

Article History: Received date: 4 January, 2025; Accepted date: 10 March, 2025

Causes and Impact of Late School Attendance among Secondary-Level Students in Shadananda Municipality

Kedar Koirala

Shree Shadananda Multiple Campus

Author Note

Mr. Kedar Koirala Orcid ID:0009-0003-4692-0427 is a lecturer in English working at Shadananda Multiple Campus, Dingla, Bhojpur. Correspondence regarding this article should be addressed to Kedar Koirala. Email: koiralakedar27@gmail.com

Abstract

This article investigates the chronic issue of late school attendance among secondary-level students. It examines the causes, effects, and potential solutions to this issue, with a particular focus on students within the Shadananda Municipality. The study employed a mixed-method approach, combining surveys, interviews, and academic record analysis to provide a comprehensive overview. Results indicated that factors such as personal issues, transportation difficulties, school-related issues, and health problems contribute to late attendance. The impact of tardiness includes academic under performance, classroom disruption, behavioral problems, and social isolation. The article concludes by recommending strategies for improvement, including parental involvement, improved transportation solutions, incentives for punctuality, clear school policies, and health and well-being programs. Attending school on time is beneficial for the personality development of students, and the school also attracts honest and disciplined students. This report provides a comprehensive overview of the issue of late school attendance, serving as a basis for further discussions on how to promote better punctuality among secondary school students. It is a chronic problem for secondary-level students who arrive late each day. This study examined the factors contributing to the late attendance of the Shadananda Municipality. When students are late to class, they often forget to sing the national anthem. They are unknown to teachers, and they are also deprived of the teacher's love and affection. They also get punishment from teachers. Therefore, I chose this topic for my research article to address this problem.

Keywords: late School attendance, secondary level students, punctuality, academic performance, school environment

Late School Attendance among Secondary-Level Students

Late school attendance can be defined as attending school without following the school's timetable. It is a common issue that affects numerous secondary schools. It is a significant concern because it can hinder academic success and hamper overall student development. Secondary-level students are typically between the ages of 12 and 18. They are susceptible in their educational journey. According to Ancheta et al. (2021),

The attendance rate of the students in the class is important because students are more likely to succeed in their academic performance when they attend classes regularly. Teachers find it difficult to make their classes interactive and build students' participation when a large number of students are frequently absent. (p.3)

The problem of late attendance is not isolated. Students who arrive late often miss vital instructions, disrupt the classroom environment, and struggle to engage in teaching and learning activities fully. This disruption can negatively impact their academic performance and contribute to a harmful school culture. Therefore, it is important to identify the reasons behind late attendance and understand its effects on students. This understanding is crucial in developing effective strategies to promote punctuality and enhance student outcomes. Wagle (2081) says, "Many students find themselves disconnected from their class, and students often blame teachers, while teachers blame students" (p. 4). Taylor (2011) says, "One of the most effective ways schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly" (p. 9).

This research aims to thoroughly investigate the causes, impacts, and potential solutions to the issue of late school attendance among secondary-level students. The study focuses on students who do not follow school rules and regulations, seeking to provide insights that can inform interventions and promote positive change. Sejkora (2015) states, "When a student is late to a class, they miss out on important instructional learning" (p. 1). In the context of Nepal, where many families face financial challenges, some children are required to work to supplement household income. This can particularly affect girls, who may also have significant responsibilities for household chores, such as cooking, cleaning, and caring for siblings, which can further complicate school attendance. There is no research article written on this topic in our country. Shadananda Municipality

is also unexplored in this context. It provides valuable information for further research. Therefore, this research provides a foundation for future writers seeking to explore this area.

Delimitation

The research focused on secondary-level students within the Shadananda Municipality. There are twelve secondary schools in the Shadananda Municipality; however, this research article focuses on three secondary schools within its scope. To ensure a representative sample, the study included students, teachers, and parents from three secondary schools: Arun Secondary School, Shadananda Secondary School, and Chandra Surya Secondary School. These schools were selected as a sample for the broader research within the municipality. Arun Secondary School and Shadananda Secondary School are located in Shadananda Municipality, Ward No. 7, Dingla, Bhojpur, while Chandra Surya Secondary School is located in Ward No. 9, Kimalung, Dingla, Bhojpur. This article is based on the data from these schools.

Methodology

The research employed a mixed-method approach that combined both qualitative and quantitative data collection techniques. Surveys were administered to students to gather information about the reasons for late attendance. Additionally, interviews with teachers and students offered valuable insights into the impact of late arrivals on the classroom environment. The academic records of students who consistently arrive late were analyzed to assess the correlation between tardiness and academic performance. Arun Secondary School and Shadananda Secondary School are the leading schools of the Shadananda Municipality. Therefore, I selected these schools as part of my research sample. Chandrasurya Secondary School lies in a rural area of the Shadananda Municipality. Therefore, I chose this school to gain insight into the perspective of rural area students.

Data Collection

The research utilized multiple data collection methods to gather comprehensive information:

Surveys

Students were administered surveys to collect data on their reasons for late attendance. These surveys likely included a combination of closed-ended questions

(e.g., multiple-choice) to quantify responses and open-ended questions to allow students to provide detailed explanations.

Interviews

Interviews were conducted with teachers and students to gain a deeper understanding of the impact of late arrivals on the classroom environment and the overall school experience. Interviews are valuable for exploring complex issues and uncovering underlying motivations and perspectives. In this study, interviews were conducted with three teachers, three parents, and six students to understand the effects of late attendance.

Academic Records Analysis

To assess the relationship between tardiness and academic performance, the academic records of students with a history of frequent tardiness were analyzed. This analysis involved reviewing student grades and attendance records.

Attendance Records

The researcher requested access to the attendance records of students from the head teachers of the selected schools. These records provided objective data on student punctuality.

Results

The research results offer insights into the perspectives of students, teachers, and parents regarding late school attendance, as well as the causes and effects of tardiness.

Perspectives on Late Attendance

Students' Perspectives

Students reported several reasons for being late. Some students reported that their homes were located far from the school and that they lacked access to private transportation. Poverty was also cited as a barrier to timely attendance, with students stating that their parents' work in the fields hindered their ability to arrive at school on time. Additionally, some students admitted to waking up late and struggling with time management.

Teachers' Perspectives

Teachers expressed their efforts to address the issue of late attendance. They

reported trying to control tardiness and encourage students to attend school on time. Measures taken by teachers included establishing school rules and regulations, as well as administering punishments to students who arrived late. However, teachers acknowledged the difficulty in managing students who lived a considerable distance from the school.

Parents' Perspectives

Parents expressed their concerns and efforts regarding their children's punctuality. Some parents stated that they sent their children to school on time but were uncertain if they arrived at school punctually. Similar to students, parents also cited poverty and distance from school as challenges to timely attendance. Some parents reported that they would inform teachers if their children did not reach school on time.

Causes of Late Attendance

The research identified several key factors contributing to late school attendance:

Personal Issues

The respondents pointed out several personal issues regarding late attendance, including delays caused by having to cook rice, lack of proper time management, waking up late and insufficient sleep, waiting for friends, Engagement in farm activities due to the dependence on farming, unmanageable sleep habits, Distraction due to social media, over studying, and financial difficulties.

Transportation Issues

The research identified several issues relating to transportation that contributed to late school attendance among students. These issues included distance to school and lack of private transportation, and lack of comfortable roads, and ack of personal transportation.

School-related Issues

The school-related issues, identified through the research, include unattractive school environment, lack of discipline, fear of teachers, and lack of motivation in teaching and learning activities.

Health Issues

Students also shared several health-related issues that contributed to late school

attendance, including illness or fatigue affecting the ability to wake up on time regularly, headache, and common cold.

Impact of Late Attendance

The study revealed that late attendance has significant negative consequences for students and the school environment, as discussed below:

Academic Performance

Students who frequently arrived late demonstrated lower grades compared to their punctual peers. Late arrivals resulted in students missing crucial instructions at the beginning of classes, which led to gaps in their learning.

Classroom Disruption

Late arrivals disrupted the flow of lessons, creating distractions for both teachers and students.

Behavioral Problems

Consistent tardiness was often linked to other behavioral issues, including a lack of motivation and disengagement from schoolwork.

Social Effects

Students missed opportunities for early social interactions and struggled to integrate into ongoing class discussions. This can result in feelings of isolation and difficulty forming and maintaining friendships.

Discussion

The findings of this research highlight the complexity of the issue of late school attendance among secondary-level students. The perspectives of students, teachers, and parents reveal a shared concern about the impact of late attendance. Students identify challenges such as distance, poverty, and personal habits as contributing factors. Teachers express their efforts to enforce punctuality but acknowledge limitations in addressing issues like student journey. Parents highlight their concern for their children's punctuality while also recognizing socioeconomic barriers.

The identified causes of late attendance underscore the interconnectedness of various factors. Personal issues, such as poor time management and late wake-up times, indicate a need for interventions that focus on developing students' self-

regulation skills. Transportation issues highlight the importance of accessible and reliable transportation options. School-related issues, such as an uninviting school environment and a lack of motivation, highlight the need for creating a more engaging and supportive learning environment. Health issues emphasize the importance of addressing students' physical and mental well-being.

The impact of late attendance on academic performance, classroom disruption, behavioral problems, and social effects underscores the far-reaching consequences of tardiness. These findings align with previous research that has consistently demonstrated the negative association between poor attendance and student outcomes.

Conclusion

Late attendance among secondary-level students is a complex issue with multiple causes. It negatively impacts both academic performance and overall student engagement. By identifying the underlying reasons for tardiness, schools can take proactive steps to address the issue, improve student punctuality, and ultimately enhance students' academic success. Schools, parents, and students must collaborate to overcome this challenge and ensure that students maximize their educational opportunities.

The urgent issue of late attendance among secondary-level students presents a significant obstacle to effective education, impacting both individual academic performance and the overall learning environment. This problem arises from a complex interplay of personal, familial, and external factors, including poor time management, a lack of motivation, household responsibilities, transportation challenges, and socioeconomic disparities.

Recommendations

Based on the findings of this research, the following strategies are recommended to address the issue of late attendance and promote punctuality among secondary-level students:

Parental Involvement

Schools should actively engage parents in addressing late attendance. This can involve educating parents about the importance of punctuality, providing resources and support for managing their children's time, and fostering open communication between home and school. Parents should be encouraged to

actively monitor and support their children's time management, ensuring they leave for school on time.

Improved Transportation Solutions

Schools, in collaboration with local authorities and communities, should explore and implement strategies to improve transportation access for students. This may include partnering with local transportation services to ensure reliable access to school or providing school buses for students who live a distance away. Addressing transportation challenges can significantly reduce barriers to timely attendance.

Incentives for Punctuality

Schools should implement positive reinforcement strategies to encourage and reward punctuality. This can involve introducing systems of rewards or recognition for students who consistently arrive on time. Positive incentives can motivate students and create a culture of valuing punctuality.

Clear School Policies

Schools should establish clear policies and consequences for tardiness. These policies should be communicated effectively to students, parents, and staff. It is essential to promote a school culture that values punctuality and holds students accountable for their attendance.

Health and Well-being Programs

Schools should implement programs and initiatives that promote students' health and well-being, with a particular focus on promoting healthy sleep habits. Educating students about the importance of sufficient sleep and providing resources for improving sleep hygiene can help address issues related to late wake-up times and fatigue.

Further Research

To further enhance understanding and address the issue of late attendance, the following areas for future research are recommended:

Long-Term Effects of Chronic Tardiness

More in-depth studies are needed to examine the long-term impact of chronic tardiness on educational outcomes, including academic achievement, high school graduation rates, and post-secondary success.

School-Community Collaboration

Further research should explore effective models of collaboration between schools and local communities to address transportation challenges, create supportive environments that encourage punctuality, and address socioeconomic factors that contribute to late attendance.

Evaluation of Interventions

Rigorous evaluation studies are necessary to assess the effectiveness of various interventions and strategies designed to enhance student punctuality. This includes evaluating the impact of parental involvement programs, transportation initiatives, incentive systems, and school-wide policies.

Cultural and Contextual Factors

Future research should investigate the influence of cultural norms, societal expectations, and specific contextual factors on school attendance patterns in diverse settings. This will help to tailor interventions to the unique needs of different communities.

References

- Ancheta, R.F., Daniel, D., & Ahmad, R. (2021). Effect of class attendance on academic performance. *European Journal of Education Studies*, 8(9), 115-130. <https://dx.doi.org/10.46827/ejes.v8i9.3887>
- Sejkora, T. D. (2015). Teachers' perceptions of students' attendance under a newly implemented tardy policy [Doctoral dissertation]. University of Nebraska.
- Taylor, C. (2011). Improving attendance at School, The Government's Expert Adviser on Behaviour. Department for Education, UK.
- Wagle, U. (2025). Sense of ownership: Exploring method and benefit in higher education [Unpublished Seminar Paper, Shadananda Multiple Campus, 30 January, 2025].