Development and Validation of Reasons for Online Truancy Scale for University Students

* Kainat Latif, Aisha Zubair, PhD, Syeda Dua Tanveer, Samiya Ashraf and Tayyabah Yaseen

National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan

The present study aimed to develop a culturally relevant scale to assess the online truancy among university students. Purposive sample of 350 university students was taken including males ($n = 152$) and females ($n = 198$) with age range 19 to 28 years. Scale development process consist of four steps that are, item pool generation , items evaluation and establishing face validity, tryout and Exploratory Factor Analysis with Varimax Rotation was used on the sample of university students to analyze the items and form a factorial structure. Exploratory Factor Analysis yielded 6 factors based on six distinct domains. Significant item-to total correlations were found, psychometric properties of the scale were also established and validation analysis revealed convergent and divergent validity of the scale. Future implications of the research in educational field have also discussed.

Keywords. Indigenous development, Validation, Reasons for online truancy, University students

Expansion of the COVID-19 pandemic caused a massive, disruptive transition from traditional schooling to online education. Truancy happens in online classrooms when students pretend to be 'online' but are not fully involved in class, which is a key issue and impacting online teaching and learning. Although mandated attendance in traditional institutions is simple to collect, tracking attendance and absence in an online setting is more difficult. Online learning in a virtual classroom makes it difficult to detect whether students are still attending lecture or absent. Students who arrive on time and look to be engaged, but just do not listen to lectures and are free to chase individual interests (Luo, 2021).

According to Suleman et al. (2017) there are several causes of student truancy, as truancy is determined by the child's personality, family history, and a concerned society. It is a regular occurrence that can be triggered by a variety of internal and external circumstances. Individual variables are thought to have a substantial effect on students' attendance. Individual causes include a desire to avoid boredom, weak parental supervision and inability to cope with stress, and peer influences (Veloo & Kim, 2014). Similarly, bad classroom management, poor connections with teachers and classmates, insufficient support from instructors, and teacher disdain may all contribute in truancy among pupils (Modin et al., 2017). Students may be missing throughout from online classes because they are bored or wish to do something else. When compared to actual classroom learning, it is harder for lecturers to track the present state of students during online learning (Wiley & Schreck, 2017), because of the speed and

*Correspondence concerning this article should be addressed to Ms Kainat Latif, National Institute of Psychology, Quaid-i-Azam University, Islamabad. Email: kainaatfarrukh1@gmail.com

connection of certain students' internet, as well as a high number of enrollment in class, the front camera is not suggested to enable during online class. This gives an excellent chance for some students to truant. The persistent behavior of missing online lessons without permission is a threat for educational establishments' overall success (Hao, 2021).

In the online classrooms despite the fact that students were present means online but at the same time they were indulge in varieties of activities. Luo (2021) differentiate the forms of online truancy in three categories. In the first category the students during online classes taking advantage of opportunity to have fun. Because when an entertaining tool that previously hampered learning becomes an essential learning tool in the setting of online education and learning, its adverse effects may burst. In the second category students used to be engaged in different home chores. In their home environment, students have faced with a range of household tasks, such as hosting guests, preparing food, and drying laundry (Alfadda & Mahdi, 2021). Due to family values such as filial piety, students regularly skip class by wearing headphones and conducting household chores. The third category is physical disappearance from the learning environment. Because of the complexities of the duties students perform in these out-of-home arenas (for example, visiting the hospital necessitates authorization, paying close attention to numbers, and then seeing a doctor), although students wear headsets but the headphones end up serving only to observe classroom mobility and are aimed to be used for professor checks (e.g. roll call, questions). As a result, the student's body is moved from the visual field, as is his or her hearing sense (Aman et al., 2021).

Educators are bearing a heavy burden on mental wellbeing as they need to manage the school system during these challenging times (Lestiyanawati, 2020), while adhere to organizational and government guidelines. For most instructors, teaching using online platforms has become a difficult endeavor. Limited resources is also becoming a significant impediment to the teaching-learning process. Sometimes the causes for the discontinuation of the teaching-learning process include unfavorable surroundings and technological challenges (Dhawan, 2020). Learners may not always have the necessary resources to benefit from the online medium. The process of online learning is somewhat challenging, it necessitates activities that comprise taking notes, reading, memorization, and utilizing online learning resources. They also believe that their schools, families, and friends must support them. The difficulties and barriers students confront when learning online are numerous (Simamora, 2020).

As the COVID-19 epidemic spread in Pakistan, there have been a growing shift toward online education as the only alternative remaining due to the indefinite closure of schools, colleges, and institutions. As a result, it was the moment to really reconsider, re-vamp, and reinvent our system of education in light of the unexpected contemporary scenario. Traditional or non-traditional educational system is also greatly impacted. While enrollment and truancy are easy to ascertain in a physical education settings, defining truancy in an online class is harder to create and execute. With a large number of students taking online classes, the notion of attendance must be reconsidered and reinterpreted in order to establish policy for truancy during the online context. Research is required to examine how truancy manifests in online settings and its causes as the trend toward online education increases due to pandemic. Students skipped classes for a number of reasons, but those who are enrolled in online courses

had different justifications than those who attend in-person classes. In the past researches different self-reported measures were used to measure truancy in adolescents and school students. Numerous studies on student truancy from Kindergarten to 12th grade have been conducted worldwide, including in Pakistan. However, the current study is focused on university students because these students have recently also felt the effects of online education. Truancy in online classrooms has been the subject of limited studies, all of them has been qualitative. As a result, an instrument is desperately needed to replace the gap in quantitative research in this field. Therefore, the main objectives of the present study are to develop Reason for Online Truancy Scale for university students and establish psychometric properties of the scale.

Method

To construct a culturally relevant and psychometrically valid scale for assessing reasons for online truancy among university students, this study went through the three steps. In step I, item pool was generated considering the literature review and conducting five Focus Group Discussions with the university students having experience of at least two semesters of online classes. In step II, a panel of experts were asked for their opinion, to critically review it in order to evaluate its language, relevance, overlapping, comprehensibility and face validity. In step III, the selected items were tried on an independent sample of university students. In step IV Exploratory Factor Analysis with Varimax Rotation was used to analyze the items and form a factorial structure.

Step I: Generation of Items Pool

The item pool generation was done with the help of university students having experience of online education during pandemic lockdown**.** Five focus group discussions ($N = 30$) were conducted in Quaid-i-Azam University, Islamabad. The discussion consist of equal number of male and female students and their age range were 19 to 28 years ($M = 21.34$, $SD = 3.25$). The content of FGDs were recorded in both ways written as well as audio recording. Peaceful environment have been found for the FGDs where students can easily share their opinion and experience related to online classes. Keeping this phenomena in mind the qualitative findings were transcribed and carefully reviewed to exclude the repeated and redundant items. The following categories were identified: deceitful intentions, availability of internet, usage of gadgets, lack of self- motivation, poor teaching skills and lack of familial support. 41 items were formulated based on domains discovered through content analysis and given to the experts for evaluation.

Step II: Item Evaluation by Subject Matter Experts and Establishing Face Validity

After organizing the item pool of 41 statements it was given to experts' and their opinion on all the items were asked. Experts included Professors of Psychology male ($n = 2$) and females ($n = 2$) with age range was 35 to 50 years. Experts were requested to critically review it in order to evaluate its language, relevance, overlapping, and clarity and face validity. Due to diversified nature of the components addressed in scale none of the item was discarded and major emphases was on the format of scale. All 41 items were retained in Reasons for

Online Truancy Scale for empirical evaluation through factor analysis. Following expert opinion, items were placed on a 4-point Likert scale, with response categories of *Always* = 4, *Frequently* = 3, *Sometimes* = 2, and *Never* = 1.

Step III: Tryout

The instruments have been tried out on an independent sample of 40 university students to identify any ambiguities, difficult words. Sample included equal number of boys and girls and their age range was 19 to 28 years (M = 24.61, SD = 5.12). Having experience of online classes for at least two semesters. The tryout of the measures on the present sample assisted in the identification of concerns of the respondents while filling the questionnaires. After few modifications in wording of the items, scale was finalized for factor analysis.

Step IV: Selection of Final Items Through Factor Analysis

After establishing face validity, finalization of the scale items has been done through exploratory factor analysis.

Participants

The data was collected using the purposive sampling approach. Sample (N = 350) comprised of students from the public and private universities of Rawalpindi and Islamabad. The sample include both men (n = 152) and women (n = 198). Age range of the sample varied between 19 years to 28 years (M = 22.43, SD = 4.71) and students were currently enrolled in 3rd, 5th and 7th semester in the university and experienced at least two semesters of online education during pandemic.

Measure

Following scale was used in the study:

Final Reasons for Online Truancy Scale

Factor analysis revealed 6 factors of Reasons for Online Truancy Scale. Six subscales altogether provide better opportunity to assess truancy during online classes in university students. Based on the factor analysis results, 34 items were ultimately chosen for the scale. Response options were *Never* = 1, *Sometimes* = 2, *Frequently* = 3 and *Always* = 4. Possible score range in overall scale is 34-136, where high scores attained by the respondents reflect more inclination for truancy in online classes.

Procedure

For the data collection respondents were approached from different universities. The institutions' data was gathered using the purposeful sampling approach. Participants were approached according to their convenience regarding the time of meeting. Respondents were ensured that their personal information would be kept private and that they may withdraw the form at any moment if they felt uncomfortable. Formal permissions from the universities were acquired for the data collection. Participants were recruited personally and informed of the study's specific goal. All the ethical obligations such as informed consent and confidentiality

were strictly observed. Respondents were asked about the free time so we can have the forms filled according to their convenience. There was no time limit for completing questions in order to optimize questionnaire responses.

Results

Exploratory Factor Analysis

Reasons for Online Truancy Scale, 41 items were analyzed using Principal Component Analysis, which is a dimensionality-reduction method through which dimensionality of large data sets can be reduced by transforming a large set of variables into a smaller one that still contains the majority of the information in the large set items (Mishra et al., 2017). Factor loadings of .40 for Reason for Online Truancy Scale were selected for final version of scale.

Bartlett Test of Sphericity and Kaiser-Meyer-Olkim (KMO) Value was computed in order to determine the fitness of data for respective analysis. KMO values vary from 0.00 to 1.00, with values less than .50 being undesirable (Watkins, 2018). Value of KMO for Reasons for Online Truancy Scale was **.69**, which suggests that the data is suitable for factor analysis (Field, 2018). Significance of Bartlett's test of sphericity x^2 (820) = 2103.15 ($p < .000$) was found to be highly significant and sample was adequate for exploratory factor analysis.

Principal Component Analysis utilizing the Varimax Rotation Method to assess factor structure and scale validity. Varimax rotation method is an orthogonal rotation and assured that the factors are differentiated and uncorrelated (Weide & Beauducel, 2019). In order to measure online truancy, it was important to have a scale that can differentiate the seemingly interlinked domains of online truancy and help us gain an understanding of each factor individually. It is clear that all items have their unique representation in 6 different domains as initially derived from qualitative exploration. Besides this factor loadings for these items suggest very strong uniqueness with no overlapping at all. Each subscale included at least four items, and at least three measurable variables are required for statistical identification of a component, while more indicators are ideal (Fabrigar & Wegener, 2012; Izquierdo et al., 2014). Fabrigar et al. (1999) suggested four to six indicators for each element.

Table 1

*Factor Loadings for Reason for Online Truancy Scale Through Principal Component Analysis (N = 350)*

S. No	Item No.	F1	F2	F3	F4	F5	F6	h^2
1	1	**.65**	.05	.09	.19	.26	.04	.49
2	2	**.69**	.09	.04	.16	.23	.27	.52
3	3	**.69**	.17	.18	.07	.01	.07	.53
4	4	**.60**	.02	.03	.02	.04	.01	.49
5	7	**.58**	.09	.04	1.8	2.4	0.6	.52
6	8	**.49**	.09	.13	.24	-.11	.25	.31
7	9	**.59**	.13	.12	.23	.24	.01	.48
8	10	**.58**	.17	.04	.19	.02	.09	.40
9	11	**.53**	.09	.04	.09	.19	.05	.35
10	12	**.42**	.24	.10	.18	.03	.07	.38
11	27	.19	**.59**	.09	.03	.04	.04	.50
12	28	.14	**.44**	.21	.13	.03	.09	.40
13	29	.23	**.55**	.06	.08	.01	-.06	.46
14	30	-.23	**.49**	.03	.19	.04	.07	.54
15	31	.08	**.41**	.05	.16	.02	.03	.35
16	32	.03	**.50**	.23	.17	.05	.02	.51
17	18	.04	.14	**.41**	-.11	.06	.07	.62
18	19	.02	.10	**.41**	-.16	.01	.09	.45
19	20	.03	.19	**.50**	.21	-.24	.01	.78
20	21	.04	.04	**.51**	.23	.08	.15	.37
21	34	.07	.01	.17	**.49**	.05	.19	.56
22	36	.03	.01	.15	**.45**	.09	.22	.49
23	38	.02	.04	.09	**.57**	.08	.09	.79
24	40	.03	.01	.18	**.62**	.03	.21	.48
25	41	.05	.02	.05	**.62**	.03	.07	.43
26	22	.19	.23	-.15	.03	**.57**	.01	.51
27	23	.18	.22	.21	.07	**.44**	.11	.89
28	24	.15	.21	.25	.23	**.60**	.19	.52
29	25	-.19	.23	.22	.22	**.65**	.15	.48
30	26	.14	.27	-.10	.20	**.57**	.13	.42
31	14	.11	.09	.17	-.11	.23	**.70**	.52
32	15	.19	,03	.04	.07	-.11	**.67**	.51
33	16	.05	.91	1.6	.84	-.21	**.53**	.57
34	17	.21	-.23	.05	.09	.03	**.74**	.58
Eigen Values		5.99	2.67	2.34	2.16	1.99	1.09	
% of Variance		8.64	7.28	7.01	6.35	5.89	5.01	
Cumulative %		8.65	15.94	22.95	29.31	35.20	41.06	

Note. Item numbers given above are as per arrangement of initial pool of Reasons for Online Truancy Scale

Table 1 shows the final six factors that comprised with factor loadings >.40 criteria exclusively on one factor. 7 items were excluded due to having less than .40 loading.

Figure 1

Exploratory Factor Model of Reasons for Online Truancy Scale (N=350)
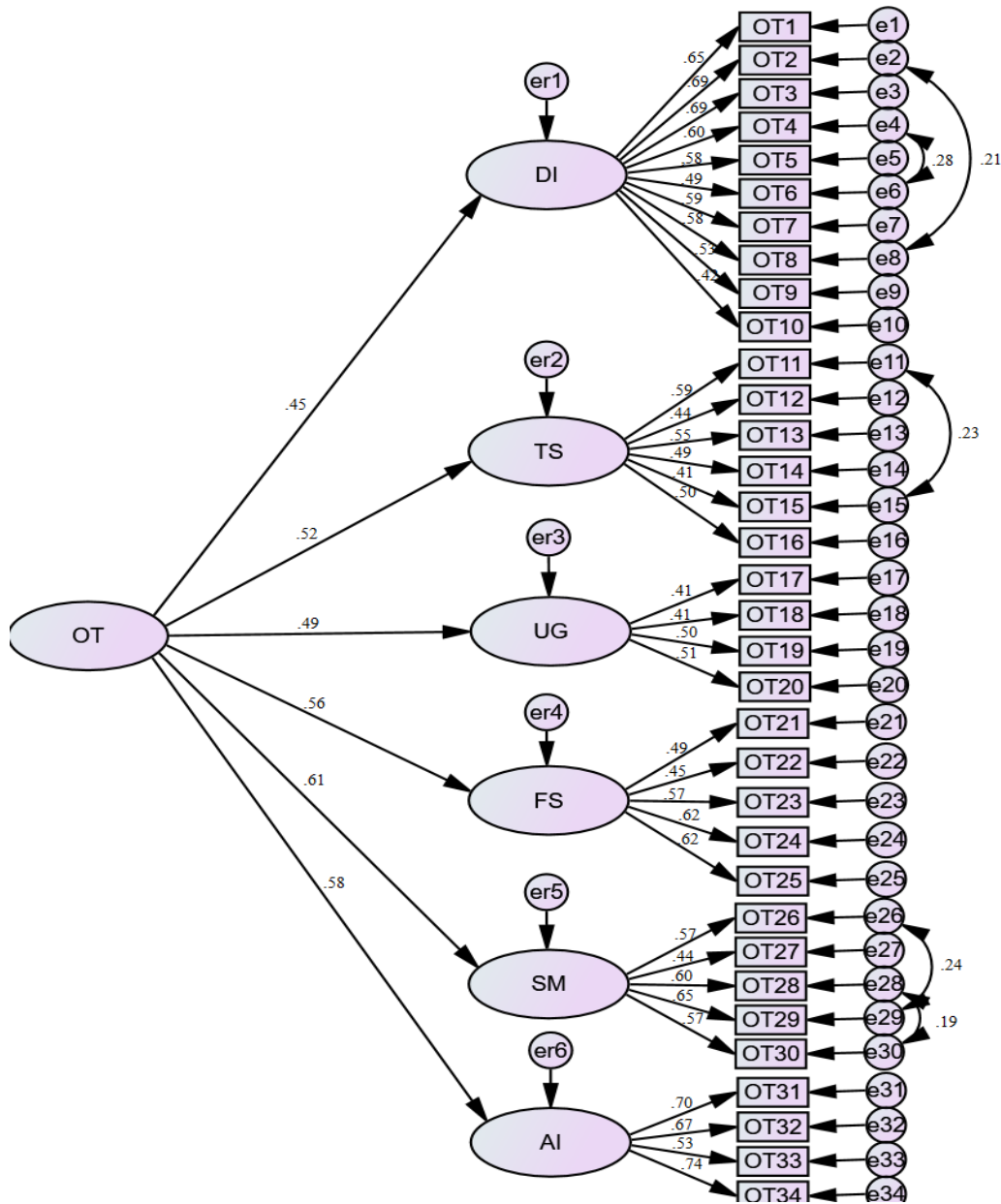
Note. OT = Reasons for Online Truancy, DI = Deceitful Intentions, TS = Poor Teaching Skills, UG = Under Usage of Gadgets, FS =Lack of Familial Support, SM = Lack of Self-Motivation, AI = Availability of Internet.

Table 2 and above figure shows the model fit indices of the Reasons for Online Truancy Scale.

Table 2
Exploratory Factor Analysis of Reasons for Online Truancy Scale (N = 350)

Model	χ^2	df	χ^2/df	GFI	CFI	NFI	RMSEA	RMR
Model 1 (33 items; First Order)								
	734.33	319	3.40	.85	.90	.91	.04	.05
Model 2 (33 items; Second Order)								
	646.78	217	2.98	.90	.92	.94	.03	.04

Table 2 shows the model fit indices for the EFA of Reasons for Online Truancy Scale. Model 1 comprises of 34 total indicators which are associated to 6 first order subscales. The values of model fit indices have improved in the model 2. The findings of the first model of reasons for online truancy where 34 indicators yielded satisfactory results with an acceptable chi square to *df* ratio of less than 5. Similarly, the *CFI, GFI, AGFI*, and *NFI* indices also showed good fit. Model 2 in Table 2 depicts the EFA findings in which 34 indicators were loaded on their respective first order factors and the six first order factors converged on the superordinate reasons for online truancy. The chi-square to *df* ratio was 2.98, which was within the 2-5 range indicated (Kline, 2014). Model fit indices were all more than.90 and *RMSEA* and *RMR* values were significantly below the recommended criterion of .05 also showed a good match between the data and the model.

Factor Description

On the basis of close examination of the items corresponding to each factor and the theme, each factor was assigned a label on the basis of the commonality of the themes emerged through EFA.

F1: Deceitful Intentions

Total 10 items (1, 2, 3, 4, 5, 6, 7, 8, 9 and 10) were loaded in this scale. Score range of this subscale was 10-40 and high scores indicate more deceitful behaviors during online classes. It covers most of the activities that have been done by the students during online classes like sleeping, home chores, engagement in social media applications, create disturbance during class, removing participants from online class, engagement with friends on call, having lunch and visit outdoors.

F2: Poor Teaching Skills

Total 6 items were (11, 12, 13, 14, 15, 16) were loaded in this subscale. Score range of this subscale was 6-24 and therefore, high scores indicate that due to poor monitoring and teaching skills during online classes a student exhibit more truancy. It covers teaching style, creativity in the lecture, teacher's skills to monitor class presence, availability of recorded lectures and notes.

F3: Under Usage of Gadgets

Total 4 items (17, 18, 19 and 20) were loaded in this subscale. The score range of this subscale was 4- 16. All the items are positively scored. High scores indicate less familiarity and availability of gadgets for online classes which played role in online truancy. It covers

unavailability of gadgets, not familiarity with the use of gadgets and sharing gadgets with the siblings.

F4: Lack of Familial Support

Mainly 5 items (21, 22, 23, 24 and 25) were loaded on this factor. The score range for this subscale is 5-20 and high scores indicate absence of familial support for the online classes during pandemic. All the items are positively scored. The items included in this factor covers financial, lack of social and moral support from family and friends available for the online classes.

F5: Lack of Self- Motivation

Items loaded in this factor are total 5 items (26, 27, 28, 29 and 30). The score range for this subscale is 5-20 and high scores indicate poor self-motivation for attending online classes. These factor encompass less participation in the class, least attention to the lecture, no interaction with the class fellows and inconvenience to sit in front of the laptop.

F6: Availability of Internet

Total 4 items (31, 32, 33 and 34) are loaded in this subscale. There is no negatively scored item in this subscale. The score range for this subscale is 4-16 and high scores indicate more internet connectivity issues during online classes due to which a student may exhibit truancy during online classes. The items included in this subscale are related to audio and visual problems during online classes, weak internet signals and in search of place where strong internet signals are available are included.

Psychometric Properties of Reasons for Online Truancy Scale

In order to examine psychometric properties of Reasons for Online Truancy Scale; alpha reliability, convergent and discriminant validity were computed.

Convergent and Discriminant Validity

Convergent validity of Reasons for Online Truancy Scale established with the help of Classroom Attendance Scale (Akkus, 2022) and discriminant validity was established with the help of Academic Commitment Scale (Human-Vogel & Rabe, 2015).

Table 3
Psychometric Properties of Facets of Reasons for Online Truancy Scale (N = 182)

Scale and Subscales Title	α	M	SD
Reasons for Online Truancy Scale	.87	89.21	6.38
Deceitful Intentions Subscale	.81	21.23	3.26
Poor Teaching Skills Subscale	.76	14.45	4.56
Under Usage of Gadgets Subscale	.63	11.46	5.32
Lack of Familial Support Subscale	.74	13.29	2.49
Lack of Self- Motivation Subscale	.74	14.78	5.21
Availability of internet Subscale	.61	10.86	3.72

Note: M = Mean, SD = Standard Deviation.

       The above-mentioned table shows that the scale has excellent reliability, and the subscales have good to excellent reliability.

Table 4

Correlation Among Reasons for Online Truancy Scale, Academic Commitment and Classroom Attendance (N = 182)

Scale and Subscales Title	ACS	CAS
Reasons for Online Truancy Scale	-.43**	.49**
Deceitful Intentions Subscale	-.32*	.38**
Poor Teaching Skills Subscale	-.33**	.29*
Under Usage of Gadgets Subscale	-.21*	.30**
Lack of Familial Support Subscale	-.36**	.33*
Lack of Self- Motivation Subscale	-.39**	.35*
Availability of internet Subscale	-.20*	.37**

Note. ACS = Academic Commitment Scale; CAS = Class Attendance Scale; * $p < .05$. **$p < .01$.

       Results showed that there is significantly positive correlation between the Reasons for Online Truancy Scale and Classroom Attendance Scale and negative correlation between Reasons for Online Truancy Scale and Academic Commitment Scale.

Discussion

       The current study was conducted to develop an assessment tool to measure the reasons for online truancy among university students. Findings showed that Reasons for Online Truancy Scale is a unique measure in terms of its content. Among the six factors, factor I is deceitful intentions, are the behaviors that are performed by the university students during online classes. It covers most of the activities that have done by the students during online classes like sleeping, doing home chores, engagement in social media applications, create disturbance during class, removing participants from online class, engagement with friends on call, having lunch and visit outdoors. Additionally, students lacked enough preparation for a

number of academic-style and e-learning abilities, and are only moderately equipped to use learning management systems (Parkes et al., 2014).

Factor II which is poor teaching skills comprised of the statements related to teaching style, creativity in the lecture, teacher skills to monitor class presence, availability of recorded lectures and notes. Furthermore include poor monitoring of teacher and less interested and boring method of teaching, due to which students were unable to engage themselves in online class. When delivering online instruction, an educator must keep in mind five crucial factors: instruction, material, motivation, connections, and mental health (Martin, 2020). Teachers find it difficult to go from offline to online mode, change their pedagogies, and manage their time. They must provide content that engages pupils as well as covering the subject (Kebritchi et al., 2017). Numerous user issues complicate and prolong the teaching-learning process (Favale et al., 2020). Weakness in educational environment includes bad relationships with instructors, incorrect academic placement, and inadequate and inconsistently administered attendance regulations. Poor leadership, a lack of dedication to educational reform, inexperienced administrators, and a lack of rules and procedures are examples of educational institute characteristics (Ramberg et al., 2019).

The third factor of the scale is named as under usage of gadgets. Under usage of gadget means that students did not aware of using devices like laptops and software being used for online classes. This factor is related to unavailability of gadgets, not familiarity with the use of gadgets for online classes and sharing gadgets with the siblings. E-learning requires a lot of work. It's not as simple as it sounds; a sizeable sum of money must be invested in order to acquire the tools and equipment, maintain the tools, train the human resources, and create the online content (Dhawan, 2020). During online classes, financial status of the family also played vital role in providing the learners updated gadgets required for the online classes (Luo, 2021).

Fourth factor of the scale is lack of familial support it includes items related to financial, social and moral support for the online classes. Lack of familial support means that parents and siblings did not support the individual for online class it could be moral or financial support. The more a youngster is left unattended, the more likely he or she will become a truant. Poverty, single-parent households, and big family sizes are all factors that leads an individual to truancy (Remelle, et al., 2021). When families neglect their children's status as learners, as previously stated, students 'have to' miss classes in order to help with childcare, pick and drop children from school, dine together, and for shopping. In an educational setting, students were not well equipped to manage their job, family, and social lives with their academic lives. Family influences are major causes of online truancy among students (Wulandari, 2018).

Lack of self-motivation is the fifth factor which highlights less participation in the class, least attention to the lecture, no interaction with the class fellows and inconvenience to sit in front of the laptop for longer period of time. Self-control denotes to a person's capacity to intentionally resist urges, wants, and individual accountability in order to attain long-term objectives. Students who lack self-discipline outside but have developed a practice of

online truancy will continue to skip classes. Furthermore, the shortcomings of the online classroom will encourage this agent's (the student with a loss of self-control) practice of truancy in that specific subject (online teaching) (Luo, 2021). Similarly reasons of academic failure is the student's attitude, which includes late waking up, not being concerned about being late in class, not receiving a doctor's confirmation letter owing to illness, and being unable to remain attentive during lesson presentation (Veloo & Kim, 2014).

Last and the sixth factor of the scale is availability of internet, items included in this subscale are related to audio and visual problems during online classes, weak internet signals and in search of place where strong internet signals are available are included. There are many platforms accessible for online schooling, however they can occasionally cause a lot of problems. These challenges and troubles with technological advances vary from download glitches, installation problems, login issues, and audio and video issues. All instructors and students do not have access to the internet, Wi-Fi, and other digital gadgets. Lack of appropriate digital tools, no internet, or shaky Wi-Fi connections may be quite problematic and result in many students missing out on educational opportunities (Dhawan, 2020). During online classes it is needed to have more than one kind of internet connections at a time so that, if one sort of connection become week or unavailable the other source of connection must be there in order to attend online class smoothly and continuously, without any disruption and trouble in connection (Luo, 2021).

In the present study convergent and discriminant validity of the construct was also found. Reasons for Online Truancy Scale was found to have high face and content validity by experts. To measure construct validity; convergent validity was established through Classroom Attendance Scale showed a positive significant relationship with the Reasons for Online Truancy Scale while negative significant correlation with Academic Commitment Scale. So, Reasons for Online Truancy Scale is said to be a standardized culturally valid and reliable scale with respect to Pakistani culture.

Limitations and Suggestions

There are few potential limitations of the present study. Firstly, sample was acquired only from few universities of Islamabad and Rawalpindi. This may prevent to capture the perception of students of various university settings. Secondly there are various factors which would be difficult to control such as schedule of load shedding and alternate power supply which would restrict the use of internet services. Therefore future studies would include more representation of various universities across Pakistan and focus students from diverse disciplines to determine broader comprehension of the phenomenon. The present study focused on university students, in future the study can be conducted on school students to study the variations in age and attitudes toward online classes. In future endeavors the study can be conducted on parental perception and satisfaction towards online classes and in regulating online truancy behaviors of their children.

Implications

The study has considered online truancy which has further enhanced the theoretical importance and value of the research. Moreover, significant data regarding the dynamics of this variables have been contributed to literature. Similar to Pakistan, students around the world have been significantly affected in terms of education and changing teaching methodologies. Hence, this research has significant outcomes and conclusions regarding students around the world. The study is also valuable for educational institutions and tutors that are looking forward to enhancing the effectiveness of online classes or Zoom classes for students during the pandemic. The study can be beneficial for educationists, students and teachers since it addresses the significant issue of truancy among students in online education. It also provides a thought to develop activities that could be implemented in academic system throughout online classes to minimize reasons for truancy. Developed scale for university students would help to identify frequency and prevalence of students in this activity. Future research can explore appropriate interventions for the underlying causes of the online truancy exhibited by students in online education.

Conclusion

With the sudden shift to online learning that many academic institutions in the nation underwent during the pandemic, our research has opened doors for a deeper understanding of the negative repercussions of this practice. Online methods of teaching support and facilitate learning–teaching activities, but there is a dire need to weigh the pros and cons of technology and harness its potentials. In order to ensure that all students have access to high-quality education, it is vital that laws and policies in the system of education be evaluated and repositioned in accordance with the welfare and development of the children who are the primary receivers.

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