



A Case Study on Factors Leading to Late Coming at Tungi Swami Swarupananda High School and its Remedial Measures

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Abstract:

Late coming of school going children to school is one of the major problems in Murshidabad District. An irregular and late coming student in school faces so many learning problems. The present study is a case study in nature and was conducted at Tungi Swami Swarupananda High School of Murshidabad district with the sample of 60 late coming students. The present researcher (Head of the Institution) tries to find out the magnitude and reasons of the late coming students in school. The researcher as Head of the Institution has implemented so many plans and actions to mitigate the problem. As outcomes (changed progress) of this study have been found in reduce in late comers, increase in daily pupil attendance, improvement in the teaching learning process, attentive students in classroom teaching-learning process, spontaneous participation of students in co-curricular activities and improvement in school discipline.

Key Word: Lateness, Late Coming Students, Planning and Action, Teaching Learning process, Co-Curricular Activities.

1. Introduction:

The late coming of school going children to school is one of the major problems that was introduced in many schools in Murshidabad District as well as all the educational institutions of rural West Bengal. The impact of this threatening event cannot be overlooked, as it contributes extensively in a negative way to the academic achievement of the learner and the functioning of the school administration (Okpupara and Chuwuone, 2007). Primarily, the aim of school is to educate learners and it is designed with the purpose of bringing children from different families of society under one roof for the purpose of learning under the direction of teachers. The habit of punctuality is one of the most important traits of a successful person. In school education, effective teaching-learning cannot take place without attaining together of the teachers and learners (Oghuvbu, 2012). An irregular and late coming student in school faces so many learning problems such as truancy, inability to read, being less attentive in the classroom and less interest to interact with the teacher in classroom. The lateness can be observed as an outcome of laxity and the breakdown of the system. It is a function of the time frame and as such time is usually used as the criteria for determining the lateness. Late comers violate the principle of punctuality and if it is not controlled at the onset, it may become a habit of individuals and it may have negative consequences for individuals and society (Breeze et al., 2010). Late comers usually gather misinformation during the lesson, as they enter to class when the lesson has already begun. They also disturb their peers who are already in classroom and many times disrupt classroom teaching learning process and teacher. In school context, there are so many responsibilities among the staff and some of these extend to the students. In the study of Maina and Jumare (2011) postulates that the Head of the Institution/ Headmaster is responsible for school programs and all activities which cover planning, coordinating, organizing, controlling and evaluating etc.

2. Background

The phenomenon of lateness in school started long ago. Recently this event is observed in so many schools in epidemic mode. If we cannot control this problem, it could be a grim effect on not only teaching-learning process of schools but also on our whole education system. The problem of the lateness has eaten deep into the children of the Murshidabad district. The lateness merely means arriving after the schedule or expected time. Children commonly arrive at school late due to their usual habits like as waking up late due to laziness, rushing of undone home assignments, private tutor, unprepared bath, breakfast or meal. Sometimes students face the lateness due to road transport problems, river transport problems, waiting for peers, involvement of parents' work, domestic work and play in the morning.

The school authority gets excited, why students come late to school. But they have not been able to make in-depth research into this problem in a bid of providing solutions and recommendations, which would help to cure the problem. In the present study, the researcher (as a Head of the Institution) tries to find out the leading factors of the lateness and try to successfully implement the researcher's self-developed action plan for mitigation of the lateness of students to school.

2.1. Methodology

The present study is a case study in nature. The population of the study is late comer students of Tungi Swami Swarupananda High School of Murshidabad district. Sample of 60 late comer students has been used for this case study. The samples are selected randomly. The researcher Self-developed questionnaire has been used for data collection. Only primary data has been used in this study. The simple frequency and percentage are used for analysis. The data have been collected within the period of two months (from 7.9.2019 to 7.11.2019).

3. Major Findings and Analysis

Table-1: Gender wise distribution of late comer students of Tungi Swami Swarupananda High School of Murshidabad district, West Bengal.

Gender	Frequency	Percentage
Male	32	53.33
Female	28	46.67
Total	60	100

Table-1 shows that 32 number of late comer out of 60 are male in gender which consists of 53.33% of total late comers. Again, 28 latecomers out of 60 i.e., 46.67% of total latecomers are female in gender.



Plate-1. Late comers at outside of school at 11:12 a.m.

From the above table, it can be concluded that the most late comers students in this study are Male (53.33%), and female late comers are 6.66% lower than male in respect to the percentage value. Notably, male late comers are higher than female late comers with amount 6.66%. The flowing figure-1 indicates male and female wise late comer.

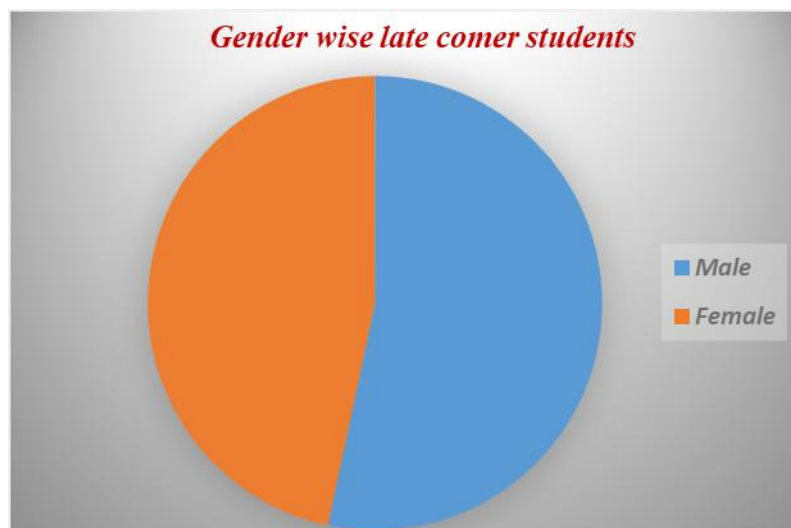


Figure-1. Gender wise late comer students.

Table-2. Class wise late comer students of Tungi Swami Swarupananda High School of Murshidabad district, West Bengal.

Class	Frequency	Percentage
V-VIII (Primary+Upper Primary)	14	23.33
IX-X (Secondary)	20	33.34
XI-XII (Higher Secondary)	26	43.33
Total:	60	100

In table-2 the collected data are classified on the basis of stage of education such as primary with upper primary, secondary and higher secondary. It has been found that 43.33% late comers students consist of at the stage of higher secondary level and which is the highest rate, then 33.34% consist of Secondary level and minimum late comers students consist of at primary with upper primary stage with 23.33%. So from the above table, it can be concluded that students of Higher Secondary stage are found as most late comer. The minimum number of late comer has been found in primary + upper primary stage in this school. It is also found the rate of late comer in school is increasing from upper primary to higher secondary. The flowing figure-2 indicates educational stage-wise late comer in sample school.

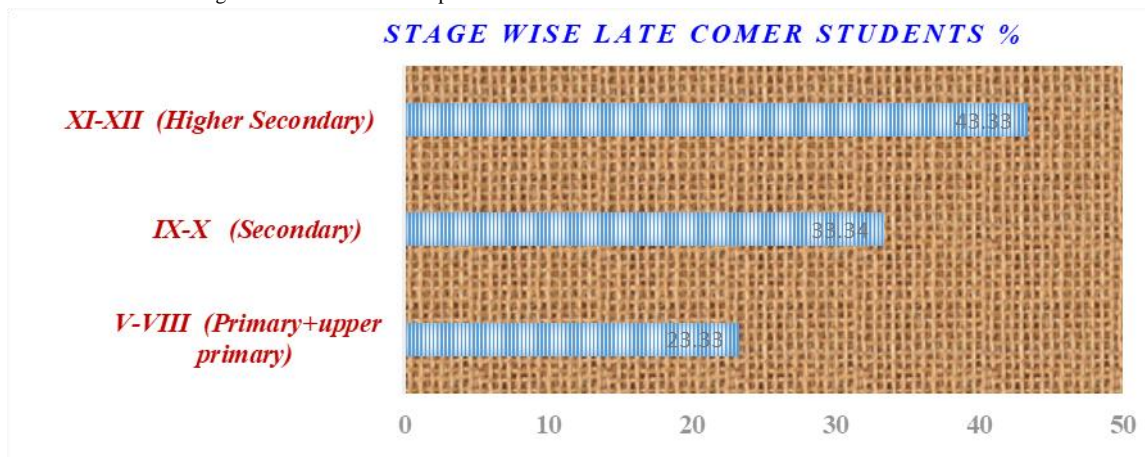


Figure-2. Class wise later comer students' percentage

Table-3. Reasons of late coming of students of Tungi Swami Swarupananda High School of Murshidabad district, West Bengal.

Reason	Frequency	Percentage
Help parents in agricultural field for cultivation	7	11.67
Woke up late	1	1.67
Washing cloth	2	3.33
Sweeping	1	1.67
Washing House Utensils	2	3.33
Road Transport Problem	3	5.00
Look after young ones at home	1	1.67
Went for treatment in Hospital or Doctor	1	1.67
Delay in getting release from Private Tuition	22	36.67
Problem of Ferry Boat	5	8.33
Paid work at agriculture field	1	1.67
Machinery disturbance of Bi-cycle	4	6.67
waiting for peers	2	3.33
play at morning	1	1.67
Delay to take breakfast or meal	2	3.33
Long distance to school	2	3.33
laziness	1	1.67
Others	2	3.33
Total	60	100

From the Table-3, it has been found that there are so many causes leading to the lateness in school, but delay in release from private tuition is a major cause for students of late coming to the school with the highest frequency and percentage 22 and 36.67 respectively. The second, third, fourth and fifth reasons leading to the lateness of students to school are help to parents in agricultural field for cultivation, problem of ferry boat, machinery disturb of bi-cycle and road transport problem with percentage value 11.67%, 8.33%, 6.67% and 5.00% respectively. While least among the factors leading to late coming are waking up late, Sweeping, look after young ones to school, goes to treatment in Hospital or Doctor, play at morning and laziness with

frequency 1 and Percentage 1.67% respectively. So from the above discussion it can be interpreted that external factors delay in release from private tuition is most responsible for late coming to school of students, followed by socio-economic related factor such as help to parents at agriculture field for cultivation and transport related factors such as problem of ferry boat, machinery disturb of bi-cycle and road transport problem with percentage are playing vital role for late coming to school of students. The different factors leading to the lateness in school going are depicted in the following graphical representation.

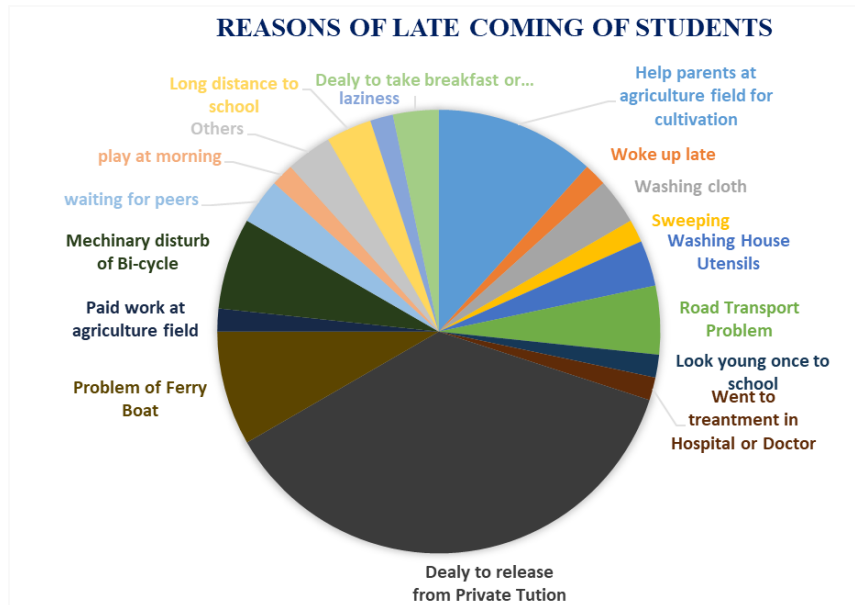


Figure-2. Reasons of Late coming of students

4. Planning and Action

Late Coming at sample school has been introduced as a problem and concern. It is influencing the cause of concern of academic performance. For the urgent need for remedies, the researcher as a Head of the Institution has implemented the following planning and Action at the sample school.

4.1. Staff Council and Academic Council Meeting

The researcher has conducted Staff council and Academic Council Meeting and the issues have been introduced as a serious matter. All staffs are requested to accept these issues as a project and motivate students for punctuality as well as to co-operate with Head of the Institution. Also, all teachers are requested to introduce activity-based method of instruction in class room teaching. The Minutes of the meeting have been written in the meeting resolution book.



Plate-2. Staff Council meeting

4.2. Students Cabinet Meeting and emphasis on self-discipline

Researcher has conducted Students Cabinet Meeting in school with all student cabinet members to discuss the late coming issues and its impact on academic performance. In this meeting Students cabinet members are motivated by teachers to influence others students to reach school at right time and self-discipline.



Plate-3. Students Cabinet Meeting with other interested students

4.3. Students Counselling

Guidance and counselling is one of the appropriate ways to achieve goal of someone. For this purpose, all staffs are requested by the researcher to counsel all students properly to overcome this problem. Mainly late comer students are especially counselled to attain morning assembly daily and motivated to manage the time schedule for their daily life.



Plate-4. Students Counselling

4.4. Emphasis on Activity Based Teaching Learning

The researcher has involved all of teaching staff to implement activity-based teaching learning methods, and special attention has been given to joyful and non-monotonous teaching learning classroom environment. Teachers are motivated for creating joyful classroom through their practical and theoretical knowledge.

4.5. Use of Teaching Learning Materials in Class Room Teaching

In the classroom teaching-learning process concrete thinking is more effective rather than abstract thinking. Students need concrete to abstract discussion for effective learning. Teaching Learning Material (TLM) is one of the most helpful for this concrete to abstract discussion for effective learning of students and students would be more attentive towards lesson as well as daily schooling. All teaching staffs are especially motivated for daily TLM-based classroom with actively involvement of students.

4.6. Special emphasis on Co-curricular activities

Co-curricular activities in school make the students' learning more easy, joyful and effective as well as improve the daily attendance of students. In the sample school Special attention has been paid to proper implementation of co-curricular activities in daily class routine such as games and sports, art and craft etc. The school authority has created space for spontaneous participation on behalf of students in different co-curricular activities such as 'Extempore Speech', 'Quiz Competition', 'Singing', 'Dramatization', 'Dancing', 'Recitation', 'Craft Work', 'Drawing', Painting, 'SUPW' etc. Especially the Work Education and Physical Education teacher and all members of Cultural Committee of school are emphasized daily based co-curricular activities.



Plate-5. Co-curricular activities

4.7. Guardian Meeting

In this study, the present researcher conducts Parents-Teacher association meeting to reduce the distance between parents, teachers and students. In this meeting, late coming in school and its impact on academic performance have been highlighted to make awareness of parents towards the bad impact of late coming in school. Parents are informed to ready their children at right time for school. Parents also assure to co-operate with school authority regarding this.



Plate-6. Guardian Meeting

4.8. Variation of menu in MDM

Most of the students come from low socioeconomic families in this present school. So, these students are interested to intake mid-day meal regularly. From the observation of the researcher, it has been found that the variation of Mid-day Meal menu in school convinces to students for regular schooling with punctuality. Cookers of Self Help Group (SHG) are also interested to cook various types of food and serve the cooked food in a organized way.

4.9. Formative Evaluation

All teachers are influenced by H.O.I. for proper formative evaluation of Continuous Comprehensive Evaluation as per “Peacock” model. All students are informed that joining in morning assembly and attending in class room at right time are also the parameter of the indicator ‘participation’ for formative evaluation. The indicator ‘participation’ for Formative evaluation is measured through punctuality, class attend, regularity in class etc. Teachers pay attention to motivate students for punctuality.

4.10. Personal Contact program with local private tutor

The present researcher (Head of the Institution) personally contact with local private tutor. Since, the most responsible cause in the present study of late coming is delay to release from private tuition. So the researcher arranges a schedule for personal contact program with local private tutor. In this contact program researcher informs Private tutor about the matter of late coming in school of students and its’ impact on academic performance. Private tutors are requested to help students for their time management. It is also requested to private tutor not to delay in release of students from Private Tuition with respect to timing of school opening.



Plate-7. Personal Contact program with local private tutor

5. Outcomes (Changed progressed)

In this case study, after implementation of Planning and Action, the following situations are significantly changed.

5.1 Reduce late comers

In this case study different planning and action have been applied in the proper way in school. After the implementation of planning and action, it is found that the trends towards Late coming to school of students decrease significantly. The mind setup of students about school hour has modified. Previously late comers assume that 11a.m. to 4.30 p.m. is school hour but after this planning and action students are confirmed that school hour is 10.40 a.m. to 4.30 p.m.

5.2. Increase daily pupil Attendance

After the implementation of planning and Action, it has been noticed that daily attendance is increased. As per the attendance register record, a few percentage of daily attendance has improved. Students tried to come to school before morning general assembly.

5.3. Improve the Teaching Learning Process

Providing special attention on Teaching-Learning Materials (T.L.M) based class room, students are enjoying teaching learning process. Students become more interested towards classroom learning. Students are actively participating in classroom learning.

5.4. Students more attentive in classroom teaching

After the implementation of planning and Action, it has been shown that Late comer has been reduced rather than before. As students are present at right time in class room so they are not miss-informed during the lesson like before when they enter class room after the start of the lesson. Many of the class teachers have informed that disturbance in the flow of lecture or discussion and disturbance on other students have reduced as the late comers in school have reduced.

5.5. Spontaneous participation in Co- curricular Activities

In this study, after the implementation of said planning and action, some changes have been noticed in the participation in co-curricular activities. Due to Spontaneous participation in Co-curricular activities students are enjoying their co-curricular classes and it is also seen that students are more interested towards daily schooling.

5.6. Improvement of school discipline

Further, it has been found that all-round discipline from teacher to students of the school has improved significantly. Mainly students follow in and out time of school properly. It can be concluded that physical health of school as well as school discipline have been positively changed.

6. Conclusion

It is important for all stakeholders in the education field to consider late coming in school as a major variable of successful quality education. Late coming of students in school has grim effect in teaching-learning process. Teachers and school administrators have to face to work hard. Late coming students create a lot of challenges among school learners.

So many factors are responsible for late coming including external factors like transport problem, home responsibility, socioeconomic background, parents and students apathy towards schooling. This case study is showing that it is possible to reduce as well as to overcome the late coming problem with proper planning and action. This present study also shows that with the successful implementation of proper plan and action not only reduction in the late comers but also so many improvements occur in school such as in classroom teaching learning, method of teaching, co-curricular activities, student daily attendance, school discipline etc.

7. References

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8. Documents Attached in support of the change

8.1. Staff Council Resolution:

15.

এস. জি. এস. ওয়াই /
এস. এইচ. জি. / ক্লাব

মিটিং-এর ক্রমিক সংখ্যা : 02/2019
মিটিং-এর স্থান : Staff room

মিটিং-এর তারিখ : 04.11.19
মিটিং-এর সময় : 2 P.m

গ্রাম উন্নয়ন কমিটি/
মাতা কমিটি/সমিতি

উপস্থিত সভ্যগণের নাম

১। Kamruzzaman Mollah	৮। Md. Abdullak
২। Md. Ahmadulla	৯। Pranab Kumar Mondal
৩। Rina Biswas	১০। Partha Pratim Ghosh
৪। Imtiazuddin Ahmed	১১। Jhantu Tikadar
৫। Fabrice Karayen Das	১২। Samiran Kundu
৬। Utpal Sankar	১৩। Anupam Biswas
৭। Sudhamay Mondal	১৪। Kh. Koel Al Aman

রেজল্যুশন

Resolution Adopted:

A meeting convened by the Headmaster of Tunge Swami Swarupahande High School (HS) held today i.e. 04.11.2019 at 2 p.m in staff room. Being the Convener of the meeting, the Head of the institution elaborately discussed the relevant points of the preparation of 'case study' and then the following resolution were adopted -

1. The review team for case study comprising the following School Panel for most significance change as per case study. The School panel is formed by the following staff.

1. Kamruzzaman Mollah (H.M)
2. MD Ahmadulla,
3. Imtiaz Uddin Ahmed,
4. Pranab Kumar Mondal,
5. Rina Biswas,
6. K.H. Koel Al Aman,
7. Soumen Dey
8. Anupam Biswas
9. Partha Pratim Ghosh,
10. Md. Abdullak.

As there no matter of discuss, The Convener end the meeting with thanks to all.

[Signature]
04.11.19
(Convener)
Headmaster
Tungi S.S High School (H.S)
P.O. -Tungi, Murshidabad

8.2. school level

Resolution for panel:

8.3. Meeting


মিটিং রেজল্যুশন বই			
MEETING RESOLUTION BOOK			
মিটিং নং / Meeting No.	উপস্থিত সভাপণের নাম	স্থান / Place	মেটিং হোল্ড
তারিখ / Date	NAME OF MEMBERS PRESENT	সময় / Time	ব.স.স.
১.1.1	১.1.8	১.1.15	
১.1.2	১.1.9	১.1.16	
১.1.3	১.1.10	১.1.17	
১.1.4	১.1.11	১.1.18	
১.1.5	১.1.12	১.1.19	
১.1.6	১.1.13	১.1.20	
১.1.7	১.1.14	১.1.21	

নং / No.	রেজল্যুশন / Resolution Adopted	নং / No.	রেজল্যুশন / Resolution Adopted
১	Achintya Bala	২৯	শ্রী অজয় কুমার সিং
২	সিদ্ধান্ত	৩০	শ্রী অক্ষয় সিং
৩	সিদ্ধান্ত	৩১	শ্রী অক্ষয় সিং
৪	সিদ্ধান্ত	৩২	শ্রী অক্ষয় সিং
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১৩	সিদ্ধান্ত	৪১	শ্রী অক্ষয় সিং
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২৭	সিদ্ধান্ত	৫৫	শ্রী অক্ষয় সিং

Resolution:

মিটিং রেজল্যুশন বই			
MEETING RESOLUTION BOOK			
মিটিং নং / Meeting No.	উপস্থিত সভাপণের নাম	স্থান / Place	মেটিং হোল্ড
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১.1.4	১.1.11	১.1.18	
১.1.5	১.1.12	১.1.19	
১.1.6	১.1.13	১.1.20	
১.1.7	১.1.14	১.1.21	

নং / No.	রেজল্যুশন / Resolution Adopted
১৭	সিদ্ধান্ত
১৮	সিদ্ধান্ত
১৯	সিদ্ধান্ত
২০	সিদ্ধান্ত
২১	সিদ্ধান্ত
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৩০	সিদ্ধান্ত
৩১	সিদ্ধান্ত
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৩৬	সিদ্ধান্ত
৩৭	সিদ্ধান্ত
৩৮	সিদ্ধান্ত
৩৯	সিদ্ধান্ত
৪০	সিদ্ধান্ত
৪১	সিদ্ধান্ত
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৯৯	সিদ্ধান্ত
১০০	সিদ্ধান্ত



নির্দিষ্ট রেজলিউশন বই

MEETING RESOLUTION BOOK

ক্রমিক/Meeting No.	উপস্থিত সভ্যগণের নাম	স্বাক্ষর/Place	সময়/Time
১/১	১/১	১/১	১/১
১/২	১/২	১/২	১/২
১/৩	১/৩	১/৩	১/৩
১/৪	১/৪	১/৪	১/৪
১/৫	১/৫	১/৫	১/৫
১/৬	১/৬	১/৬	১/৬
১/৭	১/৭	১/৭	১/৭

ক্র/No.	রেজলিউশন/Resolution Adopted	স্বাক্ষর/Place	সময়/Time
১/১	আজিভবে সুপার আবেদন করা হয়েছে।		
১/২	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৩	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৪	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৫	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৬	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৭	আজিভবে সুপার আবেদন করা হয়েছে।		

ক্র/No.	রেজলিউশন/Resolution Adopted	স্বাক্ষর/Place	সময়/Time
১/১	আজিভবে সুপার আবেদন করা হয়েছে।		
১/২	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৩	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৪	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৫	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৬	আজিভবে সুপার আবেদন করা হয়েছে।		
১/৭	আজিভবে সুপার আবেদন করা হয়েছে।		

Acknowledgement:

I would like to acknowledge to all my colleagues (teaching and non-teaching staffs) of Tungi Swami Swarupananda High School and my beloved students for this research work