



CAUSES OF LATENESS TO SCHOOL AMONG SENIOR SECONDARY SCHOOL STUDENTS IN KWALI AREA COUNCIL, FCT ABUJA

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Abstract

The study investigated the causes of lateness to school among senior secondary school students in Kwali area council, FCT Abuja, Nigeria and possible solutions. The design of this study was descriptive survey research. The population included all Physics and Mathematics teachers, and all Physics and Mathematics students in public schools in Kwali area council, under FCT Abuja in the 2021/2022 academic session. Data was collected using students questionnaire, tagged: Latecomer Student Questionnaire (LCSQ). The data obtained were analyzed using SPSS version 20.0; mean and standard deviation were used as statistical tools. The result showed that waking up late in the morning leading to the missing of early morning subjects was the major factor responsible for lateness to school. Result showed that female students went late to school more than their male counterparts. It was therefore recommended that government at all levels should increase education budget with the view to increasing number of schools. This would reduce students home- school distance, thus reducing students' lateness to school and Parents, especially mothers should reduce giving domestic activities to female students at home especially in the morning hours within which students get ready for school.

Keywords: Lateness, School system, Home-School distance, Academic Achievement

1.0 INTRODUCTION

Lateness to school is one of the major problems that have affected many schools. There is hardly a school that is spared from this problem. The consequences of this menace cannot be overemphasized as it has contributed immensely in a negative way to the academic achievement of learners and the functioning of the school (Maile and Olowoyo , 2017). Lateness is a function of time and as such, time is usually used as a major criterion for determining lateness. Lateness may connote partial absence for some minutes for a particular lesson, subject, or non-arrival on time for classes.

Theoretically, lateness has been classified into three categories; Chronic, Avoidable and Unavoidable sources. Chronic lateness is a response to a bad environment and with students'

dislike by mates. It could be due to the level of commitment to the school and lack of satisfaction. Avoidable lateness (stable periodic lateness) occurs when students think they have better or more important activities to do than to arrive on time for a particular lesson or class and in most cases, this happens with science subjects especially Mathematics and Physics (Booth,2011). Finally, unavoidable lateness is due to factors beyond the students' control such as transport problem, bad weather, illness and accident (Shapira-Lishchinsky and Shapira-Lishchinsky, 2018).

Literally, the term "Lateness" implies a situation where an individual arrives after the proper, scheduled or usual time (Oxford Advanced Learner Dictionary 5th ed. 1995). Dafiaghor (2011) put it as a term used to describe "people not showing up on time". Bataineh (2014) contributed by saying that lateness is synonymous with "tardiness" which implies being slow to act or slow to respond, thus not meeting up with proper or usual timing. Lateness can be viewed as an outcome of laxity or system breakdown (Maile and Olowoyo 2017). Lateness to school, violates the principle of punctuality and if not checked at the onset, may become a habit with the individual involved and may have a negative consequence (Breeze et al., 2010). Gender differences in lateness may be related to differences on how men and women perceive the ethics in any organization. The report of Attanasio and Kaufmann (2014) identified the role of gender in child schooling. From study, female-headed households have higher early attendance in schools whereas educated fathers are more likely to have strong impact in increasing the probability of children school attendance than mothers. Sarkodie, Ntow-Gyan, Bempong and Soak (2014) reported that lateness is more common among female students than male students. This may be due to their involvement in domestic activities. However, in recent time male students tend to also go late to school; reasons include attending to house hold chores, errands, and bad peer influence as a result of indiscipline. Therefore, lateness could result in poor academic achievement, disruption in class, difficulty in keeping an accurate record, reduced ability to meet instructional target and damage of school reputation (ETC, 2009).

There are numerous causes of lateness to school, among others. The following are the major causes of lateness to school: going late to bed, watching films and night movies, habit of waking up late, distance/location of school, keeping friends of different status, engagement in untimely domestic chores/activities, innate anxiety level, family background, cultural background, religious background, too much body cares and excessive facial/body make up.

1.1 Statement of the problem

Lateness to schools remain a major problem that most schools are facing. Lateness to school is a growing concern and it has become increasingly difficult to eradicate. Lateness to school has devastating effects on teaching and learning process in schools, which has a great negative impact on school standard, students' academic performance, absenteeism and distraction for other students. Few or no studies have been carried out at Kwali Area Council of the Capital Territory to evaluate the causes of lateness to school despite the negative impacts lateness to school has on the academic performance of students, coupled with social negative impacts. In this study, researchers investigated the causes of lateness to school among Senior Secondary School Students in Kwali area council, FCT Abuja, Nigeria.

1.2 The objective of the Study

The study investigated the causes of lateness to school among senior secondary school students in Kwali area council, FCT Abuja, Nigeria and possible solutions. Specifically, the study was to:

- 1) Find out the factors responsible for lateness to schools among Senior Secondary School Students in Kwali area council, FCT Abuja.
- 2) Find out whether there were gender differences in terms of students' lateness to school.
- 3) Find out the possible solutions to lateness to school.

1.3 Research Questions

The following research questions were posed to guide the study:

- 1) What are the factors responsible for lateness to school among senior secondary school students in Kwali area council, FCT Abuja?
- 2) What is the gender relationship in terms of lateness to schools among senior secondary school students in Kwali area council, FCT Abuja?

2.0 METHODOLOGY

2.1 Research Design, Population and Sample technique

The design of this study was a descriptive survey research. The population included all Physics and Mathematics teachers and students in public schools in Kwali area council under FCT, Abuja in the 2021/2022 academic session. The schools included: G.S. S Bako (Day school) ,

G.S. S Pai (Day school), G. S. S Kilankwa (Day school), G. S. S Yangoje (Day school), G. S. S Yebu (Day school), G. S.S Bukpe (Day school), G. S. S Kwali (Boarding school), G. S. S Dangara (Boarding school), G. S. T. C Kwali (Boarding school).

Four schools were selected using random sampling technique :two boarding schools and two day schools from the population. Sample of 40 students habitual late comers and 40 punctual students(using school/ class registers) were randomly selected and used for the study. Ten students' habitual late comers and ten punctual students were selected from each school heterogeneously.

2.4 Instrument

The instrument used was questionnaire, tagged “Latecomer Student Questionnaire (LSQ)”. The Questionnaire was divided into two sections, A and B. Section A consisted of personal information of the respondents such as gender and age. Section B consisted 13 items on factors responsible for coming late to schools. Four Likert Scale was used as follows: Strongly Agree (S.A – 4), Agree (A – 3), Disagree (D – 2) and Strongly Disagree (S.D – 1). The items on the questionnaire included: (1) Going late to bed because of watching films, home night movies and social media (whatsApp chatting, Facebook, twitter and other social media), (2) Parental engagement of students in domestic activities in the morning, (3) Waking up late in the morning, (4) Distance to school, (5) Traffic jam/ Holdup, (6) Avoiding punishments by teachers during assembly, (7) Avoiding corporal punishments by senior students in the morning, (8) Most teachers come late to school, (9) Keeping friends who are not in the same school with the students, (10) Took young ones to school, (11) Mathematics and Physics lessons come up early, (12) I miss most early morning subject lessons, and (13) I like science subjects.

2.5 Validity

Three experts validated the Latecomer Student Questionnaire. Two PhD holders from Mathematical Sciences Education Programme, National Mathematical Center, Abuja and one PhD holder from Science and Technology Education Department, Bayero University, Kano. They assessed both the face and content validity of the instruments.

2.6 Reliability

A pilot study was conducted with sampled schools not involved in the study. The pilot study sample of 20 habitual latecomers from two different schools under Kwali Area Council, FCT, Abuja. The reliability coefficient was computed using Cronbach alpha (alpha coefficient)

formula and found to be 0.80 for LSQ. The instruments are reliable and were used for data collection in this study.

2.7 Procedure

The researchers collected data through the administration of the questionnaires (LSQ) from the selected students of the sampled schools. The collection of data was done through personal administration and with the aid of staff in the schools under Kwali area council, FCT, Abuja, as research assistants. The researchers used two weeks for administering and collecting the data from the schools and there was no missing questionnaire. All forty copies of the questionnaire distributed were returned; representing 100%.

3.0 RESULT

The study investigated the causes of lateness to school among senior secondary school students in Kwali area council, FCT Abuja, Nigeria and possible solutions. The purpose of the study was achieved by asking sampled students to rate their schools on the issue of causes of lateness to school among senior secondary school students in Kwali area council, FCT Abuja, Nigeria and possible solutions by using a 4 point Likert scale. The scores of students' responses were analyzed using the SPSS version 20.0 software-computing program to compute descriptive statistics.

3.1 Research Question 1

What are the factors responsible for lateness to school among senior secondary school students in Kwali area council, FCT Abuja?

Table 1: Mean and Standard Deviation Scores of Responses of students on factors responsible for lateness to school among senior secondary school students in Kwali area council, FCT Abuja

S/n	Item	N	Mean	St. Deviation	Decision
1	Going late to bed because of watching films, home night movies and social media (WhatsApp chatting, Facebook, Instagram, twitter and so on	40	1.5750	0.7472	Minor
2	Parental engagement in domestic activities in the morning	40	1.8500	0.8929	Minor
3	Waking up late in the morning	40	2.0750	1.7304	Major
4	Distance to school	40	1.8000	0.6869	Minor

5	Traffic jam/Hold up	40	1.6000	0.5454	Minor
6	Avoiding punishments by teachers during assembly	40	1.8000	0.7579	Minor
7	Avoiding morning corporal punishments by senior students	40	2.3000	1.0908	Major
8	Most teachers come late to school	40	1.6250	0.8969	Minor
9	Keeping friends who are not in students' school	40	1.9250	0.8286	Minor
10	Took young ones to school	40	1.9000	0.7082	Minor
11	Mathematics and Physics come up early	40	1.9250	0.8286	Minor
12	I miss most early morning lessons	40	2.5000	1.0378	Major
13	I like science subjects	40	1.6410	0,9028	Minor
<hr/>					
Grant Mean = 1.8858					

Table 1 above has an overall cumulative mean of 1.8858 but a decision mean value is 2.000. Values below and above are considered major and minor causes of lateness to school respectively. While values within the average are considered minor causes of lateness to school. (Solar-Gazagnes, Faucher, Jacqueminet, Duboise-Laferge, Mosnier, Roussel and Larder, 2019).It revealed that the major causes of lateness to school in the study area include: most students miss early morning lessons (physics and/or mathematics) (Mean 2.5000 and SD 1.0378), avoiding morning punishments by senior students (Mean 2.3000 and SD 1.0908), and waking up late in the morning (Mean 2.0750 and SD 1.7304). While the minor causes of lateness to school were: Going late to bed because of watching films, home night movies and social media (WhatsApp chatting, Facebook, Instagram, twitter and so on) (Mean 1.5750 and SD 0.7472), Traffics jam/Hold up (Mean 1.600 and SD 0.5454) and Most teachers come late to school (Mean 1.5750 and 0.7472).

3.2 Research Question 2

What is the gender relationship in terms of lateness to schools among senior secondary school students in Kwali area council, FCT Abuja?

Table 2: Mean and Standard Deviation Scores of Responses of students' Gender relationship in terms of lateness to school

Item	Gender	N	Mean	St. Dev.
Going late to bed because of watching films, home night movies and social media (WhatsApp chatting, Facebook, Instagram, twitter and so on)	Male	20	1.5500	0.1686
	Female	20	1.6000	0.1686
Parental engagement in domestic activities in the morning	Male	20	1.6500	0.1957
	Female	20	2.0500	0.1984
Waking up late in the morning	Male	20	2.0000	0.2406

	Female	20	1.6500	0.1817
Distance to school	Male	20	1.4500	0.1141
	Female	20	2.1500	0.1500
Traffics jam/Hold up	Male	20	1.5000	0.1357
	Female	20	1.7000	0.1051
Avoiding punishments by teachers during assembly	Male	20	1.7000	0.1792
	Female	20	1.9000	0.1606
Avoiding morning punishments by senior students	Male	20	2.2500	0.2392
	Female	20	2.3500	0.2542
Most teachers come late to school	Male	20	1.7000	0.2306
	Female	20	1.5500	0.1698
Keeping friends who are not in students' school	Male	20	1.9500	0.2039
	Female	20	1.9000	0.1817
Took young ones to school	Male	20	1.9500	0.1819
	Female	20	1.8500	0.1352
Mathematics and Physics come up early	Male	20	1.9500	0.2089
	Female	20	2.0000	0.1622
I miss most early morning lessons	Male	20	2.5000	0.2436
	Female	20	2.5000	0.2236
I like science subjects	Male	20	1.7500	0.2500
	Female	20	1.6000	0.1522

Table 2 shows that most of students' lateness to school by gender in this study area were female students more than their male counterparts. The Mean and Standard Deviation of female students on the factors responsible for lateness to school in the study area are higher than those of male students, except in the very few circumstances like:

Waking up late in the morning (Mean 2.000 and SD 0.2406); most teachers come late to school (Mean 1.7000 and SD 0.2306); Keeping friends who are not in students' school (Mean 1.9500 and SD 0.2039); Took young ones to school (Mean 1.9500 and SD 0.1819), and I like science subjects (Mean 1.7500 and SD 0.2500).

4.0 DISCUSSION

The study investigated the causes of lateness to school among senior secondary school students in Kwali area council, FCT Abuja, Nigeria and possible solutions. The research questions were answered as follows:

4.1 Research Question 1

What are the factors responsible for lateness to school among senior secondary school students in Kwali area council, FCT Abuja? Table 1 shows that the factors responsible for students' lateness in Kwali area council are: avoiding morning punishments by senior students, followed by waking up late in the morning which lead to missing most of the early morning subjects (Physics and Mathematics), parental engagement of students in domestic activities and keeping friends who are not in students' school among others. These findings are consistent with those of Onoyase (2017), and Ubogu (2011). Also the findings of Dafiaghor (2011) reveal that keeping students of different status, parental engagements of students in untimely domestic chores/ activities and habit of waking up late were the majors causes of lateness to school in Delta State.

4.2 Research Question 2

What is the gender relationship in terms of lateness to schools among senior secondary school students in Kwali area council, FCT Abuja?

Table 2 shows that more of students' lateness to school in this study area were female students than male students, The Mean and Standard Deviation of the factors responsible for lateness to school by the female students in the study area are higher than those of male students. The findings are in conformity with those of Abubakar, Bashir and Vera (2011), which revealed that female students are more prone to lateness to school than male students in their study . It may be for domestic chores such as cooking, washing of kitchen utensils, giving care to younger ones at home and nature of females in term of security.

5.0 SUMMARY

The summary of the findings are as follows:

- 1) Waking up late in the morning led to the missing of early morning subjects which was the major factor responsible for lateness to school.
- 2) Female students are more prone to lateness to school than male students.

5.1 Conclusion/Recommendation

- 1) Parents, especially mothers should reduce giving domestic activities to female students at home especially in the morning hours within which students get ready for school.
- 2) Government at all levels should increase education budget with the view to increasing number of schools. This would reduce students home school distance, thus reducing students' lateness to school.

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