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Department of English

**Mandatory University Attendance and Pedagogical Outcomes:
Evaluating the Correlation Between Students' Presence, Classroom
Management, and Learning Quality. A Case of: Second-Year
Master's Students at University of Ghardaia**

Dissertation Submitted to the Department of English as a Partial Fulfilment for the Requirement
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Statement of Originality

We hereby declare that this dissertation “Mandatory University Attendance and Pedagogical Outcomes: Evaluating the Correlation Between Students' Presence, Classroom Management, and Learning Quality. A Case of: Second-Year Master’s Students at University of Ghardaia” is submitted in accordance with the Department of English’s regulations at University of Ghardaia. We confirm that this all our own work, and, where quotes or citations have been made, they are appropriately referenced.

Mohammed Lamine Tefs

Mouade Oulad Brahim

Date:

Signature:

Dedication

To my parents,

To my sisters,

To my brothers.

Mohammed Lamine Tefs

To Allah, myself, my late mother, and whoever may benefit from this work.

Mouade Oulad Brahim

Acknowledgement

We would like to thank our supervisor, Dr Tarek Ghodbane, for his continuous support and guidance during the course of this research project. We would also like to acknowledge the individuals and teachers that participated and engaged with the study and enabled this research to be possible, especially Dr Ghani, Dr Mehassouel, Dr Bouguelmouna, Dr Benghazala, Ms Allaoui. Our warmest gratitude to the members of the jury for accepting and examining our work. Last but not least, we would like to thank our families for their endless support.

Abstract

Recently, mandatory university attendance became a debated measure in higher education that jeopardizes adult learner autonomy to the favour of administrative compliance, where students only need to attend physically and not cognitively, out of genuine interest to learn. The study at hand attempts to investigate the impact of the policy on EFL students' lesson comprehension and teachers' classroom management within the English Department at the University of Ghardaïa. Focusing on second-year Master's students, the study adopted a descriptive, mixed-methods design, where it employed three data collection tools a student questionnaire, a teacher interview (for qualitative insight), and a participant observation (quantitative data via spearman and Pearson correlations). Findings revealed a significant negative correlation between high attendance rate and students active engagement ($r = -.630$, $p = .028$) and a positive one between the former and noise-level and off-task behaviour ($r = .783$) and ($r = .769$) respectively. The findings further showed a corroboration between quantitative and qualitative data, where responses from interviews and questionnaires revealed that relational tension and infantilizing adult off-task behaviour caused a change in the teacher's role from facilitator to monitor of behaviour. Based on this finding, it is recommended that administrators and policymakers transition from a mandatory, rigid type of attendance measure to a more flexible one, that respects adult learner autonomy and foster intrinsic genuine interest among learners for a more organic presence and, thus, a more organic learning environment that supports cognitive engagement.

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List of Acronyms

A.C: Attendance Counted

CASEL: Collaborative for Academic, Social, and Emotional Learning

CRCM: Culturally Responsive Classroom Management

EFL: English as a Foreign Language

GPA: Grade Point Average

H1: Hypothesis 1

H2: Hypothesis 2

L1: First-Year Level (year-group designation used in context)

LMS: Learning Management System

M: Mean

N: Number of Participants or Sessions

N.O.A.: Non-Obligatory Attendance

O.A.: Obligatory Attendance

p: Probability Value (level of statistical significance)

r: Pearson Product-Moment Correlation Coefficient

RQ1: Research Question 1

RQ2: Research Question 2

SD: Standard Deviation

SEL: Social-Emotional Learning

SPSS: Statistical Package for the Social Sciences

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General Introduction

General Introduction

During the academic year 2024-2025, the Algerian Ministry of Higher Education enforced a regulation mandating attendance for every university lecture and practical session. The policy sought to boost academic discipline, increase participation, and improve learning results. However, its true impact on student's academic achievement, motivation, and university life is still uncertain. The discussion around attendance policies has persisted in educational research for a long time. Supporters claim they enhance discipline and promote involvement, whereas opponents warn that rigid enforcement may hurt intrinsic motivation, limit freedom, and adversely affect mental health.

In the English Language Department of the Faculty of Letters and Foreign Languages at Ghardaïa University, second-year Master's student constitute a significant group for analysis because of their developed research responsibilities, highlighted need for academic autonomy, and pivotal function as future teachers and researchers. This study aims to record and evaluate student and faculty views on the initial impacts of the policy and its later changes, focusing particularly on (a) classroom management from the instructors' perspective (time-on-task, disruption, workload, and instructional pacing) and (b) lesson comprehension from the students' perspective (perceived understanding, clarity, and retention). The research will also incorporate observational data regarding real attendance trends, engagement levels, and behavioural signs to frame the impacts of the policy on lesson comprehension and classroom management.

Statement of the Problem

General Introduction

Although mandatory attendance aims to enhance student engagement and academic results, it fails to tackle more profound issues like active cognitive engagement, student motivation, the quality of teacher-student relationship and the learning environment. For postgraduate students, especially those involved in this research, strict attendance policies may clash with the necessity for flexible and autonomous learning, possibly undermining academic quality and personal well-being.

In the Faculty of Letters and Foreign Languages, such a strategy may impact not only student participation in class but also the demands on instructors for classroom management and student's understanding of the lesson material. Research based on observation that highlights both advantages and disadvantages is essential to guide future policy decisions.

Research Questions

This paper seeks to address these questions:

- 1) How does the implementation of mandatory university attendance in Algeria influence student's lesson comprehension in lectures and practical sessions?
- 2) How do university teachers perceive the policy's impact on their classroom management?

Research Hypotheses

The aforementioned research questions correspond to the following hypotheses:

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- 1) Mandatory attendance is associated with a decline in second-year Master's students' perceived lesson comprehension.
- 2) Instructors report increased classroom management burden (e.g., more off-task behaviour, disciplinary incidents, or reduced instructional time) under the policy.

Objective of the Study

This paper aims to:

- 1) Examine the effects of the mandatory attendance law on student's lesson comprehension.
- 2) Document professors' perspectives on the law's influence on classroom management.
- 3) Provide recommendations for improving attendance policies in Algerian higher education.

Significance of the Study

This research will offer prompt insights regarding the effects of a significant policy shift in Algerian higher education. By concentrating on postgraduate students within a faculty where scholarly autonomy is crucial, it provides a detailed perspective on how mandatory attendance influences higher-level academic work. The clear emphasis on managing classrooms (for teachers) and understanding lessons (for students) enhances the practical significance of the results for teaching and policy. Besides, the study tackles a void in the Algerian setting, where

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scant empirical investigations have explored the effects of mandatory attendance at the postgraduate level.

Results will be significant for policymakers, university leaders, and educators, aiding in conversations about reconciling academic discipline with autonomy and educational freedom.

Methodology

This is a descriptive case study using a mix-methods approach. Quantitative and qualitative data will be collected from students and professors in the English Language department at University of Ghardaïa. The study will focus on the first year of the mandatory attendance law (2024-2025) and the years following its implementation.

Structure of the Dissertation

Two chapters constitute this dissertation. The first chapter focuses on the theoretical aspects of the investigation, it is organised into seven main sections. It provides a comprehensive, critical review of the literature on mandatory attendance policies, classroom management, and learning quality, with a specific focus on higher education and ultimately on English as a Foreign Language (EFL) settings.

On the other hand, the second chapter constitutes the practical segment of the dissertation, a mix-methods approach, participant sampling, data collection instruments, analytical procedures, findings, and discussion in relation to research questions and hypotheses.

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1.1. Introduction

Throughout decades, the university attendance policy has witnessed critical transformations. They shifted the focus that was mainly based on academic freedom and student autonomy to a new perspective of strict supervision and mandatory attendance. The influence was significant towards the concept of the university, understanding and analysing the student's needs, emphasising the importance of learning, and generating new structures of knowledge. This journey of transformations highlighted a rapidly evolving area in higher education. It was marked by four essential phases; each one had its own sequence and contribution to the attendance policy.

1.2. The Evolution of University Attendance Policy in Higher Education

The landscape of university attendance policy can be described as an ongoing negotiation between institutional control and student independence, influenced by changing societal norms, economic demands, and educational beliefs. Examining this evolution uncovers four unique policy stages, each representing prevailing beliefs regarding the aim of higher education and the student's role within it (Macfarlane, B. (2013).

1.2.1. Phase 1: In Loco Parentis (Antiquity- Mid-20th century)

In loco Parentis, a Latin term means in the place of a parent. This concept emerged in the 19th and early 20th centuries, it provided universities with crucial authority over the students. In Loco Parentis was beyond the academic policies and grades, it affected everything. It was originally derived from the English common law and used to give the university the authority to

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act as parents would within reason when dealing with students. It represented a legal formality of the universities to think about what was the best for the students (Legal Wealth, 2024). As detailed by Geiger (2016), the institutions were like surrogate parents. They had full authority on students' characters formation, strict laws and mandatory class attendance were tools to ensure that their parents' or the institutions' investments were worthy. The process of education was affected heavily by, the two variables, the physical presence and the absorption of institution culture. This underlying philosophy viewed skipping classes as a disciplinary issue rather than an academic one. It also hindered the students' capabilities of managing their own time and intellectual growth (Geiger, 2016).

- **1.2.2. The Shift to Student Autonomy (1960s-1990s)**

By the end of 1960s, significant shifts emerged to challenge the pedagogical rationale for mandatory attendance which resulted the dismantlement of the *in loco parentis* model. Students experienced dramatic increases in personal and political freedoms; this shift in students' freedoms were driven by several powerful forces. However, the civil rights movements, Vietnam war protests, and counterculture movement fuelled widespread student activism opposing the underlying philosophy of the universities during that time. Students' impact was decisive in changing the legal landscape, challenging the authority that had governed them. By the mid to late sixties, students gained greater autonomy, leading to changes in everything including curriculum choices and mandatory attendance (Allen, K. S. (2020).

The emergence of constructivist learning theories contributed significantly to these shifts. Scholars like Piaget and Vygotsky claimed that learning is an active social process and not a passive one, this theory propelled the importance of mandatory attendance in the learning process and the definition of the term "present." However, new forms of "presence" revealed. As

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Garrison, Anderson, and Archer (2000) claimed that any meaningful educational experience is based on three essential factors: social presence, cognitive presence, and teaching presence as it was explicitly illustrated in Community of Inquiry Framework.

- **1.2.3. The Major Theoretical Shift (1990s-2010)**

This era was marked by a growing debate about the purpose of attendance and the rise of active learning. To reinforce mandatory attendance policies inside the universities, many scholars like Credé, Roch, & Kieszczynka (2010) linked attendance to high grades via empirical evidence. Conversely, critics like Arulampalam et al. (2012) argued that students with high intellectual abilities can score high marks without the need of physical attendance. These researchers claimed that studies of attendance are biased, it cannot be taken into consideration.

In the United States, tracking attendance became mandatory due to the enormous demands on proof of learning by the state legislatures and accreditation bodies. This act included all the institutions that provided courses supported by the federal financial aid. It shifted the focus on “seat time” as a proxy for “learning time”, which solved, the critical administrative problem, lack of attendance (Laitinen, A. 2012).

- **1.2.4. The Rise of Digital World (2010-Present)**

The emergence of Learning Management Systems (LMS) such as Moodle, Canvas, and Blackboard marked the process of digitising attendance as a significant thread in the early 2000s. This period led the institutions to distinguish between “attendance” and “participation”. Tuition became expensive under the “student as consumer” model, which led students to view themselves as consumers purchasing a service. This situation made the strict attendance policies look like

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infringements on the product that students purchased. On the contrary, new debates argued that students were wasting a lot of money because of skipping classes.

1.3. The Debate on Mandatory Attendance Policies

The discussion surrounding mandatory attendance policies occupies a heated yet crucial role in modern higher education. At its essence, this matter raises a basic question: What defines the educational agreement between an institution and its learners? Supporters like Crede, Roch, & Kieszczynka contend that mandatory attendance is essential for academic achievement, promoting a culture of responsibility, enhancing active learning, and preserving the worth of in-person instruction. Conversely, opponents like Cullen, S., & Oppenheimer, D. argue that these policies treat adult learners as children, ignore varied learning preferences and individual situations, and focus on physical attendance rather than real intellectual participation and observable learning results.

1.3.1. Arguments for Mandatory Attendance

In higher education, mandatory attendance policies have always been a controversial issue. Students are required to attend the minimum percentage of class sessions in order to receive course credit or take final exams. Pro-attendance scholars argue that these policies are pedagogical necessities that promote academic success, while critics claim that they violate student's autonomy. The mandatory attendance supporting arguments are based on four core points:

1.3.1.1. Direct Correlation with Academic Performance

The strongest empirical justification for making attendance mandatory is its steady and favourable correlation with course grades. In a meta-analysis of more than 60 studies, Credé,

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Roch, and Kieszczyńska (2010) discovered that class attendance was a better predictor of college grades than any other known variable, including motivation, study habits, high school GPA (Grade Point Average), and standardised test scores. In particular, attendance accounted for 5-7% of the variation in final grades, which is a small extremely consistent effect.

The conclusion has been strengthened by previous research:

Gump (2005) discovered that absenteeism was associated with poorer performance on conceptual (but not factual) questions even in lecture-based courses with no interactive activities. This suggests that attendance promotes deeper cognitive processing.

According to Marburger (2006), the mechanism is simple: students who miss classes miss important information and explanations that are not included in the slides or notes. Absentee students scored 15-20% lower in courses where exams questions were specifically linked to content only covered in lectures.

1. Development of Non-Cognitive Skills and Professional Norms

Mandatory attendance regulations are justified as instruments for integrating students into academic and professional norms that go beyond immediate grades. Kassarnig et al. (2016) contend that consistent attendance fosters self-control, time management, and responsibility (qualities) that employers highly regard. In a long-term study, they discovered that first-year students with high attendance showed better course persistence and lower dropout rates by year three.

Additionally, Ghatherer and Manning (2016) argue that higher education prepares students for jobs where attendance is mandatory in addition to imparting knowledge. They polled

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employees who said that “reliability and punctuality” were more crucial than particular technical abilities. According to this viewpoint, mandatory attendance regulations serve as behavioural scaffolding, assisting emerging adults in making the shift from external adolescent accountability to internal professional discipline.

A developmental psychology lens is added by Parker, Hicks and Morrell (2018): College students, especially first-generation and traditionally-aged ones, overestimate frequently their capacity to “catch up” after missing class (a cognitive bias known as the planning fallacy). By eliminating the decision fatigue related to daily attendance choices, mandatory policies mitigate this bias.

2. Enhancing Classroom Dynamics and Peer Learning

A third argument highlights that attendance is a collective good rather than a personal decision. According to Rocca (2010), there are three ways in which increased attendance rates enhance the learning environment:

- **Quality of discussion:** A critical mass of prepared students is needed for courses that use case-based learning or Socratic dialogue. Free-riding diminishes the intellectual depth of those who do attend when attendance is optional.
- **Collaborative learning:** Think-pair-share exercises, peer instruction, and group activities all depend on regular attendance. Herrmann and Piller (2015) discovered that students reported higher levels of shared note-taking and peer-helping behaviour in STEM course sections that required attendance than in those that did not.

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- **Instructor morale and adaptation:** High attendance, according to faculty, indicates engagement, which in turn promotes more creative and adaptable instruction. According to Moore's (2003), qualitative research, instructors in courses with voluntary attendance frequently cut back on interactive components in anticipation of empty seats.

Crede et al. (2010) admit that in large lecture courses with little interaction, this argument is less persuasive. However, required attendance is thought to be pedagogically crucial for seminar-style, lab, or performance-based courses.

3. Mitigating Socioeconomic and Structural Disparities

The claim that optional attendance policies disproportionately hurt students who face structural barriers is perhaps the most equity-focused justification for mandatory attendance. According to research by Benson and Flangan (2016), low-income students, first-generation students, and those with longer commutes are more likely to miss class for valid reasons (e.g., conflicts at work, inconsistent transportation, and providing care). Ironically, though, because they have fewer outside academic resources, these same students also gain the most from attendance (e.g., quiet study areas, private tutors, and parental supervision).

Furthermore, Maule (2018) observes that courses with active learning or in-class graded activities (e.g., clicker questions, worksheets), mandatory attendance indirectly subsidises participation for students who might otherwise choose not to participate because of social anxiety or perceived lack of readiness. The external requirements reduce the stigma associated with “showing up anyway” by normalising attendance.

1.3.2. Arguments against Mandatory Attendance

The question of whether attendance in class should be required or not has been a divisive topic in higher education for many years. Although attendance is frequently framed by traditional institutional policy as a stand-in for student responsibility and a requirement for academic success, a sizable body of research questions this notion. The key arguments against mandatory attendance policies are categorised into four main areas:

1. The Pedagogical Fallacy: Correlation vs Causation and the Diminished Quality of Learning

The empirical link between attendance and better grades is the most popular argument in favour of making attendance mandatory. Opponents of mandatory policies contend that this justification is based on an incorrect confusion between correlation and causation. Credé, Roch, and Kieszczynka's (2010) ground-breaking meta-analysis of more than 60 years of research revealed a significant correlation between attendance and grades, but they also pointed out that the relationship is complicated and possibly erroneous. They contend that a student's willingness to attend class is influenced by the same traits that help them achieve high grades, such as conscientiousness, intrinsic motivation, and time management abilities. Therefore, mandatory policies only impose a structure that may not be necessary for students who already possess these qualities; they do not produce successful students (Credé et al., 2010).

Additionally, academics contend that making attendance mandatory may actually lower the standard of the classroom. The dynamic of the classroom changes when attendance is forced. A phenomenon known as "presenteeism" occurs when students are physically present but mentally

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disengaged. In their seminal book *Academically Adrift*, Arum and Roksa (2011) noted that after two years of college, a sizable percentage of students exhibit no discernible improvements in critical thinking or complex reasoning. They proposed that a culture on which students value “getting through” classes over in-depth participation is one contributing factor. When enforced without consideration for pedagogical value, mandatory attendance policies can worsen this by packing classrooms with disengaged students, which lowers the general level of discourse and irritates both motivated peers and teachers (Arum and Roksa, 2011).

Adult learning theory also challenges the pedagogical premise that “being there” equates to “learning there.” According to Knowles’s (1984) theory of andragogy, adults are self-directed and learning best when they take charge of their education and recognise the relevance of the subject matter. This idea is compromised by mandatory attendance, which presents the teacher as a behaviour regulator rather than a learning facilitator. Extrinsic compliance takes the place of intrinsic motivation, which may eventually reduce a student’s internal motivation to interact with the content (Knowles, 1984; Ryan and Deci, 2000).

2. Undermining Autonomy and Miseducation for Professional Life

Mandatory attendance is criticised for infantilising students and failing to prepare them for the responsibilities of life after school. Employees are rarely evaluated based on “seat time” in the workplace. Rather, they are assessed based on their capacity to effectively manage their time, fulfil deadlines, and generate outcomes. Universities are accused of maintaining a K-12 educational model that postpone the development of critical professional judgment by imposing attendance requirements.

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Advocates of this perspective assert that students in higher education ought to be treated as independent adults who are able to conduct their own cost-benefit evaluations (Cusco, 2003). A student's decision to skip some classes should be respected if they can still meet the course's learning objectives as shown by tests, assignments, and assessments. Policies that penalise these students for skipping classes are perceived as putting bureaucratic compliance ahead of real learning. The emphasis should be on "learning outcomes, not showing up," according to Cusco (2003). The instructor's job is to create a classroom of intrinsically motivated participants by making the in-class experience so clearly valuable through active learning, discussion, and application that students choose to attend.

3. Exacerbating Inequity and penalising Life Circumstances

The disproportionately detrimental effects of mandatory attendance policies on non-traditional and marginalised students may be the strongest ethical arguments against them. It is no longer common to see a full-time, residential undergraduate with no outside responsibilities. Students who are parents, full-time workers, caregivers, veterans, and commuters make up today's diverse student body.

For these students, strict attendance regulations measure privilege rather than dedication. According to research by Jaeger and Eagan (2009), rigid institutional rules, such as stringent attendance requirements, can have a "chilling effect," discouraging non-traditional students from continuing their education. A student is not inherently less capable or dedicated if they miss class because of a sick child, a deadline at work, or a lack of dependable transportation. However, a zero-tolerance attendance policy effectively punishes students for not fitting the conventional mould by penalising them for uncontrollable circumstances. This reinforces systemic injustices

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by creating a system in which success is dependent on both academic aptitude and the lack of outside obligations (Smit and de Klerk, 2017).

4. Negative Impact on Mental Health and Classroom Culture

The discussion has taken on a new angle due to the increase in student mental health issues. Strict attendance regulations can be a major cause of stress and penalise students for real health problems. The capacity to prioritise their well-being and manage their own schedule is essential for students who suffer from depression, anxiety, or other chronic conditions. A student may be forced to choose between their academic standing and their mental health as a result of a mandatory attendance policy, which can cause them more distress and, paradoxically, increase the likelihood that they will drop out of the course or institution entirely (Lombardi, 2020).

Strict rules can also damage the rapport between students and teachers. Students may view the instructor as a punitive authority figure rather than a mentor and ally in their educational journey. When students are having difficulties, this adversarial dynamic may deter them from asking for assistance. A more accommodating strategy, like a policy that specifies expectations but permits a certain number of absences without consequence, can foster trust and motivate students to proactively discuss their difficulties with teachers. This causes the emphasis to change from monitoring behaviour to assisting students in achieving their goals (Lombardi, 2020).

1.4. Classroom Management: An Instructor's Perspective

Both inexperienced and seasoned educators frequently identify classroom management as their top concern and a crucial factor in determining their longevity in the field (Ingersoll and Smith, 2003). A single, widely recognised definition of classroom management is still elusive, despite its acknowledged importance to effective teaching. Over the past century, the term has

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undergone a significant evolution, moving from a narrow focus on behaviour control and discipline to a broader, more complex construct that includes socio-emotional learning, environmental psychology, and instructional design. Tracing the evolution by examining both classic and modern definitions will map the conceptual landscape of classroom management. It contends that the field has shifted from a reactive, punitive paradigm to a proactive, ecological paradigm, where management is viewed as essential part of pedagogy rather than a requirement for instruction.

1.4.1. Defining Classroom Management

Early ideas about classroom management were based on the industrial model of education and behaviourist psychology. The main objectives were efficiency, compliance, and order. A significant change was brought about by Jacob Kounin's ground-breaking work, *Discipline and Group Management in Classrooms* (1970), which continued to emphasise teacher behaviours that discouraged misbehaviours. Kounin introduced ideas like “overlapping” (attending to several things at once), “withitness” (the teacher's awareness of what is happening in every part of the classroom), and “smoothness” and “momentum” in the delivery of lessons. Kounin's definition was revolutionary for going beyond simple punishment, but it was essentially about teacher alertness and activity flow to prevent disruption. According to this perspective, management is the art of skilfully performing as a teacher in order to maintain a peaceful atmosphere.

The idea that discipline and classroom management are interchangeable was established during this time. In his seminal review, Doyle (1986) pointed out that the prevailing metaphor was that a “crowd” that required control. The role of the teacher was that of a director or

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manager, enforcing regulations and establishing structure. The absence of off-task behaviour was used to gauge student compliance, which was the main focus.

1.4.1.1. The Emergence of Complexity: Management as a Multidimensional Construct

By the late 1980s and early 1990s, academics started to question the simplistic relationship between discipline and management. By viewing classrooms as intricate, multifaceted, and unpredictable ecosystems, Doyle (1986) himself advanced the field. He maintained that creating a “work system” where students are working on worthwhile projects is essential to good management. As a result, the definition was expanded to encompass activity design and classroom environment organisation.

This comprehensive perspective was shaped by theorists advocating for a broader definition. Evertson and Weinstein (2006) offered one of the most frequently referenced modern definitions, asserting that classroom management is:

The actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. In other words, classroom management has two distinct purposes: it not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students’ social and moral growth. (p.4)

This definition is important for a number of reasons. First, it clearly separates simple discipline from management. Second, it presents a dual goal: socio-moral development and academic facilitation. Third, it moves the emphasis from teacher control to the development of the environment. These days, management is something that is created for students rather than something that is done to them.

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Simultaneously, scholars such as Brophy (1996) highlighted that efficient management is intrinsically preventive. According to his theory, the best managers are those who create lessons that are intrinsically interesting, which reduces the chances and incentives for disruption. The distinction between pedagogy and management is further blurred by this viewpoint, which presents instructional design (curriculum, pacing, relevance, and student autonomy) as the most effective management tool.

1.4.1.2. Contemporary Frameworks: The Proactive and Relational Shift

There is increasing agreement in the literature of the 21st century that classroom management is a complex, proactive, and interpersonal task. A number of major themes merge modern definitions.

- **The Ecological Approach**

The ecological perspective, which builds on Doyle's work, sees the classroom as a sophisticated social structure. Managing entails coordinating the interactions between the physical surroundings, educational activities, and social structures (e.g., group projects), as well as the needs of each individual student. According to this framework, a management breakdown is a systematic problem that reflects a misalignment within the classroom ecology rather than just a behavioural one (Siedentop, 1991).

- **Self-Regulation and Student Voice**

Fostering student self-regulation over external control is becoming more and more crucial in contemporary definitions. This change has been influenced by Self-Determination Theory (Ryan and Deci, 2000), which contends that when students' basic psychological needs for autonomy, competence, and relatedness are satisfied, they are more likely to be engaged and

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behave well. Thus, student-empowering practices like co-constructed norms, task choice, and restorative approaches to conflict characterise effective management. Definitions that emphasise unilateral teacher authority contrast sharply with this.

- **Culturally responsive Management**

Scholars who contend that traditional management models are frequently culturally biased provide an important and critical extension of the definition. The term “culturally responsive classroom management” (CRCM) was first used by Weinstein, Tomlinson-Clarke, and Curran in 2004. They define it as a comprehensive approach that requires teachers to:

1. Recognise their own cultural biases.
2. Learn about their students’ cultural backgrounds.
3. Understand the broader societal context (e.g., stereotypes, inequities).
4. Use culturally appropriate management strategies.

This reframes management as an equity issue rather than a neutral set of methods. According to this viewpoint, a definition of classroom management that disregards culture is inadequate and possibly dangerous.

- **Social-Emotional Learning (SEL) Integration**

SEL is now widely accepted as part of the definition of classroom management. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework, SEL competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) are built on a safe, supportive, and well-managed classroom. According to Jones and Doolittle (2017), management is characterised by the extent to

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which it consciously develops these competencies as opposed to merely repressing undesirable behaviours.

Table 1.1: Social-Emotional Learning (SEL) Integration

Feature	Traditional Definition (Pre-1990s)	Modern Definition (2000s-Present)
Primary Goal	Order, compliance, quiet	Engagement, learning, and social-emotional growth
Teacher Role	Disciplinarian, authority figure, crowd controller	Facilitator, designer, relationship-builder, cultural mediator
Focus	Reactive: Responses to misbehaviour	Proactive: Prevention through environment, instruction, and relationships
Student Role	Passive recipient of rules	Active agent in co-creating norms and regulating own behaviour
Key Strategies	Rules, rewards, punishment, vigilance	Engaging curriculum, positive relationships, restorative practices, culturally responsive teaching, SEL integration
Underpinning Theory	Behaviourism (Skinner), Process-Product (Kounin)	Ecology (Doyle), Humanism, Self-Determination Theory (Ryan and Deci), Critical Theory

1.4.2. The Impact of Attendance on Classroom Management

Research has primarily examined a one-way relationship for decades: ineffective classroom management causes student disengagement, which in turn causes absenteeism. But an increasing amount of research points to a more complex, reciprocal model. According to this review, attendance is a significant factor in determining a teacher's capacity to effectively manage the classroom. Even the strongest management systems are weakened by chronic absenteeism, which can be viewed as a major environmental stressor.

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Chronic absenteeism is a destabilising factor that affects classroom management in a number of interrelated domains, as the research “Student absenteeism and teacher perceptions: A classroom ecosystem perspective” repeatedly shows (Gottfried, M. A., & Kirksey, J. J. 2022).

- **Disruption of Instructional Continuity and Routines**

Establishing dependable routines and procedures is essential to efficient classroom management (Emmer and Stough, 2001) These routines reduce teacher’s cognitive load while enabling students to manage school day independently. However, these, practices are ineffective due to high absenteeism rates.

When a large percentage of students are absent on a regular basis, the teacher is faced with a never-ending conundrum: either continue with the curriculum, which would put absent students further behind, or stop to reteach, which would irritate the current students and throw off the pacing. The educational narrative is broken up by this “curricular churn” (Gottfried, 2014). This requires the teacher to constantly improvise and remediate, which takes up time and effort that could be used for proactive management tasks like fostering relationships or giving interesting lessons. One main sign of poor classroom management is the transition from a smooth, routine-driven environment to a reactive, fragmented one.

- **Erosion of Social Order and Cohesion**

A well-run classroom is a cohesive community with well-established social norms and supportive peer relationships in addition to being orderly. This community is shattered by inconsistent attendance. Chronically absent students frequently return as “partial insiders,” cut off from the class’s shared history, inside jokes, group projects, and established social norms (Attwood and Croll, 2006).

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Conflict may arise from this registration. Returning students risk being shunned by peers who have established stable groups in their absence or acting out to regain their social standing. In order to handle these social disruptions, the teacher is then compelled to take time away from teaching, serving as a mediator and making an effort to restore group cohesion, a much more difficult task than preserving it. According to Goddard, Hoy, and Hoy (2004), collective efficacy (a critical element of a self-managing classroom) can also be negatively impacted by this instability.

- **Increased Behavioural Challenges**

The literature consistently finds a link between behavioural issues in the classroom and absenteeism. The act of irregular attendance itself can be a trigger for misbehaviour, even though some students may be absent on purpose to avoid a bad school environment (a “push-out” factor) (Kearney, C. A. 2008).

According to Finn, Pannozzo, and Voelkl (1995), students who are absent are unable to participate, which results in a lack of identification with the school. When they are present, this lack of identification frequently shows up as disruptive behaviour. From a behavioural standpoint, a student who skips class loses out on the regular implementation of the behavioural management system. They are essentially re-entering a situation for which they have not recently practiced the expected behaviours, which increases the likelihood of disruptive and off-task behaviour. This puts the instructor in a never-ending cycle of re-teaching expectations and correcting behaviour for a changing portion of the class.

- **Heightened Teacher Stress and Burnout**

Teachers are perhaps most affected by chronic absenteeism. It is emotionally and mentally exhausting to oversee a classroom with inconsistent attendance. When they are unable

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to keep up the pace or establish trusting relationships with students who miss school frequently, teachers report feeling hopeless (Kearney, 2008).

Teacher burnout and low self-efficacy are largely caused by this ongoing state of reactivity and the sense of being “behind”. An important indicator of a teacher’s actual effectiveness is their confidence in their ability to control classroom (classroom management self-efficacy) (Zee and Koomen, 2016). This self-efficacy erodes when their best-laid plans are undermined by absenteeism, which can result in more inconsistent, reactive, and possibly harsher management styles. This can further alienate students and create a more negative classroom climate. This creates a vicious cycle in which low attendance results in reactive management, which further demotivates students and increases absenteeism.

1.5. Lesson Comprehension as a Lesson Quality

1.5.1. Foundational Theories of Learning and Comprehension:

The research that delves in areas of how individuals learn and comprehend has developed a wide variety of theoretical models that extends from behavioural conditioning to neurocognitive frameworks. There are several dominant theoretical models included in three major paradigms:

- **Associationist and Behavioural Models**

1) Pavlov’s Classical Conditioning (1927): Classical Conditioning is a way of learning where a stimulus that triggers a biological response is paired with a new stimulus that then results in the same reaction. Natural stimulus and unconditioned stimulus must be linked to result learning. Understanding in this model is viewed as a series of connections between stimuli and responses (Pavlov, I. P. 1927).

- 2) Skinner's Operant Conditioning (1953):** Operant Conditioning is a type of learning where the consequences of your behaviours shape your future behaviours, those consequences may be either a reinforcement or a punishment. According to this model, the comprehension is the demonstration of appropriate reactions to distinctive stimuli.

Because of neglecting the internal mental process, these models are unable to explain complex human learning, such as inferencing, abstract reasoning, or deep comprehension (Skinner, B. F. 1953).

- **Cognitive Constructivist Models**

- 1) Piaget's Theory of Cognitive Development (1952):** Learning involves absorbing information and integrating it with existing knowledge while also adjusting your understanding to accommodate new insights. When you comprehend something, it is because you have solved a problem that was puzzling you. Understanding exists in different tiers such as performing tasks, reflecting on them, contemplating the process of thinking, and ultimately reasoning logically. These levels aid in comprehending various types of things (Piaget, J. 1952).

- 2) Ausubel's Meaningful Learning Theory (1968):** It distinguished between learning by repetition and learning with understanding. Meaningful learning occurs when new information fits well into what you know. Ausubel's idea of using advance organisers or introductory content that is more general still helps people understand complex texts better. It is because it gives an overview before getting into details and facilitates grasping ideas a lot. Learning with comprehending is more effective than memorising.

3) Schema Theory (Bartlett, 1932; Rumelhart, 1980): When we try to understand something, we need to connect the information to ideas we already have in our minds. These ideas are like frameworks that help us focus. Remember things. Understanding weddings for example is easier when we know the script for weddings. If we do not have this script in our minds or if it is not the one we will have a hard time understanding what weddings are all about. This is because our frameworks or what we call schemas direct what we pay attention to how we reason and what we recall. A lack of understanding often happens when we are missing a schema or when the one we have is not suitable like trying to understand a wedding without knowing the script, for weddings.

- **Sociocultural and Situated Models**

1) Vygotsky's Sociocultural Theory (1978): Learning happens first when we are with people and then we make it our own. We understand things better when we have help from tools, like language and from people who know more than us. The Zone of Proximal Development or ZPD for short is a phrase that just means the difference between what we can do, by ourselves and what we can do with help. The Zone of Proximal Development is where teaching really helps us understand the Zone of Proximal Development and learn things.

2) Lave & Wenger's Situated Learning (1991): Learning is not something that we do all by ourselves. It is something that happens when we are part of a group of people who are doing something together. When we really understand something it is because we are actually doing it and we are part of a group that does it. For instance, to really understand

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maths we need to be in a maths class or be, around people who do maths. We cannot just memorise some rules. Think we understand maths, we need to be doing maths to really get it. Maths is something that people do together so we need to be a part of that to learn it.

- **Integrated Models of Comprehension (Especially Text Comprehension)**

Many language models think about how people who are learning a new language figure out what words mean. These language models look at how people remember things, make guesses, and use methods to understand language. They also consider how learners use memory, make inferences, and develop strategies to learn language. Language models are crucial for people who are learning a language because they help us understand how language works and how we can learn better.

- **Kintsch's Construction-Integration (CI) Model (1988, 1998):** This is a part of how we understand text. It happens in two stages.

First, there is the construction stage. When we read something, we use a bunch of things we know about the text and other things we know in general. We do this even if the things we are reading do not seem to make sense.

Then there is the integration stage. This is where we start to understand what we are reading. We begin to see the big picture and the things start to make sense. This happens because the things we are reading that are related to each other start to stand out and the things that are not related become less important. The text base is what the words actually say. The situation model is what the text is really about. When we have an understanding of the situation model that means we really get what the text is saying.

- **Gernsbacher's Structure Building Framework (1990):** Understanding is about building pictures. These pictures have levels. When people do not understand something, it is hard for them to connect information to what they already know. For example, some readers struggle to understand what they read. People with types of aphasia also have this problem. They can get the idea but cannot link new details to it. This results in a mental picture.
- **Contemporary Neurocognitive Models**
Modern models combine neural processes with learning and understanding.
- **Neuroconstructivism (Mareschal et al., 2007):** This idea is based on what Piaget said. It also includes how our brain develops, how our brain can change and how our body is connected to our mind. We learn things because of the way our brain, our actions, and the world around us interact with each other. The brain is made up of small parts that work together and it can understand things on its own because of how these parts are connected

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in a special way, which is what neural networks are like and they are not controlled by just one part, they are decentralised. It means that many parts of the neural networks work together to help us understand things and this is what makes our brain so good at learning the neural networks.

- **Predictive Coding/ Bayesian Brain Models (Friston, 2010):** The brain works like a prediction machine. It constantly makes guesses about what is coming in and changes its inside model when its guesses are wrong. Understanding is about making sense and reducing surprise. Learning is about changing how we think things work. This is like Kintsch' integration stage.

1.5.1.1. Metacognitive and Self-Regulated Learning Models

These models focus on the learners. How they understand and manage their own learning and how they comprehend things. The learners are in charge of their learning activities. These models are all about the learners and learning.

- **Flavell's Metacognition (1976):** To understand something properly, you need to know about the person learning (the tasks they are doing and the strategy they are using). This is called knowledge. You also need to be able to plan, monitor, and evaluate what you are doing which is called regulation.

When students realise that they do not understand something, they do something about it like reading it again or asking for help which is a good example of metacognitive regulation. Metacognitive regulation is important because it helps student fix their mistakes and learn better. A student who utilises regulation can understand things more successfully.

- **Winne & Hadwin's COPES Model (1998):** Learning is made easier with Conditions, Operations, Products, Evaluations, and Standards. These things help people learn on their own. Understanding something is not something that happens at the end. It is something that happens over time as we build and change the way we think to meet a standard. For example, we might say “I understand this chapter” as we learn and grow. Conditions, Operations, Products, Evaluations and Standards are all crucial for this process.

1.5.2. Factors that Contribute to Comprehension

When we read something we need to understand what it is saying. This is not about reading the words; it is about creating a picture in our mind of what the text is talking about. The picture in our mind is like a story that we make from the words. We call this the situation model, which was talked about by Kintsch in 1998. Being able to say the words loud is basic thing we need to be able to do but really understanding what we are reading is more complicated. Reading comprehension is a process that uses many different parts of our brain and the way we behave when we read. There are three interrelated contributors to comprehension: Sustained attention, prior knowledge, and active engagement.

- **Sustained Attention:**

Attention is commonly viewed as essential for understanding, acting as a filter that identifies pertinent information for further analysis. Studies differentiate between sustained attention (keeping concentration over a period) and selective attention (disregarding distractions). Sustained attention, especially, shows a positive correlation with reading comprehension among both developing and adult readers (Stern & Shalev, 2013). A meta-analysis conducted by Peng et

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al. (2018) revealed that inattention, commonly assessed via teacher evaluations or continuous performance tasks, forecasts considerably comprehension struggles, even when factoring in word reading proficiency.

Naturally, attention resources enable readers to uphold the coherence of a text by monitoring referents (e.g., pronouns) and chronological orders. When focus diminishes, readers struggle to connect information between sentences, resulting in disjointed mental frameworks. Techniques enhancing attentional control, like mindfulness exercises, have demonstrated minor yet meaningful positive impacts on understanding (Tarrasch et al., 2020). Yet, attention by itself is not enough; its impact is influenced by the reader's prior knowledge and the degree of involvement with the content.

- **Prior Knowledge:**

Existing knowledge (or schema) significantly influences understanding by offering a framework for integrating new information. As per schema theory (Anderson & Pearson 1984), readers achieve optimal comprehension when they link new textual information to their pre-existing cognitive structures. Research consistently demonstrates that knowledge specific to a domain predicts understanding more than general verbal skills do (Recht & Leslie, 1988). In a classic study, kids who had extensive knowledge of baseball but struggled with reading surpassed proficient readers with limited baseball knowledge on a comprehension test about the sport, showing the significant compensatory function of prior knowledge.

Recent studies have enhanced this comprehension, differentiating between conceptual knowledge (information and concepts) and strategic knowledge (how to apply cognitive

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strategies). Extensive prior knowledge enhances the creation of inferences, enabling readers to bridge gaps in the text and clarify ambiguities (McNamara & Magliano, 2009). Nonetheless, existing knowledge can create biases as well: individuals might “over-assimilate” new information, altering it to align with their pre-existing schemas. Therefore, understanding effectively necessitates not only knowledge but also the metacognitive skill to adjust or modify schemas when the text contradicts expectations.

- **Active Engagement:**

Active engagement involves the deliberate, intentional, and frequently self-directed actions that readers employ to create understanding. In contrast to passive reading (e.g., decoding text word by word), engaged reading includes setting goals, asking questions, summarising, and assessing comprehension (Guthrie & Wigfield, 2000). Engagement involves cognitive aspects (employing techniques such as elaboration) and affective elements (demonstrating interest, curiosity, or persistence).

Self-explanation, an active engagement technique, has been demonstrated to enhance understanding by compelling readers to merge the text with existing knowledge and address discrepancies (Chi, 2000). Likewise, the process of annotating or formulating questions during reading improves memory and the ability to infer. A meta-analysis conducted by Dunlosky et al. (2013) evaluated self-explanation and elaborative interrogation as effective strategies for understanding, especially when students possess sufficient prior knowledge.

Active engagement also influences the connection between attention and understanding. A reader might maintain focus but exhibit minimal engagement (e.g., skimming because of

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disinterest), leading to superficial processing. On the other hand, strong engagement can somewhat offset attentional lapses by means of re-reading or self-correction. Crucially, engagement is influenced by context: activities that encourage autonomy, relevance, and cooperation enhance deeper engagement (Guthrie et al., 2004).

1.5.3. Interaction Amongst the Three Factors

Different research increasingly highlights the multiplicative nature of these factors instead of the additive one. Prior knowledge enhances engagement: when readers are familiar with a subject, they are more inclined to use strategic effort. Attention facilitates the recollection and combination of existing knowledge, particularly in complex or unfamiliar writings. In a study by Oakhill and Cain (2012), it was found that poor comprehenders frequently possessed intact attention and knowledge separately but struggled to actively oversee their understanding; implying that deficits in engagement hindered the use of other resources.

A valuable integrative framework is the Construction-Integration Model (Kintsch, 1998), which posits that attention directs the initial construction of the text-base, prior knowledge aids in the integration into a situation model, and interactive engagement alternates between these processes to address inconsistencies. Absence of engagement may lead even discerning readers with extensive knowledge to accept a shallow depiction.

1.6. The Link Between Attendance and Comprehension

The connection between attending university (i.e., being physically present in lectures, seminars, and tutorials) and student understanding is a well-established but increasingly intricate field of educational research. Although initial research frequently regarded attendance as a stand-

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in for engagement and a straightforward indicator of academic achievement (like grades), modern studies aim to clarify its particular influence on comprehension; the level of understanding, capacity to integrate information, and lasting retention. The relationship between university attendance and student comprehension is defined in three major areas: the direct correlation between attendance and comprehension, mediating factors, and the moderating role of assessment type and discipline.

- **Direct Positive Effects of Attendance on Comprehension**

A strong body of evidence indicates a positive, statistically significant relationship between consistent class attendance and enhanced understanding. The meta-analysis by Credé, Roch, and Kieszczynka (2010) of more than 60 studies revealed that attendance had a greater correlation with course grades ($p = 0.44$) than any other established predictor, such as high school GPA or standardised test score. Importantly, numerous studies included in this meta-analysis focused on assessing conceptual understanding instead of mere memorisation, revealing that participants excelled on questions necessitating application and synthesis.

Mechanically, presence enhances understanding via multiple pathways:

- 1) **Exposure to Elaboration:** Lectures frequently include spontaneous explanations, analogies, and answers to students' questions that are not present in slides or textbooks (Massingham & Harrington, 2006). Such detailed processing helps in developing strong mental schemas.

2) Spaced and Interleaved Learning: Consistent attendance inherently distributes learning sessions throughout a semester, resulting in better long-term understanding compared to intense last-minute studying (Cepeda et al., 2006).

3) Active Engagement Signals: In Interactive environments, immediate questioning prompts a cognitive restructuring, addressing misconceptions as they occur (Deslauriers et al., 2011).

- **The Mediating Role of Note-Taking and Cognitive Load**

The link between attendance and understanding is not direct; it is influenced by student actions. Peverly et al. (2007) showed that merely attending class has a limited impact on understanding when students fail to take good notes. Nonetheless, attendance paired with generative note-taking (paraphrasing, organising) results in a notable enhancement in conceptual memory and transfer. On the other hand, passive attendance (just being present without mental engagement) demonstrates minimal advantages compared to non-attendance with access to recordings.

This discovery is consistent with Cognitive Load Theory (Sweller, 1988). Live lectures place immediate demands on working memory; however, the instructor's pacing and non-verbal signals assist in controlling intrinsic load. Students who attend consistently improve their metacognitive calibration; they more precisely recognise shortcomings in their understanding, facilitating focused study (Rawson et al., 2013).

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- **Contradictory Evidence and the Rise of Asynchronous Learning**

Recent publications, particularly after 2020, present intricate counterarguments. Various randomised studies and observational experiments comparing mandatory attendance to access to recorded lectures have identified no meaningful difference in understanding results for specific group of students or subjects (Chen & Lin, 2012; Bos & Gair, 2022). For example, Bos and Gair (2022) discovered that in advanced STEM classes, students who viewed recordings at 1.5x speed achieved similar results on conceptual exams as those who attended live, as long as they actively paused and engaged in self-testing.

These results indicate that self-regulation serves as significant moderator. Learners with strong self-regulation can attain similar understanding without being present by utilising recordings more effectively (e.g., replaying challenging parts). However, students with lower performance or those who are first-generation demonstrate a greater understanding gap when attendance is not mandatory (Lopez-Perez et al., 2011), suggesting that attendance acts as supportive framework for individuals with less developed executive functions.

- **Disciplinary and Assessment-Type Moderators**

The influence of participation on understanding differs across educational disciplines. A meta-analysis conducted by Newman-Ford et al. (2008) revealed more significant effects in procedural and problem-solving fields (e.g., mathematics, engineering, physics) compared to those rich in declarative knowledge (e.g., history, literature). In quantitative courses, interactive problem-solving sessions and instant instructor feedback distinctly enhance understanding of processes (an aspect that is challenging to achieve through recordings on their own). Conversely,

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humanities classes that depend more on independent reading and analysing arguments demonstrate a diminished unique impact of attendance when the reading materials are thorough.

In addition, understanding evaluation is important. Multiple-choice assessments that gauge surface recall exhibit a reduced attendance effect compared to open-ended conceptual queries, essays, or transfer tasks (Gump, 2010). The significance of attendance becomes clear when understanding is evaluated thoroughly.

1.7. The EFL Context: Specific Dynamics of Attendance, Classroom Management, and Comprehension

Although the earliest sections have looked at mandatory attendance policies in broader higher education settings, this section focuses on second-year Master's students enrolled in an English as Foreign Language (EFL) programme at University of Ghardaïa. EFL learning settings possess distinct pedagogical traits, specifically, the emphasis on spoken communication, immediate feedback, and comfortable classroom atmospheres that could significantly change the relationships between required attendance and the desired outcomes. This part clearly places the general framework within the EFL setting by analysing: (1) the characteristic of EFL learning and essential function of being present in the classroom; (2) the unique influence of attendance on classroom management in language instruction; (3) the particular ways in which attendance enhances understanding in foreign language learning.

1.7.1. The Nature of EFL Learning: Why Presence Matters

In contrast to content-oriented fields (such as history or economics), where students can make up for missed classes by studying lecture notes or textbook sections, EFL learning is

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inherently interactive and skill-focused. Language learning relies significantly on comprehensible input, language that learners can grasp at a level just above their existing proficiency (the “i+1” level) along with chances for output practice and prompt feedback. Stephen Krashen’s Input Hypothesis (1985) suggests that language acquisition happens not solely via direct grammar teaching but rather through exposure to meaningful, understandable language in relaxed settings. In addition, Swain’s Output Hypothesis (1985) highlights the necessity for learners to actively generate language (both speaking and writing) to enhance fluency and precision. Both processes are tied to classroom interaction in terms of time; a recorded lecture cannot replicate the dynamic negotiation of meaning, spontaneous exchanges that define live EFL classroom. As a result, EFL students who skip classes lose both content knowledge and invaluable chances for listening practice, oral expression, and constructive feedback.

Current empirical data backs up this assertion, Research conducted in various university settings has demonstrated that class attendance is a robust and important indicator of success in foreign language acquisition. A study on preparatory English courses in Turkey found a strong link between attendance and proficiency in a second language, with teachers’ thorough documentation showing that topics covered in missed classes could not be completely grasped through self-study. In a similar vein, a Vietnamese EFL case study indicated that although high attendance by itself did not ensure academic achievement, it was regularly linked to improved performance trends in both mid-term and final evaluations. These results indicate that in the EFL environment attendance serves not only as an indicator of student effort but also as an essential teaching requirement.

1.7.2. Attendance and Classroom Management in the EFL Classroom

EFL classrooms are uniquely focused on activities. Teachers frequently use pair work, group discussions, role-playing, oral presentations, and information-gap activities, all of which assume consistent group composition and regular student attendance. Inconsistent or minimal attendance directly weakens classroom management in various noticeable ways.

Initially, inconsistent attendance hinders the development of stable teams. In language acquisition, consistency is crucial: learners establish social connections, collaborate to understand meanings, and enhance their earlier communication interactions. A missing student creates a situation where partners lack conversation, requiring teachers to adjust groups during the activity, an inefficient process that disrupts lesson continuity and diminishes time spent on tasks. Secondly, fluctuations in attendance hinders educators' capacity to organise and arrange communicative tasks. A lesson built around a progressive dialogue or structured speaking activity becomes infeasible when essential participants are absent. Third, inconsistent attendance causes varying levels of proficiency in the classroom; students who return after absences might lack necessary prior knowledge for activities, resulting in disengagement or disruptive requests for clarification that can slow progress for everyone.

Studies on EFL classroom management consistently highlight issues closely associated with attendance. Educators note that “overcrowded and loud classrooms, lack of motivation, low participation, hyperactive learners, speaking without authorisation, and unpreparedness for lessons” (Macias, 2018) represent ongoing management challenges. Several of these problems worsen with irregular attendance: unready students tend to be passive or disruptive, whereas

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those who attend regularly may feel annoyed by ongoing interruptions. Moreover, mandatory attendance rules offer EFL teachers an essential tool for ensuring educational consistency. By providing consistent class composition, such policies allow educators to craft and implement prolonged communicative sequences, foster cumulative knowledge, and require students to take responsibility for collaborative activities, results that are considerably harder to realise when attendance is voluntary.

1.7.3. Comprehension in EFL: Beyond Content Recall

For EFL learners, “lesson comprehension” involves more than grasping concepts; it also entails interpreting teacher speech at natural pace, adhering to instructions given in the target language, learning vocabulary and grammatical forms in context, and enhancing listening skills for both academic and genuine conversations. Skipping a class in an EFL programme results in a lack of exposure to contextualised language input that cannot be completely duplicated by handouts, slides or recordings.

The Affective Filter Hypothesis (Krashen, 1982) sheds more light on the relationship between attendance and comprehension. This theory suggests that anxiety, low self-esteem, and insufficient motivation create a psychological “barrier” that hinders the absorption of the understandable input. Consistent presence in a nurturing classroom setting gradually diminishes this filter: learners become familiar with the teacher’s tone and rhythm, establish classroom, and form bonds with classmates, all of which lessen foreign language anxiety and enhance understanding. On the other hand, inconsistent attendance might increase anxiety, as those who return may encounter unfamiliar content, ambiguous expectations, and the social unease of

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reintegrating into established groups. Empirical studies have shown that students who exhibit greater engagement in the classroom (strongly linked to regular attendance) achieve notably better in their courses and possess a higher intrinsic motivation to learn English.

1.7.4. The Master's Level EFL Specificity

Students in their second year of a Master's programme in EFL represent a distinctive group. In contrast to undergraduates, Master's students are generally required to create academic English at a higher level, which encompasses seminar presentations, research papers, literature reviews, and thesis composition. Participation at this level is educationally significant for various reasons: (1) Master's seminars focus on dialogue, evaluation, and shared knowledge development, elements that falter when members are missing; (2) students obtain immediate feedback on their verbal and written work from both instructors and classmates, feedback that is time-sensitive and cannot be postponed; (3) advanced listening skills for academic talks and conference-format presentations necessitate continuous, live practice; and (4) the Master's group is usually limited in size, so each absence significantly affects group interactions and the calibre of peer learning.

Additionally, the context of higher education in Algeria positions these factors within the LMD (Licence- Master-Doctorate) framework, established in 2004 through Executive Decree No. 04-371. This structure arranges course into semesters, offering roughly 400 hours of teaching within 16-week timeframe. Attendance requirements are integrated within this organised framework, and English departments throughout Algerian universities have progressively analysed the connection between classroom atmosphere, student engagement, and attendance

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trends. This study adds to the expanding local research by concentrating on the relationship between the mandatory attendance policy and classroom management, as well as the quality of learning at the Master's level.

1.8. Conclusion

This chapter has analysed systematically the theoretical foundations that support the connection amongst mandatory attendance policies, classroom management, and comprehending lessons with the focus on the EFL context of the postgraduate level. The analysis started from tracing the historical evolution of the university attendance policies, then it uncovered the debates surrounding the mandatory attendance. It also revealed the significant theoretical shift of the classroom management from reactive (behaviourist approaches) to proactive (ecological frameworks). Regarding lesson comprehension, this chapter presented the main learning theories with modern cognitive models and established the connection between attendance and comprehension. The uniqueness of the EFL context proved to be crucial for this research, the analysis revealed that irregular attendance in language classes directly affects Master's level students who need advanced academic discourse skills within Algeria's LMD system.

CHAPTER ONE: Research Design and Data Analysis and Discussion

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Chapter One: Research Design Discussion

Chapter Two: Research Design and data Analysis and Discussion

2.1. Introduction

This chapter is dedicated for the practical parts of the research which are the research design and data analysis. First, this chapter describes in detail the research design, methodology as well as its rationale. The variables of the study split into one independent variable that is the mandatory attendance policy and into two dependent variables lesson comprehension (for the students) and the classroom management (for the teachers) along with attendance patterns as a bridging variable. The data collection tools employed to advance the evaluation are the observations, the questionnaire and the interviews. Moreover, the chapter is reserved for the explanation of how the methods were applied in data gathering and processing.

2.2. Research Design

This section frames the methodology adopted throughout the study, the selected data collection instruments along with the instruments' selection motives. Furthermore, it details the targeted sample population of the research.

The study at hand is a descriptive case study using a mixed-methods approach. Quantitative and qualitative data will be collected from students and professors in the English Language department, Ghardaia University, through a student questionnaire, a teacher interview and a observations. The study focuses on the first year of the mandatory attendance law (2024–2025) and the year following its implementation.

2.2.1. Variables of the study

This study involves the following variables:

Independent variable: Mandatory attendance policy.

Dependent variable (students): Lesson comprehension.

Dependent variable (instructors): Classroom management.

Bridging variable: Attendance patterns

Attendance patterns serve as a contextual variable that links student comprehension with classroom management, allowing the researcher to interpret behavioural trends observed during sessions.

2.2.2. Sample Population

Chapter One: Research Design Discussion

The sample of this research includes 60 English language students of second year master's degree students of both sexes with age spectrum of 22 to 44 years old, achieved through convenience purposive sampling approach. An observation and a questionnaire were conducted respectively.

The interviews of the teachers has been with five English language department teachers with 5 years of teaching experience at the university premises.

2.2.3. Methods of Data Collection

The researchers applied several methods for data collection. This section is concerned with the tools used for accumulating data which are the questionnaire, the interview.

2.2.3.1. Questionnaires: was administered to 30 second-year Master's students, via online google form. The questionnaire items were divided into six sections: demographics; attendance habits; perceived comprehension (e.g., 5-item scale per course/week); motivation (Likert scale); psychological strain; open-ended comments.

2.2.3.2. Interviews: The teacher sample included five English language professors at the university of Ghardaia. Semi-structured interviews (on classroom management, time lost to discipline, off-task behaviour, administrative workload, perceived engagement, and instructional adaptations) were conducted, voice-recorded, and transcribed verbatim to be analysed qualitatively.

2.2.3.3. Observations: A participant structured observation sheets for selected sessions were used to capture students' behaviour during the sessions. Indicators involved: headcount; off-task behaviour episodes; questions asked/answered; noise intensity levels; regular vs. non-regular participating students and instances of administrative intervention. See table 2.3.

Table 2.3: Participant observation grid

Session	Attendance Type	Time & Date	Attendance (out of 96)	Noise Level	Off-Task Behaviour	Engagement (Regular 7)	Engagement (Others)	Teacher Interference
01	N.O.A / A.C							
02	O.A / A.C							
03	N.O.A / A.C							
04	N.O.A / A.C							
05	N.O.A / A.C							
06	O.A / A.C							
07	N.O.A / A.C							
08	N.O.A / A.C							

Chapter One: Research Design Discussion

09	N.O.A / A.C							
10	N.O.A / A.C							
11	N.O.A / A.C							

PS: O.A=Obligatory Attendance= the teacher requires students to attend the session.

N.O.A= Non-Obligatory Attendance= the teacher does not require students to attend the session.

A.C= Attendance Counted= the teacher will write down the names of the students who attended his session.

Ordinal scale:

Off-Task / Engagement / Teacher Interference

3) **0 = None**

4) **1 = Minimal**

5) **2 = Noticeable**

6) **3 = Distracting**

7) **4 = Severe / Unmanageable**

2.2.4. Data Analysis approach

The researchers adopted a mixed methods approach related to the data collection process, where data collected via the questionnaire was analysed both quantitatively and qualitatively, observations grid were analysed quantitatively, while data collected through the interviews with the teachers were treated qualitatively. All to be under triangulation later on in the analysis process.

Quantitative: Descriptive statistics, group comparisons between obligatory and non-obligatory sessions (where applicable); correlations between attendance, perceived comprehension, and motivation.

Qualitative: A hybrid of thematic analysis and content analysis of interview transcripts and open-ended survey responses focusing on classroom management themes and comprehension-related experiences.

Triangulation: Compare student self-reports, instructor perceptions, and observation indicators to validate patterns.

Chapter One: Research Design Discussion

2.3. Data Analysis and Discussion

This section deals with the analysis of the data collected by means of the three instruments employed throughout this study, which are a student questionnaire, a teacher interview, and a participant observation. The section then concludes with a discussion of the results.

2.3.1. Analysis of The Student Questionnaires

Section 1: Demographics

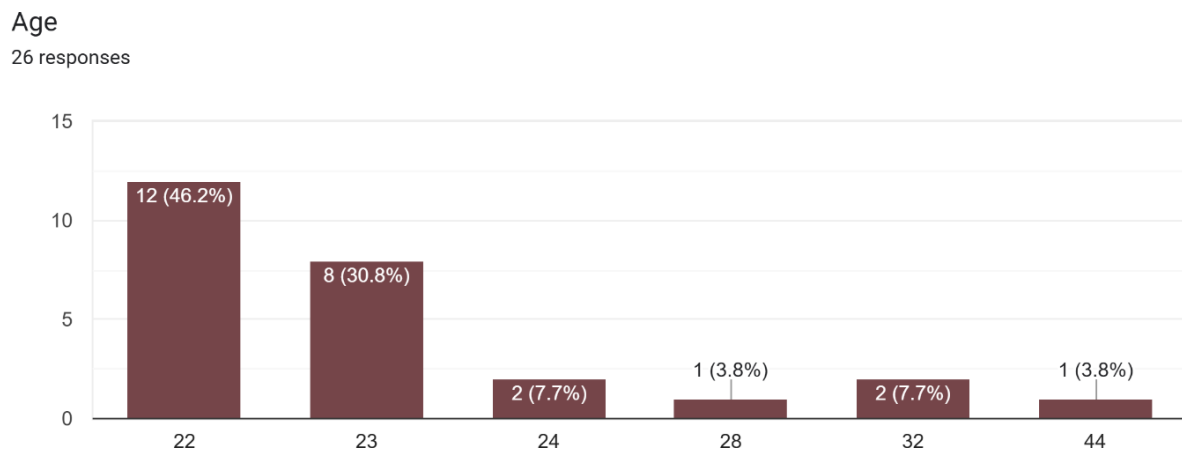


Figure 2.1: Participant age

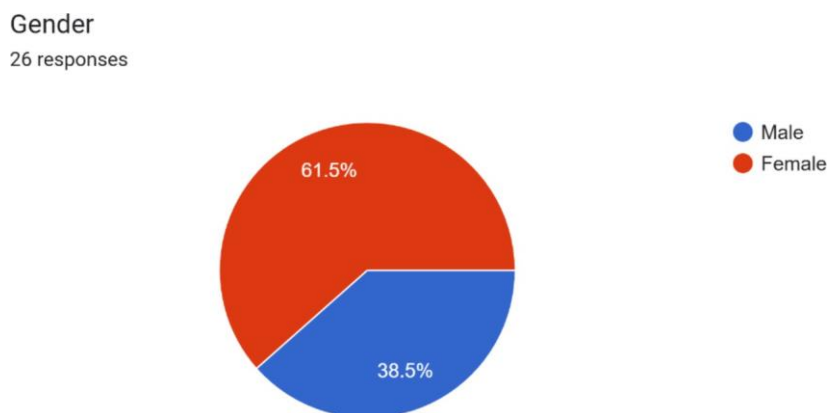


Figure 2.2: Participants' gender

Section 2: Lesson Comprehension and Classroom Management

Mandatory attendance has improved my understanding of lessons.

26 responses

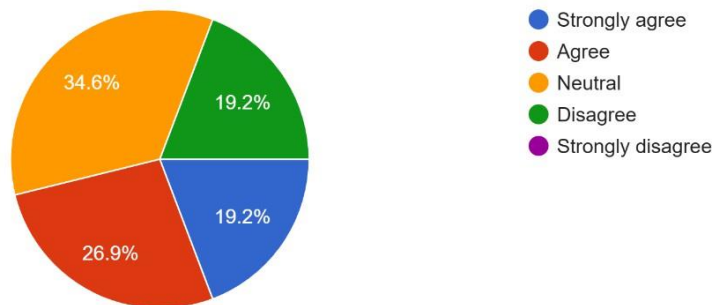


Figure 2.1: Mandatory attendance has improved my understanding of lessons.

Data from figure 2.1 reveal that the majority of respondents (34%) are neutral about the positive impact of mandatory attendance on students' understanding of lessons, while 26% agree, 19% disagree and 19% strongly disagree.

I understand lessons better when I attend regularly.

26 responses

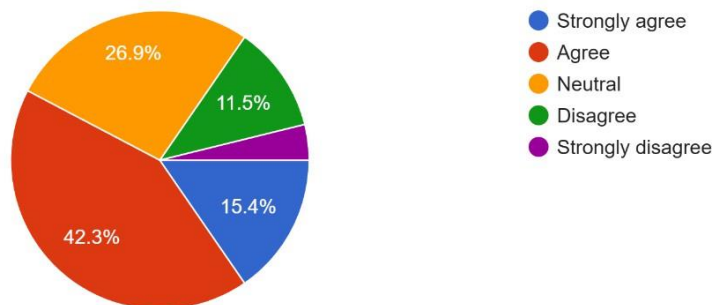


Figure 2.2: I understand lessons better when I attend regularly.

Regarding regular attendance and lesson understanding, data from figure 2.2 show that the majority (45.3%) agree with the statement, 26% are neutral, 15% disagree, and 11% disagree.

Please explain:

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Table 2.1: follow-up question 1

Respondent ID	Response
R01	"Because most of the teachers aren't capable and don't have the potential to be teachers, they don't prepare the courses, don't manage the attendance and the most important thing to them is the attendance, and they feel proud after humiliating their classes."
R02	"Attending classes regularly helps me follow the lectures, but this is more effective when the sessions are optional and open, rather than mandatory"
R03	"With regular attendance, I tend to comprehend more as the tutor and the student are in a face-to-face interaction and some questions might arise so the tutor can make them clear, alongside not missing any tiny detail of the lesson, lecture or whatever"
R04	"Consistency matters"
R05	"I understand better when the information is delivered to me in person rather than just reading it"
R06	"Attending classes allows you to focus, interact, ask questions, and see the lesson in a practical way, all of which helps you understand faster than studying alone."
R07	"It's helping me to focus"
R08	"For my opinion, the problem is on the teacher's hand (if they explain well) so it's neutral for me"
R09	"Sometimes I understand very well if I attend, and sometimes the attendance doesn't have a benefit. It depends on the lessons and the teachers' kind."
R10	"I agree because when I attend regularly, I can follow the lessons and understand them better. I don't miss important explanations, and I can ask questions."
R11	"It depends on the teacher and my motivation, not just attendance"
R12	"Because, I can follow the course step by step, ask questions, and practice with my teacher and classmates."
R13	"It depends on the module"
R14	"When I am in the class I listen to the teacher explaining, and, I can ask my questions and discuss it with others"

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R15	"When I attend regularly, I'm always up to date with the latest lessons"
R16	"I understand lessons better when I attend regularly because each lesson builds on the previous one, and being present helps me follow the progression without gaps"
R17	"Depends on the teacher's way of explaining"
R18	"attending regularly doesn't always correlate to me understanding the lesson , in the contrary , I may be a study at home person"
R19	"Cuz every lesson complete the previous one ig"
R20	"Because I'm a teacher and I can't attend the university"

Attendance enforcement does not improve my comprehension of the material.

26 responses

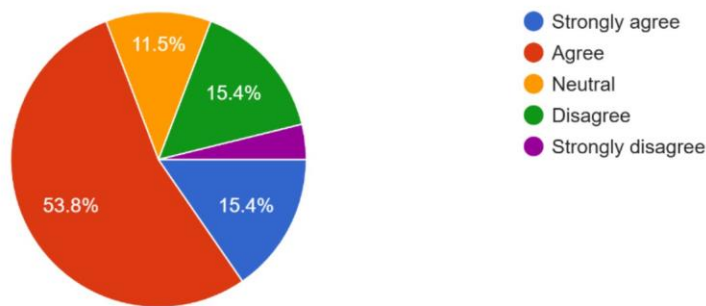


Figure 2.3: Attendance enforcement does not improve my comprehension of the material

According to figure 2.3, the majority (53.8%) agreed that attendance enforcement does not improve their comprehension of the material, while 15.4% strongly agree, 15.4% disagree, and 11.5% remained neutral.

Why?

Table 2.2: follow-up question 2

Respondent ID	Response
R01	"Again because of most of teachers don't prepare the courses, they just try to read what they found on the internet, and I'm more brilliant than them in such things"

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R02	"Because forcing someone to do something does not produce real results; understanding depends on the student's own motivation and willingness to learn. being forced makes it harder to understanding the lessons since you cant stay focused"
R03	"Enforcement provokes students and it might make them feel uncomfortable and unmotivated"
R04	"I like more freedom"
R05	"i think the main factor of understanding the material is my interest in the module so if im forced to come i will just ignore the session"
R06	"Forced attendance gives you the opportunity to hear the lesson, but understanding depends on your attention and interaction, not just your physical presence."
R07	"I agree.simply enforcing attendance does not necessarily improve my understanding of the material."
R08	"because when you are obliged to do something, you are losing the passion to do it, so the focus on the material will be least"
R09	"I agree because being forced to attend does not mean better understanding"
R10	"Because being forced to attend does not mean I am focused or interested"
R11	"because understanding depends on active engagement, motivation, and effective teaching methods, not just physical presence in class."
R12	"Sometimes the professor can't explain the lessons much to our understanding so attending isn't really much of a help"
R13	"Because it can improve my comprehension of the material"
R14	"I'm a person who likes to attend and study freely"
R15	"Because forced attendance does not guarantee attention or motivation, which are essential for real understanding."
R16	"It's disturbing"
R17	"If it didn't improve when optional , it will not work when forced"

R18	"Because i will attend just because im forced to"
R19	"Because I study English language unlike scientific materials that require mandatory attendance"

Because I must attend even when unmotivated, my comprehension often decreases.

26 responses

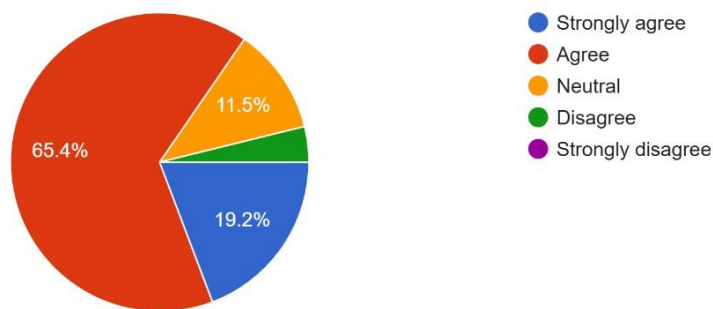


Figure 2.4: Because I must attend even when unmotivated, my comprehension often decreases.

As shown in figure 2.4, the predominant portion (65.4%) believe that attending unmotivated can decrease their comprehension, while 19% strongly agree and 11.5% remained neutral.

The law affects how focused I am during lessons.

26 responses

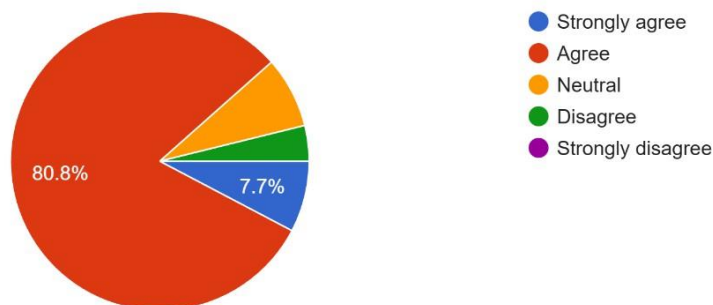


Figure 2.5: The law affects how focused I am during lessons.

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According to figure 2.5, 80.8 agreed that the new attendance law affects their focus during the lessons and only 7.7% strongly agreed with the statement.

How?

Table 2.3: follow-up question 3

Respondent ID	Literal Verbatim Response
R01	"Because we're always waiting for the moment to get out of the class"
R02	"Because students' motivation, mood, and stress levels are not always stable, which affects their focus during lessons"
R03	"i agree because being forced to attend makes me less focused"
R04	"I can't concentrate while having a session by force and not willingly"
R05	"I don't like feeling obliged to attend any session"
R06	"i feel forced and challanged in a negative way so i will be less motivated and more distracted"
R07	"You can't focus properly if there's no will or desire."
R08	"I do agree the law influences how focused I am during lessons, sometimes positively and sometimes negatively."
R09	"It depends on my situation if I want to attend or not even if it is mandatory over all of the students"
R10	"I agree because the law helps me stay focused during lessons. It makes me follow the rules, avoid distractions, and pay attention to the teacher"
R11	"I attend physically but I am often distracted or tired"
R12	"Sometimes you're not in the mood maybe sick or just tired physically or mentally so being forced to attend makes you unable to focus"
R13	"This encourage meto pay attention"
R14	"It sometimes reduces my focus because I attend out of obligation rather than genuine interest"

R15	"The students focus more on attendance more then acquiring knowledge"
R16	"A law that enforces attendance doesn't translate into how focused I will be during lessons"

The quality of my note-taking has changed due to mandatory attendance.

26 responses

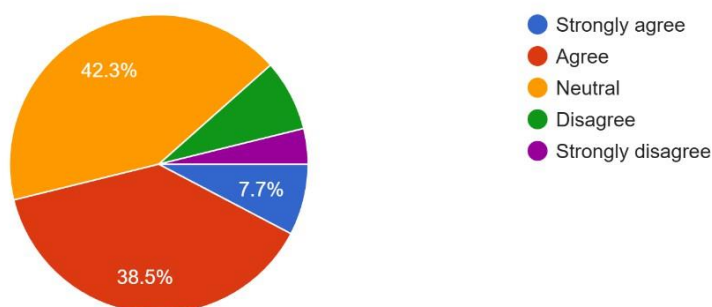


Figure 2.6: The quality of my note-taking has changed due to mandatory attendance

Based on figure 2.6, it appears that the majority (42%) remained neutral about the change in their note-taking quality due mandatory attendance, while 38.5 agree, and 7.7% strongly agree.

Please explain:

Table 2.4: follow-up question 4

Respondent ID	Response
R01	"I'm disagree with this point because our note is our problem having good notes or bad notes is the matter of the learner and of course the big matter is how we acquired the courses and how we prepared for the exams and this is another problem because all this is related to the kind of the teacher and how does he prepare his lessons"
R02	"When all students are forced to attend, some who are not serious can distract others, reducing focus. If attendance were voluntary, only motivated students would come, making the sessions more productive and enjoyable"
R03	"because of my luck of motivation to study"

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R04	"It doesn't always affect it"
R05	"Some notes must be taken directly from the teacher i may be scribbling more than taking notes because im interested and bored"
R06	"Attendance requires accuracy in observations."
R07	"I agree mandatory attendance has affected the quality of my note it depends more on my mood and the significance of the lesson if it deserves taking-notes or not"
R08	"Mandatory attendance has changed my note-taking because I attend all classes and listen carefully. This helps me take better notes and not miss important information"
R09	"Sometimes I take notes, sometimes I don't it depends on the lesson"
R10	"It has nothing to do with it"
R11	"Because i write the main points wich may faccilitate my memorizing"
R12	"My note taking depends more on the teacher's method and my level of interest than on attendance policies"
R13	Comprehension via Attendance
R14	"Again, forcing attendance doesn't translate into not-taking changes"
R15	"I didn't attend the university but I got 14.58"

Mandatory attendance affects how teachers manage the class.

26 responses

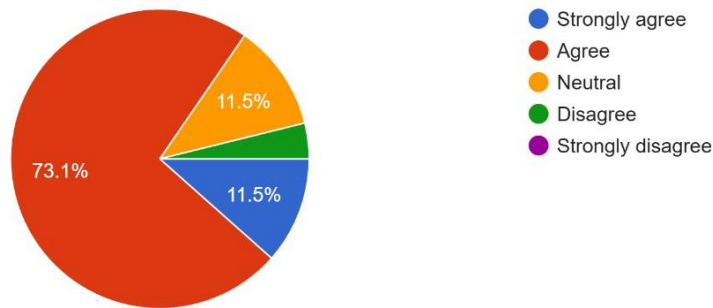


Figure 2.7: Mandatory attendance affects how teachers manage the class.

When asked whether mandatory attendance affects how teachers manage the classroom (figure 2.7) the predominant number (73.1%) agreed, while 11.5% agreed and another 11.5% remained neutral.

I have noticed teachers spending more time handling attendance-related issues.

26 responses

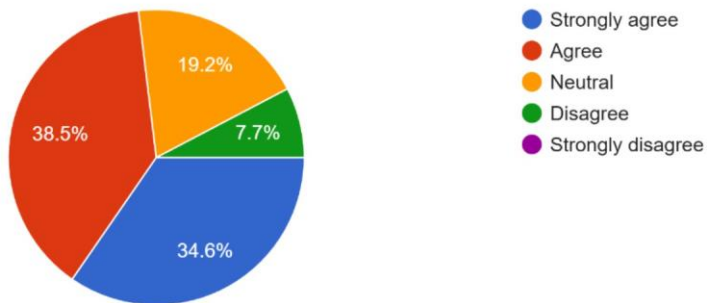


Figure: 2.8. I have noticed teachers spending more time handling attendance-related issues.

When asked about whether their teachers spending more time on attendance-related issues (figure 2.8) 38.5% and 34.6% agreed and strongly agreed, respectively, while 19.2% remained neutral and 7.7% disagreed.

Mandatory attendance sometimes causes tension between students and teachers.

26 responses

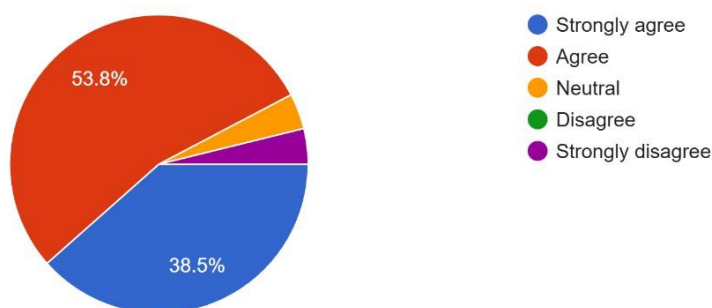


Figure 2.9: Mandatory attendance sometimes causes tension between students and teachers.

Regarding the student-teacher tension (figure 2.9) the majority of respondents (53%) and the remaining 38.5% agreed and strongly agreed, respectively.

Why?

Table 2.5: follow-up question five

Respondent ID	Response
R01	"Because some teachers use it like subjection"
R02	"Mandatory attendance leads some students to come only to avoid penalties or lose points, rather than for learning. Since their attendance is motivated by the rules rather than engagement, it can cause tension between students and teachers"
R03	"creat pressure on student and make it difficult for the teacher to enforce the rules which leads to tension between them"
R04	"because students' marks will get diminished by teachers if they don't attend, and this causes the tension Also teachers blame students for not attending and neglecting some of their sessions.that leads sometimes to altercations"
R05	"Students feel like they are too old to be obliged to attend sessions"
R06	"some teachers use it for their favor against the students and the students rebel"

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R07	"Because he is forced to focus in front of him"
R08	"Because some students feel forced to attend, which can create frustration or resistance"
R09	"because the student didn't attend so teacher will held him responsible for his absence so the tension will appear"
R10	"I agree because mandatory attendance can make students feel pressured. When students are forced to attend, they may become stressed, and this can create tension between them and teachers"
R11	"Students feel forced and teachers insist on rules, which creates pressure Because it leads to misunderstanding between teachers' expectations and students' needs."
R12	"Sometimes students live far away so they don't attend and when they do it they find themselves in a tight spot bcz they needs a strong alibi like sickness or something or else the professor would not accept it"
R13	"some students feel forced to attend"
R14	"Because students feel controlled, while teachers are forced to enforce rules, which creates frustration on both sides"
R15	"The student is always afraid of being excluded"
R16	"forcing a student to attend may cause aggressive behaviors towards the teacher"
R17	"The teachers spending time and strong effort to do their duties finally they find huge number of absent students"

I often attend classes physically but do not engage mentally

26 responses

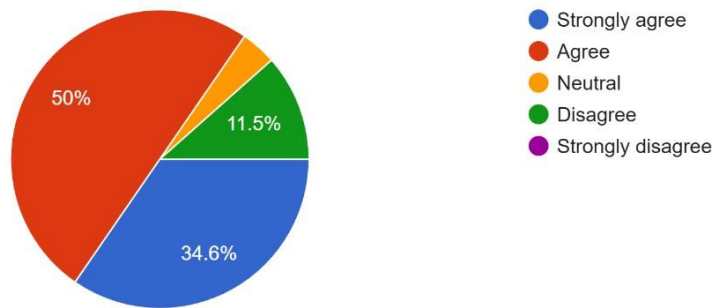


Figure 2.10: I often attend classes physically but do not engage mentally.

When asked about mental and physical engagement, under mandatory attendance (figure 2.10) 50% claims that they attend physically and do not engage mentally, while 34.6% strongly agreed with that and 11.5% disagreed.

How?

Table 2.6: follow-up question 6

Respondent ID	Response
R01	"Because the teacher come just for the attendance and he didn't prepare the course very well and he don't matter if his learners has acquired the lesson very well or not, and the most common method they use is to read what they found on the internet as I already mentioned"
R02	"Yes, attending physically does not always ensure mental engagement, because focus depends on motivation, mood, and energy. Lack of breaks, such as not having time to eat, can further reduce participation"
R03	"sometimes i attend classes but without my mind maybe focuss another thing"
R04	"When I don't feel well , sick or uncomfortable, my mind will certainly zone out"
R05	"The lesson/the teacher could be boring"
R06	"i just go to mark my attendance nothing else"
R07	"My thoughts are outside the classroom"

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R08	"absence minded"
R09	"For me depends on the how the teacher create the lesson"
R10	"motivation will disappear so focus becomes least"
R11	"I am present in class, but I do not always concentrate on the lesson."
R12	"I sit in class but think about other things or use my phone just boring"
R13	"Mood swings"
R14	"lack of interest, passive teaching methods, fatigue, and distractions reduce my ability to concentrate and actively participate"
R15	"Most of the times I'm mentally exhausted and can't really focus or engage in class"
R16	"I may be present in class, but distracted, tired, or not interested, so I don't actively process the lesson"
R17	"due to many factors such as tiredness, the student may not be able to fully engage mentally"
R18	"Because of my age 44"

I sometimes find ways to avoid classes despite the law.

26 responses

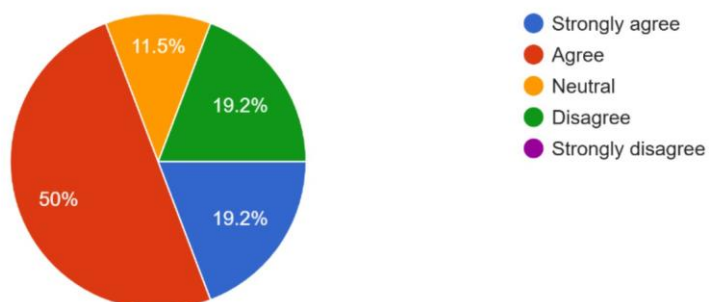


Figure 2.11: I sometimes find ways to avoid classes despite the law.

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According to figure 2.11, 50% of the respondents admitted to finding ways to avoid classes despite the mandatory law, while 19% agreed, 19.2% disagrees and 11.5% remained neutral.

Why?

Table 2.7: follow-up question 7

Respondent ID	Response
R01	"Because the sessions I have passed are always boring and I felt bored the teacher never tried to motivate us and we can't understand what is he trying to do"
R02	"I am not mentally prepared for that session. We are human, and our motivation and focus naturally have ups and downs.."
R03	"For having a health issue or a personal problem"
R04	"I sometimes just don't feel like attending"
R05	"because sometimes i lose my patience or the session will be too long and boring for me to attend without having interest in it"
R06	"Not to the point of avoiding classes"
R07	"Me knowing the teachers"
R08	"I get boring or tired"
R09	"I agree because lack of motivation can make me avoid classes despite the law"
R10	"Because I am not interested or feel the class is not useful"
R11	"Sick or not in the mood or just tried"
R12	"Because some excuses"
R13	"Because strict rules can push students to resist rather than comply genuinely."
R14	"I never did that"

The law has ameliorated my participation during lessons.

26 responses

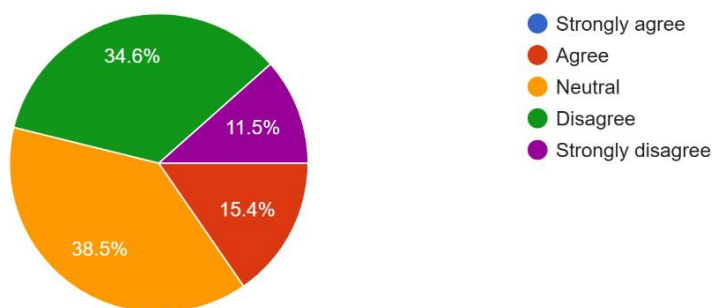


Figure 2.12: The law has ameliorated how I participate during lessons.

When required to answer whether mandatory attendance ameliorated their participation during lessons (figure 2.12) 34.6% and 11.5% disagreed and strongly disagreed, respectively, while 38.5% remained neutral and 15.4% agreed.

The policy affects my ability to manage personal or work responsibilities.

26 responses

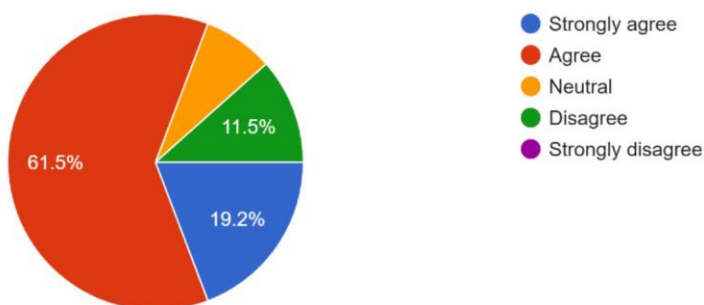


Figure 2.13: The policy affects my ability to manage personal or work responsibilities.

As to the effect of mandatory attendance on their ability to manage personal or work responsibilities (figure 2.13) 61.5% and 19.2% of the respondents agreed and strongly agreed, respectively, that it had an effect, while 11.5% disagreed.

Professors enforce attendance policies consistently.

26 responses

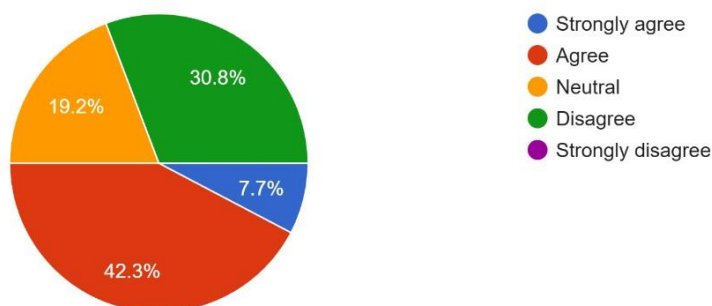


Figure 2.14: Professors enforce attendance policies consistently

According to figure 2.14, 42.3% and 7.7% claimed that the teachers do enforce attendance consistently (agree and strongly agree respectively), while 30.8 disagreed and 7.7% strongly agreed.

Mandatory attendance limits my freedom as an adult learner.

26 responses

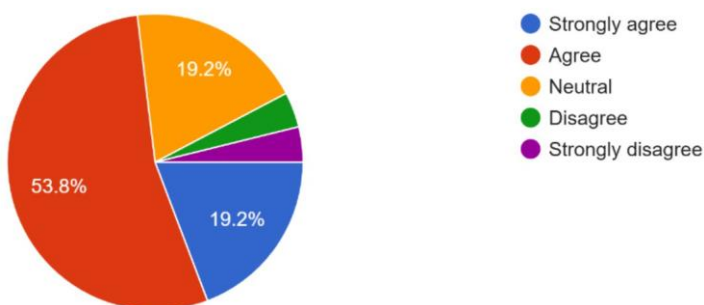


Figure 2.15: Mandatory attendance limits my freedom as an adult learner.

Concerning whether mandatory attendance limits adult learners' freedom (figure 2.15) 53.8% and 19.2% of the respondents agreed and strongly agreed, respectively, while 19.2% remained neutral.

Please explain:

Table 2.8: follow-up question 8

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Respondent ID	Literal Verbatim Response
---------------	---------------------------

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R01	"I think for this point everything is clear it doesn't matter and explanation"
R02	"Yes, because adult learners often have multiple responsibilities, such as work, family, or personal commitments. Mandatory attendance restricts our flexibility and makes it more challenging to manage our time effectively"
R03	"being forced to attendance classes ewduces your flexibility and indepandance which can be frustarting for adult learners who value self directed learning"
R04	"Adults are not just high school pupils ,yet they are people who have responsibilities like jobs or children to take care of..., so it really limits the freedom of learners"
R05	"I have reschedule lots of things from work to personal affairs to family stuff etc"
R06	"Because as an adult learner, I need flexibility. Mandatory attendance sometimes limits my freedom to manage my time and responsibilities."
R07	"No it's normal"
R08	"I feel neutral while it may limit some freedom, it can also provide structure and support for learning."
R09	"because mandatory attendance limits my freedom to organise my learning according to my personal schedule and responsibilities."
R10	"I am neutral because there are both advantages and disadvantages. Mandatory attendance can help students stay disciplined, but it can also limit their freedom."
R11	"As a university student, I should choose when to attend based on my needs"
R12	"As an adult we don't need consistent watching like a kid"
R13	"because I cannot choose when or how to stud"
R14	"As a university student, I should be responsible for my own learning choices, and strict attendance reduces my autonomy"
R15	"I have work and responsibilities that I can't attend sometimes not regarding one's responsibilities causes limitations"
R16	"It doesn't limit my freedom It prevents me to do my job as a teacher and makes barriers"

to get the master certificate”

My relationship with professors has changed due to this law.

26 responses

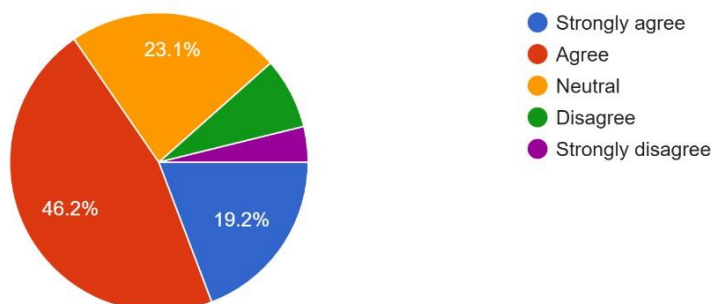


Figure 2.16: My relationship with professors has changed due to this law.

Based on findings displayed in figure 2.16, it seems that 46.2% and 19.2% agreed and strongly agreed, respectively, that their relationship with their professors has changed due to mandatory attendance law, while 23.1% remained neutral.

How?

Table 2.9: follow-up question 9

Respondent ID	Response
R01	“Because some teachers looks on us as an outcast since we're not attending their sessions they looks like they want us to never attend”
R02	“Some teachers do not hesitate to penalize students or give fewer points for being late due to factors beyond our control, such as weather, buses, or delays from the cafeteria, and they close the doors on us even when we make an effort to arrive. This can make students feel frustrated and less willing to engage in their classes”
R03	“boundaries and conduct”
R04	“I get absent only for serious reasons, so I don't face such situations”
R05	“I don't like professors who treat students like a high school student”

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R06	"i have developed tension with some professors who are taking advantage of this policy while i have developed appreciation for professors who showed mercy"
R07	"My lack of participation is hindering my relationship with the professor."
R08	"Normal"
R09	"Just neutral"
R10	"the implementation of the mandatory attendance law has not had a clear or direct impact on my relationship with professors"
R11	"I am neutral because there are both positive and negative changes in my relationship with professors."
R12	"It feels more strict and less flexible"
R13	"I guess we feel more relaxed with the professors who doesn't enforce it"
R14	"It has made interactions more formal and sometimes tense, especially when attendance becomes the focus instead of learning"
R15	"My teachers were very sympathetic and understanding persons"

Mandatory attendance has made classrooms more orderly.

26 responses

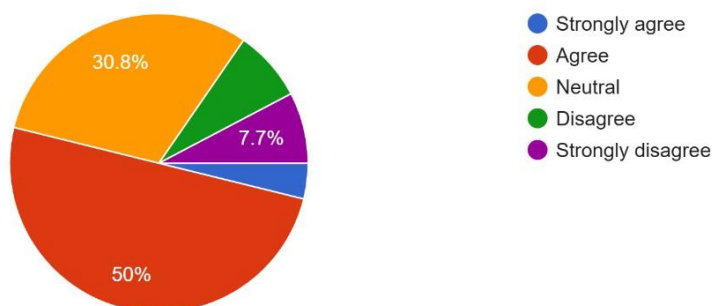


Figure 2.17: Mandatory attendance has made classrooms more orderly.

According to figure 2.17, when asked whether mandatory attendance has made classrooms more orderly, 50% of the respondents disagrees, 30.8% remained neutral, and 7.7% strongly disagreed.

2.3.2. Analysis of the Teacher Interview

This section presents the qualitative analysis of semi-structured interviews conducted with five English language instructors at the University of Ghardaïa. The interviews explored teachers' perceptions of the mandatory attendance policy and its impact on motivation, classroom dynamics, and teaching practices. All interviews were audio-recorded and transcribed verbatim. A hybrid thematic-content analysis approach was used.

Q1. If you could design a perfect class for effective teaching, how many students *table 2.1: would you include both in an amphitheatre and in a regular classroom setting?*

Participant	Verbatim Response
Participant 01	The number of the students won't matter that much to me, it is the role of the teacher to control the classroom, it is about classroom management."
Participant 02	"The number doesn't matter there is no way that all students will attend in the amphitheatre, in but for classroom setting for a tutorial session I believe that 20 students are enough."
Participant 03	"Okay to me I think that the perfect classroom would contain from 10 to 20 students yes so that there is interaction and feedback and exchange between the students and so on. In the amphitheatre is should not exceed 50 students."
Participant 04	"For the regular classroom setting I think up to 15 no more than 15 from 12 to 15 students this is my ideal number for me from my personal experience, for the amphitheatre I don't have a precise number of students it doesn't matter for me."
Participant 05	"The number is just a number, it depends on the quality of the students, so in classrooms I prefer 20 students or 25, but sometimes you can have 30 students that are better than having class with 10 or 20"

Table 2.11: Q2. When your class becomes noisy or distracted, how do you usually handle the situation?

Participant	Verbatim Response
Participant 01	I would try to grab their attention again, with looking at them, talking to them... ."

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Participant 02	"I might clap my hands, might do like this {snaps her fingers} might start counting 5, 4, 3, 2, 1 .
Participant 03	If there is so much noise in the class and so much disturbance in the class I usually clap hands for example to make them pay attention sometimes I even give remarks to some people talking or not paying attention or even intimidate them if they exaggerate.
Participant 04	"I should keep calm in a more practical way, teachers need to talk to them by the end of the session I shouldn't give them this interest within the session because they are going to make it as a habit. ...I finish my lesson; I try to warn them in a gentle way and then by the end of the session I talk to them individually to diagnose what's the problem
Participant 05	"There are a lot of techniques, the teacher behave calmly, behave in a self-confident way so if the teacher has a strong personality, he can show some body movements or gesture that manage the classroom like eye contact, change of the voice, the tone, gestures, facial expressions, so as far as you can manipulate or you can master, you can control you behaviour so you can control the behaviour."

Table 2.12:Q3. How does the fact that they're adults influence how you manage it?

Participant	Verbatim Response
Participant 01	"It doesn't have much effect since usually the adults are easier to deal with
Participant 02	"It influences a lot of things in classroom management. Although they are adults but the idea of being adults has changed a lot, their only example of freedom and adulthood is to be rude with the teachers or being rebellious"
Participant 03	"Indeed, so normally adults should be responsible, should be mature, should be less noisy than younger learners dealing with adults I think it's easier you can talk to them reasonably and they can understand. I think it has nothing to do with the age I think the teacher has to impose oneself in the classroom regardless of the age.
Participant 04	"Actually, for adults we need to dialogue them, so there is no other way. I can't talk to them in a severe or serious way because they are adults as you said
Participant 05	"Usually, adults don't behave badly...the problem with adults is not a big problem...

Table 2.13:Q4. How do you feel when your class includes both highly motivated students and

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others who seem less interested?

Participant	Verbatim Response
Participant 01	"It is normal, the teacher should be prepared for less motivated students"
Participant 02	"I rely on highly motivated students to make the classroom manageable, I work with teams and pair work a lot, I make sure that in each team there is one motivated student to explain and influence the others."
Participant 03	"I guess it is difficult to find a class with only highly motivated students I mean most of the classes contain students with different motivation levels and I think it is the teacher's job to implicate those less motivated students in the lesson..."
Participant 04	"Actually, this is a challenge for teachers...we need to find solutions, sometimes we need to vary the tasks, we need to vary the way of lecturing or the way of instructing but this can be possible just in case of small sized classes..."
Participant 05	"The teacher in this case should do his or her best to encourage less motivated students and not to focus on motivated students or strong students only...it is a challenge yes..."

Table 2.14:Q5. Does the gap between highly-and less motivated students affect your teaching experience?

Participant	Verbatim Response
Participant 01	"No, again, the teacher should be expecting both highly and less motivated students."
Participant 02	"Yes, a lot..."
Participant 03	"To some extent yes, the difficulty lies in the fact that highly motivated and well-informed students with good level can grasp the information more quickly whereas the teacher would make more effort when explaining a piece of information or a concept to lower-level students..."
Participant 04	"Surely, yeah it does. To a certain extent, to a bigger extent since students for example I always recommend to have classes with... close abilities to each other (students)...even the talk the TTT the Teacher's Talk Time is affected by this....in a way, it is a bit challenging."

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Participant 05	"It affect yes, but the teacher should minimize the negative effect of this gap..."
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Table 2.15:Q6. In your experience, do distracted or disengaged students affect the flow of your lesson or the learning atmosphere?

Participant	Verbatim Response
Participant 01	"To a certain extent, yes,...they do affect the flow of the lesson..."
Participant 02	"...They make me feel guilty that I'm not able to attract them to the session. If the majority of the students are uninterested this will make me very angry, If I have given them a work to do and they do not do it and if I'm basing my session on their participation this will affect the flow of the session."
Participant 03	"As long as they don't disturb their classmates, being distracted is not a big deal ...when these distracted students try to make a show and try to disturb the flow of the lesson, this would cause a problem..."
Participant 04	"Yes, they do. Because they are components and elements of my teaching process, so I need to take care of them ..."
Participant 05	"Yes if the teacher focuses on them, he will feel frustrated because they are not helpful, they are not helping or they are not useful in this case the teacher feels stressed..."

Table 2.16:Q7. In your opinion, does the policy of mandatory attendance benefit the students, the teachers, both, or neither? Why do you think so?

Participant	Verbatim Response
Participant 01	"... It benefits the students, because sometimes, their exam marks are catastrophic so the marks from attendance, participation... helps them and it helps the teacher while evaluating his student..."
Participant 02	"...It will affect the students more {6 mins of discussion about attendance} The teacher is not going to be harmed by this, it's the student who will be harmed by the idea of not attending. {3 mins of discussion of the teacher's benefits} now the management of the classroom, the motivation of the teacher, the motivation of the student, the flow of the lesson will be different from a classroom where you have a full class. It is beneficial for the teacher also."
Participant 03	"I think yes it is beneficial for both...when teachers work in a class full of students it is a motivating thing actually as a teacher I feel happy when I see a classroom full of students

...I think yeah this will have a positive impact on their (students) marks."

Participant 04 "Both. Yeah. Actually, in our context, English is a foreign language not yet a second language, so the exposure to this language is really rare you can say it is really limited ... where do they listen to English? Where do they communicate using English? ...for teachers? At least I know my students this is the least thing, I know them, I feel them, yeah and in assessment also, how do I know? Is this response or these answers are really reflecting his abilities? His real abilities? Did he copy it from somewhere?"

Participant 05 "...It is not beneficial for the teacher...if they attend, they will profit and they will acquire, learn whatever presented in these classes ..."

Table 2.17:Q8. From your perspective, have you observed any changes in students' attitudes or motivation since the implementation of the mandatory attendance law?

Participant	Response
Participant 01	"Yes, with L1 students. If you force them to attend they will rebel by not engaging"
Participant 02	"They are afraid, they are coming because they are afraid that's the attitude ..."
Participant 03	"Indeed, some students care more about the marks than about the content or the knowledge that they take from the class they attend. And unfortunately, some of students they attend to mark their physical attendance while they are absent minded and sometimes, they come late just to say that: {we are here} out of fear of exclusion they attend but they are not fully engaged in the lessons ...yes, actually many students are not happy about the mandatory attendance. ..."
Participant 04	"Actually, the students are not really respecting this mandatory attendance especially for this month (Ramadan, after the exams, second year students for example and masters' students are not attending with massive way but L1 students are attending..."
Participant 05	"Yes, if I compare last year and this year, I think there is improvement in attendance so last year sometimes I don't teach any class because most of the students are absent during Ramadan or anyway but in this year, there are at least a considerable amount of students who are attending thinking that this will affect their evaluation ..."

Table 2.18:Q9. In what ways, if any, do you think mandatory attendance influences how you plan or deliver your lessons?

Participant	Response
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Participant 01	"It doesn't affect my lessons, no."
Participant 02	"...I will say that the management of the classroom and the motivation of the teacher himself changed, the same class, the same topic was done last year with 3 or 4 students is different from this year doing it with a group of student, when I prepare for the lecture, I will think about enjoyable, engaging, fun tasks to do because I know that there will be attendance that will guarantee such flow in the classroom..."
Participant 03	"I think planning the lesson has nothing to do with the attendance or the compulsory attendance the lesson is planned the same way whether there is one student or 30 students for me...."
Participant 04	"Yes it does but in what ways? Actually, when I find students there and having attention and they are attentive and they are interested in my classes maybe it motivates me, yeah, it motivates me..."
Participant 05	"It doesn't change anything."

Table 2.19:Q10. How do you perceive the relationship between attendance and academic performance among your students?

Participant	Verbatim Response
Participant 01	"The students that attend are more likely to have better academic performance, they get 17, 18, 19, even 20 and it is their work, not using Chat GPT, while the others won't surpass 5, 7 sometimes 1, 2 and the 1 or 2 points are given just to help them. But there are some students that don't attend and get good marks."
Participant 02	"...I'm afraid that there is a relationship between attendance and the performance of the student, the less you attend the less you performance I speaking logically...you do not attend but you get your degree at the end and you move from one level to the other easily if you don't get your mark in the normal session, you will have it in the make-up session if it's not in the make-up session you will have it in the resit exam..."
Participant 03	"it depends on the module that is being taught, it depends on the questions the teacher put in an exam, generally teachers give handouts to the students if the exam questions are all obtained from the handouts and all the answers are contained in the handouts, I think this may not cause a problem to those who don't attend...but if the questions are from what have been dealt with during the session and are not contained in a handout yest this may make a difference."

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Participant 04	"It is highly important this relationship because as I teach you here we are teaching foreign language and the foreign language depends on exposure
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Does the marks reflect the actual performance ? : no...it's never reflective."

Participant 05	"Yes they know when they attend they will not just satisfy the teacher they will also satisfy their needs."
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Table 2.20:Q11. Have you noticed any differences in students' participation or engagement before and after the enforcement of the attendance law?

Participant	Verbatim Response
Participant 01	"... No, I haven't noticed any."
Participant 02	"Yes there's difference ..."
Participant 03	"Haven't noticed any difference because those who are interested in studying and they are eager to learn new things they are generally fully engaged they participate and so on and those who are not interested so whether they are obliged to attend or not this doesn't make a difference."
Participant 04	"I told you no students are acting or behaving the same way before and after...but at least they are there..."
Participant 05	"...I don't see any difference in participation before this decision or after...it is not noticeable at all..."

Table 2.21:Q12. What recommendations would you make to policymakers or university administrators to improve the balance between attendance enforcement and student autonomy?

Participant	Verbatim Response
Participant 01	"I think that the administration should be strict with the policy, but leaving room for flexibility to the students with the teacher..."
Participant 02	"...I think that idea of attendance is very important ...students must understand what discipline is."
Participant 03	"I totally agree with the law that has been imposed...attendance is very important... universities can follow and evaluate their attendance based on their electronic signature

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	of the student, they can tell how many students are attending and how many are not attending it will be easy to be fair with all the students and to be objective way, On the other hand I think the teacher should level up if we can say the quality of the questions that are being asked in the exams and not direct stupid questions they should give analytical questions and questions that demonstrates students critical thinking and their genuine understanding of what has been delivered in class...”
Participant 04	“Actually, my first very problem is the large sized classes, so we recommend that classes should be realistic no more than 15 or 14 and it is enough for us...The teaching should be hybrid, we should have online and on site, but in this case most of them won’t come... We should be humane...”
Participant 05	“...the teacher shouldn’t give much part of evaluation to the attendance ...if the teachers use it as a part of punishment learners will focus just on attending rather than performance. If the teachers give much importance on the performance without ignoring the importance of attending the learners will give much significance to perform better and to show significant achievement...”

Table 2.22:Q13. From your experience, does mandatory attendance affect how well students understand the lesson?

Participant	Verbatim Response
Participant 01	“For understanding? Yes, it affects the students’ understanding, but for engagement and participation, no, it doesn’t...”
Participant 02	“...if all students are highly motivated and good students I would say no, but we are not dealing with highly motivated students...”
Participant 03	“Of course, yes. Attending gives students more opportunities, bigger chances to understand the lesson that is being delivered also give them chance to ask questions if they may face ambiguity in the information they obtained from the teacher. Of course, if they are fully engaged not just physically present and morally of mindly absent and indeed attending classes is more beneficial than skimming them...”
Participant 04	“Yes it does. In what way? : note taking, and there are teachers who don’t really rely on the handout and here is the controversial question do we have to give the students handouts or we let them take notes?...”
Participant 05	“We talked about that before, we said that at the beginning maybe the students come to the classroom in order to mark or show their presence but after finding the lecture is interesting, beneficial, they may engage and change the purpose from just being physically present to an active agent in the classroom...I know some of them (students)

just want to attend to get high marks but in the classroom they find it interesting to participate and they benefit...

Yes they are obliged to study, but when they find the situation is encouraging and active they tempt to participate and work to achieve better..."

2.3.2.1. Analytical Procedure

The analysis followed three stages: (1) initial coding of responses into meaningful units, (2) grouping codes into themes, and (3) considering frequency across participants to strengthen interpretation.

Attendance as Physical Presence vs Genuine Engagement

All participants emphasized that attendance increases physical presence but does not guarantee engagement. Students often attend out of obligation rather than interest. For example: 'They attend to mark their physical attendance while they are absent minded.'

Motivation, Fear, Compliance, and Conditional Engagement

Motivation is largely driven by external pressure. One teacher stated: 'They are afraid... that's the attitude.' However, engagement can improve if lessons are interesting.

Impact on Classroom Dynamics and Management

Disengaged students can disrupt lesson flow. Some teachers see this as a challenge affecting classroom atmosphere, while others consider it part of the teaching role.

Attendance and Academic Performance

All teachers acknowledged a relationship between attendance and performance, though some noted it depends on teaching methods and assessment design.

Teacher Experience and Instructional Practices

Some teachers reported no change in lesson planning, while others felt more motivated when attendance increased.

Autonomy, Discipline, and Policy Perception

Teachers support discipline but also call for flexibility. The policy is seen as necessary but should be balanced with student autonomy.

Attendance increases presence but not necessarily engagement. Motivation, teaching quality, and classroom interaction remain key factors influencing learning outcomes.

2.3.3. Analysis of the Observation Grid

The data collected from the classroom's observations, across 12 academic sessions with 2nd year Master's students in the Department of English at University of Ghardaïa (Academic Year 2025 – 2026) is presented through a statistical analysis and then discussed in relation to the research questions of the study. The main purpose of this study was to investigate the consequences of obligatory attendance in Higher Education in Algeria.

In particular, this analysis considers the following Research Questions and Hypotheses:

Research Question 1 (RQ1): How has the implementation of mandatory university attendance in Algeria influenced student lesson comprehension in lectures and practical sessions?

Hypothesis 1 (H1): Mandatory attendance may be associated with a decline in second-year Master's students perceived lesson comprehension.

Research Question 2 (RQ2): How do university teachers perceive the policy's impact on their classroom management?

Hypothesis 2 (H2): Instructors may report increased classroom management burden (e.g., more off-task behaviour, disciplinary incidents, or reduced instructional time) under the policy.

Table 2.23: Descriptive Statistics

Variable	Mean	Interpretation
Attendance	~49%	Moderate
Noise	2.08	Noticeable
Off-task	1.75	Moderate
Engagement (Regular)	3.00	High
Engagement (Others)	0.83	Low
Teacher Interference	2.00	Noticeable

Table 2.24: O.A vs N.O.A Comparison

Variable	O.A	N.O.A
Attendance	~63%	~46%
Noise	3.5	1.8

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Off-task	3.0	1.5
Engagement (Regular)	1.5	3.3
Teacher Interference	3.5	1.7

To look at the relationships between the independent variable and two dependent variables of the study, raw observation records were prepared for quantitative analysis.

In SPSS, two types of correlation were performed: Pearson's Product-Moment (r) (table .25) and Spearman's Rank-Order (ρ) correlation (table 2.26), the latter being used due to the ordinal nature of the observation scales.

Table 2.25: Means, Standard Deviations, and Pearson Correlation Coefficients (N = 12)

Variable	M	SD	1	2	3	4	5	6
1. Student Attendance	46.42	16.56	—					
2. Noise Level	1.96	1.44	.783**	—				
3. Off-Task Behaviour	1.71	1.21	.769**	.963**	—			
4. Engagement (Regular 7)	3.04	1.45	-.630*	-.864**	-.832**	—		
5. Engagement (Others)	0.83	1.34	-.414	-.403	-.454	.331	—	
6. Teacher Interference	2.08	1.62	.731**	.934**	.921**	-.901**	-.460	—

Note. N = 12 sessions.

* Correlation is significant at the 0.05 level (2-tailed).

Correlation is significant at the 0.01 level (2-tailed).

Table 2.26: Spearman Rank Correlation Coefficients (N = 12)

Variable	1	2	3	4	5	6
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1. Student Attendance	—				
2. Noise Level	.732**	—			
3. Off-Task Behaviour	.724**	.943**	—		
4. Engagement (Regular 7)	-.524	-.843**	-.811**	—	
5. Engagement (Others)	-.418	-.299	-.275	.182	—
6. Teacher Interference	.684*	.956**	.932**	-.875**	-.291 —

Note. N = 12 sessions.

* Correlation is significant at the 0.05 level (2-tailed).

Correlation is significant at the 0.01 level (2-tailed).

2.4. Discussion of the Results

The main objective of the present study is to take into account the impact of forced attendance norms in the university of Ghardaïa on the students' learning and teacher's performance. The correlation coefficients show strong significant relationships in support of both the research hypotheses.

The first research question is on the influence of obligatory attendance on students' lesson comprehension, in this study, classroom engagement serves as an indicator for the latter with a consistent representation of the “Regular seven” subjects who represent the active core of the group. Literature in the field demonstrates that classroom engagement is necessary for lesson comprehension and cognitive processing of content.

The Pearson correlation matrix shows that there is a strong statistical significant relationship and negative correlation between the **Student Attendance** and the **Engagement of the “regular seven”** ($r = -.630$, $p = .028$). This translates to the more student attendance increases, the less the regular seven engage in the classroom. This significant negative correlation is highlighted by the open ended questionnaire data, where the decline in engagement reflects the shift from attending out of genuine interest in the class to attending for compliance, where student R11 (table 2.3) stated: “I attend physically, but I am often distracted or tired”, while student R06 (table 2.6) said that: “forced attendance gives you the opportunity to hear the lesson, but understanding depends on your attention and interaction, not just your physical presence”. These quantitative findings go hand in hand with the researchers' assumption that mandatory attendance renders students passive and affects negatively their cognitive engagement. This further corroborates with answers

by teacher participants to Q8, where participant 03 during the semi-structured interview, where he stated that: “some of students they attend to mark their physical attendance while they are absent-minded... out of fear of exclusion they attend but they are not fully engaged in the lessons”, while participant 01 claimed that forcing uninterested students can cause them to “rebel by not engaging.”

This negative correlation can be explained when looked at in the context of environmental issues associated with larger classes:

Student Attendance has a strong and positive correlation with **Noise level** ($r = .783$, $p = .003$) and **Off-Task Behaviour** ($r = .769$, $p = .003$). these statistical data indicate a degradation of the learning environment, which can be interpreted with more depth through qualitative data from the student questionnaire, where student R 02 (table 2.4) said, highlighting the negative effect of peer- distraction: “when all students are forced to attend, some who are not serious can distract others, reducing focus.”

In turn, **Noise Level** ($r = -.864$, $p < .001$) and **Off-Task Behaviour** ($r = -.832$, $p = .001$) are strongly and negatively correlated with Regular Student Engagement.

The numbers suggest that forcing unmotivated students, who are only motivated physically, into the classroom can bring about a distracted chaotic learning environment. This kind of attendance represents a source of distractions that disrupt the students’ cognitive process and interrupt them while trying to follow the lectures. In noisy learning settings comprehension of complex English language elements, especially at Master’s level, is compromised.

For this reason, the first hypothesis of the study (H1), which states that “obligatory attendance may be associated with a decline in second-year Master’s students’ perceived lesson comprehension” is confirmed by the statistical and qualitative data, where they revealed that mandatory attendance is clearly associated with a decrease in student engagement in the classroom, which has a negative impact on lesson comprehension.

Regarding our second question, which probes about the instructional demands and classroom management problems teachers encounter under mandatory attendance policy, the corresponding hypothesis (H2) suggests that teachers experience higher management burdens which involve dealing with off-task behaviours, disruptions, and loss of teaching time.

The evidence from the statistics supports H2 as follows:

The correlation between attendance and Teacher Interference is strong, positive, and significant ($r = .731$, $p = .007$; Spearman $\rho = .684$, $p = .014$). This means that for classes with a large number of students attending, there is a higher need for corrective actions by the teacher.

Teacher Interference seems to be perfectly correlated with Noise Level ($r = .934$, $p < .001$; Spearman $\rho = .956$, $p < .001$) and Off-Task Behaviour ($r = .921$, $p < .001$; Spearman $\rho = .932$, $p < .001$). This implies that teachers are in a reactive loop. They are forced to waste

valuable teacher time by getting constantly interrupted to address discipline issues, off-task behaviour, and lack of order. These statistics regarding the teachers' disciplinary burden is clearly mentioned in the interviews, where, as an example, teacher participant 02 (Q 02) stated that he would resort to non-verbal cues and countdowns to get his students' divided attention: "I might clap my hands...might start counting 5, 4, 3, 2, 1, to regain focus", while participant 03 said that he would explicitly give remarks or, even, "intimidate them if they exaggerate."

The high negative correlation between Teacher Interference and Students' Engagement ($r = -.901$, $p < .001$; Spearman $\rho = -.875$, $p < .001$) demonstrates the cost of the disruption of the class. The frequency of teacher interventions interrupts the lesson flow, distracts students, and decreases active learning time. Qualitative interview responses to (Q 6) explain this, where participant 01 said that disengaged students "affect the flow of the lesson" while participant 06 contended that passive students "leave the teacher frustrated. and stressed"

Based on data from tables 2.5 and 2.9, it appears that forcing students to attend can be detrimental to the student-teacher relationship, where students R02 and R16, respectively, stated that: "it can cause tension between the teacher and the students" and that: "forcing a student to attend can cause aggressive behaviours toward the teacher". When attendance becomes the focus rather than genuine engagement, interactions become "more formal and sometimes tense" as student R14 stated, which is statistically captured through a dominant teacher interference of ($r = .731$).

The triangulated, quantitative and qualitative, findings of the study revealed that the teacher's role changes from a facilitator who delivers content to a disciplinary monitor when the students are compelled to attend. The majority of students, under this policy, only attend for administrative purposes and, consequently, the learning environment is disrupted.

therefore, it can be said that Hypothesis 2 (H2) is accepted. That is to say that, with high attendance, the burden of classroom management is sharply increased for instructors.

2.5. Conclusion

This chapter dealt with research design where it described briefly the methodology and data collection and analysis methods. Furthermore, the chapter dealt with the data analysis and discussion, which involved the data collected by means of three instruments the student questionnaire, the teacher interview, and the observation grid.

General Conclusion

The main objective of this mixed-methods case study was to investigate the pedagogical and implication of the policy on the mandatory attendance in universities in Algeria in general and the University of Ghardaïa in particular for second-year Master's students and professors in the Department of English at the University of Ghardaïa. This study focused on how students perceived the lesson and how their teacher managed his/her class during a period of time when students were required to attend a lesson, when the topic of discussion was institutional compliance vs. student autonomy as an adult learner. The triangulation of quantitative classroom observation data with the qualitative data obtained from student questionnaires and semi-structured interviews with teachers allowed an evaluation of the effects of the policy to take place.

As for the first research question, the results confirmed Hypothesis 1, which suggested that mandatory attendance does not automatically lead to better cognitive engagement and/or the comprehension of lessons. The attendance rate of students was found to be significantly negatively correlated with active engagement in class ($r = -0.630$, $p = .028$) as revealed by quantitative analysis. Qualitative data of the increased pattern towards passive "presenteeism" and rule compliance validated these statistical findings. The students and teachers, alike, reported that while administrative policy added to physical seat-time, it simultaneously promoted cognitive disengagement among students besides distraction and passivity.

This decline in learning quality was further exacerbated by a significant inflation in environmental disruptions, including elevated classroom noise levels ($r = .783$) and widespread off-task behaviours ($r = .769$), which collectively undermined the focused atmosphere necessary for complex post-graduate language learning.

Regarding the second research question, the results supported Hypothesis 2, establishing that mandatory attendance sharply accelerates the classroom management burdens imposed upon instructors. The study found there to be a high positive and significant correlation between required teacher interference and attendance rates ($r = .731$, $p = .007$), and a near-perfect positive and significant correlation between attendance and noise levels ($r = .934$) and between attendance and off-task activities ($r = .921$). teachers also indicated that implementing the rules posed a challenge to them when it came to actively participating in learning experiences as they had to consume time in non-verbal cues, behaviour management and disciplinary monitoring, instead of spending it on real teaching time. Furthermore, limiting adult autonomy and interacting with formality affected negatively the relationship between teacher and student, where it diminished the trust and co-operative nature of the teacher-student relationship required for the seminar-type of Master's level lesson flow.

Finally, this study demonstrated that it is not enough for students to be physically present in the university to be cognitively and socially-emotionally engaged. In advanced EFL settings (Master's) the rigid rules for compliance (mandatory attendance) alter the main role of the

General Conclusion

university teacher from academic facilitator to a monitor of adult students' behaviour and transform the adult learner from a self-directed, autonomous, learner to passive recipient of information. While such administrative policies may succeed in filling seats in classes, they may do it at the expense of the leaning and the environment quality. Findings from this study suggest that policymakers need to shift the focus of higher education institutions from mandatory to a more flexible type of attendance. Instead, universities should implement an attendance framework that respects adult learners' autonomy and, simultaneously, saves the teachers the time and effort they would spend giving remarks or even engaging with demotivated students in disciplinary conflicts, and mor importantly, to foster natural student participation via good quality, engaging lessons.

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Appendix A



University of Ghardaïa
Faculty of Letters and Foreign Languages
Department of English

Teacher Semi-Structured Interview Guide

This semi-structured interview guide is designed for 20–30 minute interviews with the English language department professors of Ghardaïa university. The questions aim to explore teachers' perceptions regarding the aftermath of Algeria's compulsory university attendance policy, its influence on student motivation, and its impact on classroom dynamics and teaching effectiveness.

By: Mouade Oulad Brahim and Mohammed Lamine Tefs
Supervisor: Dr. Tarek Ghodbane
Academic Year: 2025–2026

Questions

1. If you could design a perfect class for effective teaching, how many students would you include both in an amphitheatre and in a regular classroom setting?
2. When your class becomes noisy or distracted, how do you usually handle the situation?
3. How does the fact that your students are adults influence how you manage the classroom?

Appendices

4. How do you feel when your class includes both highly motivated students and others who seem less interested?
5. How does the gap between highly- and less motivated students affect your teaching experience?
4. In your experience, how do distracted or disengaged students affect the flow of your lesson or the learning atmosphere?
5. In your opinion, does the policy of mandatory attendance benefit the students, the teachers, both, or neither? Why do you think so?
6. From your perspective, have you observed any changes in students' attitudes or motivation since the implementation of the compulsory attendance law?
If so, what were they?
7. In what ways, if any, Do you think mandatory attendance influences your lesson plan and delivery?
8. How do you perceive the relationship between attendance and academic performance among your students?
9. Have you noticed any differences in student participation or engagement before and after the enforcement of the attendance law?
10. What recommendations would you make to policymakers or university administrators to improve the balance between attendance enforcement and student autonomy?
11. From your experience, how does mandatory attendance affect how well students understand the lesson?

Please, say why?

الملخص

في الآونة الأخيرة، أصبحت السياسة الإلزامية لحضور الدروس الجامعية إجراءً مثيراً للجدل في التعليم العالي، إذ إنها تهدد استقلالية المتعلم البالغ لصالح الامتثال الإداري، حيث يقتصر دور الطلاب على الحضور الجسدي دون الإدراك المعرفي التابع من رغبة حقيقية في التعلم. وتحاول للدروس، وعلى إدارة الأساتذة للأقسام (EFL) الدراسة الحالية استقصاء أثر هذه السياسة على استيعاب طلاب اللغة الإنجليزية كلغة أجنبية داخل قسم اللغة الإنجليزية بجامعة غرداية. ومن خلال التركيز على طلاب السنة الثانية ماستر، اعتمدت الدراسة على منهج وصفي مختلط (كمي ونوعي)، حيث وظفت ثلاث أدوات لجمع البيانات: استبياناً للطلاب، ومقابلة مع الأساتذة (للحصول على رؤية نوعية)، والملاحظة بالمشاركة (لجمع بيانات كمية عبر معامل ارتباط سيرمان وبيرسون). وأظهرت النتائج وجود ارتباط سالباً دالاً إحصائياً بين معدلات الحضور المرتفعة والسلوك ($r = .783$) وارتباطاً موجباً بين معدل الحضور ومستوى الضوضاء ($r = -.630, p = .028$) والمشاركة الفعالة للطلاب على التوالي. كما بينت النتائج توافقاً بين البيانات الكمية والنوعية، حيث كشفت الإجابات الواردة في ($r = .769$) الخارج عن نطاق الدرس المقابلات والاستبيانات أن التوتر في العلاقات وسلوكيات الطلاب البالغين الخارجة عن نطاق الدرس — والناجمة عن معاملتهم كأطفال — أدت إلى تحول دور الأستاذ من موجه وميسر للعملية التعليمية إلى مراقب للسلوك. وبناءً على هذه النتائج، توصي الدراسة الإداريين وصناع القرار بالانتقال من تطبيق إجراءات الحضور الإلزامية الصارمة إلى اعتماد مرونة أكبر تحترم استقلالية المتعلم البالغ، وتعزز الدافع الداخلي الحقيقي لدى المتعلمين من أجل حضور طبيعي تلقائي، وبالتالي خلق بيئة تعليمية أكثر حيوية تدعم التفاعل المعرفي والذهني.