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Causes of Students' Poor Attendance to Early Morning Lectures in Abia State College of Education (Technical) Arochukwu

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Abstract

This study investigated the causes of students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu. Descriptive survey design was adopted. Twenty item questionnaire was developed and validated by the five experts and its reliability calculated using Cronbach Alpha and it gave a reliability index of 0.820. The population for the study comprised of all the 120 students made up of 75) NCE III students and 45 NCE II students. Using mean statistic, it was found out from the study among others that lack of interest on the part of students, lack of seriousness to study, inability of students to manage their time well are the major causes of students' poor attendance to early morning lectures. Home factors were identified such as lack of money and distance from school. It was therefore recommended among others there should be constant checking of students' attendance to lectures using attendance register.

Introduction

Regular attendance to lectures is very important especially in teacher training institutions because it is in teacher training institutions that teachers are trained for effective performance of their duties. Hence, Federal Republic of Nigeria (FRN 2013:43) through the National Policy on Education charged teacher training institutions to produce highly motivated, conscientious and efficient classroom teachers for all levels of educational system. This objective of producing efficient classroom teachers cannot be achieved if curriculum content is not effectively covered while teaching in the classroom (Onyeachu, 2011). Teacher training institutions are meant to produce specialist teachers for pre-primary education, primary education, junior secondary education, adult education and non-formal education as well as special needs education. To this effect, the National Commission for Colleges of Education produced a new minimum standard document containing the content to be covered within the period of three years for one to get Nigeria Certificate in Education (NCE) (Federal Republic of Nigeria, 2012). The content as contained in the minimum standard cannot be covered if there is irregularity in attendance to lectures. Regular attendance to lectures is very important, because according to Onyeachu (2011) irregularity to lectures militates against effective curriculum implementation. This is because the curriculum of any subject is systematically planned as such; any topic not learnt will affect the full learning and the understanding of the other topics. Onyeachu (2011) therefore, lamented that situation where majority of the students will be missing the first two lessons every day, one wonders how such students can perform well in examination. It is equally very difficult for the lecturer to cover the content of the curriculum and teach for mastery. This ugly situation is a cog in the wheel of curriculum implementation and production of quality teachers. Therefore, this study set out to find the causes of students' poor attendance to early morning lectures and to recommend ways of improving students' attendance to early morning lectures.

The problem of this study is therefore aimed at finding the causes of students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu where poor attendance to early morning lectures is mostly noticed.

Statement of the Problem

The Poor attendance to lectures noticed among students in institutions of learning has generated worries and great concern among school administrators, lecturers (teachers), educators and researchers. The most disturbing aspect of this bad behaviour is noticed in tertiary institutions (Ayodele, 2017). Poor attendance to lectures is equally noticed in Teacher Training institutions. This is a disturbing situation because, Federal Republic of Nigeria (FRN, 2013) through her National Policy on Education expected teacher training institutions to produce highly motivated, conscientious and efficient classroom teachers for all levels of education system. There is, therefore, the urgent need to curtail the excesses of truancy so that the objective of producing conscientious and efficient classroom teachers will be achieved for all levels of education. Up to these recent times, the cry over students' poor attendance to lectures is still worrisome. The most disturbing aspect of truancy among students is that in most cases, those truants do not attend morning lectures. This study therefore deemed it very necessary to investigate the causes of students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu where poor attendance to early morning lectures (8.am to 9.am lectures) is overtly noticed.

The objective of the study was to investigate the causes of students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu. The specific objectives of the study are to identify the:
1. school factors that cause students' poor attendance to early morning lectures.
2. home factors that cause students' poor attendance to early morning lectures.
3. societal factors that cause students' poor attendance to early morning lectures.

In line with the purpose of the study, the following research questions were posed:
1. What are the school factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?
2. What are the home factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?
3. What are the societal factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?

Research Method

Descriptive survey research design was adopted for the study. Descriptive research design is suitable for the study as it will enable the researcher to find the opinion of both students and lecturers on the causes of students' poor attendance to early lectures. The study was conducted in Abia State College of Education (Technical) Arochukwu. The choice of Abia State College of Education (Technical) was as a result of frequent reports of students' poor attendance to early lectures by lecturers. The instrument used in this study was twenty (20) item questionnaire titled "questionnaire on causes of poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu". The items in the questionnaire were structured using 4-point Likert scale. The instrument contained two parts. Section A, provided background information, while section B provided information on the causes of students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu. To ensure the validity of the instrument, five experts were given the instrument for validation. They are two (2) experts from measurement and evaluation, two (2) from curriculum studies, and one (1) from English Language. The suggestions and corrections they made were incorporated in the final version of the instrument. The items were trial-tested by administering it to twenty (20) students

that are not part of the sample but are equivalent to the sample. The instrument has reliability of 0.820. The instrument was administered by the researcher, the return made was 100%.

The instrument was administered by the researcher. The data collected were analyzed using mean score, mean of 2.50 was chosen as a criterion for acceptance as causes of Abia State College of Education (Technical) Arochukwu students' poor attendance to early morning lectures. Mean below 2.50 was rejected because they are not causes of students' poor attendance to early morning lectures.

The study adopted survey research design. This design was used to investigate the causes of students' poor attendance to early morning lectures. The study was conducted in Abia State College of Education (Technical) Arochukwu, Arochukwu Local Government Area of Abia State of Nigeria. Arochukwu is located at the Southern end of Abia State being bounded in the North and North-East by Abriba and Ohafia towns respectively: in the South-East by Cross River State and West by Akwa Ibom State.

The population of the study is made up of all the seventy-five (75) NCE III students and forty-five (45) NCE II students in Abia State College of Education (Technical) Arochukwu. There was no sample for the study since the population is manageable. One hundred and twenty (120) students from both NCE III and NCE II students in Abia State College of Education (Technical) Arochukwu were used for the study. These NCE III and NCE II students were chosen for the study because they are in their final and semi-final years. They have stayed three years and two years respectively in the College. Hence, they are in position to give correct responses to the questions and items of the study.

Results

Research Question 1: What are the school factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?

Table 1

Mean and standard deviation ratings of NCE III students on whether school factors cause students' poor attendance to early morning lectures in ASCETA

n = 75

S/N	Item Description	Total	Mean ($\bar{x}$)	Decision
	The following school factors constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Laziness on the part of the students.	245	5.44	Agree
2.	Non-strict compliance to rules of 75% attendance to lectures legible for writing examination.	208	4.62	Agree
3.	Some students are not serious with their studies	260	5.77	Agree
4.	Influence of bad friends	249	5.53	Agree
5.	Lack of interest to learn	275	6.11	Agree
6.	Relying on sorting	187	4.15	Agree
7.	Lecture halls are not opened on time	190	4.22	Agree

Result obtained in table 1 revealed that all the seven (7) items scored above 2.50. item 1 scored mean of 5.44, item 2 scored mean of 4.62, item 3 scored mean of 5.77, item 4 scored mean of 5.53, item 5 scored mean of 6.11, item 6 scored mean of 4.15, item 7 scored 4.22, item 5 which has the highest score of 6.11 is a clear indicator that lack of interest to learn is the major cause of ASCETA students' poor attendance to early morning lectures.

Table 2:

**Responses from NCE II students on whether school factor constitutes causes
of students' poor attendance to early morning lectures in ASCETA**

n = 45

S/N	Item Description	Total	Mean ($\bar{x}$)	Decision
	The following school factors constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Laziness on the part of students	148	3.28	Agree
2.	Non-strict compliance to rules of 75% attendance to lectures	146	3.24	Agree
3.	Some students are not serious with their studies	157	3.50	Agree
4.	Influence of bad friends	157	3.40	Agree
5.	Lack of interest to learn	147	3.26	Agree
6.	Relying on sorting	130	2.88	Agree
7.	Lecture halls are not opened on time	112	2.48	Disagree

Result obtained from table 2 showed that all the seven (7) items scored means above 2.50 except item 7 which had a low mean of 2.48. A low mean of 2.48 is an indicator that lecture halls are not opened on time is not a cause of poor attendance to early morning lecture in ASCETA. Item 1 had a mean of 3.28, Item 2 had a mean of 3.24, item 3 had a mean of 3.50, item 4 had a mean of 3.40, item 5 had a mean of 3.26, item 6 had a mean of 2.88, item 3 had the highest mean of 3.50 which showed that one of the major causes poor attendances to early morning lecture is that some students are not serious with their studies.

Research question 2: What are the home factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?

Table 3

**Responses from NCE III students on whether home factor constitute causes
of students' poor attendance to early morning lectures in ASCETA**

n = 75

S/N	Item Description	Total	Mean ($\bar{x}$)	Decision
	The following home factors constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Improper time management.	242	3.37	Agree
2.	Distance from home to school	218	4.84	Agree
3.	Running small scale business	221	4.97	Agree
4.	Lack of money for transportation	236	5.24	Agree
5.	Majority of the students trekked to school	225	5.00	Agree
6.	Frequent attendance to night parties	241	5.35	Agree
7.	Majority of the students are living off campus	222	4.93	Agree
8.	Lack of money for transportation	217	4.82	Agree
9.	Frequent travelling by students	241	5.35	Agree
10.	Students who stay with their parents find it difficult to cope with early morning classes due to chores at home	186	4.13	Agree
11.	Pride on the part of the students	164	3.64	Agree

Results obtained from table 3 revealed that all the 11 items scored a mean above 2.50. Item 1 scored a mean of 5.37, item 2 scored a mean of 4.84, item 3 scored a mean of 4.91, item 4 scored a mean

of 5.24, item 5 scored a mean of 5.00, item 6 scored a mean of 5.35, item 7 scored a mean of 4.93, item 8 scored a mean of 4.82, item 9 scored a mean of 5.35, item 10 scored a mean of 4.13, item 11 scored a mean of 3.64. Item which scored the highest mean of 5.37 is a clear indicator that home factor which causes students' poor attendance to early morning lecture is improper time management.

Table 4

Responses from NCE II Students on whether home factors contribute to poor attendance to early morning lectures in ASCETA

n = 45

S/N	Item Description	Total	Mean (x̄)	Decision
	The following home factors constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Improper time management	136	3.02	Agree
2.	Distance from home to school	125	2.77	Agree
3.	Running small scale business by students	125	2.77	Agree
4.	Lack of money for transportation	134	2.97	Agree
5.	Majority of the students trek to school	110	2.44	Disagree
6.	Frequent attendance to night parties	101	2.24	Disagree
7.	Majority of the students are living off campus	104	2.31	Disagree
8.	Frequent traveling by students	128	2.84	Disagree
9.	Students who stay with their parents find it difficult to cope with early morning classes due to chores at home	132	2.93	Agree
10.	Pride on the part of students	124	2.75	Agree

Result obtained from table 4 revealed that seven (7) items out of ten (10) items scored a mean above 2.50. While three (3) items scored mean below 2.50. Item 1 scored a mean of 3.02, item 2 scored a mean of 2.77, item 3 scored a mean of 2.77, item 4 scored a mean of 2.97, item 5 scored a mean of 2.44, item 6 scored a mean of 2.24, item 7 scored a mean of 2.31, item 8 scored a mean of 2.84, item 9 scored a mean of 2.93, item 10 scored a mean of 2.75. While item 5 scored mean of 2.44, item 6 scored a mean of 2.44, item 7 scored a mean of 2.31. the highest mean of 3.02 scored by item 1 is a clear indication that causes of ASCETA students' poor attendance to early morning lecture is mostly improper time management. Other home factors which the findings from the study revealed was bad road, which resulted to the problem of transportation system contributed to students' poor attendance to early morning lecture in Abia State College of Education (Technical) Arochukwu.

Research Question 3: What are the societal factors that cause students' poor attendance to early morning lectures in Abia State College of Education (Technical) Arochukwu?

Table 5

Responses from NCE III students on whether societal factor constitutes causes of students' poor attendance to early morning lectures in ASCETA.

n = 75

S/N	Item Description	Total	Mean (x̄)	Decision
	The following societal factors constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Bad road	197	4.37	Agree
2.	Frequent internal crisis in the community	160	3.55	Agree

Results obtained in the table 5 showed that the two (2) items scored a mean above 2.50. Item 1 scored a mean of 4.37, item 2 scored a mean of 3.55. A higher mean of 3.55 indicate that frequent internal crisis in the community contributes to students' poor attendance to early morning lectures.

Table 6:

Responses from NCE II Students on whether society contributes to poor attendance to early morning lectures in ASCETA

n = 45

S/N	Item Description	Total	Mean ($\bar{x}$)	Decision
	The following societal factor constitute the causes of students' poor attendance to early morning lectures in ASCETA			
1.	Poor transportation	143	3.17	Agree
2.	Bad road	129	2.86	Agree
3.	Frequent internal crisis in the community	96	2.13	Disagree

Results obtained in table 6 showed that two (2) out of three (3) items had mean above 2.50 whereas only one (1) item scored a mean below 2.50. Item 1 scored a mean of 3.17, item 2 scored a mean of 2.86, while item 3 scored a mean of 2.13. The highest mean of 3.17 scored by item 1 is a clear indicator that transportation contributes to ASCETA students' poor attendance to early morning lectures. The low mean of 2.13 scored by item 3 showed that frequent internal crisis in the community of Arochukwu does not cause ASCETA Students poor attendance to early morning lectures.

Summary of Findings

The findings of the study revealed that major cause of students' poor attendance to early morning lectures in ASCETA is that majority of the students lack interest in learning. They are not serious with their studies. Most of the students are being influenced by their bad friends, ASCETA students travel too much, hence, they return late to school. Lack of money for transportation constitutes a problem.

Discussion of Findings

The findings of the study showed that many factors contributed to ASCETA students' poor attendance to early morning lectures. Such factors emanate from school, home and society. One of the findings of this study in the area of school factors is in line with the one the findings of Alua (2013) who conducted a study on how attendance affects general success of students. The findings of the present study in addition supports the finding of the research carried out by Komakech and Osuu (2014) who found students household work as one of the causes of students' poor attendance to lectures/lessons. The findings of this present study corroborate the finding of the study carried out by Khana (2019) who fund influence of friends and classmate as some of the factors responsible for students' poor attendance to lectures.

Conclusion

Attendance to early morning lecture is very important. This is because curriculum implementation is very effective when all the content (teaching topics) of the entire subject (course) is fully taught in the classroom. As such all stakeholders to curriculum implementation in teacher education institutions (such as the Provost, School Management, Lecturers, students and Parents should

put their human (heads) and material resources together so as to produce highly motivated and conscientious classroom teachers for all levels of education in Nigeria.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. The school administration and members of the College management should provide series of rewards to hard working students such as automatic employment to first class students during graduation ceremony.
2. There should be yearly reinforcement for students at the end of every academic session, the list containing the names of students with highest cumulative average should be provided by Deans of every school. These students are to be called by the Provost (school administrator) where gifts of different types including notebooks and other writing materials will be provided to them during official gathering in the College.
3. There should be constant check on students' attendance to lectures. This could be done using lecture attendance form, whereby students write their names at the beginning of every lecture.
4. For accurate selection of students that attend early morning lectures, lecturers should use sociometric technique, a technique whereby students are instructed by their lecturers to write in a sheet of paper the students in their class that attend early morning lectures. The names should be recorded and forward to the Dean of schools.
5. Students should prepare all their major domestic activities in the evening so that early morning will be for their lectures as students.
6. Students should have a well detailed systematically planed personal time table, setting apart 7am to 4pm each day for their lectures.
7. Students should use their vacation period for their small-scale business or for their personal activities that are domestic oriented.
8. School administrators (Provost, School Management, Deans, Directors, and Heads of Departments should organize orientation and re-orientation programmes to acquaint learners (students) with the dangers of poor attendance to lectures especially morning lectures.
9. School administrators (Provost, Rectors) of tertiary institutions should create awareness to the parents on students' poor attendance to lectures. This could be done during matriculation and convocation ceremonies.
10. Parents should assist the children/wards by providing all the necessary school materials by so doing, the dangers of students going to search for money during school period will be reduced.
11. Since poor transportation is a cog on the wheel of students' attendance to early morning lectures, students should endeavour to live very close to the school. Students should equally start going to school very early every school day.
12. Living in the hostel should be mandatory for all NCE I (first year students and NCE III (final year students.

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