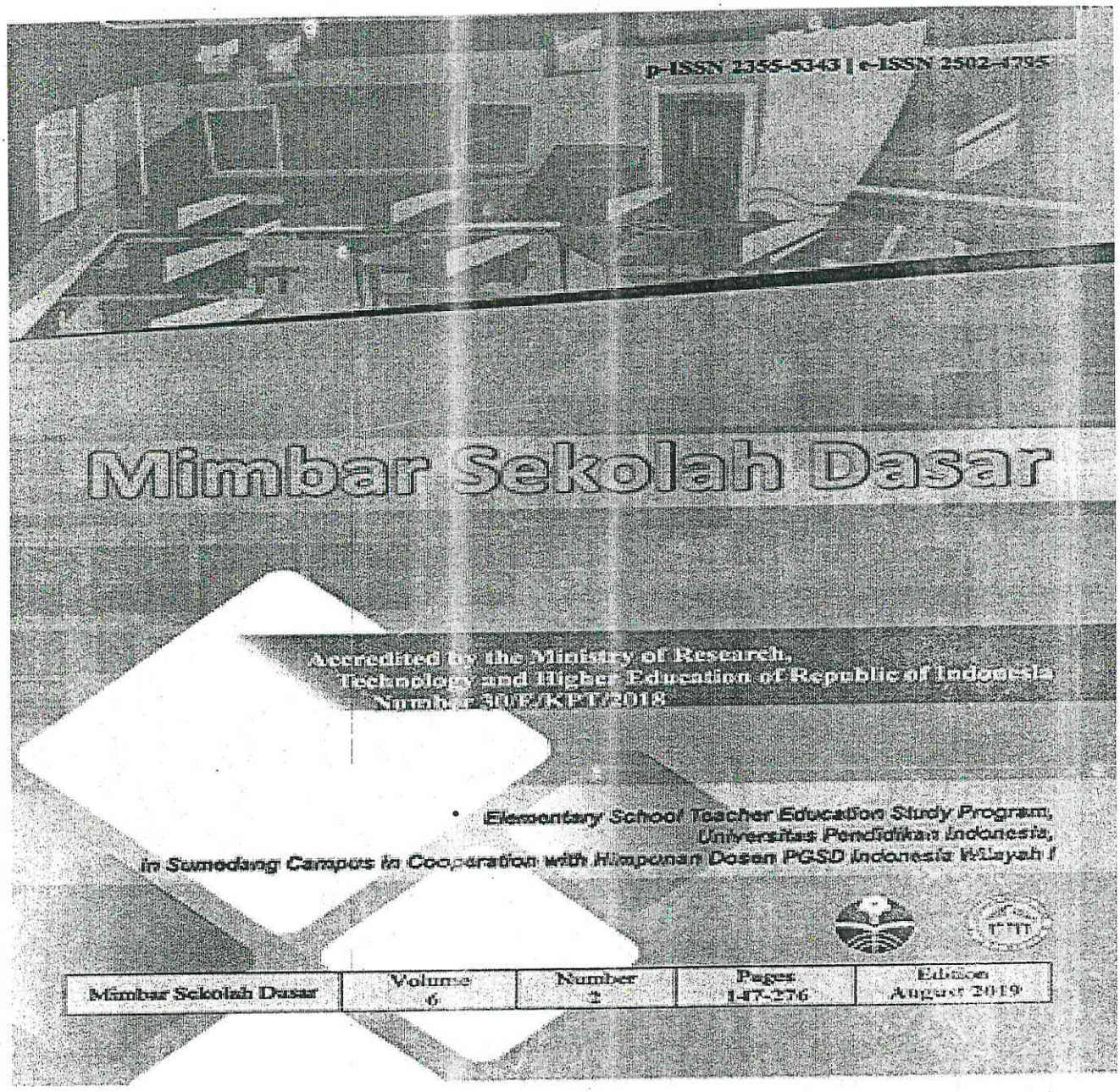

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Factors Responsible for Students' Lateness to School as Expressed by Nigerian Teachers in Elementary Schools

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Abstract. Students' lateness to school is one of the challenges faced by school administrators. This research therefore investigated the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools. The influence of moderating variables of sex, years of teaching experience and educational qualification on the respondents' expressions was also considered. The study is descriptive in nature and sampled 200 Nigerian teachers in elementary schools. An instrument titled 'Factors Responsible for Lateness to School Questionnaire (FRLSQ' was adopted to gather data. The descriptive and inferential statistics were used as methods of data analysis. It was revealed that the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools are poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, single parenting among others. It is concluded that the factors responsible for lateness to school are enormous. Practical solutions were therefore recommended.

Keywords: elementary schools, factors responsible, lateness, teachers, students

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INTRODUCTION ~ Punctuality is the key to any goal-driven organization such as the school. Unpunctuality of students in school has generated lots of concern among stakeholders in the Nigerian society. The school, which is basically established to make individuals learn irrespective of gender, ethnic group or religion, requires these individuals to arrive at school as at when due. This implies that no meaningful activity can take place in school with the occurrence of students' lateness.

Lateness generally refers to a situation in which a person arrives a place at a time later than the stipulated time. It is the inability of an individual to be at a place at an agreed time. According to Lauby (2009), lateness in the school context, is when a student get to school at the time exceeds the official time. Literarily, lateness to school refers to a situation whereby a student gets to school when the appropriate time for such as elapsed. According to Breeze and Markey (2010), lateness can be likened to tardiness that is, not quick in carrying out a task hence, not able to meet up with the scheduled time. It is also expressed as being late for any

observable period that exceeds the stated time.

Lateness to school is like a cancer that impedes the development and hinders the achievement of academic goals (Maile & Olowoyo, 2017). It has been observed that students' lateness is on the increase of indiscipline and this has eaten deep into the Nigerian society (Odebode, 2019). Students no longer take punctuality in school as they should. The official arrival time for students at school in Nigeria is 7.30 a.m. unfortunately, many students can still be sighted walking around the streets by 9-9.30; they walk around communities unconcerned. The school are doing all they could to curb this act but it seems the effort has no noticeable effect, thus, making lateness to school on the increase. This in turn culminates to increase in the turning out of half-baked graduates at all educational institutions in the society. The causes of lateness among students seem to be unclear with many submissions being made by stakeholders.

There are many factors that could make a student get late or develop the habit of getting late to school. This could range from sleeping late, poor preparation for school, school factor, illness, economic influence and family background among others, films at night (Marwan, 2014); watching films at night, engagement in too many house chores, lack of motivation for school, lack of stringent rules in school against lateness etc. (Dafiaghor, 2011). Alio (2003) states that social status of parents could influence students' lateness to school. Similarly, Alio noted that school location, students' attitude towards, poor parent-teacher supervision and poor teaching methods culminate into students arriving school late.

Studies on students' lateness have been conducted. The report of a study conducted by Okpukpara and Chukwuone (2007) showed that female headed families breed children who had punctuality challenges while children from father-headed families were more punctual in school. Emore (2005) affirmed that females got late to more male; this could be that they females were nurtured to involve in house chores and this takes lots of time to complete. Shapira-Lishchinsky (2007) also expressed that personality traits such feeling anxious, inferiority complex and low self-esteem could lead to lateness to school. Oghuvbu (2008) accused parents and the school factors as being the root cause of students' lateness. According to Malcilm, Wilson, Davidson and Kirk (2003) and Ubogun (2004), students' lateness to school could be as a result of expensive school fees and parents' inability to pay, lack of counselling in school, indiscipline, non-captivating curriculum, lack of students' self-esteem. Clark, Peters and Tomilson (2003) submitted that there was positive correlation between lateness and individuals' attitude.

Lateness to school has a positive relationship with students' low academic

performance. This means that the more students get late to school, the more to measuring they low academic performance. This could be due to the fact that (1) students' inability to attend classes because they could not get to school as at when due, hence, they could not partake in all the school tasks and activities for instance, partaking in the assembly activities (Nakpodia & Dafiaghor, 2011); (2) many late students serve punishments like washing toilets, corporal punishment, cutting grasses which make them miss school activities the more. Lateness is linked to time which is its measuring yardstick.

It is pertinent to research into the factors responsible for students' lateness to school as this study of this nature will be of immense significance to the Nigerian Government, school administrators, teachers, school counsellors, students, parents and the entire populace. For instance, through the findings of this study, school counsellors will be able to guide students against arriving late to school. Similarly, the findings of this study will be of immense benefit to parents as they will be able to monitor their wards and ensure they do not go late to school. The entire populace will also benefit from the findings of this study as students who do not arrive late to school are likely to be good instrument for national development in the nearest future.

In addition, several studies have been conducted on students' lateness, however, this study is different from the earlier ones. For instance, the study of Odebode (2018) which was on psychosocial factors that affected teachers' job performance. Although, the study was on teachers but different variables were considered. Adegboyega, Okesina and Jacob (2017) worked on bullying behavior among secondary school students. Again, this study is not the same as the present study as bullying behavior was addressed and not students' lateness to school. Marwan (2014) looked at factors associated with students' lateness behavior; although, this study focuses on similar variable considered in the present study however, Marwan's study was a systematic review of literature which adopted a theoretical approach to the problem at hand. Similarly, Chabaya, Chiome and Chabaya (2009) focused on students' failure to submit research on time. This study centered on both quantitative and qualitative analysis of students and teachers at a tertiary institution but the present study centered on teachers at the elementary school level. Furthermore, Jummane, Maina and Ankoma-Sey (2015) and Onoyase (2017) worked on lateness in Zaria and Ondo States, Nigeria. Even though these researches were on students' lateness to school, it was carried out in other parts of the country. Therefore the study of this nature is needed to address the causes of lateness to school from the elementary teachers in Oshogbo, Nigeria. It is on this background information that we deemed

it fit to investigate the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools.

Statement of the Problem

Lateness to school remains a major that the school is facing. Lateness have devastating effect on teaching and learning process in the school which has great negative impact on school standard, students' academic performance, absenteeism, distractions for other students, inhibition of goal achievement, irresponsibility and failure in life among other aftermaths. Some researchers have conducted similar researches only that lateness is still on the increase for instance, the study of Alio (2015) was centered on analysis of students' late-coming factors in selected secondary schools in Zaria. Onoyase (2017) also looked at lateness as a recurrent problem among secondary school students in Akoko South East Local Government Area, Ondo State. Maile and Olowoyo (2017) researched on what causes late coming among high school students in Soshanguve, Pretoria, South Africa. Similarly, Malcilm, Wilson, Davidson and Kirk (2003) researched on causes of absenteeism and its effects in seven LEAs. Also, the study of Jumane, Maina and Ankoma-sey (2015) was on the analysis of factors of students' lateness to school in secondary schools in Zaria and the implications for educational managers.

As a result of all these challenges and gaps left by previous researches conducted, this study sought the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools and investigated whether there would be significant differences in the expressions of the respondents on the based on sex, years of teaching experience and educational qualification.

METHOD

Research Design

Since this study investigated the Factors Responsible for students' Lateness to School as Expressed by Nigerian teachers in elementary schools, the descriptive survey method was adopted. This study is based on epistemological approach as it is interested in revealing the nature of the factors leading to students' lateness to school. The study is such that samples are drawn from the entire population and through the use of questionnaire, information was gathered. The population for this study comprised all teachers in Osogbo, Osun State, Nigeria. 10 elementary schools were randomly selected in Osogbo; similarly, 20 teachers were then chosen from elementary schools in Osogbo metropolis. Therefore, 200 Nigerian teachers in elementary schools were selected as participants.

A researcher-designed questionnaire titled 'Factors Responsible for Lateness Questionnaire' (FRLQ) was used to gather

data for the study. FRQL has 20 items that measured the factors responsible for lateness; respondents were expected to respond to the items by ticking columns provided. These columns are tagged SA (Strongly Agree); A (Agree); SD (Strongly Disagree); D (Disagree). FRQL was validated by experts in Nigeria while the test re-test reliability method was employed to assess whether the instrument is reliable for the study. A co-efficient of 0.62 was derived, this affirmed reliability of the instrument. The administration of FRQL was done by the researchers, they explained the aim of the administration to the respondents. The respondents were allowed to ask questions on the instrument. Any respondent that did not want to participate in the study was excused.

The decision of the result was based on mean score of 2.5; this mean that mean score of 2.5 indicated the factors responsible for lateness as expressed by elementary school teachers. At p-value of 0.05, the formulated hypotheses were analyzed using Analysis of Variance and t-test.

RESULTS

Demographic Data

Table 1. Percentage Distribution of Respondents.

S/N	Demographic	f	%
1	**Gender**		
	Female	113	56.5
	Male	87	43.5
	Total	200	100
2	**Teaching experience**		
	0-5 years	6	3.0
	6-10 years	137	68.5
	11 years & above	57	28.5
	Total	200	100
3	**Educational qualification**		
	OND/NCE	100	50.0
	1st Degree	82	41.0
	Postgraduate	18	9.0
	Total	200	100

Table 1 presents the percentage distribution of the demographics of Nigerian teachers in elementary schools, where 87 (43.5%) out of the 200 teachers who participated in the study, were male, while 113 (56.5%) were female. Similarly, six (3.0%) of the Nigerian teachers had teaching experience between 0-5 years, 137 (68.5%) of the respondents had experience of teaching between 6-10 years while, 57 (28.5%) of the respondents had teaching experience between 11 years and above. Similarly, 100 (50.0%) of the respondents had NCE degree, 82 (41.0%) the respondents had 1st degree, 18 (9.0%) of the Nigerian teachers possessed a higher degree.

Table 2. Mean and Rank Order of Factors Responsible for students' Lateness to School.

Item No.	Reason students go late to school	Mean	Rank
1.	Poor preparation for school	3.55	1
2.	Going to bed late	3.42	2
16.	Distance of school from home	3.38	3
5.	Inadequate strict penalties against lateness in school	3.31	4
19.	Students' negative attitude towards first subject of the day	3.21	5
15.	Negative attitude of teachers	3.20	6
18.	Involvement in domestic activities before going to school	3.19	7
17.	Inadequate supervision of students by parents	3.18	8
13.	Students' poor attitude to schooling	3.17	9
11.	Parents with demanding jobs	3.25	10
7.	Peer group pressure	3.20	11
6.	Poor teaching methods	3.13	12
14.	Poor physical health	3.12	13
4.	High level of poverty	3.10	14
9.	Emotional challenges	3.08	15
12.	Lack of affordable transportation	3.07	16
20.	Inability to pay school fees	3.05	17
8	High level of academic stress	3.01	18
10	Single parenting	2.98	19
3	Attitude of teachers towards teaching	2.90	20

Table 2 presents the factors Responsible for students' Lateness to School as Expressed by Nigerian teachers in elementary schools were shown. The cut-off point for taking decision on the Factors Responsible for students' Lateness to School as Expressed by Nigerian teachers in elementary schools is 2.5 and all the 20 items have mean scores above the cut-off; hence, it was concluded that the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools were poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, single parents among others. Hence, there is no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on gender.

Table 3. Mean, Standard Deviation and t-value Showing Factors Responsible for students' Lateness to School Based on Gender.

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value
Male	87	62.55	11.96	198	0.56	1.96
Female	113	63.51	11.85			

Table 3 presents the crit. t-value of 1.96 is greater than the cal. t-value of 0.56 which implies that there was no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on gender thus, the hypothesis was not rejected. Hence, there is no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on years of teaching experience.

Table 4. Analysis of Variance (ANOVA) on the Factors Responsible for students' Lateness to School based on Years of teaching experience.

Years of teaching experience	SS	df	MS	Cal.F-ratio	Crit. F-ratio	Decision
Between group	319.643	2	159.822			
Within group	27763.552	197	140.932	1.13	3.00	Not Sig.
Total	28083.195	199				

Table 4 presents that the critical F-value of 3.00 was greater than the cal. F-value of 1.13. Since the calculated F-value of 1.13 was less than the critical F-value of 3.00. This shows that there was no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on years of teaching experience hence, the hypothesis was not rejected. Hence, there is no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on educational qualification.

Table 6. Analysis of Variance (ANOVA) on the Factors Responsible for Students' Lateness to School based on Educational qualification.

Father's Qualification	SS	df	MS	Cal.F-ratio	Crit. F-ratio	Decision
Between group	12597.376	2	6298.688			
Within group	15485.819	197	92.729	67.92*	3.00	Sig.
Total	28083.195	199				

The table above reveals that the crit. F-value of 3.00 is less than the cal. F-value of 67.92. Therefore, the hypothesis is rejected. This shows that there was significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on educational qualification thus, the hypothesis was rejected.

Table 7. Direction of Difference in the Causes of Lateness to School based on Educational qualification.

Duncan Groupings	N	Means	Group	Educational Attainment
OND/NCE	100	65.30	1	A
HND/1st Degree.	82	65.72	2	B
Postgraduate	18	67.28	3	C

Table 7 presents the DMRT (Duncan Multiple Range Test) result, which indicates the direction of difference noted in the ANOVA on Table 6. Group 1 with a mean score of 65.30 slightly differed from Group 2 with a mean score of 65.72. These groups differed significantly from group 3 with mean score 67.28. All the groups differed from one another, but the significant difference noted was because of the mean of Group 3, hence, the significant difference noted in the ANOVA on Table 6 was brought about by secondary school students whose father had postgraduate degree. Therefore, the hypothesis was rejected.

DISCUSSION

The finding of this study showed that the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools are poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, and single parenting. This finding tallies with Okwelle (2003) stating that factors responsible for lateness to school were negative attitude towards schooling, lack of strict discipline in school, parents not monitoring their children well among other factors. Also the finding is in line with that of Oghuvu (2008) which showed that factors responsible for students' lateness to school were authority and parent factors. Similarly, the findings of this study tally with that of Shapira-Lishchinsky (2007) found that teachers perceived the causes of students' lateness to school as lack of strict discipline in school and at home. This could be that lateness to school is rampant among students. Therefore, teachers could easily observe and express the factors responsible for students' lateness to school. More so, teachers were close to students, they could infer the causes of lateness among students.

Hypothesis 1 stating that there is no significant difference exists in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on gender was accepted. This is an indication that in actual fact, no statistically significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on gender. This implies that gender did not have any considerable influence on the teachers' expression of factors responsible for students' lateness to school. This finding negates Emore's (2005) findings that there was significant difference in the factors responsible for students' lateness to school based on gender. Likewise, this finding tallies with Okpukpara and Chukkwuone's (2007) study revealing that gender influenced respondents' expression of child lateness to school. This finding could be that the respondents are all teachers, they are in the same society and deal with students, hence they could all perceive and express the same factors that could cause students' lateness to school. Therefore, their expressions will not differ.

Hypothesis 2 stating that there is no significant difference exists in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools on the basis of years of teaching experience was not rejected. This implies that there was no significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools on the basis of years of teaching experience. This also means that years of teaching experience had no considerable influence on teachers' expression of factors responsible for lateness to school. This finding is in line with Onayase's (2017) finding that there was no significant difference in the factors responsible for students' lateness to school based on years of teaching experience. Similarly, the study of Chabaya, Chiome and Chabaya (2009) revealed that there was no significant difference in years of experience of teachers regarding students' lateness. This could be that the respondents are all in-loco parents and in one way or the other render help to students in one way or the other therefore, their expressions of students' lateness to school will not differ.

Hypothesis 3 stating that there is no significant difference exists in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary on the basis of educational qualification was accepted. This implies that that there was statistically significant difference in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on educational qualification. This means that the educational qualification of the respondents affected their 'expressions on factors responsible for lateness. This finding tallies with a study

conducted by Dafiaghor (2011) discovering that educational qualification could affect teachers' expression on factors responsible for students' lateness to school. However, the finding of Jumane, Maina and Ankoma-Sey negated the finding of this study as their study showed that educational level affected the expression of students' lateness to school. This finding could be that respondents who have postgraduate degree are more knowledgeable and are able to perceive and express the causes of students' lateness to school.

CONCLUSION

It can be concluded that factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools were poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, single parents among others. There were no significant differences in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on gender and years of teaching experience. However, there were significant differences in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools based on educational qualification.

Implications of the Findings for Counselling Practices

Professional counsellors can adopt the following, stemming from the findings of this study:

1. Counsellors should encourage students to prepare properly for school right from the previous day.
2. Counsellors should encourage students to sleep on time as early to bed is early to rise.
3. Counsellors should counsel students on the need to go to school early, so they know the implications of getting to school late.
4. Counselling program on lateness to school should be organized on continuous basis to serve as reminder and caution to all students.

RECOMMENDATION

It was concluded in this study that the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools are poor preparation for school, going late to bed, distance of school from home, high level of poverty, peer pressure, single parents among others and that gender and years of experience had no significant differences in the factors responsible for students' lateness to school as expressed by Nigerian teachers in elementary schools while educational qualification had significant difference. Thus, these recommendations should be considered:

1. Parents are the first teacher of the children. They should monitor their children and ensure that they get to

school early. They should help students to prepare well for school right from the previous day. They should be encouraged to sleep early so as to wake up early the next day to prepare for school.

2. Students look up to teachers for emulation, therefore, teachers should be of good character and model good behaviors for students to emulate. They should endeavor to get to school and classes on time themselves.
3. Schools are established to mold and shape students. School authority should give strict sanctioning to students who had turned lateness to school to habitual habit. They could also come up with other strict measures that could halt habitual late coming among students.
4. As punctuality is the sole of any business, therefore, students as the future leaders should cultivate the habit of preparing on time for school and going to bed early so that they could wake on time to prepare for school.
5. Counsellors are professionals who orientate, inform, educate and help people with their concerns; these professionals should enlighten all stake holders on the need to get to school and work on time as it has been revealed that students emulate figures of authorities.

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