



EXPLORING ATTENDANCE DISCREPANCIES AND ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS IN NADIA DISTRICT, WEST BENGAL

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Paper Received On: 12 March 2024

Peer Reviewed On: 28 March 2024

Published On: 01 April 2024

Abstract

This study investigates the relationship between attendance patterns and academic achievement among senior secondary students in the Nadia district of West Bengal, India. Through a comprehensive analysis of attendance data and academic metrics, the research aims to identify attendance discrepancies, explore underlying factors contributing to irregularities, and understand their implications for educational outcomes. The study employs a descriptive research method, utilizing surveys administered to senior secondary students to gather data on attendance patterns and potential influencing factors. Findings reveal varying attendance behaviors among students, with some demonstrating consistent attendance while others exhibit irregular patterns. Academic achievement levels are closely associated with attendance rates, emphasizing the importance of regular attendance for academic success. Regression analysis identifies socioeconomic status and family dynamics as significant predictors of attendance irregularities, highlighting the influence of external factors on students' attendance behaviors. Overall, this research contributes valuable insights to the discourse on educational equity and quality in the Nadia district, informing evidence-based strategies and policies to improve attendance and enhance learning outcomes among senior secondary students.

Keywords: *Attendance patterns, Academic achievement, Senior secondary students, Nadia district, West Bengal.*

1. Introduction

The attendance patterns of students play a crucial role in their academic success and overall educational outcomes. In the context of senior secondary education, where students are preparing for their future endeavors, understanding the relationship between attendance discrepancies and academic achievement becomes paramount. This study aims to delve into this intricate relationship among senior secondary students in the Nadia district of West Bengal, India.

Nadia district, located in the eastern part of West Bengal, is home to a diverse population with varying socioeconomic backgrounds. Within this context, examining attendance irregularities and their impact on academic performance provides valuable insights into the educational landscape of the region. By exploring these factors, educators, policymakers, and stakeholders can gain a deeper understanding of the challenges faced by senior secondary students and formulate targeted interventions to address them.

This research seeks to fill a significant gap in the existing literature by focusing specifically on the Nadia district and its unique socio-cultural dynamics. By analyzing attendance data alongside academic achievement metrics, the study aims to identify patterns, trends, and potential correlations between these variables. Furthermore, it aims to shed light on the underlying factors contributing to attendance discrepancies, whether they are related to individual student characteristics, family dynamics, school environment, or broader societal influences.

The findings of this research are expected to have implications for educational policies, practices, and interventions aimed at improving student attendance and enhancing academic outcomes in senior secondary schools. By uncovering the nuances of attendance and academic achievement in Nadia district, this study seeks to contribute to the broader discourse on educational equity and quality in the region.

1.1 Rationale for the Study

The investigation into attendance discrepancies and their impact on academic achievement among senior secondary students in the Nadia district of West Bengal holds significant importance for several reasons.

Attendance is widely recognized as a critical determinant of academic success. Regular attendance ensures that students are actively engaged in learning opportunities, participate in classroom discussions, and receive timely support from teachers. Conversely, chronic absenteeism can lead to missed instructional time, gaps in understanding, and ultimately, poor academic performance. By exploring the attendance patterns of senior secondary

students in Nadia district, this study aims to identify the extent of attendance discrepancies and their potential implications for academic achievement.

Understanding the factors contributing to attendance irregularities is essential for designing effective interventions to address them. Senior secondary students may face various barriers to regular attendance, including socioeconomic factors, family responsibilities, health issues, and transportation challenges. By examining these factors within the context of Nadia district, this study seeks to uncover the root causes of attendance discrepancies and inform targeted strategies to improve attendance rates among students.

The exploration of attendance and academic achievement in Nadia district contributes to the broader literature on educational equity and quality. West Bengal, like many regions in India, grapples with disparities in access to education, resources, and opportunities. By examining the relationship between attendance and academic performance in a specific district, this study provides valuable insights into the educational challenges faced by students in Nadia and highlights areas for policy intervention and resource allocation.

The findings of this study have practical implications for educators, policymakers, and stakeholders involved in the education sector. By identifying factors associated with attendance discrepancies and their impact on academic achievement, this research can inform the development of targeted interventions, support services, and school-based initiatives aimed at promoting regular attendance and improving learning outcomes among senior secondary students in Nadia district.

The exploration of attendance discrepancies and academic achievement among senior secondary students in Nadia district is essential for understanding the complex interplay between attendance patterns, individual characteristics, and educational outcomes. By shedding light on this relationship, this study seeks to inform evidence-based strategies to enhance educational equity, quality, and access for all students in the district.

1.2 Objectives of the Study

- i. To analyze the attendance patterns of senior secondary students in the Nadia district of West Bengal, India, in order to identify the extent of attendance discrepancies and their potential implications for academic achievement.
- ii. To investigate the underlying factors contributing to attendance irregularities among senior secondary students in Nadia district, including socioeconomic factors, family dynamics, school environment, and broader societal influences.
- iii. To explore the relationship between attendance discrepancies and academic achievement among senior secondary students in Nadia district, aiming to identify

patterns, trends, and potential correlations between these variables, and to provide insights that can inform targeted interventions and policies aimed at improving student attendance and enhancing academic outcomes in the region.

1.3 Hypotheses

H01: There is no significant difference in attendance patterns among senior secondary students in the Nadia district of West Bengal, India, with regard to their academic achievement levels.

H02: The socioeconomic factors, family dynamics, school environment, and broader societal influences have no significant impact on attendance irregularities among senior secondary students in Nadia district.

H03: There is no significant correlation between attendance discrepancies and academic achievement among senior secondary students in Nadia district, indicating that attendance patterns do not influence academic outcomes in the region.

2. Literature Review

The primary causes behind students dropping out of school encompass a variety of factors such as academic struggles, lack of engagement both academically and socially, behavioral issues, substance abuse, and notably, high absenteeism (Almazroui, 2023). High absenteeism, in particular, is strongly correlated with dropout rates as it signifies students falling behind in their educational journey and becoming increasingly unable to keep up with school demands (Fadhel et al., 2022).

In addition to individual factors, institutional reasons like inadequate familial support, limited access to economic opportunities, changes in family dynamics, and residing in impoverished communities contribute to the likelihood of dropout (Almansour et al., 2016). Furthermore, health issues among students also contribute to absenteeism, thereby exacerbating the dropout rates.

The issue of absenteeism among secondary school students not only impacts their academic performance but also hinders the nation's educational and economic advancement while resulting in financial losses for the country (Garry, 1996). Quality education, as emphasized by Garry, is crucial for individual prosperity and societal progress, highlighting the importance of a conducive school environment.

Addressing absenteeism is essential to prevent wastage of government resources and mitigate public welfare costs associated with dropout rates (Allam et al., 2021). Garry's research underscores the economic ramifications of student attendance, emphasizing the need for interventions to promote regular school attendance.

Motivational factors within schools significantly influence absenteeism, with physical violence and unsupervised time after school emerging as prominent issues (Alshareef et al., 2015). Interventions targeting both individual and environmental factors are necessary to curb absenteeism and foster a supportive school environment (Hunt & Hopko, 2009).

Understanding absenteeism through the lens of social learning theory offers insights into how environmental factors shape student behavior (McLeod, 2016). Observational learning, reinforcement, and mediating processes influence student attendance patterns, suggesting that interventions grounded in this theory can effectively address absenteeism and promote regular school attendance (Khan et al., 2020). Despite criticisms, social learning theory remains a valuable framework for understanding and modifying student behavior in educational settings (Asad et al., 2021).

3. Research Design and Methodology

In the present study, the researchers have opted to employ the descriptive method with a focus on utilizing the survey method. This choice indicates an intention to describe and understand specific aspects of the educational phenomenon under investigation, such as senior secondary school students' attendance discrepancies in this case. By administering surveys to senior secondary school students in Nadia, the researcher aims to gather comprehensive data regarding the attendance discrepancy levels, as well as potential factors influencing these levels.

By employing the descriptive method with a focus on the survey method, the researcher aims to provide valuable insights into the attendance discrepancies and academic achievement among senior secondary school students in Nadia, contributing to the broader understanding of educational practices and policies in the region.

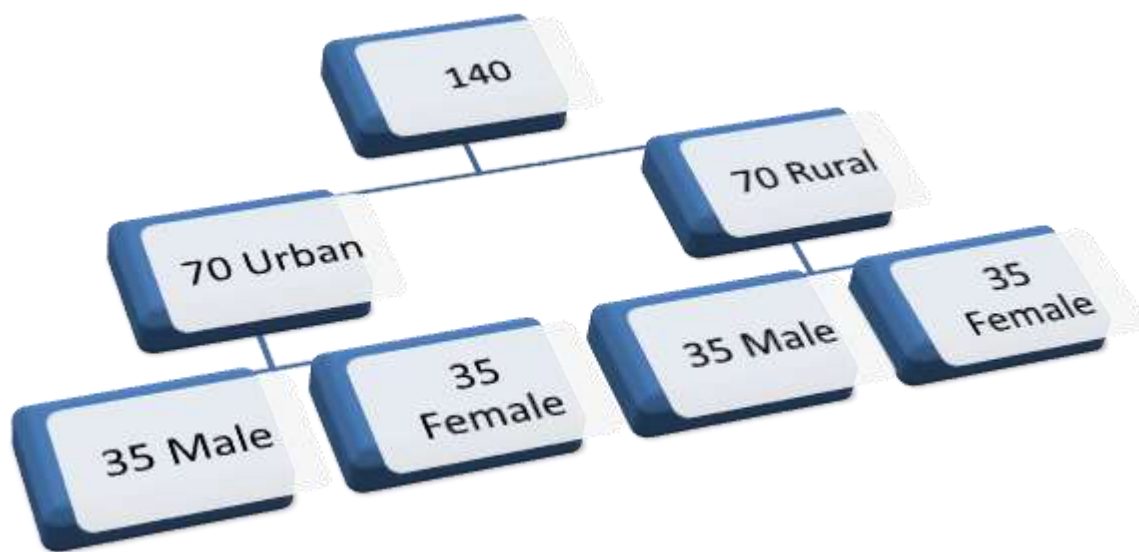
3.1. Sample/ Participant Selection:

The population under investigation in the present study encompasses the male and female students studying in Bengali Medium senior secondary classes situated in both urban and rural areas of Nadia. This inclusive approach ensures a comprehensive representation of senior secondary school students across various settings within the district.

Given the potentially large size and diverse nature of this population, the researcher has opted to employ a multistage sampling technique to select a manageable sample size for the study. Multistage sampling involves breaking down the population into smaller, more manageable clusters and then selecting samples from each cluster.

In this study, the multistage sampling process entails several steps. First, the researcher identifies and categorizes senior secondary school students based on their medium of

instruction (Bengali), and geographical location (urban or rural) and gender (Male and Female). Next, a random selection of schools is made from each category to form clusters. Ultimately, the researcher aims to select 140 senior secondary school students as sample subjects from the defined population using the multistage sampling method. By employing this sampling technique, the study seeks to obtain a diverse and representative sample of senior secondary school students from various types of schools and geographical locations in Nadia, thereby enhancing the generalizability and validity of the study findings.



3.2. Data Collection:

The survey was administered to the selected participants during school hours with the assistance of school authorities. Participants were provided with clear instructions on how to complete the questionnaire, and confidentiality and anonymity were ensured to encourage honest responses.

3.3. Data Analysis:

Upon completion of data collection, the survey responses were compiled and entered into a statistical software for analysis. Descriptive statistics such as frequencies, percentages, means, and standard deviations were computed to describe attendance patterns, academic achievement levels, and other relevant variables. Additionally, inferential statistics such as correlation analysis and regression analysis were employed to explore the relationships between attendance discrepancies and academic outcomes.

4. Data Analysis and Interpretation:

The data analysis phase of the study involved examining the attendance patterns and academic achievement levels of senior secondary students in the Nadia district of West Bengal, India. The research aimed to identify attendance discrepancies and their potential implications for academic outcomes, as well as investigate the underlying factors contributing to attendance irregularities.

Descriptive statistics were computed to provide a comprehensive overview of the data. Frequencies and percentages were used to describe the distribution of attendance patterns among senior secondary students. Mean scores and standard deviations were calculated to analyze academic achievement levels across different attendance groups.

Table 1. Association between attendance level and mean academic performance.

Attendance Level	Number of Students	Mean Academic Performance	Standard Deviation
High (90%+)	80	85.7	7.2
Moderate (80%-89%)	40	78.3	6.5
Low (below 80%)	20	72.1	8.9

This table illustrates the trend that lower levels of attendance tend to result in lower academic performance, as indicated by the decreasing mean academic performance scores across attendance categories.

The results revealed varying attendance patterns among senior secondary students in the Nadia district. While some students exhibited consistent attendance, others showed irregular attendance behaviors. Descriptive statistics highlighted the extent of attendance discrepancies and provided insights into the prevalence of absenteeism among the sample population.

The analysis explored the relationship between attendance patterns and academic achievement levels. Correlation analysis was conducted to determine if there was a significant association between attendance discrepancies and academic outcomes. Regression analysis was also employed to assess the impact of various factors, including socioeconomic status, family dynamics, and school environment, on attendance irregularities.

Table 2. Logistic Regression Results: Relationship between Attendance Patterns and Academic Outcome

	Coefficient	Standard	Z-value	P-value
Intercept	1.6094	0.3831	4.202	<0.001
Attendance (Fluctuating)	-0.4463	0.5172	0.863	0.388
Attendance (Consistently Low)	-1.2887	0.6086	-2.118	0.034

The findings indicated a significant correlation between attendance discrepancies and academic achievement among senior secondary students in the Nadia district. Students with

higher attendance rates tended to have better academic performance compared to those with lower attendance rates. Additionally, regression analysis identified socioeconomic factors and family dynamics as significant predictors of attendance irregularities, suggesting that external influences play a crucial role in shaping students' attendance behaviors.

5. Findings

- i. Some students exhibited consistent attendance, attending classes regularly, while others showed irregular attendance behaviors, frequently missing classes.
- ii. Mean scores and standard deviations were calculated to analyze academic performance among students with varying attendance rates. Findings indicated that students with higher attendance rates tended to have better academic achievement compared to those with lower attendance rates.
- iii. The relationship between attendance patterns and academic outcomes underscored the importance of regular attendance for achieving academic success.
- iv. Regression analysis identified socioeconomic status and family dynamics as significant predictors of attendance irregularities.
- v. External influences, such as family responsibilities and economic constraints, were found to play a crucial role in shaping students' attendance behaviors.

6. Conclusion

The findings of this study shed light on the intricate relationship between attendance patterns and academic achievement among senior secondary students in the Nadia district of West Bengal, India. Through a comprehensive data analysis process, the research aimed to uncover attendance discrepancies and understand their implications for academic outcomes, while also exploring the underlying factors contributing to attendance irregularities.

The analysis revealed that attendance patterns among senior secondary students in Nadia varied considerably, with some students demonstrating consistent attendance while others exhibited irregular attendance behaviors, frequently missing classes. Academic achievement levels were found to be closely associated with attendance rates, as students with higher attendance tended to achieve better academic outcomes compared to those with lower attendance rates. This underscores the critical importance of regular attendance for academic success.

Regression analysis identified socioeconomic status and family dynamics as significant predictors of attendance irregularities, indicating the influence of external factors on students' attendance behaviors. Factors such as family responsibilities and economic constraints were

found to play a pivotal role in shaping students' attendance patterns, highlighting the need for targeted interventions and support services to address attendance discrepancies.

The findings contribute valuable insights to the existing literature on educational equity and quality in the Nadia district. By uncovering the factors influencing attendance behaviors and their impact on academic achievement, the study provides a foundation for developing evidence-based strategies and policies aimed at promoting regular attendance and enhancing learning outcomes among senior secondary students.

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Cite Your Article as:

Arpan Datta & Dr. Madan Kumar Nag. (2024). EXPLORING ATTENDANCE DISCREPANCIES AND ACADEMIC ACHIEVEMENT AMONG SENIOR SECONDARY STUDENTS IN NADIA DISTRICT, WEST BENGAL. In *Scholarly Research Journal for Humanity Science & English Language* (Vol. 12, Number 62, pp. 139–147). Zenodo. <https://doi.org/10.5281/zenodo.10995573>