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## **A SOLUTION FOR STUDENTS' PROBLEM ON DISCIPLINE: LATECOMERS AND ABSENTEES OF LECTURE ATTENDANCE**

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### **ANNOUNCEMENT**

- 2017 International Conference on Quality of Life will be held in Penang Malaysia. We will soon be accepting applications for submissions.
- Proceedings as well as photos and other information from this year's conference can be found on our website.

MORE INFORMATION AT [HTTP://AS4QOL.ORG/ICQOL2016/](http://AS4QOL.ORG/ICQOL2016/)

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### **ALSO OF INTEREST IN THIS ISSUE:**

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Foo Wah FOONG, Yuki HIGUCHI

Deductive and Inductive Structure in (and outside) the ESL Writing Class

Cy MATHEWS

The Labyrinth of Incarceration in Little Dorrit

Chizu IMAI

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**Wisdom (Philosophical) Note:  
As I was passing ...**

## **A Solution for Students' Problem on Discipline: Latecomers and Absentees of Lecture Attendance**

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In modern Japan, university students are often late or absent from lectures. As a lecturer I find it a problem to leave this disciplinary problem unresolved, as this practice may develop into a die-hard habit and may affect their working life when they join the hostile society after graduation.

After much thought and discussion with colleagues at university A, we have discovered a very effective approach to solve these problems for the good of the relevant students. We have introduced and replaced the morning coffee or tea with a 'morning quiz' (MQ) which comprises of 15-min quiz for contents done previously. Students are given points to complement their results for grading. The morning intervention was found to be highly effective and rewarding for the lecturer and the relevant students: full attendance in time for lecture delivery by the lecturer and better chances of passing for the students.

Since introducing the MQ, the number of latecomers and absentees had dramatically reduced. Besides, the MQ could clearly tell the differences in attendance of latecomers/absentees. From attendance taken of those being late to and absent from lectures, statistically significant improvements (data not shown) were established. Having both parties, the lecturer and students in the lecture room on time provides a proper and appropriate environment for learning, as peak concentration on the part of students on lecture delivered was achievable, with satisfaction on the part of lecturer as the intent to have all students learned whatever was delivered for the day was realized. When students were late and rushed into the lecture room while the lecture was ongoing, these latecomers often disturbed the progress of the lecture and concentration of students in class. These irresponsible latecomers do not usually take lectures seriously, and may not be aware of the value of a good education. As educators, it is the duty of lecturers to provide advice specifically to the latecomers for when coming late develops into a habit, it could be disadvantageous to the students on the long run.

The MQ worked much more efficiently than merely giving advice or passing mutually unpleasant comments to the relevant students. In other words, MQ may bring good quality of life in lecturers and students by reducing anxiety, enhancing concern and promoting care to students on the part of the lecturer, while getting to learn more about discipline and the benefits derived from being punctual on the part of the latecomers and absentees.

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