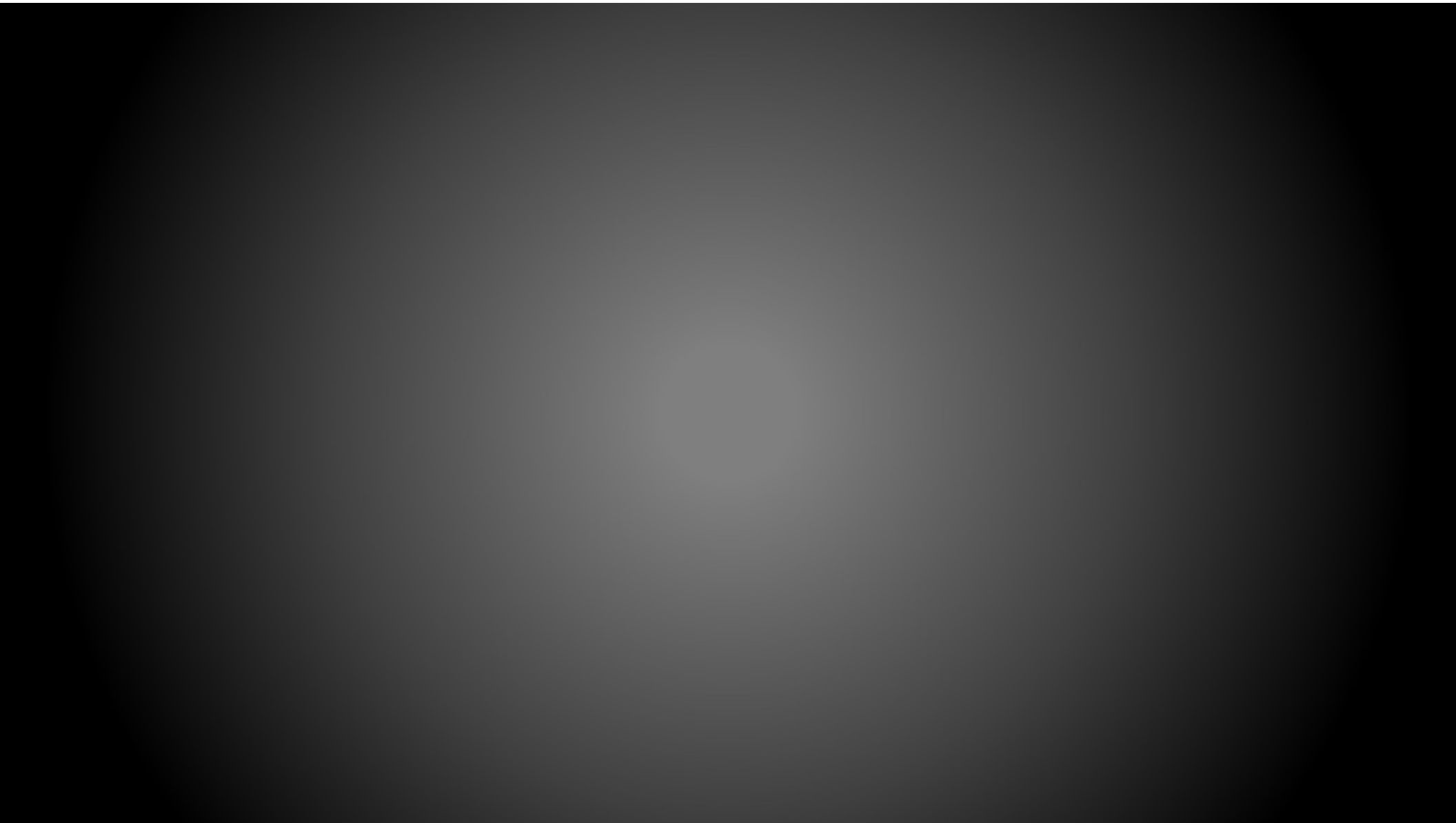
Gaze Aversion: Door Placement's Effect on Classroom Attendance

Hayden Hobbick
Faculty Advisor: Dr. David Zuckerman
Central Washington University Economics

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Research Question:

- Does the classroom door placement affect student attendance patterns at Central Washington University?

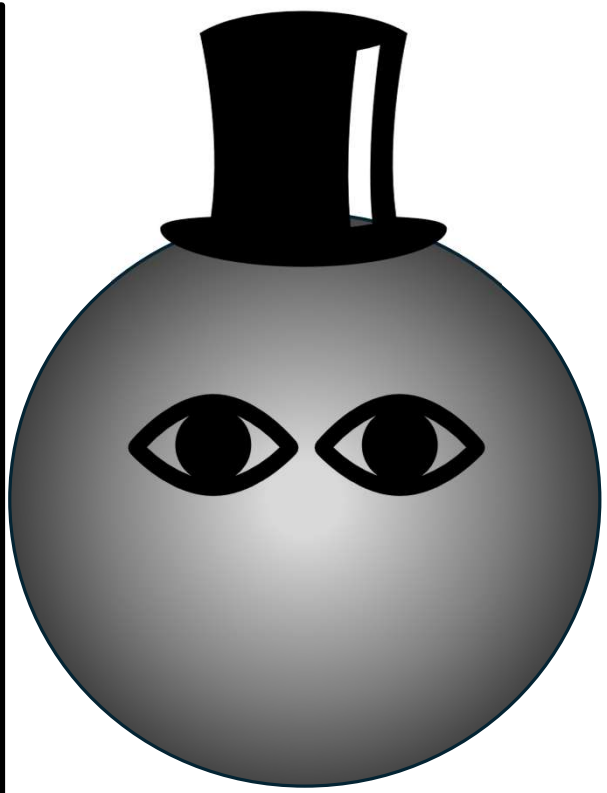
Motivation:

- Investigate human decision-making and an overlooked input to academic success.
- Behavior under both reputational concerns and direct observation.
- Inform community space design.

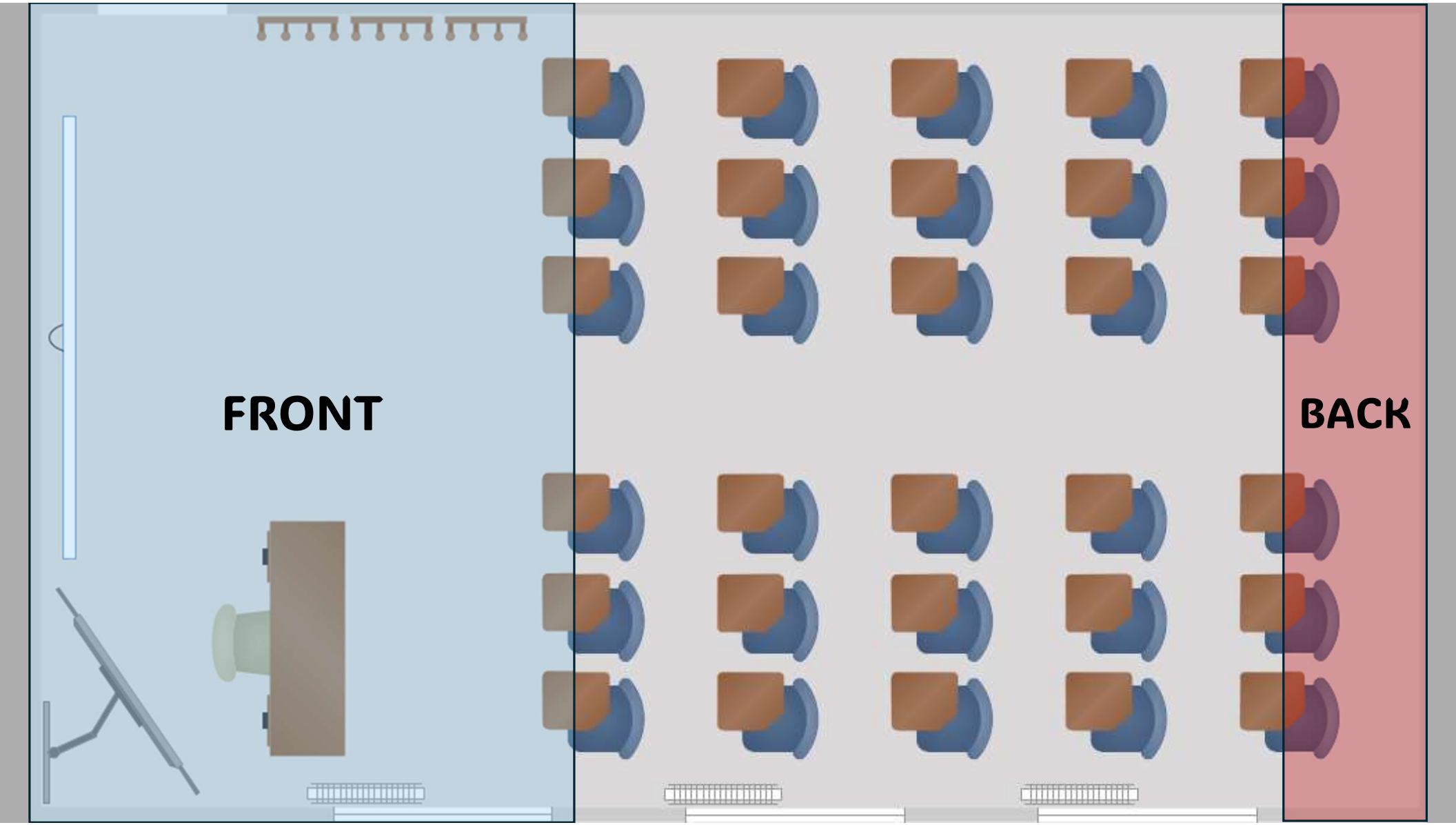
- Hypothesis: Classes with the door in the front are more likely to have a greater rate of absences than classes with the door in the back.

- Students prefer to avoid walking into the classroom late and being subjected to the judgmental eyes of their peers

- **Gaze Aversion**: *When agents are under reputational concerns, they are willing to incur a cost to avoid direct observation.*



Quarter	*Building*
Week	*Max Capacity*
Day	*Door placement*
Time	*Subjective Importance of Attendance*
Course Subject	*Attendance Mandatory*
Course #	*%Absent*
Total Students	*%Late*
	%Excused Absent


FRONT
BACK

Course 1

Course Prefix and Number: e.g., UNIV 101

Classroom: e.g., Samuelson 115

Total # of Students in Class Roster: e.g., 30

Attendance Data - Day 1

Which day are you reporting attendance for?

Select a day

Was attendance mandatory on this day? (Answer "Yes" if attendance on this day was counted toward a student's overall grade, or if there was an in-class exercise (e.g., a test) that counted toward a student's grade.)

Select an answer

Total # of Students Absent: e.g., 2

# of Excused Absences:[1, 2]

# of Students Late:[2]

1. Excused absences include students who have contacted you ahead of time with a legitimate reason for their absence. These students should also be included in the total number of student absences.

2. If you do not record excused absences and/or the number of late students, please leave the corresponding text box blank. If you **do** record these, and there were zero excused absences and/or late students, please enter "0".

Sample	Total Data	Subset w/ Late and Unexcused Data
# Observations	518	226
# Unique Courses	36	25
# Front Door Obs.	358	123
# Back Door Obs.	160	103
% Mandatory Attendance	0.45	0.42
Avg. Class Size	21.72	14.98
Mean % Absent	0.23	0.13
Mean % Unexcused	NA	0.11
Mean % Late	NA	0.04

Variable	Back Door	Front Door
Mean start time	9.74	11.44
Mean credit amount	4.12	4.78
% Upper-level course	82%	34%
Mean class size	18.29	23.25
% Mandatory attendance	53%	41%
Mean subjective importance	6.15	5.19

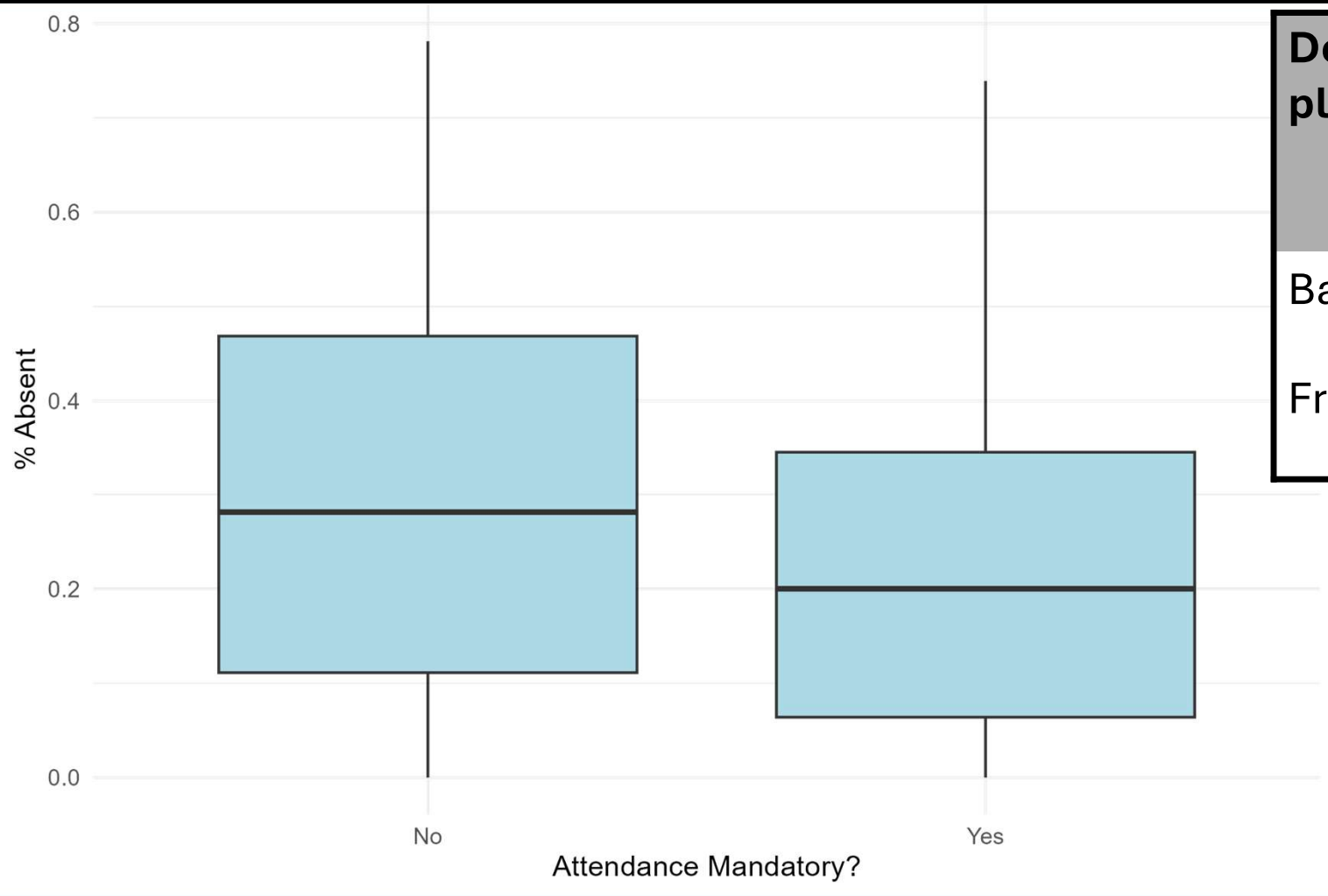
Balance Check

Compares the distribution of control variables across our two different door conditions

Back Door

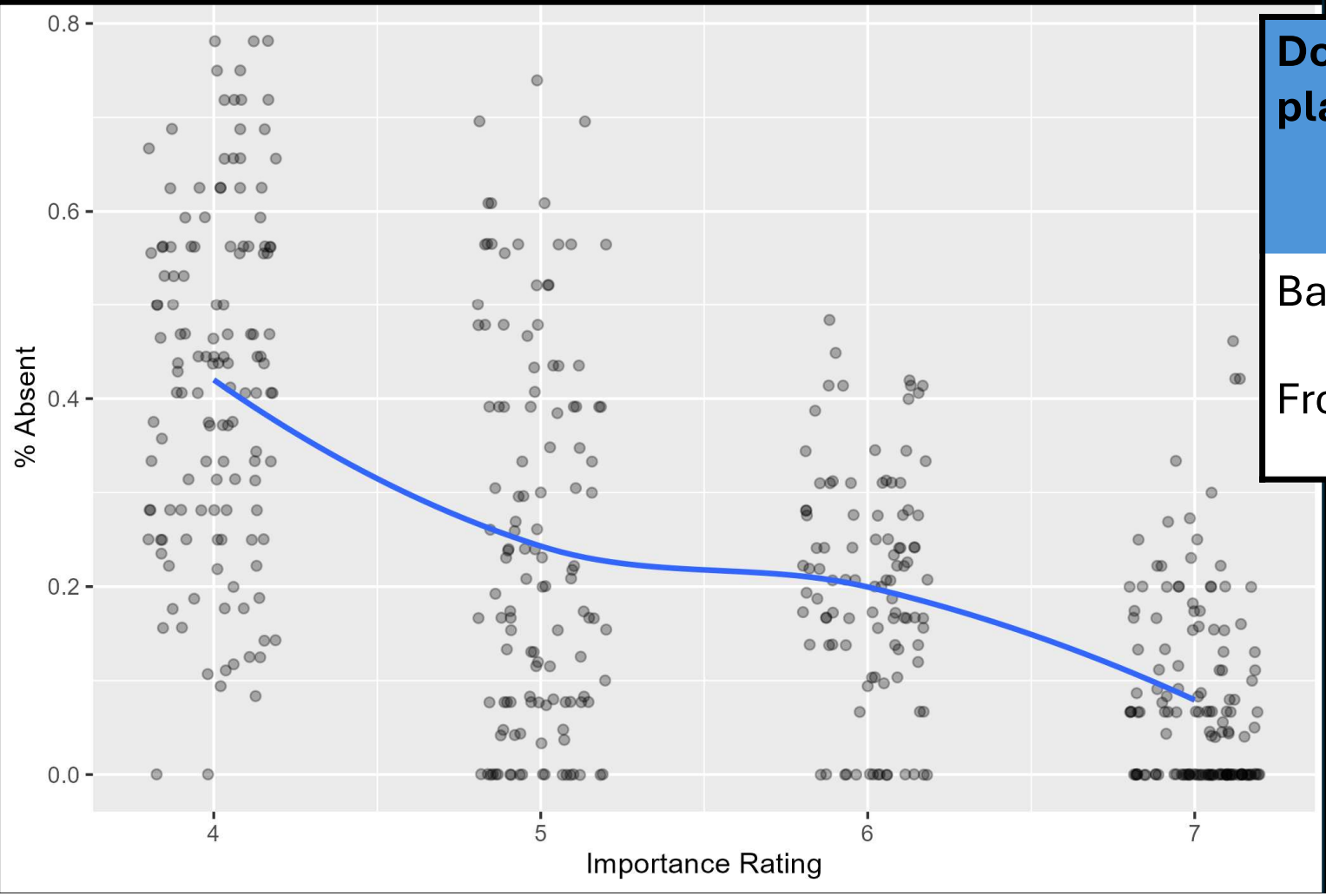
Earlier start time
Higher course level
Smaller class size
Higher importance of attendance

% Absent by Attendance Mandatory



Door placement	% *Mandatory attendance*
Back Door	53%
Front Door	41%

% Absent by Subjective Importance



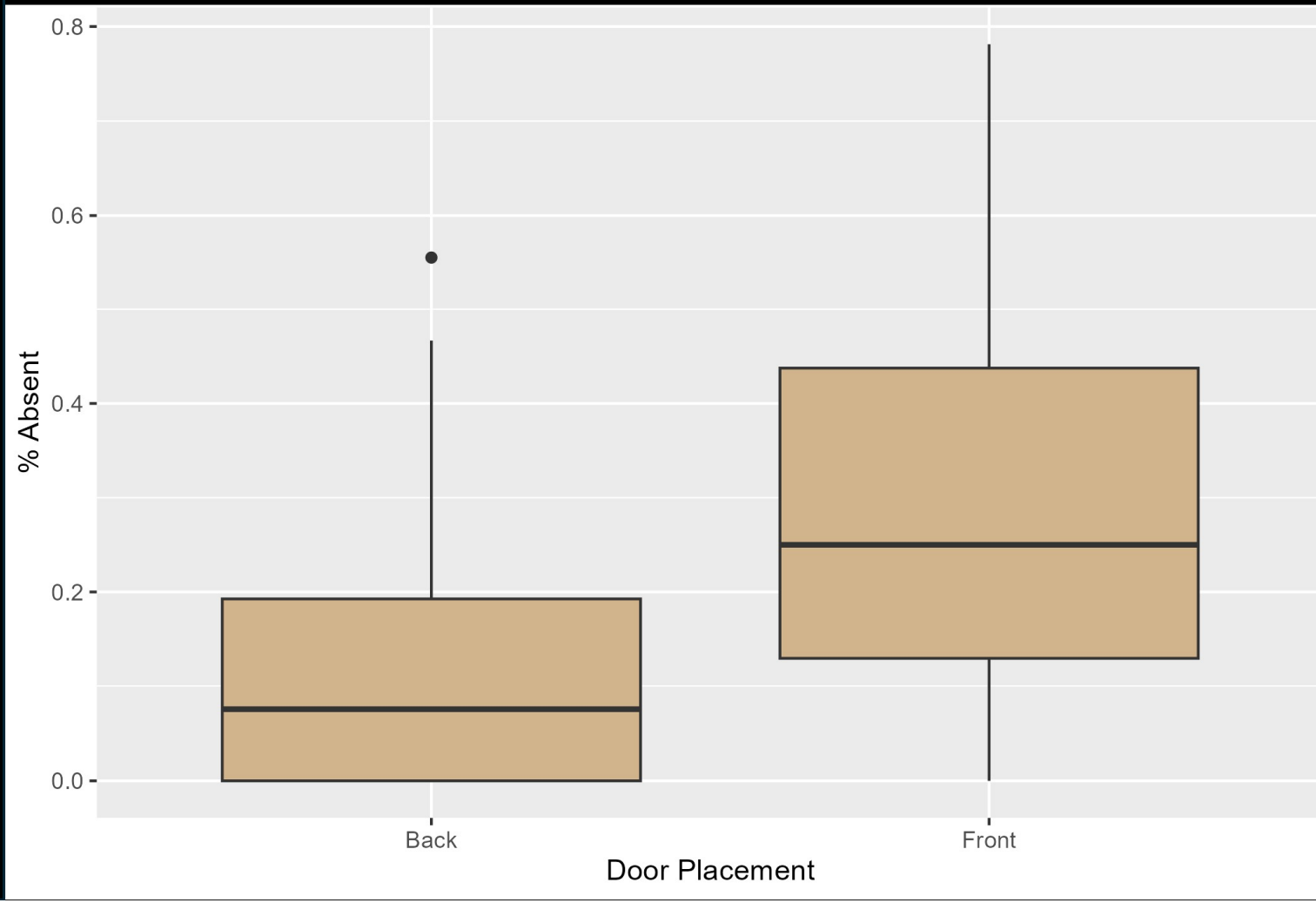
Door placement	Mean Subjective Importance
Back Door	6.15
Front Door	5.19

Door placement	*% Mandatory attendance*
Back Door	53%
Front Door	41%

Door placement	Mean Subjective Importance
Back Door	6.15
Front Door	5.19

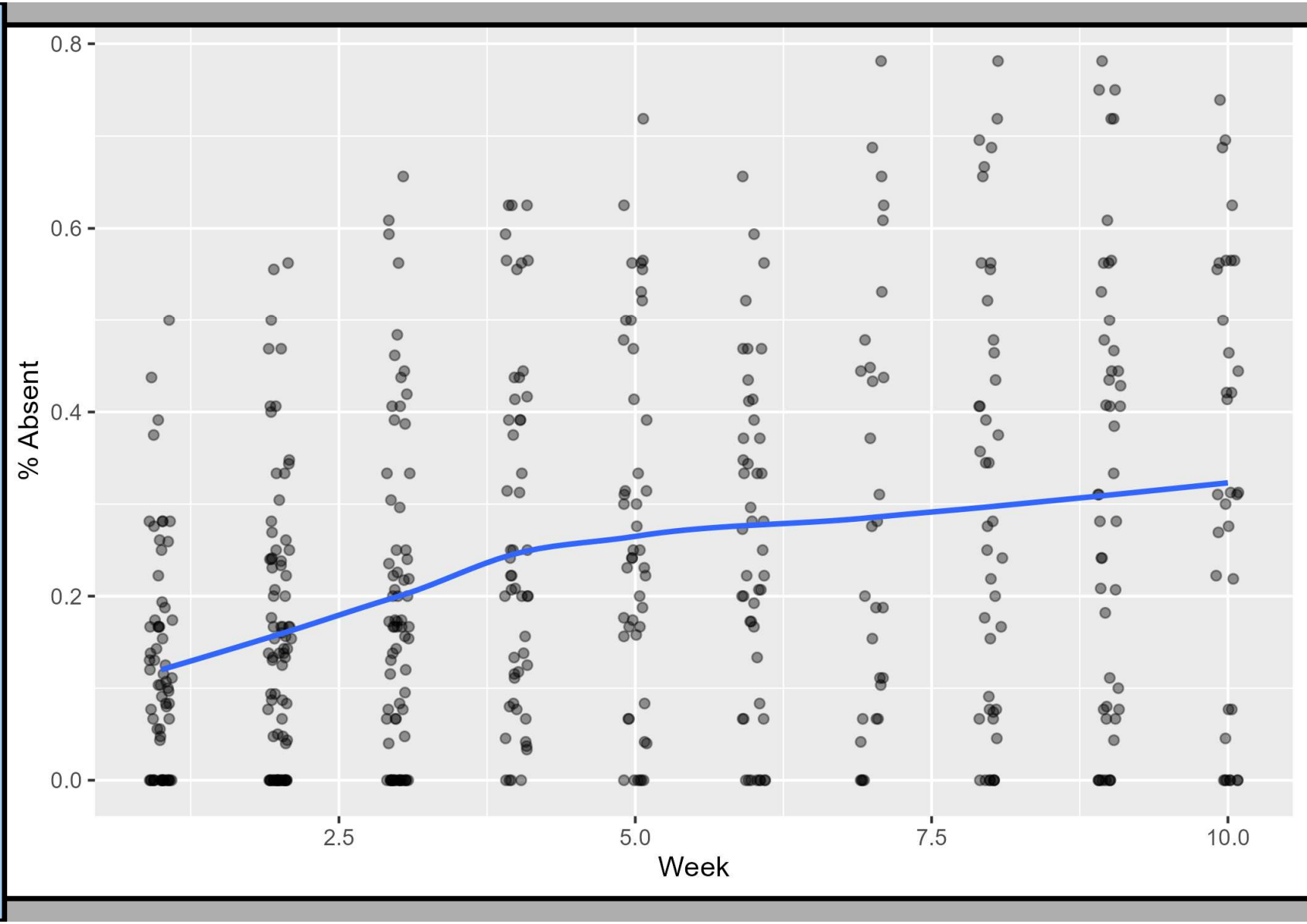
1) Class Importance highly influences %Absent.
2) Door in back samples have higher class importance

%Absent By Door Placement



Term	No Interaction	With Interaction
Back Door (vs. Front)	**-0.046**	**-0.137***
Mandatory Attendance	**-0.011**	**-0.068**
Back Door x Mandatory Attendance	**NA**	**0.163***
Percent Filled	**-0.296**	**-0.417***
Upper-Level Course	**-0.122**	**-0.139**
Subjective Importance	**-0.080****	**-0.078****
Day, Week, and Time Controls	**Yes**	**Yes**
Observations	**391**	**391**
Number of Clusters	**21**	**21**

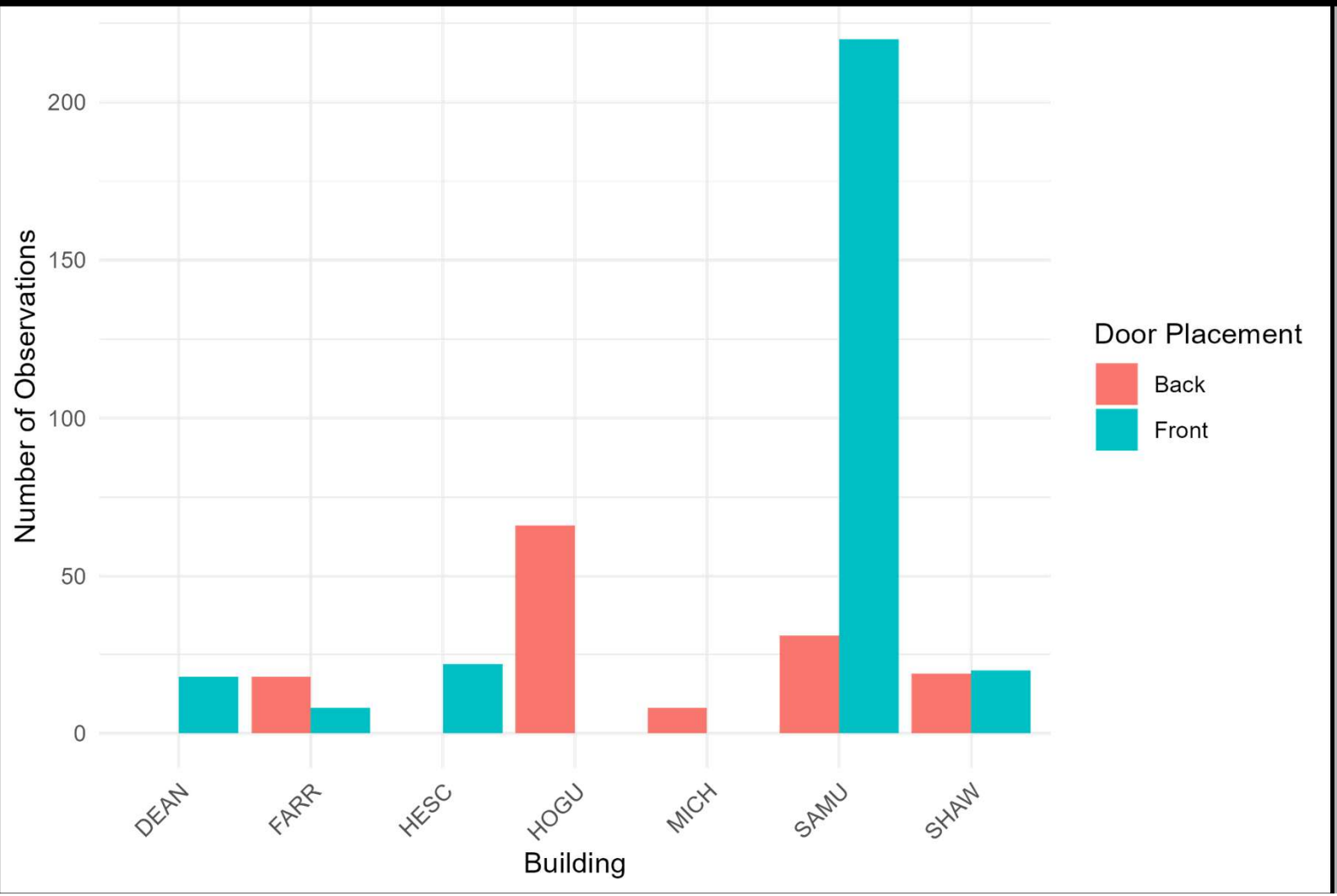
% Absent by the week of the quarter



Limitations

- Small sample size
- Limited scope
- Omitted Variable
- Biased measurement error
- Experimenter Demand Effect

Number of Observations by Building and Door Placement



1) Continue collecting data throughout the upcoming years

2) Publish conclusive results

3) Suggest improvements to community space design

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Thank you