

EFFECT OF ATTENDANCE ON THE ACADEMIC ACHIEVEMENT OF GIRLS AND BOYS IN SELECTED SCHOOLS OF CHANDIGARH

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Abstract

Schools play an important role in development of children and regular attendance in school helps in academic achievement, well being, self-esteem of children. This research studied 242 students for their academic achievement and their attendance in school. The results show that attendance in school is positively correlated with academic achievement.

Key words: School attendance, academic achievement, School going adolescents.

Schools play an important role in overall development of children and adolescents. Schools have been sites for resilience oriented programming because of the easy access they provide to youth and are the link between academic success, school engagement and other child development goals like well-being, self-esteem and self-efficacy (Ungar et al 2004).

Research shows that attendance in school is an important factor in student achievement. Attendance in classrooms and in schools ensures continuity in the students learning process. When a student is absent from class whether unexcused or excused, it has an adverse effect on their academic performance and academic achievement. To understand the correlation between academic achievement and attendance, a study was carried out on school-enrolled adolescent girls and boys in schools across Chandigarh .



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Research question: Is there a correlation between academic achievement and school attendance?

Null hypothesis: There is no correlation between academic achievement and school attendance

Review of literature

Nja et al (2019) studied the influence of age and gender on class attendance and academic achievement on a group of 64 students and came to the conclusion that class attendance is statistically significant in explaining class grades and overall performance of students.

Livumbaze and Achoka (2017) carried out a study on 523 respondents, out of which 383 were students . It was found that school attendance was low for girls and boys' participation in school was higher.

Balkis et al (2015) examined the direct and indirect relationship between student school absenteeism, personal factors (academic self perception, attitude towards teachers and school, goal valuation and motivation /self regulation). Family factors (parents educational level and income) and academic achievement. The findings of the study revealed that student absenteeism is negatively related with parental factors. Personal factors are positively related to academic achievement.

Khalid, N (2014) studied the effects of absenteeism on students performance (N=119). Results show that there are three main indicators which get effected by absenteeism i.e. classroom participation, coordination of students with teachers and peers, and grades of the student. Absenteeism has an effect on student performance.

Spradlin et al (2012) analyzed Indiana students' attendance data which indicated a direct link between absenteeism and school achievement with chronically absent students scoring lower on achievement tests and dropping out of high school at higher rates than with peers with better attendance.

Definitions: For the purpose of the study the following definitions

School attendance: School attendance is the measure of the number of children who attend school and the amount of time they are present. For the purpose of the study it has been defined as the number of days the student was present in the class / school divided by the total number of working days. This data was collected from the school student attendance register provided by the class teacher.

Academic achievement: Achievement refers to the scholastic achievement of the pupils at the end of an educational programme or the competence the students actually show in the school subjects in which they have received instructions (Kakkar,2015).

For the purpose of the study academic achievement has been defined as the grade and scores achieved by the student respondent in the last examination of the current academic session.

Method: The sample of the study was randomly selected from government schools across Chandigarh. The sample consisted of 242 students from class 9 and class 10 as depicted in Table I. After selection of the sample, data of the school attendance record and academic achievement record was taken from the class teacher with due permission. Permission to collect academic data was taken from directorate school education and then due permission also was taken from the principal /Headmaster of the school.

Table 1: The table depicts the class wise distribution of students in the study.

Student respondents	Class 10	Class 9	Total
No. of boys	51(21%)	71(29.3%)	122
No. of girls	66(27.3%)	54(22.3%)	120
Total	117(48.3%)	125(51.7%)	242

Total numbers of boys in the study were 122 and girls were 120.

Table 2 depicts the mean of attendance and mean of academic achievement of the sample

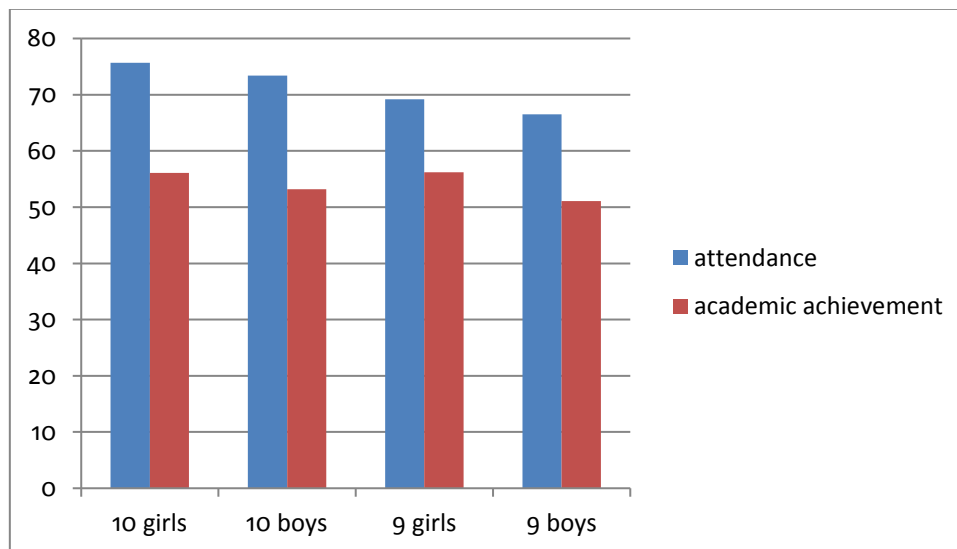


Table 2 depicts the mean of attendance and academic achievement for all the categories of adolescents. For X class girls 'attendance mean was 75.65 and academic achievement mean was 56.08. Class X boys had attendance mean at 73.38 and academic achievement mean was 53.19.

Table 2 also depicts mean of attendance and academic achievement of girls class IX at 69.2 and 56.2 respectively. For class IX boys attendance mean was 66.5 and academic achievement was 51.07.

Table 3: This table shows the correlation between academic achievement and attendance in school going adolescents

Sr.No	Class/gender	Source of relationship	d.f.	Computed r	Critical r	Decision on Ho@.05	interpretation
1	X Girls	Academic achievement attendance	64	0.26	0.25	Ho is rejected	Significant relationship
2	X Boys	Academic achievement attendance	49	0.20	0.273	Ho is accepted	Non significant relationship
3	IX Girls	Academic achievement attendance	52	0.39	0.273	Ho is rejected	Significant relationship
4	IX Boys	Academic achievement attendance	69	0.39	.250	Ho is rejected	Significant relationship

Table 3 explains and predicts the extent to which variations in school attendance and academic achievement occur. Hypothesis of the study was that there was no correlation between academic achievement and attendance but after empirically testing it was found that there is a positive relationship between school attendance and academic performance and this relationship is statistically significant and positive relationship for class IX girls ($r=0.39$) and class X girls ($r=0.26$) and also for boys of class IX ($r=0.39$). Although boys class X scores were not significantly related but there is a positive correlation ($r=0.20$). So an increase in school attendance leads to a reciprocal increase in academic achievement in Chandigarh schools. The results are in conformity that if students attend classes then their academic achievement score increases and is in conformity with various other studies (Thatcher et al 2007; Sekiwu et al 2020). It can be implied that high performing students regularly attend classes than those who are irregular (Sekiwu et al 2020). McCluskey et al (2004) in their study on school attendance show that poor school attendance may have serious implication for the academic growth of learners.

Conclusion: This research studied 242 students for their academic achievement and their attendance in school. The results show that attendance in school is positively correlated with academic achievement.

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