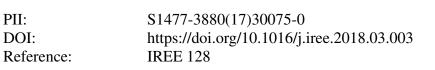
# Accepted Manuscript

Title: Class attendance and academic performance: A subgroup analysis

Author: Ishita Dey



To appear in:

Received date:	19-8-2017
Revised date:	15-3-2018
Accepted date:	15-3-2018

Please cite this article as: Dey, Ishita, Class attendance and academic performance: A subgroup analysis.International Review of Economics Education https://doi.org/10.1016/j.iree.2018.03.003

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.



### CLASS ATTENDANCE AND ACADEMIC PERFORMANCE: A SUBGROUP

## ANALYSIS

#### **Corresponding Author:**

Ishita Dey, Ph.D. Lecturer Department of Economics Boston University, 270 Bay State Road, Boston, MA 02215 Phone: (617) 353-4458 E-mail: idey@bu.edu

#### Abstract

My paper contributes in two ways to the existing literature that examines the impact of attendance on exam performance. First, I analyze new, longitudinal data on students from a large public university in the US. Second, I investigate whether the average attendance effect varies by a student's race, gender and level of preparedness for the course. My results suggest that attending class has a positive and significant effect on exam performance. This effect is robust across specifications. Additionally, I find that the average attendance effect is not uniform across subgroups of students. Males, Non-whites, students who have completed the prerequisite class at another institution, received a lower grade in the prerequisite, taken the prerequisite a while back, or have a lower overall GPA to begin with enjoy higher returns from attending class. The results suggest a role for policies that encourage attendance, preferably through active learning techniques.

Keywords: Class Attendance, Subgroups, Fixed Effects, Random Effects

JEL Classification Code: A22, I21

Download English Version:

# https://daneshyari.com/en/article/6841832

Download Persian Version:

https://daneshyari.com/article/6841832

Daneshyari.com