: and B will become a B- after the fourth absence, a B- will become a C+ after the 5th absence and so on). This is mandatory.

3. Notification of Faculty: It is the student's responsibility to notify the faculty member in advance of any planned absence.

4. Faculty Responsibility: Instructors are responsible for either excusing or not excusing a student for class, allowing or not allowing make-ups or alternate dates for tests and classes. RIT Kosovo (A.U.K) will inform instructors about events (recruitment drives, media events, co-op interviews) for which students may request an excuse from classes, but the final decision to grant an excuse rests with the instructor. RIT Kosovo (A.U.K) will support the faculty member's class policy with regard to testing and attendance.

5. Withdrawal: Non-attendance does not constitute an official withdrawal and may result in a failing grade.

6. Punctuality: Class hours consist of 90-minute teaching blocks. Faculty and students are expected to begin and end class and any breaks on time.

Furthermore, students need to be aware that in order to have a genuine educational experience, higher grades and a successful academic performance they should attend classes and participate in classroom activities.

There are several factors that might influence the level of attendance, including university culture, the workload, teaching methods, motivation, teachers and parents. Class attendance can vary considerably across countries, universities, and course.

CHAPTER III

3. Reasons for attending classes

The primary factor that leads students to attend classes is the lectures. When lectures are clear and qualitative and teachers use creative teaching methodologies, class attendance increases.

Apart from its potential positive impact on the overall course performance, class attendance may also encourage professional socialization and stronger student-faculty and student-student interactions. These stronger and better interactions help English students develop professional skills, behaviors, attitudes, and values that are an integral part of a future successful professor or translator Devadoss, S., and Foltz, J. (1996).

Moreover, many students rely on credits for attending classes. They believe that their academic success should be associated with receiving credits for attending classes. By awarding them credits, professors and university staff influence them to attend classes. On the contrary, their attendance rates drop if they do not get any credit for class attendance (Launius 1997, Moore 2003a).

By motivating and encouraging students to attend classes, the faculty staff and administrators improve the quality of the educational environment. Thus one attains a certain minimization of absenteeism.

An important factor that motivates students to attend classes is their professors. They too have an obligation to present informative and exciting material that keeps students interested and engaged. Professors should offer an appealing and exciting classroom environment and thus provide value-added knowledge in the class (Romer, D. 1993).

This value should extend beyond what non-attending students can get from reading the textbooks and study guides on their own. This value-added knowledge should matter to students and improve their education and knowledge base. Most professors assign grades for students' mastery of course content. However, some try to encourage high attendance by using different attractive and innovative teaching methodologies such as pop quizzes, taking attendance, or giving away test questions in class. These methods can attract students to attend classes, in spite of being considered as "mean" by some students in certain cases (Clay and Breslow 2006). Van Blerkom, Malcolm L.

(1992), claims that students who attend classes regularly and engage in the classroom activities are satisfied with these methods of teaching.

There are several parameters that increase student and faculty classroom engagement and interaction. The methodology used by the professor is one of the main factors. The use of technology beyond the traditional PowerPoint presentations is important Arulampalam, W., Naylor, R. & Smith, J. 2012).

There are a number of supplemental methods using technology that helps increase student interaction through different audience response systems that allow for instant assessment and feedback, asking the students to participate in real-time challenges via their mobile devices.

One of these instructional methods involves the students watching a prerecorded lecture prior to class; subsequently, the instructor uses the scheduled class time to discuss the lecture, answer questions, and solve problems.

When English students are in the teaching practicum of their curriculum, they report that increased presentation and discussion of practicum scenarios is particularly beneficial. Another philosophy uses different team-based learning strategies, with the emphasis being placed on the students to learn in a smaller group setting and teach themselves with the facilitation of the faculty.

Some first-year students fail to understand that academic success relies on both attendance and effort. For class attendance to have the highest academic values both students and teachers must be actively engaged (Colby, J. 2004). Apart from the teachers, students themselves are another important factor.

They need to understand the importance and benefits of class attendance. Students must choose by themselves to participate in their education and take responsibility for their learning because class attendance itself does not guarantee success. It can only enhance the probability of academic success if students attend regularly, participate in different activities, and avoid timewasters such as inappropriate socialization

3.1 Reasons for non-attendance of lectures

A study was conducted with English undergraduate students to find out the possible reasons for class absenteeism in the relationship between academic performance and class attendance. According to the study, English students' class absenteeism is related to many factors including student and faculty attitudes towards learning, class and examination schedule, quality of teaching material, assessment methods, learning by online resources, educational environment of the class, health and lifestyle-related pressures, extra-curricular activities and the overall health of the learner-facilitator relationship. Hence, this study was conducted with undergraduate English students to determine the relationship between academic performance and class attendance. It also purports to find out the possible reasons for class absenteeism and the benefits of class attendance.

Poor classroom attendance presents a major problem among undergraduate students of English education programs that are reported by many English faculty administrators (Marburger 2001).

Some students believe that since they pay for classes, they should be the ones to decide whether or not to attend them, and that they should not be penalized for failing to do so (Maizel 2006). Some even suggest that they can learn more from not going to classes (Schoenbrum 2007). They believe that instead of wasting time by being bored and distracted in classes, they can sit down on their own, focus, and learn the material. New digital media (user-published blogs, video clips, collaborative wikis, webcasts, and immersive virtual reality) is an emerging concern to some faculties as a possible contributor to class absenteeism (Shapiro, Mentch and Kubit 2007).

Some college administrators believe that class absenteeism is linked to extra-curricular activities such as athletics, social activities, and drinking. Regardless of the importance of attending classes, students do miss them often and for different reasons.

It seems that the most common reason cited by students was boredom or general lack of interest in attending the class (Launius, 1997; Van Blerkom, 1992). Monotony is followed by illness, and interference with other course work or social life, including family emergencies and other unavoidable circumstances shown in the table below.

Table 1. Items and factor loadings for the reasons for missing classes scale

Factors and items	Factor loadings
Not being in the mood	
Interesting company waiting for me.	.71
Nice weather.	.65
Bad weather.	.58
I feel sleepy.	.52
Personal issues	
Friend has a problem and wants to talk with me.	.77
Family duties.	.67
Something more important happened.	.62
I have a part time job.	.49
Health issues	
I don't feel well.	.80
Stayed late previous night.	.51
I am stressed.	.40
Lecture issues	
Lecture doesn't interest me.	.77
Teacher is boring.	.68
I am afraid of the teacher.	.66
No negative consequences	
Teacher does not keep evidence.	.84
Colleague will cover for me.	.83

3.4. Strategies to improve student's attendance

Many studies have found solutions to increasing student participation in the classroom. It is well-known that the most substantial key to students' academic success is having them attend classes on a regular basis (Railsback, J. 2004). Before deciding what strategies to use to increase attendance, it can be more profitable to pay attention to reasons why students do not attend classes, why they do, and what they like about it (Railsback, J. 2004). There are strong critical factors linked to dropping out and skipping classes such as family background and relationships, past school performance, personal characteristics, and university or neighborhood characteristics (Corville-Smith, Ryan, Adams, & Dalicandro, 1998; Gleason & Dynarski, 2002).

For universities to be successful at increasing class attendance, they must understand the reasons why their students do not attend. University staff members can conduct student focus groups. Student focus groups are facilitated group discussions, whereby a group of students shares their perspectives, opinions, attitudes, and experiences (Wagstaff, M., Combs, L., & Jarvis, B, 2000). University staff should perform different surveys conducted by external organizations, implement incentive programs, and meet with students individually to find out reasons why they miss classes. Once the staff members have understood why students are not attending, they will know what kind of strategies to apply to help their students. Relevant examinations and professional literature present different solutions and strategies for increasing attendance in the classroom.

The research found that strategies for increasing class attendance can generally be extended into the following categories (Railsback J. 2004):

- Acceptable attendance policies with outcomes for students who miss classes.
- Immediate relations, first-year students in particular.
- Early interventions from university staff and families of students having problems with attendance, truancy, and reduction programs.

Using strategies that develop engagement and personalization with students and their families that can help university staff reduce non-attendance. Family involvement, responsive culture, smaller learning community structures, mentoring, advisory programs such as Check and Connect, maximization, and focus on learning time, and service-learning are among those

strategies.

Universities are not only checking attendance policies and truancy intervention programs but also looking at how to find a way to become more supportive of students. One of the strategies is that university staff should cooperate with students' families.

Researches have proved that cooperation between families and university staff leads students to higher achievement, better attitudes toward university, lower dropout rates, increased attendance, and many other positive outcomes for students (Henderson & Mapp, 2002). The constant communication between parents and university staff is one of the most important of the strategies proved; because it showed that the overall percentage of chronic absenteeism was thus lowered.

Universities offer pedagogy, curriculum, and learning environments to meet individual student needs.

The experience is tailored to learning preferences and the specific interests of different learners. University staff and professors are recognizing the importance of creating structures and opportunities for personalized learning. Indeed, research strongly suggests that universities which have created smaller or personalized learning environments have higher attendance and lower dropout rates (Fashola&Slavin, 1997; Owings & Kaplan, 2001; Secada et al., 1998; Wasley et al., 2000). We further suggest that student encouragement and involvement in different classroom activities is a key ingredient within the comprehensive plan for improving education. The study found the following conditions were present in the universities that made gains in attendance, promotion and decrease in dropout rates possible:

- Teachers know their students well.
- Teachers have high expectations for students, which often leads to high expectations within students.
- Teachers inculcate critical judgment in their students.
- Teachers use a wide range of strategies to make their students participate in the classroom.
- Students are made to feel safe within the school environment.
- Responsibility is strengthened among parents, students, and teachers.

Many Universities are creating small groups of students to study together within a class to make education more meaningful for students and impact attendance, dropout rates, discipline, and

academic performance.

Research shows that personalization is more likely to occur in smaller learning communities and attendance rates are higher because students can join peers with whom to work and subjects that they enjoy (Cotton, 2001; Wasley et al., 2000).

Some universities creating academies, which are smaller groups within a university, usually organized around a particular theme. Career academies, for example, integrate academic and vocational instruction, providing work-based learning within a personalized learning environment.

Freshman academies are designed to ease first-year students' transition from high school. Research has indicated that students making the transition from high school to university are more at risk of dropping out than at any other time (Morrison & Legters, 2001). Dividing groups of students who take classes together with the same house teachers is another strategy known as House Plans.

3.5. Institutional Background

At the faculty of Philology in the English Department of the University of Prishtina, "Hasan Prishtina" Bachelor courses of the first and second semester (first study period) have a similar structure. Besides lectures where rather theoretical knowledge is taught, tutorials every week are offered, too. These tutorials aim to practice and apply the subject material of the corresponding lecture. For each lecture, there are several accompanying tutorials to ensure small groups for each tutorial.

The tutorials are held by assistants for relevant subjects. As attendance is mandatory both for the lectures and the tutorials, the students should attend courses to participate in the classroom by asking questions, being part of interactive debates for different topics, etc. In addition, courses in the English Department are focused on methodological knowledge that is relevant to different successive courses; students are supposed to prepare the given exercises themselves, either in advance or during class. The right choice for all the students irrespective of class attendance is to understand that tutorial gives the opportunity to ask the teaching assistant for help with solving the exercises.

Additionally, problem sets that are difficult to solve for many students are presented by the tutor. In class, the tutor presents the approach and solution to every problem set in the manner of a lecture. Moreover, the students have the opportunity to ask questions for both the lecture and the tutorial of courses about learning materials, such as syllabus, textbooks, and problem sets.

CHAPTER IV

4. Research methodology and design

This MA thesis research was conducted at the University of Prishtina “HasanPrishtina”, English Language and Literature Department, German Department, Faculty of Medicine, Faculty of Math, Faculty of Economy, and Faculty of Chemistry. The main instrument used are three questionnaires.

Questionnaires are considered to be fast, cheap, and beneficial ways of collecting information since usually the potential participants do not hesitate to participate, Dubois. S, (2016). To present students’ and professors’ perceptions in the English Language and Literature their perceptions if class attendance should be mandatory or not and finding different strategies to increase the number of students to be present in the classroom while studying and learning English as a foreign language, to get their opinions regarding the English classes and more, two types of questionnaires were used. Also, there is one another questioner that is directed to students in other disciplines. The questionnaires were carefully conducted by the writer of this paper and they were designed using a combined method of research (qualitative and quantitative approach).

The purpose of the quantitative method used in the present study was to investigate whether English Department students consider class attendance as being beneficial for their achievements or not. A quantitative approach is suitable to assess a theory or a hypothesis by gathering data with a tool that measures the participant’s attitude towards the hypothesis. The quantitative data in the English Department were collected from first to fourth-year students of English Language and Literature via a questionnaire and professors also.

To complete the collected information, there were also added open-ended questions to the questionnaires.

Three different questionnaires were distributed to gather information for this paper. The first questionnaire was dedicated to students while the second one was dedicated to English professors but there were also other teachers from some private English courses that volunteered to participate. The third one was dedicated to students of other departments and faculties.

4.1. Participants

To gather a different variety of opinions, the researcher aimed to include 150 participants in total. 100 questionnaires were distributed to students of English Language and Literature in the Faculty of Philology; at the University of Prishtina “Hasan Prishtina”. Further 50 other questionnaires were distributed in other departments and faculties. Out of 100 questionnaires destined for students, 20 were distributed among the first-year students, 20 in the second year of students, 20 in the third year, 30 in the fourth year and 10 were distributed to the professors in the Faculty of Philology, in the English Department, 10 questionnaires were distributed in the German department, 10 in faculty of medicine, 10 in the math department, 10 questionnaires were distributed in faculty of economy and 10 were distributed in the chemistry department. This study was conducted in the English Department of the University of Prishtina. Participating in this study were 90 undergraduate students, 10 professors, and 50 students from different disciplines. They were of both genders, of which 58 males and 82 females from all four years of Bachelor level studies. The reason students of the English Department were chosen is due to the large number of them who attend classes regularly, there being a small number of them who do not attend. While the reason why the students by other departments and faculties were chosen is to get the others' opinions on class attendance. 8 of the participants had an average grade of 6 – 6.99, 62 of the participants had an average grade of 7 – 7.99, 53 another of the participants had an average of 8 – 8.99 and the remaining 17 participants had an average grade of 9+. Participation in the research was completely on voluntary basis. Professors' questionnaires were easily conducted since their willingness to help was astonishing. In total, professors' questionnaires were a total of 10 on which 4 of them were from professors who are teaching in private courses. The student's age range was from 18 to 23 and professors' age range was from 28 to 59.

4.2 Research Methods

For this research, questionnaires were used as a research tool. Students' questionnaire contained 24 questions in which 9 questions consist of 3 sub-questions. The first section of the questionnaires included questions like Sex and Age range whereas the rest of the questionnaire contained questions related to their attitude towards learning the English language and English classes. Professors' questionnaire was different in which were 13 questions in which one question consist of 20 sub-questions, 6 of the questions were open-ended, and the rest were questions about their method on motivating students. In the third questionnaire to gather the data, from other departments a questionnaire consisting of four sections was used. The first section contained questions about demographic data (such as gender, year of studies, and GPA). The second section contained tables enlisting 10 potential benefits of attending classes for which the participants indicated their level of agreement/disagreement. The third section was similar to the second one, with the exception that, instead of benefits, it enlisted 5 potential reasons why students would not attend classes, again prompting the participants to indicate their level of agreement/disagreement. The final section contained two open-ended questions in which participants could write down their views about the benefits and put down other reasons for non-attendance which were not enlisted on the two tables. Being the quickest way to collect data, the questionnaire was chosen as the main research tool due to a large number of participants in the study

The questions were of different types such as multiple-choice questions, closed-ended questions, open-ended questions, Likert-type scales, etc. So the participants had the opportunity to choose between options. Further on, they also could come across open-ended questions, asking for their personal opinions. By the end of the questionnaire, the participants had the opportunity to give their suggestions regarding the aforementioned topics.

4.3. Procedure

After having presented myself to the groups or individuals as a student in English conducting a study, I explained to the students its aim, which was the importance of class attendance, reasons why students should attend classes, and reasons for nonattendance. I emphasized the fact that the questionnaire was anonymous and that neither the name of the university nor the name of the participator, was to be named in my analysis. I also asked them to take note of my e-mail address if

they wanted to contact me for further comments on lecture attendance when studying English as a second language or the questionnaire itself for example. After the permission grant from the principals and professors of the university, the questionnaires were distributed to the students while they were in their classes. To collect the data the lecture schedules for all four years of study were initially checked. Different groups of students by different departments were approached after their lectures being asked to fill out the questionnaire. Some of the students were initially reluctant to participate and it took some explaining that the data gathered will be used solely for educational purposes before they accepted to fill in the questionnaire. Students were instructed to ask any questions they might have and clarify all uncertainties prior to answering the questions. They were also told that they can skip any questions they do not feel like answering. After handing out the questionnaires, participants were asked again if the questions were clear and if they had any suggestions or information to add. Filling out questionnaires took no more than 5 minutes per student, and no problems were detected during the entire process.

CHAPTER V

5. Data analysis

The aim of this research was to find out students' perceptions and professors' perceptions if class attendance should be mandatory or not, to find out the reasons why students attend classes and why not; and investigating strategies to improve attendance regard of studying English as a foreign language. To gather data for this research, questionnaires were used and they were realized in the University of Prishtina" HasanPrishtina" in different departments and faculties but mainly in English Language and Literature Department. Students and professors from all the Universities which were selected participated in this research.

The collected data from the research was carefully analyzed in percentage and the results indicate that both students and professors are well aware of the importance of attending classes on learning and studying English as a foreign language and each of them strongly believes that attending classes regularly

and participating in the classroom will lead them towards the successful academic and professional performance.

Also, 150***** out of 150 ***** participants claimed that they attend regularly lectures and they are engaged in the classroom. Professors believe that they need extracurricular activities to raise the number of students to attend classes; a curriculum that would be dedicated to further improvement. I observed that a number of participants

Tended to avoid choosing extreme negative answers such as 1=strongly to disagree. Such students, who wanted me to assist them when they completed the questionnaire, tended to select option 3 (= neither agree nor disagree) as they uttered “no” when doing so. All in all, students tend to have intrinsic motivation to attend lectures on studying English with eagerness and have the desire to achieve success.

5.1 Students' perception

The findings from the research conducted with students from first to the fourth year at the University of Prishtina, English Language Department show that class attendance English is important for communication with 67%, for employment 24%, for business 9%. As for this question, even though students could choose more than one option since it was a multiple-choice selection, all of them decided to select only one of the options.

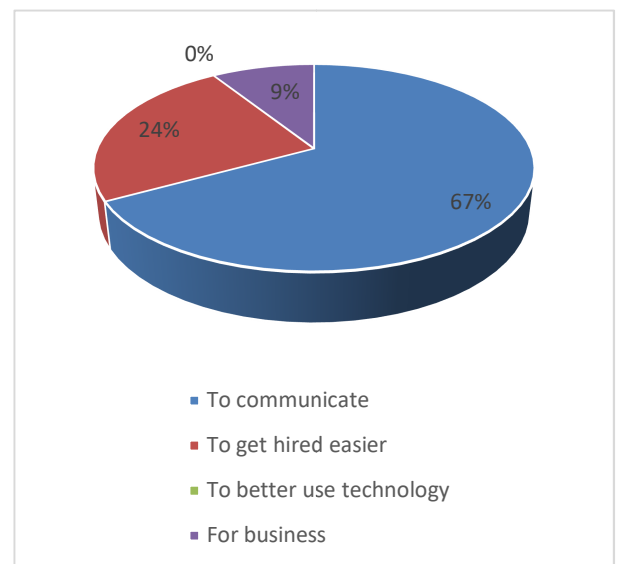


Fig. 1. Students' insight on the importance of attending classes of English language

It is impressive how all of the students think that they need to attend classes in order to have success and to be more professional and responsible in the future. And Think, such a positive attitude will lead to a bright future

The levels of intrinsic and extrinsic motivations for attending lectures of this research are provided in percentage terms in the following table;

Statement	Agree	Disagree
Intrinsic motivation (self-confidence)		
When I attend lectures I am more prepared than students that do not attend	47%	53%
When someone speaks to me in English, I tend to be nervous because I do not attend classes regularly	31%	69%
Attending classes helps me become a better person.	51%	49%
Intrinsic motivation (integrative orientation)		
I attend classes because I like it.	86%	14%
If I could not attend lectures, I would learn English by myself.	59%	41%
Studying English is easy.	29%	71%
Extrinsic motivation		
Attending lectures is essential for personal development.	55%	45%
Others will have a better opinion of me if I attend classes regularly	43%	57%
Attending classes gives me a feeling of success.	69%	31%
Extrinsic motivation (external motivation)		
. My family/friends encourage me to attend classes regularly	93%	7%
I get help to do my homework and get things explained to me outside the class when I attend lectures.	72%	28%
. Outside the class, I watch films, listen to songs or read in English	100%	0%

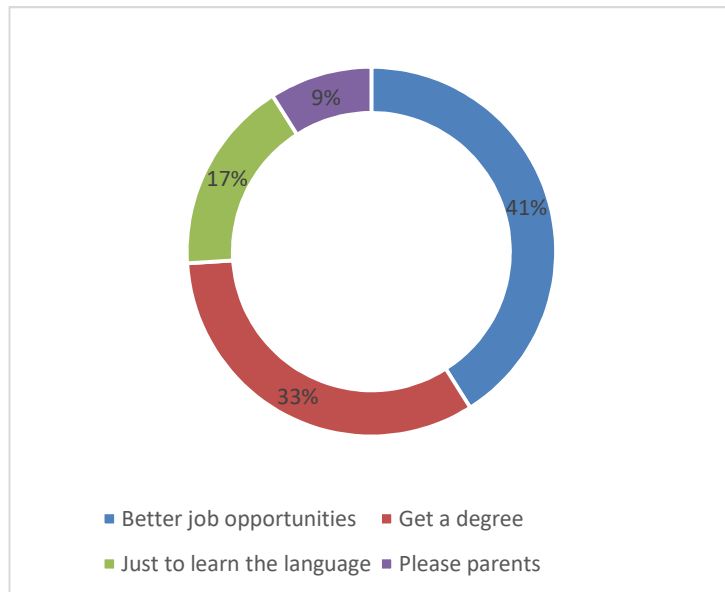
Table 5.1.Motivation

In this study, approximately half of the respondents are concerned about being proficient. Similarly, 55% of participants think that attending lectures regularly when studying the English language is essential for personal development. Furthermore, if 86% of students like to learn English, 59% would learn it by themselves, and only 29% of them consider studying the English language is an easy task.

On the other hand, on the extrinsic motivation of students to being present in the class 59% of the students relate proficiency in the English language with personal prestige and 69% relate it to success.

Fig. 3. Students' aim on attending regularly lectures

Finally, all the participants (100%) claim that do activities outside of the class that involves the English language.

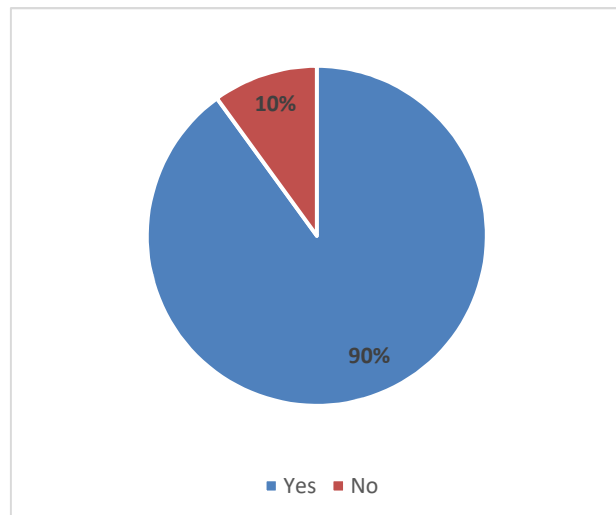


In the end, we asked what is your aim of studying the English Language, which brought very interesting answers; 9% of them said that they learn only to please their parents, 17% just for the sake of knowing it, 33% to get a degree and 41% of them think that knowing English will help them have better job opportunities.

5.2. Professors' perception

Professors were asked whether class attendance should be compulsory or not and their answer is presented on the following chart;

On the same question that students had, teachers' perception did not differ a lot, they share the same opinion regarding why is it important to attend classes when studying a foreign language, to communicate 50%, to create more job opportunities 30% yet 2% of the teachers added the option; for traveling.



Teachers were asked whether class attendance should be compulsory or not and their answer is presented in the fig. 4

Fig. 4. Should class attendance be compulsory

Taking into consideration that students guide, apart from the teacher, is the textbook. One of the most common resources in the classroom is the textbook, thus on the appropriateness scale teachers were asked to rate the English books that they use to teach students, 60% rated them as very appropriate and 4% appropriate.

According to teachers who were part of this survey, when talking in English, students are not very comfortable 73%, somehow comfortable 19%, and 8% are comfortable but if they attend classes and engage themselves in the classroom 100% of them will be comfortable. Apart from those who participate in English courses outside of the university which tend to be more comfortable, the ones who join only classes inside the school is understandable that they are reluctant when it comes to expressing themselves since they have only one English class per week

Statement	Never	Rarely	Sometimes	Often	Always
I give my students opportunities to experience success by attending lectures	0%	0%	0%	50%	50%
I give clear instructions for tasks by modeling for those who were in classroom	0%	0%	0%	30%	70%
I set class rules myself rather than allowing my students to do so	0%	20%	20%	0%	60%
I explain the importance of class rules and attendance policies to my students	0%	0%	20%	40%	20%
I encourage my students to attend classes and give suggestions for improving the course	0%	0%	20%	40%	20%
I encourage my students to use English outside the classroom	0%	0%	0%	70%	30%
I am careful to avoid embarrassing my students when giving feedback that's why I try to convince them to attend lectures	0%	0%	0%	10%	90%
I teach my students self-learning strategies	0%	0%	30%	30%	40%
I use activities which allow my students to mix	0%	0%	30%	20%	50%
I make myself available to my students outside class time	0%	0%	10%	30%	60%
I use humor in my classroom that attract students to come at the lecture	0%	0%	10%	20%	70%
I start all my lessons with the same presentation technique	50%	30%	20%	0%	0%
I teach my students how to use self-motivating strategies	0%	0%	10%	80%	10%
I use authentic tasks (to prepare my students for real life situations)	0%	0%	30%	20%	50%
I match tasks to my students' needs/ interests rather than exam requirements	0%	0%	30%	50%	20%
I remind students that mistakes are a natural part of learning	0%	0%	0%	0%	100%
I show my students how much they have progressed or learnt	0%	0%	20%	60%	20%

Table 2. Teachers' motivation tools for attending classes

All the teachers agree that the English language opens your world to knowledge, English is the most commonly spoken language all around the world, it is used for communicating in diversified professional fields including business, science, information technology, medicine, entertainment & media. At a young age, students are like sponges, they absorb knowledge easily and teachers' answers on the importance of attending classes and they prove that class attendance should be mandatory.

English as a foreign language at a young age were diverse. As a "student "you have the potential to acquire everything in the best way possible. You take things in a more general way without even thinking about what they mean specifically. You do not consider mistakes such as grammatical ones, says one teacher.

Others say that if you learn English at a young age, they will find it easier to acquire other languages as well. English helps you understand other cultures and of course it provides better opportunities in the upcoming future. Professors were asked if students learn enough about the importance of attending lectures learning English as a foreign language and the answers were 50% yes, and 50% no. Teachers say that a small number of students are really into it but the majority of them do not even show interest (they do not interact with one another, neither cooperate).

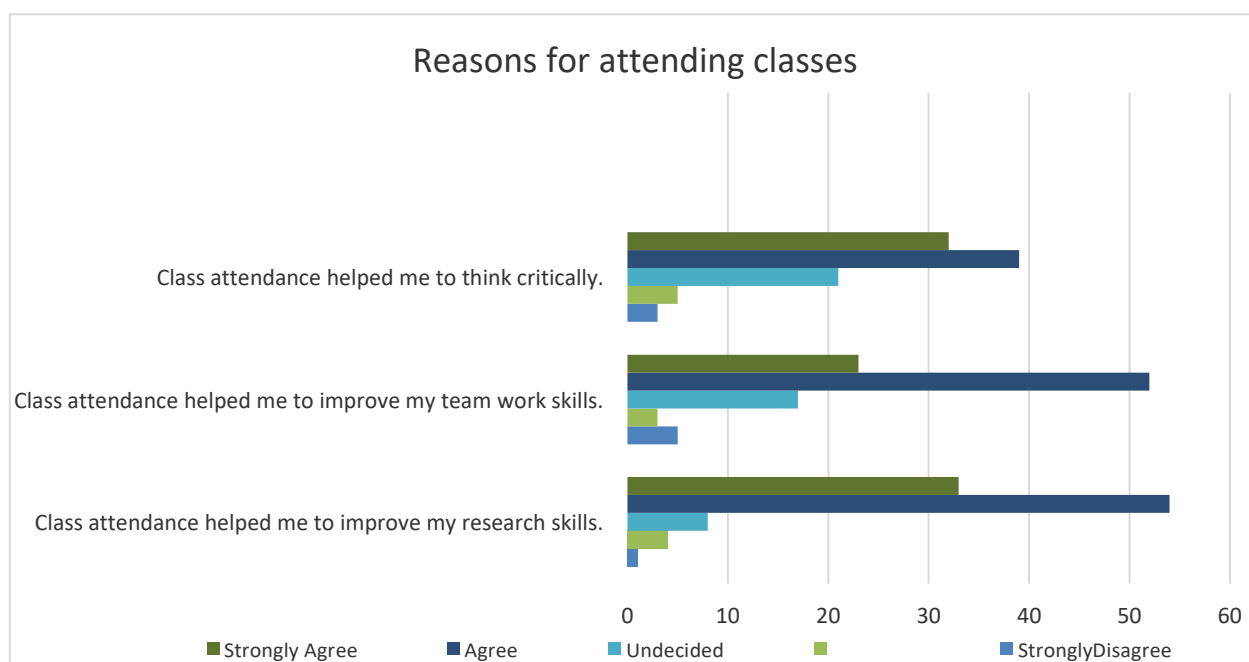
On the other hand, the other teachers say that even though they learn English they do not show any enthusiasm for learning such a significant language. Some successful teaching methods that teachers use in order to motivate students are as follows; games, storytelling, crosswords, reading passages, quizzes, giving tasks that require high expectations so that the students feel challenged. This way they develop trust in their teacher and are willing to learn. Being surprised by their answers is a very effective way of motivating students since it boosts their self-confidence.

After students fail a test, teachers manage to maintain students' motivation to attend classes by giving assignments that they are able to complete in order to boost their confidence, giving extra points, and telling them that it is okay to fail sometimes. The importance of knowing a new language that helps you in every step of life, the passion for the language and the language itself, and witnessing students' progress is what motivates teachers to teach English

5.3. Reasons for attending classes

5.4. Main Benefits of Class Attendance

The data collected from questionnaires shows that the main reasons for attending classes according to the English Department students are the following:



Similar to previous researches, the above results indicate that class attendance boosts critical thinking and helps students work collaboratively. However, the best results were obtained for the statement “*Class attendance helped me to improve my research skills*”, with 87% of the participants responding positively. Another benefit that students gained by attending classes was, that it helped them *improve their teamwork skills*, with 75% of the participants responding affirmatively. A full 71% of the participants confirmed that class attendance *helped them think critically*

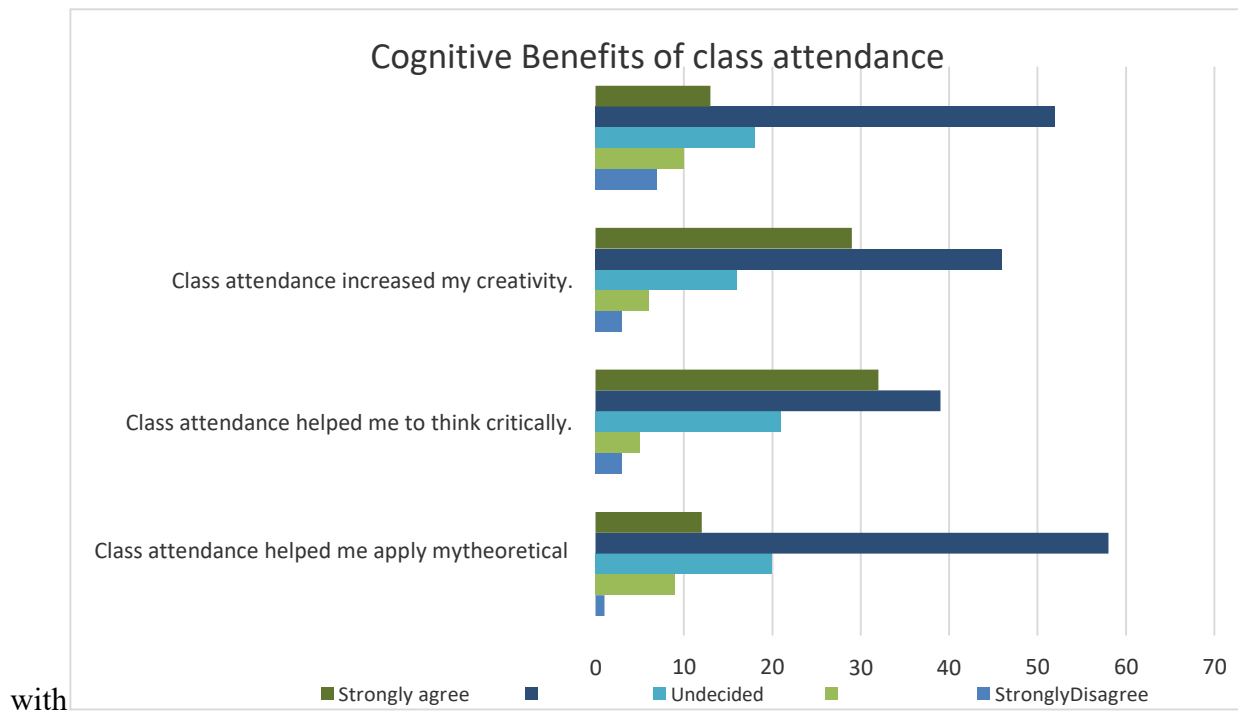
5.5. Linguistic Benefits of Attending Classes

Data gathered for the linguistic benefits enlisted in the questionnaire suggests that students mostly benefit by *expanding their vocabulary*, with 63% of the participants have responded positively to the statement. Similar results were found on the improvement of *writing skills* whereby more than half of the participants (56%) confirmed the statement. As for the *reading skills*, mixed results were obtained as 26% of the participants disagreed with the statement, 31 % were undecided, and 29% agreed.

5.6. Cognitive Benefits of attending classes

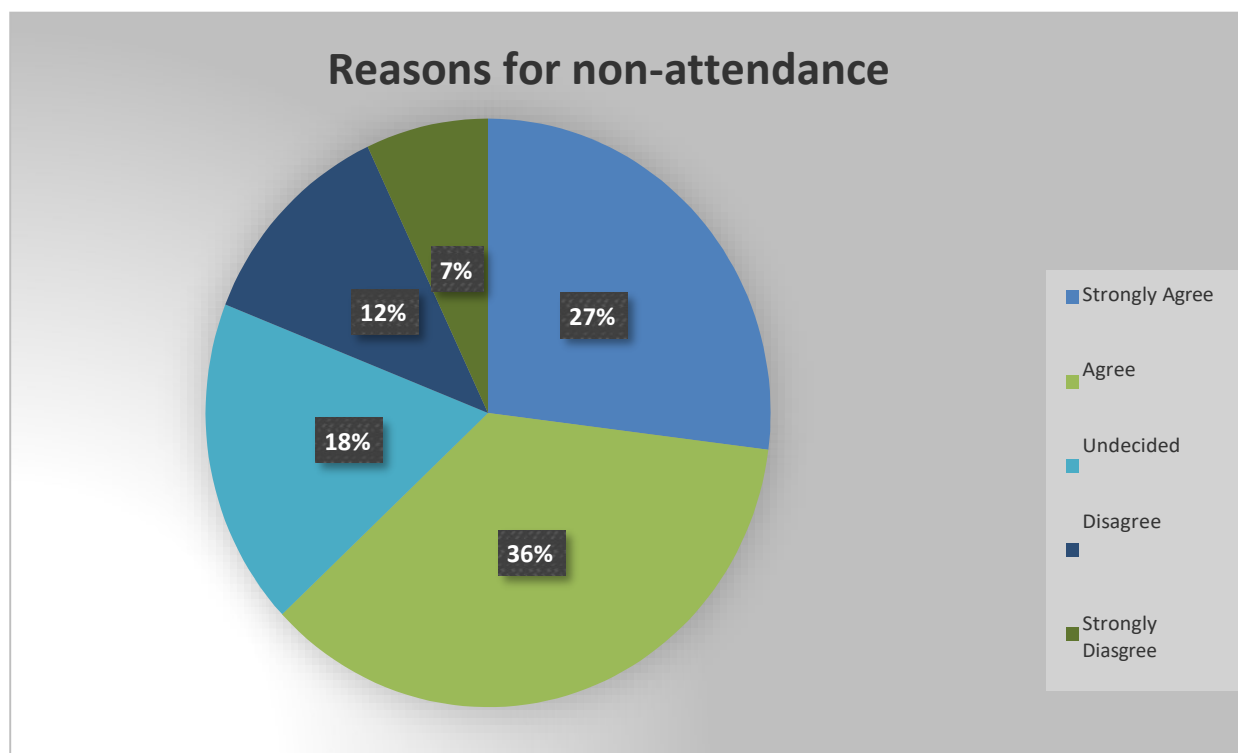
As seen from the chart below, class attending students also benefit on the thought process. The gathered data imply that class attendance boosts *motivation to learn, creativity and critical thinking*. It also *helps students apply their theoretical knowledge to solve practical problems*. A distinction was noticed while comparing the answers of the participants with a 9+ GPA against those with a lower GPA.

This distinction was found for the statement “Class attendance increased my motivation to learn.” The overall results were quite positive, however 36% of the students



5.7. Reasons for non-attendance

Five potential reasons why students do not attend classes were enlisted in the questionnaire, namely: lack of enthusiasm about the subject’s impact on students’ performance; commitment with other coursework; lack of teachers’ evidence keeping; attending classes is a time consuming process and I can study using



books and online recourses. Similarly, participants with a 9+ GPA disagree with those with a lower GPA, as they are undecided about the potential reason for non-attendance, as 7 % agreed, 18% were undecided and the remaining 36% disagreed. In conclusion it can be stated that a large number of students are agree that class attendance always should be mandatory, exception if any student have strong reason to miss classes.

CHAPTER VI

6. Discussion

As can be seen from the results, attending classes is beneficial for the students. The data suggest that through attending classes students improve their researching skills. As one student wrote in the open-ended question *“I am a first-year student and attending classes help me improve my researching skills, many questions asked by other students and explanations given by lecturers help me think critically.”* Another benefit of attending classes is that it motivates students. As Paisey&Paisey (2004) claims, attending classes motivates students to learn about new topics, especially when they choose the topics themselves.

Though results positively showed that attending classes motivates students to learn, participants with a 9+ GPA responded differently. One could argue that high achievers are already motivated to learn, hence the 9+ GPA. Data gathered also suggest that students improve their teamwork skills and become more socialized when participating in classes, they learn how to apply their theoretical knowledge to solve practical problems and it boosts their critical thinking. These results are in concordance with previous research.

As Sleight and Ritzer (2001) point out, students who attend classes regularly are concentrated on a deeper level of learning and critical thinking. Attending classes provides students with an opportunity to apply their theoretical knowledge to solving real-world problems. Furthermore, Sleight and Ritzer (2001) claim that students’ perceptions of the research show that one of the main advantages of class attendance was the improvement of teamwork skills and that they became more sociable.

As seen from the results, by participating in classes students also improve their linguistic skills. Participants indicate that they benefited most by expanding their vocabulary, and they improved their writing and listening skills. Again the results are in concordance with previous research. Paisey&Paisey (2004) suggest that students who attend classes improve their writing and communication skills. Such results may come from the fact that while working on different projects, students have to conduct interviews, research topics, write findings and present them in front of their peers and professors.

According to English Department students in the University of Prishtina, the main reasons why students do not attend classes according to the data was that attending them takes a lot of students' time; some were not enthusiastic about the subjects, some have part-time jobs, etc. However, this is not the case for all participants. Students with a 9+ GPA were completely divided about this particular topic.

In the open-ended question asking participants about the correlation between class attendance and student performance, 87% of students responded that attending classes regularly respects university policies and is a substantial key to a successful career and academic performance. The participants shared mainly the same viewpoints pertaining the English language learning and the importance of English. Generally, the participants from all departments and faculties seem to have similar perceptions.

Learning English as a foreign language throughout their pre-university education and higher education will enable learners to develop the knowledge, skills, and attitudes they need to communicate in English, in a variety of fields, travel, leisure and job-related contexts that is why students should attend classes and be active in lectures MASHT, (2018).

As the English language is one of the means of global communication and based on the data that were collected through the questionnaires, students from different faculties in the University of Prishtina are motivated on studying English even though 24% of the respondents are learning a language in order to get better job opportunities. It is a good sign that they think of their future ahead of time because the ever-changing demand for working requirements is increasing rapidly.

Students talking in English with their peers is a good sign of regard that it helps to feel comfortable and will surely boost their confidence and practicing English makes you more proficient.

Though students who are keen on learning English, approximately 2/5 of the students who participated in this study from other faculties are registered in English courses outside the University also take English as an elective course.

In this study, data gathered suggests that more than half of the students are careful about making any possible mistakes while speaking; this does not mean they are shy but rather they want to be very proficient on this regard.

I observed that a number of participants tended to avoid choosing extreme negative answers such as 1=strongly disagree. Such students, who wanted me to assist them when they completed the questionnaire, tended to select option 3 (= neither agree nor disagree) as they uttered “no” when doing so. Such negative answers were avoided in the question of how easy is to attend an English course?

Language is the primary basis of all communication and the primary instrument of thought. Hence, students must be given the possibility to acquire the English language in their early stages of development, MASHT, (2018). Professors agree that students who study a foreign language benefit on their future career.

Language is such a key aspect to prepare students for success in their future professional endeavors. Therefore, teachers and students that participated in this research all agree that the English language is of high importance when it comes to their future careers and students to achieve a very successful academic performance. Professors’ methods to motivate students who fail by not attending classes are very important, as some of the answers indicate; they try to explain to them that failing is a part of learning but not from missing classes. Indeed, failing should motivate one to try harder and reach the goal, as the word “FAIL” I consider as an acronym and I would explain it as “First Attempt In Learning”. Teachers use various methods to engage and motivate students such as word such as quizzes, games, crosswords, storytelling, and many more to engage them in being active in the classroom and attend classes regularly. These strategies are considered to be amongst the strategies which have a very positive impact on student’s learning.

These methods can be divided into four categories as follow;

1. Expressing the meaning, storytelling, interpretation (Communication)
2. Sounds, vocabulary, structure (language)

3. Cognitive, socio-cognitive, and meta-cognitive processes (General language education)
4. Behaviors, manifestations, ideas, cultural symbols (Culture)

As per the fact that in Kosovo there are no mechanisms that work closely with professors in order to provide students with career recommendations, students will always have an extrinsic tendency to pursue schools and future careers based on what external influences either by their parents or by their friends.

According to the data gathered, students in the University of Prishtina can be considered as intrinsically motivated with an integrative orientation meaning that they attend classes regularly because they study English as a second language for practical purposes and they want to be successful in the upcoming future.

CHAPTER VII

7. Conclusion

Taking into consideration the results presented above, we conclude that regular student attendance in lectures and tutorials directly correlates their success in their future career. This best can be seen, if you compare the success of the generation 2016 students, with students of the three other generations. In the case of generations 2017, 2018, and 2019 the success of most of the students seems to have resulted due to their commitment, specifically students that have attended classes regularly.

In order to increase student success, their active participation in lectures and exercises need to be enforced, for example, tests, practical work, questioning, homework, etc.

This enforces that students work continually by repeating prior lessons learned. Questions at the end of the class might have an impact on the student to be fully concentrated during the lectures, Dika&Sylejmani (2012). For the first-year students, an attendance monitoring system should be utilized so their activities could be somehow recorded.

The study was designed to answer 4 questions:

Based on results from first research question: *What are the major factors influencing regular student attendance at the University Level?*. Findings of this research paper shows that there are different factors that influence students to attend classes everyday such as; motivation, teacher and teaching methodology, family support, university policies etc. Also, students of English Department in the University of Prishtina were aware for the impact that class attendance has on their grades and their successful academic achievements. According to them some of main factors that influence students to attend classes regularly are: their engagement in the classroom, their participation in different attractive and interactive teaching activities, socialization with their classmates, future successful career, being responsible in daily life, motivation to succeed, quality of lectures, university environment etc.

The second research question was: *What is the current status and trends of student attendance to class in the English Department at the University of Prishtina?* The students of English department in their results mention that they have a mandatory class attendance and student's tendency is to attend classes regularly and being active and engaged every day. When professors' and students were asked whether class attendance should be compulsory or not and their answer is presented in the fig. 4 *should class attendance be compulsory* the 90% of students and professors agreed that class attendance should be mandatory especially when studying English as a second language.

Third research question was: *What is the relevance of the factors influencing student attendance to class and their academic achievement?* According to the results given by students of the English Department in the University of Prishtina factors that influence student's attendance are strongly related with students' academic achievements. Students achieve a large number of benefits by being influenced to attend classes regularly.

Some of academic achievements that students gain by attending class regularly are: Getting higher grades, being responsible person, concentrated one; learn how to manage time and become independent person, have a very successful future career, get a better job, improve linguistic and cognitive skills etc.

The last but not least the fourth research question of this MA Thesis was: *What strategies are recommended to address low class attendance by students in the English Department at the University of Prishtina?* Findings show that English department should engage specific curricula and pedagogies, to build strong relationship between teachers and students, rewards/ incentive to help boost the class attendance. Other strategies mention by students of English department is that university staff should

communicate with student's parents, to make university an attractive place to be, to punish students who do not attend classes regularly, to implement extracurricular activities, and empowering teaching and learning methodologies.

In general, this paper has looked into the reasons why students attend or do not attend classes, why they should attend them and what kind of strategies should university staff, families, and students themselves implement to increase class attendance. More specifically, the paper investigated the behaviors of students of the University of Prishtina English Language and Literature on their perceptions of the benefits of class attendance, as well as the inclusion of innovative methodologies by their professors in the classroom. Having analyzed the collected data, it became clear that students were aware of the importance of class attendance. However, there was probably no mention that some students do not attend classes regularly by giving irrational reasons. Regardless of the findings of different researches, the superior and most efficient way of learning and teaching is to attend classes regularly, participate in them actively, and listen carefully to the instructions individual needs of students.

Being aware of the importance of attendance when studying the English language, one should pay closer attention to how much students get prepared for their future professional life. In this regard, this paper was realized in order to get an overview of English as a foreign language at the University of Prishtina in different faculties and departments but research is done mainly in the English Department. In addition, the researcher also aimed to understand students' and teachers' perception on attendance motivation levels of students who study English as a foreign language whether they are internally motivated or other external factors that influence their motivation when it comes to studying English as a foreign language and the importance of the language itself.

Based on the present study, it can be concluded that the students have various motivations being present in the classroom. The study shows that the students who participated in an English course even it was an obligatory or elective course have more intrinsic motivations than extrinsic motivations. Their intrinsic motivations are adding knowledge, to study while learning, to communicate in English.

Overall the main conclusion that can be drawn from this research paper is that students should be motivated by their inner self which is an indication that they will find it easier to acquire foreign languages than the extrinsic students who have pressure or direct influences by the external factors for attending classes. As professors claim, there is a need for expertise to draw out the student's best and

give career recommendations for students who are excellent and attend classes regularly and are engaged to participate in the classroom.

7.1. Limitations

It is worth mentioning that the main emphasis in this research was on class attendance; if class attendance should be mandatory, on the reasons why students should attend classes, reasons why students miss classes and finding out strategies to improve class attendance. Also, the effects of motivation on students how a teacher might motivate his or her students to achieve instructional or educational objectives fully and convince them to attend classes. Sometimes professors say that a particular student is “unmotivated.” Strictly speaking, that is not an accurate statement because he or she may be unmotivated to behave in other ways, not in the learning process and missing classes. Therefore, the topic motivation for attending classes here is limited to the effects of motivation in the field of educational purposes. However, a problem with the questionnaire is that respondents may not be honest due to social desirability. Most students want to present a positive image of themselves and so may lie or bend the truth to look good.

7.2. Recommendations

Based on the results of this research, I believe that there is always room for recommendation and to make our education better and to help the students to prepare for their future career. As all can agree, attending classes from primary schools prepare students by giving them the basic skills needed for their future professional life.

Therefore, I believe that teachers that have students’ future in their hand should try offering a more adequate education based on their results and profiles. Ministry of Education should make a different curriculum to match students’ needs to make a distinction and classification of students regarding their preferred subject and adjust the schedule of classes for better performance and to get the best out of them.

I believe that their future is in teachers’ hands and therefore we should try to do our best for them by adjusting the lessons according to the individual needs of students and that would contribute to lowering the number of students in such large classes as they are now. Lecture attendance has a positive effect

on students' academic performance and hence a mandatory attendance policy is important. This suggests that lecture attendance is critical for learning.

According to the results of this thesis paper, there are different recommendation by professors and students of English department. To be more specific in the Fig. 1. Students' insight on the importance of attending classes of English language, recommendation were that professors and university staff should organize trainings and workshops that help students to communicate fluently, to get hired easily, to better use technology, etc.

Furthermore, in the Fig. 3. Students' aim on attending regularly lectures, student's recommendation for attending classes were: Better job opportunities, Get e successful academic achievements, opportunities to learn different teaching methodologies.

Whereas in the Fig. 4. Should class attendance be compulsory, recommendation of both professors and students were: class attendance always should be mandatory and students to be successful, responsible, engaged have to attend classes regularly.

Based on the findings of this study, there are the following recommendations:

1. Lecturers should employ teaching strategies that would enhance the attendance rate of students in their classes.
2. Relevant policies should be put in place to ensure the attendance of students in classes.
3. Classes should be made conducive for learning.
4. Lecture environments should be well ventilated and spacious enough to accommodate conveniently, the total number of students per lecture.

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9. Appendix

9.1. Students' questionnaire

Dear participants,

This is a questionnaire on the Topic: "Class attendance- The Influence on Students' Performance in Kosovo: A Study of the English Department of the University of Prishtina"

This questionnaire is being realized as part of the Master Diploma Paper. The aim of this research is to explore students' perception on class attendance when studying English as a foreign language.

Below is a questionnaire consisting of statements to which you can answer by a tick mark (✓) in the relevant column. You are free to mark anyone of the categories. However, you are requested to be true, accurate and honest in your responses as this study shall derive its value from your responses. In case of any confusion, you can ask for necessary guidance / clarification.

Sex **M** _____ **F** _____ (Please answer the question by marking it with an "X")

Age _____

1. Why is it important to attend English classes? (Please circle an option below):

- | | | | | |
|----|-----------------------|--------|-------|-------------|
| a) | | To | | communicate |
| b) | To | get | hired | easier |
| c) | To | better | use | technology |
| d) | | For | | business |
| e) | Other (specify) _____ | | | |

2. Do you think you need to learn English language in the primary school? (Circle the appropriate answer)

- a) Yes b) No

3. How often do you talk about class attendance English with your family? (Please circle an option below):

- a) Almost always b) Sometimes c) Every once in a while, d) Rarely e) Never

4. How often do you talk English with your friends? (Please circle an option below):

a) Almost always b) Sometimes c) Every once in a while, d) Rarely e) Never

5. How comfortable do you feel when attending lectures in English? *Please circle an option below):*

a) Not comfortable b) Somehow comfortable c) So-So d) Comfortable e) Very comfortable

6. I have decided to study English language from? *(Please choose at least one option)*

a) Parents/Siblings b) Friends c) School d) Movies/Media e) Literature

7. Have you ever attended any of the below given activities relating English language education outside of the school? *You can choose more than one option by circling the form of the activity:*

a) Lecture; b) Training c) Course d) Presentation e) None

8. How easy is to attend classes when studying English *(You can circle only one answer).*

a) Very easy b) Easy c) Not easy nor hard d) Hard e) Very hard

9. What is the appropriate age for students to start understanding importance of attending lectures when studying English language? *(Encircle one of the following options)*

a). Under 10 b) 10-18 c) Over 18

10. How much do you agree with the following questions about attendance: *(You can choose an answer for each question below by clicking Disagree or Agree according to your personal opinion);*

Disagree	Agree
----------	-------

When I attend lectures I am more prepared than students that do not attend		
When someone speaks to me in English, I tend to be nervous because I do not attend classes regularly		
Knowing English helps me become a better person.		
I attend classes because I like it.		

If I could not attend lectures, I would learn English by myself.		
Studying English is easy.		
Others will have a better opinion of me if I attend classes regularly		
Attending classes gives me a feeling of success.		
My family/friends encourage me to attend classes regularly		
I get help to do my homework and get things explained to me outside the class when I attend lectures.		
Outside the class, I watch films, listen to songs or read in English.		

21. Which is your aim on studying English language as a foreign language (*You can choose more than one option*);

- a) Just to know the language
- b) Get a degree
- c) To please your parents
- d) To get a good job
- e) Other (specify) _____

Thank you for your contribution.

9.2. Professors ‘questionnaire

Dear participants,

This is a questionnaire on the topic “Class attendance- The Influence on Students’ Performance in Kosovo: A Study of the English Department of the University of Prishtina”

This questionnaire is being realized as part of the Master Diploma Paper. The aim of this research is to explore professor 'perception on class attendance in English language as a foreign language.

Below is a questionnaire consisting of statements to which you can answer by a tick mark (✓) in the relevant column. You are free to mark anyone of the categories. However, you are requested to be true, accurate and honest in your responses as this study shall derive its value from your responses. In case of any confusion, you can ask for necessary guidance / clarification.

Sex M ____ F ____ (Please answer the question by marking it with an "X")

Age _____

1. Why is it important to attend classes in English? (Please circle an option below):

- | | | | | |
|----|-----------------------|--------|-------|-------------|
| a) | | To | | communicate |
| b) | To | get | hired | easier |
| c) | To | better | use | technology |
| d) | | For | | business |
| e) | Other (specify) _____ | | | |

2. Do you think studying English language attendance should be compulsory? (Circle the appropriate answer)

- a) Yes) No

3.What is the importance of attending lectures when studying English Language in young age? _____

4.How would you evaluate English materials that you use in classroom? (Please circle an option below):

- a) Very Appropriate b) Appropriate c) Somewhat appropriate
d) Not very appropriate e) Not appropriate

5. How comfortable do students feel talking in English in the classroom? Please circle an option below):

a) Notcomfortable b) Somehowcomfortable c) So-Sod) Comfortable) Very comfortable

6. Do students learn enough about the importance of attending classes on learning English as a foreignlanguage?

7.Should professors /university provide students with career recommendation? (*Encircle the appropriate answer*);

a) Yes b) No

8. What are some successful teaching methods you use in order to motivate students to attend lectures?

9. How do you motivate students to attend classes?

10.How do you manage to maintain student's motivation to attend classes when they fail?

11.Please indicate how often you use the following motivational strategies to convince students to attend classes in your class, by clicking on the appropriate options.(*You can choose an answer for each option below by encircling on the rating scale from the lowest(1)to the highest (5)*):

	Never	Rarely	Sometimes	Often	Always
I give my students opportunities to experience success by attending lectures					
I give clear instructions for tasks by modeling for those who were in classroom					
I set class rules myself rather than allowing my students to do so					

I explain the importance of class rules and attendance policies to my students					
I encourage my students to attend classes and give suggestions for improving the course					
I encourage my students to use English outside the classroom					
I am careful to avoid embarrassing my students when giving feedback that's why I try to convince them to attend lectures					
I teach my students self-learning strategies					
I use activities which allow my students to mix					
I make myself available to my students outside class time					
I use humor in my classroom that attract students to come at the lecture					
I start all my lessons with the same presentation technique					
I teach my students how to use self-motivating strategies					
I use authentic tasks (to prepare my students for real life situations)					
I match tasks to my students' needs/ interests rather than exam requirements					
I remind students that mistakes are a natural part of learning					
I show my students how much they have progressed or learnt					

12. Attending English classes opens up your world to knowledge? (You can choose only one option):

a) Strongly disagree b) Disagree c) Neutral d) Agree e) Strongly Agree

13.What is the appropriate age for students to start learning English language?*(Encircle one of the following options)*

- a). Under 10 b) 10-18 c) over 18

14.What motivates you to attend English Classes?

Thank you for your contribution.

9.3. Questionnaire for other departments and faculties

This questionnaire was formulated and conducted with the purpose of finding out the class attendance rate among the University of Prishtina English Language and Literature students, and other fields, focusing on finding out possible reasons for attending classes and those for not attending them. The questionnaire is part of a research conducted for a MA diploma thesis. The answers provided for this questionnaire will remain confidential and will only be used for the purpose of this research. The completion of this questionnaire will take approximately three minutes.

Instructions: Tick “☐” the box corresponding to your answer, or write in the designated space (depending on the question type).

1. Gender: a) Male b) Female

Age:

Year of studies: _____

GPA (average grade): a) 6 – 6.99; b) 7 – 7.99; c) 8 – 8.99; d) 9+

2. Instructions: Tick “√” the corresponding box to indicate the level of agreement or disagreement with the statements below.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Class attendance increased my motivation to learn.					
Class attendance helped me apply my theoretical knowledge to solve practical problems.					
Class attendance helped me improve my teamwork skills.					
Class attendance helped me improve my research skills.					
Class attendance increased my creativity.					
By attending classes I improved my reading skills.					
By attending classes I improved my writing skills.					
By attending classes I improved my listening skills.					
By attending classes I expanded my vocabulary.					

3. Instructions: Tick “√” the corresponding boxes to indicate the level of agreement or disagreement with the statements below.

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I did not attend classes because I was not enthusiastic about the subject.					
I did not attend classes because I was working on another coursework.					
I did not attend classes because I study at home using online resources.					
I did not attend classes because I have a part-time job.					
I did not attend classes because teacher does not keep evidence.					
Class attendance took a lot of my time.					

4. What do you believe are the main benefits of regular attendance of lectures?

5. What was the main correlation between class attendance and academic performance?

Thank you for your participation.