



Original Article

## Factors Responsible Students' Lateness in Secondary Schools- A Case Study in A Howlwadag District, Mogadishu-Somalia

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One of the main issues adversely influencing students' educational achievement, particularly in Somalia's secondary schools, is being late to class. This terrible behaviour has been hindering students' academic performance and the management work of the school. The objectives of the study were to examine how the student's neighbourhood's fairness affects their school attendance lateness, to find out the role of parents in student's tardiness to school, and finally, to investigate the effect of excessive use of social media on attending school classes on time in Mogadishu, Somalia. The methodology adopted in this research was conducted through a descriptive research design and used questionnaires to collect data. Data was analysed by measuring the frequency of respondents per question, tabulated frequencies were also used for socio-demographic status, and Analysis was prepared using a statistical package for social science SPSS version 20 to present the data. The study's sample size was 80 respondents, including Secondary students, teachers, and principals. The study revealed that the effect of long distance on student lateness was ( $\mu= 3.735$ ) ( $\sigma= 1.14754$ ), Additionally were found to have a significant role in their student lateness at school with a mean of ( $\mu=3.6225$ ) ( $\sigma=1.29071$ ). Furthermore, respondents agreed that the excessive use of social media has a negative impact on students' school attendance lateness with a mean of ( $\mu= 3.6854$ ) ( $\sigma= 1.3043$ ). This study found that long distances to school positively affect students' lateness in secondary school.

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## INTRODUCTION

A school is a primarily recognized institution with the primary mission of educating students. The goal is to gather students from various households in one location (the classroom) to instruct and learn under the guidance of the teachers. The habit of being on time is one of the crucial characteristics that make up a successful person. (Maile & Olowoyo 2017).

The primary goal of a school is to combine students from various families in one room—the classroom. Effective instruction as without the collaboration of the teacher and the students, learning cannot occur, daily administrative record, the attendance register, is developed and used to figure out if pupils are dedicated to getting an education from the teachers. The form teachers use this record, which is checked weekly by the school principal. The supervisors from the Ministry of Education and other experts, particularly in education, on unplanned inspections also monitor the attendance register on a term or annual basis.

Parents sometimes used the attendance register to monitor how their pupils were moving around. The attendance register mainly monitors students' attendance at school and in classes. In order to estimate the number of students who received the course of study, committed teachers also take attendance before providing their subjects. Therefore, attendance is a vital administrative record that parents and school authorities use to observe, manage, and supervise students' school-related activities. A student who is not a regular attendee to class may experience learning

difficulties due to tardiness, truancy, reading disability, and failure to communicate with the teacher (Oghuvbu, 2010).

A person or group is said to be late coming if they fail to arrive at a venue at the scheduled time, the habit of arriving at school after the scheduled hour of initiation of the day's teaching activities. Lessons begin at 7:45 am, according to the official school schedule. However, other activities occur before that in which students are required to participate (registration and assembly) as a result. All pupils are required to arrive at school no later than 7:45 am in order to participate in these important events (Maile & Olowoyo, 2017).

School tardiness is a long-lasting problem. In current history, this incident has spread quickly throughout numerous institutions. The teaching-learning approach in schools as well as our overall education system may suffer if we are not able to control this issue due to their regular routines, such as sleeping in late due to laziness, hurrying with unfinished homework, seeing a private tutor, or skipping breakfast or making breakfast, they frequently arrive at school late. Sometimes, students are tardy because of road issues, rivers, waiting for classmates, parental participation in their preparations, and domestic play and work in the morning (Mollah, 2022).

With the development of the human capital theory, which places emphasis on acquiring people in order to achieve high productivity in both the service and manufacturing industries, it is necessary to ensure that students receive a quality education by dealing

with problems like lateness and absenteeism, among others, that may hinder their ability to learn. The performance of learners who arrive late may suffer, which may ultimately have an effect on the workforce's productivity (Habbozya Wilken, 2018).

It is more common for female students to be late than for male students; this is a consequence of their parent's involvement in household duties. Secondary school students' tardiness is influenced by various factors, including distance to school, school rules, family history, and the school's location (Oghuvbu, 2008). Family members may have developed the habit of being late. For instance, when a child sees his/her father frequently being late for work, the child may imitate the behaviour and be late for school as well (Zaid Bataineh, 2014).

Family members may be a source of the habit of being late. They used the example of a person who witnesses his or her father arrive late for work and might pick up the habit of doing the same, arriving late to classes. Furthermore, the absence of parental supervision, marital violence, poverty, and distinct educational perspectives could all contribute to tardiness (Habbozya Wilken, 2018).

If the students are watching movies or home films, they might get so involved and captivated by them that they forget they have to go to school. When this happens, they may hurry and end up being late for class (Dafiaghor, 2011). Moreover, teachers may select ways to cope with students' tardiness behaviour that are easier to implement and effective by identifying the school's available rules and referral resources. Basically, teachers must take into account their own behaviour in order to maintain a positive learning environment. Additionally, the first class is the ideal moment for instructors to explain the rules for classroom behaviour, such as expected arrival and exit times. One more thing, before attempting to address students' tardiness behaviour, instructors should ensure that the policy and penalties for it include exceptions and seek responses from pupils (Sandall et al., 2018).

Also, arriving late might negatively impact students' performance and lead to poor grade percentages. On the other hand, higher average grades are attained by students who are more prompt and in attendance. While students who aren't as punctual and attentive to class have lower grade point averages (Sandall et al., 2018).

There has been discussion regarding the connection between EM (electronic media) and sleep habits for some time. Johnson and his friends proposed that excessive TV watching during adolescence may be linked to an improved risk of sleep issues in early adolescence or late primary adulthood in a longitudinal research study of 759 adolescents with mean ages of 14, 16, and 22 years (Kubiszewski et al., 2012).

In the context of Somalia, there is no centre of research; therefore, I have no evidence in the literature with regard to studying the factors responsible for students' lateness in secondary schools. Thus, this current study examines factors responsible for students' lateness in secondary schools in Mogadishu, Somalia.

### **Problem Statement**

Arriving late for class is one of the critical problems that has affected many schools; very limited institutions have been free from this problem. It is difficult to highlight the adverse effects of this awful threat on the school's management and the students' academic performance. As a consequence, student tardiness is considered a concern in the school, a condition that spreads to other students and becomes chronic throughout students; in common knowledge, a variety of factors can contribute to students arriving to class late. The reality is that Somalia lacks adequate public schools that maintain the quality of education, and private schools are primarily interested in making money, not helping students to grow. Travelling far distances to school is another reason students are late. This research will investigate the causes of students arriving late to secondary schools.

## Study Objectives

This study has the following specific objectives.

- To examine how students' school-home distance affects their school attendance lateness.
- To find out the role of parents on students' lateness in attending school on daily bases.
- To investigate how the excessive use of social media affects the student's lateness to school.

## Significance of the Study

The study will help policymakers in the Ministry of Educational, Culture, and Higher Education may find the study's findings helpful in formulating policies. Parents will be encouraged by this study to insist that their students arrive at school early, which will enhance each person's academic achievement. It will aid in highlighting the numerous factors that lead to students arriving late for class as well as the appropriate actions required to end this detrimental conduct. Last but not least, we should also point out that the outcome of this study was suitable because the findings might encourage teachers to arrive at work on time.

## MATERIALS AND METHODS

This study focused on recording, analysing, describing, and reporting conditions in secondary schools. Therefore, the researchers adopted a descriptive research design. This study was collected from principals, teachers, and students in

four private Secondary schools in Howlwadaag District Mogadishu-Somalia.

The study used probability sampling, particularly random sampling design. It states a probability sampling procedure in which the population is divided into male and female strata. To collect the data, semi-structured questionnaires were prepared in English, and we used the Likert scale to measure the variable. Analysis of the collected data was done using SPSS software version 20.

## RESULTS

*Table 1* shows that 91.3% of the respondents were male, while 8.8% were female. This means that the majority of respondents were male. *Table 1* shows that 52.5% of the respondents were single, and 47.5% were married; this means that most of the respondents were single. *Table 1* indicates there is no age of the respondents less than 13 years, 46.3% of them between 13-18 years, 28.8% of them between 18-24 years, 21.3% of them between years 24-29 years and 3.8% are above 30 years old. This means that most of the respondents were between 13-18 years. *Table 1* indicates almost 55.0% of the respondents were Secondary students and 20.0% of the respondents have a Diploma and about 22.5% have a Bachelor and 2.5% of the respondents have a master's degree; there are no respondents have a PhD degree, this shows that the most respondents were Secondary. *Table 1* indicates the experience of 38.8% of the respondents is 1-2 years, 27.5% have 2-3 years to 3-4 years of experience, 13.8% and 20.0% have five years of experience. This shows that most respondents have 1-2 years of experience.

**Table 1: Demographic characteristics of the respondents**

		Frequency	Percent
Gender	Male	73	91.3
	Female	7	8.8
	Total	80	100.0
Marital status	Single	42	52.5
	Married	38	47.5
	Total	80	100.0
Age	13-18	37	46.3
	18-24	23	28.8
	24-29	17	21.3
	30 and above	3	3.80
	Total	80	100.0
Level of experience	1-2 years	31	38.8
	2-3 years	22	27.5
	3-4 years	11	13.8
	5 years	16	20.0
	Total	80	100.0
Level of education	Secondary	44	55.0
	Diploma	16	20.0
	Bachelor	18	22.5
	Master	2	2.50
	Total	80	100.0

**Table 2: To examine the effect of long distances on student's lateness**

Effect of long distances on student's lateness	Mean	Std. Dev	Interpretation
The location of secondary schools causes poor academic performance	3.7500	1.15287	Good
Peer group may come late while they drag their feet	3.7375	1.07614	Good
Long trips to school also relate to truancy and absenteeism	3.8250	1.16679	Good
Travelling 5 km on foot and more can increase the rate of dropout in secondary schools	3.5375	1.24213	Good
Road traffic related to a highly complex pattern of travel from home to school	3.8250	1.09977	Good
Total mean average	3.735	1.14754	Good

Most respondents, as indicated by the total mean value of *Table 2*, agreed that the objective was to investigate how far travel distances affected students' tardiness in Mogadishu, Somalia. Which has a greater impact on the students, and the rate was 3.735.

a greater impact on students, and the rate was 3.6225.

The overall mean index of *Table 3* shows that the majority of the respondents agreed with the goal of determining how parents' role affects the students being late for school in Mogadishu, Somalia. It has



**Table 3: To find out the effect of parent's role on student's lateness**

Effect of parent	Mean	Std. Dev	Interpretation
Parents affect their children through encouragement	3.6375	1.21430	Good
The absence of paternal can cause lateness for children	3.6125	1.25782	Good
Physical, social, and psychological variables can influence the children	3.5375	1.43151	Good
Parents who prepare food at a late time will cause students to come late	3.6750	1.19889	Good
Lateness can cause a lack of parental, domestic violence, supervision, and poverty	3.6500	1.35104	Good
Total mean average	3.6225	1.29071	Good

**Table 4: To investigate the effect of social media on student's lateness**

Effect of social media	Mean	Std. Dev	Interpretation
Long-time use of electronic media at night confuses the attention of the students	3.4625	1.30184	Normal
Use of social media, students get more vocabulary and more knowledge	3.6875	1.48915	Good
Social media has advantages for students by connecting one another on class projects and assignments	3.8125	1.14840	Good
Social media has many dangers including theft, and fake contacts	3.7125	1.14950	Good
Social media has an influence on exams by cheating with other students	3.7500	1.24778	Good
Total mean average	3.6854	1.3043	Good

The overall mean index of *Table 4* shows that the majority of the respondents agreed that the goal was to examine how social media affects students' tardiness to school in Mogadishu, Somalia, where the rate was 3.6854.

## DISCUSSION

The study discovered that arriving late is a major problem in all the institutions evaluated. The average arrival time for students was ten to fifteen minutes after the start of the first class. The study's main finding was that, particularly for female students, sleeping late at night resulted from waking up late watching television or spending too much time doing housework. This finding agrees with that of (Kubiszewski et al., 2012; and Dafiaghor, 2011), who found that excessive TV watching during adolescence may be linked to an improved risk of sleep issues in early adolescence.

The parents' insufficient supervision mainly caused some of the student's tardiness to school.

Additionally, the impact of an apart household had a significant impact on students arriving late to school. In the majority of the divided households, learners took up the role of parenthood at a very young age when they were expected to be supervised. These results concur with that of (Warne et al., 2020), who revealed that late arrival is a sign of shortcomings in a school organization.

The attitudes of some teachers and the primary subject of the day both played an important part in why some students arrived late. Certain subjects, in the view of the students, are too difficult to constitute the day's first class. Some students argued that it was wasteful to arrive so early, particularly during the day's first lesson because some teachers did not know how to instruct them. The way these students function academically has been greatly affected by their personalities. Students' secondary school attendance and academic achievement are reasonably and favourably connected, meaning that attendance affects academic performance.

Attendance affects academic performance by 22%. Urban, semi-urban, and rural schools have different relationships between attendance and academic achievement. The findings of this study indicate that improving attendance will also improve academic achievement. School officials should appropriately supervise the recording and application of attendance registers for effective control of students and improved academic achievement. This is possible because attendance data will assist parents, ministry of Education officials, and researchers in identifying additional factors influencing pupils' academic achievement and behaviour in schools (Oghuvbu, 2010)

## CONCLUSION

In Benadir State's public primary and secondary schools, lateness among students, teaching staff, and support staff is a serious and ongoing institutional concern. Parents and students should collaborate to identify and suggest solutions to this problematic issue, which could cause students to drop out of school, come late affect other students, causing a negative effect on other groups of students. The rest of the class is distracted by late students, who also disrupt the continuity of the teacher's discussion.

One of the most difficult things for an instructor to deal with in the classroom is dealing with students who are consistently late. This is a serious and ongoing problem. All involved parties in the education sector must take tardiness into consideration as a key component of effective, high-quality education. Students that arrive to class late have a negative impact on the teaching-learning process. Administrators and educators in schools must put forth a lot of effort.

This study found that long distances to school positively affect the student's lateness in Secondary schools; learners were occasionally affected by their colleague, and many of the students walked to high school with peers, dragging their feet on their way to school, chatting and getting to school late.

## Recommendations

In view of the fact that most students cover long distances, the government should build more Secondary schools in different strategic locations. School authorities should reward students who are consistently on time for class to motivate other students. Teachers can be positive role models for their students by arriving on time for classes and school. Students should minimize their time on social media to keep from becoming addicted to it for useless chitchat. Teachers can adopt new strategies by directing discussions or assignments there in order to encourage students to use social media networks for academic study.

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## Conflict of Interest

There is no conflict of Interest

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