

## LATE RESUMPTION TO SCHOOL BY TERTIARY EDUCATION STUDENTS: A CASE STUDY OF AL-QALAM UNIVERSITY KATSINA

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### Abstract

The study investigated late resumption to school by tertiary education students: A case study of Al-Qalam University Katsina. Three research objectives and three research questions were formulated to guide the study. Research design employed was descriptive research design. the population of the study consists of all the Al-Qalam degree programmes' students which were 3,897 students. The sample size of the study was 200 which were chosen across all the five Colleges in the university. Disproportionate stratified random sampling technique was used to select equal number of students (40) from each of the five Colleges, making a total of 200 students from all the Colleges. The instruments used for data collection were Late Resumption to School Questionnaire (LRTSQ) and Students' Lectures' Attendance (SLA). The QFCOLR was validated by a group of experts and Cronbach Alfa was used to establish reliability coefficient of the internal consistencies of the items on the instrument. The value obtained was 0.78 indicating high reliability coefficient. Descriptive statistics of frequency distribution tables and percentages were used to analyse the data collected. The findings revealed that the major causes of late resumption of the Al-Qalam University students were lack of punishment from the parents when their children fail to resume early to the university, lack of interest on the side of the students and lastly lack of proper education from the parents on the importance of early resumption to the university, female students resumed earlier than their male counterparts and finally, the study revealed that states of residence irrespective of the distance has no relationship with late resumption of the study. It was recommended that university management should devise means such as creation of communication medium where lecturers and university management can advise parents to prepare their children for early resumption.

**Keywords:** Resumption, Late, Students, Tertiary.

### Introduction

It is a common saying that punctuality is the soul of business: Education is a very serious business considering its importance, both to the individual and the society at large. This being so, educational pursuit must be done with every kind of seriousness. However, schooling at all levels in education in Nigerian is faced with myriads of problems. Some of these problems could be from the parent's side, some from the teacher, some from the government or the school authority, and yet some from the student. One problem that seems to have stemmed from one stakeholder in education or the other, but also spreads its branches is the issue of lateness to school by students. This is evident in most cities where one comes across students going to school at different times of the morning hours spanning from 7:00am to 9:00am or even beyond on daily basis.

The common official opening time for most schools everywhere in Nigeria is 7:30am. Lessons usually start at 8:00am, giving room for routine morning activities, including assembly. This means that students who arrive to school beyond 7:30am will miss the activities and more worrisome, the early morning lessons that the body and the mind enjoys. Various measures, especially, by the school have been tried

to surmount the problem. Punishments ranging from flogging to cleaning toilets and other common means of discipline are daily applied by schools but the problem persists, and is becoming uncontrollable. Recurrence of this problem without doubt is inimical to achieving the desired success in education. In tertiary schools, lateness is usually checkmated by lecturers taking of attendance and penalizing the culprits academically. This has to some extent curtailed student's lateness to routine lectures. What however is becoming rampant and uncontrollable in these institutions is the habit of resuming late to school after every holiday, including state or national public holidays. Once there is a break most students just decide the date they would resume irrespective of the stipulated time of the school calendar. They usually come up with very flimsy excuses, sometimes concocted to deceive the authority or individual lecturers.

However, this is not to say that there are no genuine problems that are responsible for the late resumption. Many reasons, being responsible for resuming late to school after every break in school calendar in tertiary institutions, have been advanced by scholars. Some of these reasons include: financial handicap, sickness, non-settlement of school fees, peer influence, distance and parental sickness. Other reasons addressed also include lack of students' interest in schooling, poor academic performance, over confidence, parents' negligence, and sometimes student engaging in activities, work or trade, other than schooling. Some of these problems can be within the control of the student, but many of them are not. Parents, school authority, lecturers, and general societal problems such as insecurity, poverty, corruption, and even the environment can be contributory factors to the problem under review.

Today in Nigerian universities, and other tertiary institutions, certificates are losing their value due to very poor output of the product they produce. This ugly situation may not be unconnected, among others, with this rampant attitude of resuming to school late by students in almost all tertiary institutions across the country, thus, assuming a national trend. By extension, this problem may be one of the factors that contributes to the much talked about falling standard of education.

Alqalam, is a Private Community University established in 2005. It attracts students from across the country and even neighboring Niger Republic. However, it is not an exception in experiencing this negative phenomenon of student progressive and rampant late resumption to school at the slightest opportunity. Students, especially in rural areas, may be involved in family responsibilities such as farming or caregiving, delaying their return (Breeze, 2010). Repeated late resumption increases the likelihood of students dropping out of school entirely (Evans & Acosta, 2021).

The university recently became so worried about the situation forcing it to come up with far reaching measures, including strict observance of 75% attendance as a pre-requisite for students to participate in any semester examination. In addition, lecturers have been compelled to begin every session with a mandatory test as part of continuous assessment of students' academic performance. E-attendance, to ensure meticulous record of students' attendance to lectures, was also recently introduced. Similar efforts are also put in all other similar institutions across the country. However, much as all stakeholders (parent, authorities, lectures) have shown concern about it, the problem persists almost becoming a national issue.

The question still remains which among these factors contribute more to the problem of resuming late to school after every break? To answer this question an in-depth research ought to be conducted to provide answers and solutions to the problem. This research study is therefore, set to identify and rank the factors so as to address them accordingly.

### **Statement of the Problem**

Central to any education pursuit is the learner. All the effort put forward by all those concerned in educational pursuit; parents, schools, teachers etc, is directed toward the learner. Without the learner, all such efforts are rendered useless or needless. For a successful learning to take place, the learner

must harness these efforts. Punctuality is a key aspect of any educational setting. Where students return to school or come to class late an adverse effect follows. According to Akoma (2015) kids who arrive on time to school are more likely to participate in all school programmes and activities, and benefit positively. Recurring late return to school, according to Van-Breda (2006) can have a negative impact on students' academic performance, and if not addressed, can lead to serious problems in later life.

Alqalam University has been battling with the issue of late resumption to school by students at the slightest opportunity. Students unfortunately make nonsense of the calendar designed by the university to direct how students go about their academic activities setting out schedules with specific times and dates. Although there are valid reasons for students to return to school late after breaks, sometimes, students just unnecessarily create unfounded stories to justify their actions. Some other times reasons for resuming late could be from the parents, schools' negligence, over confidence, financial problem, peer group influence etc.

Although the university management has come up with varied measures to curtail the habit, little has changed. Parents, the school management are becoming worried, as the negative impact of such bad attitude is becoming very glaring. Academic performance of students is rather disappointing. It is in view of this that an in depth research on the attitude is justified to address the issue with a view to proffering long lasting solutions.

### **Literature Review**

Lateness, according to Lewin (2017) generally refers to a situation where an individual reports at a place later than the scheduled, appropriate or agreed time. He opined that lateness to resumption to school was due to economic and systemic barriers. Male and Olowoyo (2017) see lateness within the school system as arrival at school by students after the official opening hours or scheduled normal time – table for lectures to commence. Late resumption to school by students in Nigerian tertiary institutions is becoming the order of the day and consequently is viewed as one of the factors that stifle students' academic performance (Mckieever & Clark, 2017). Onoyase (2017) sees lateness to school in whatever form as a reason for some students spending more years in tertiary education. Male and Olowoyo (2017) saw lateness to school as cancer that impend achievement of academic goals of tertiary institution students. Lateness violates the principle of punctuality and if not checked in good time, may become a habit built in, in the individual with negative consequences. This abuse of time developed by students is becoming a serious administrative snag in most of tertiary institutions in Nigeria. According to the Oxford Advanced learners Dictionary a University is a large and diverse institution of higher learning created to educate for life and for a profession and to grant degrees. If this is the purpose of a University then punctuality inculcated in the students should be regarded as a core value. However, various studies conducted in relation to the issue have raised some worry by stake holders in education, and many reasons advanced for lateness to school. Interestingly, the trend is not peculiar to Nigeria. It has taken global dimension. In a study conducted in China on factors affecting attendance at adult Education. UNICEF (2017) highlights the severe effects of conflict, natural disasters, and crises on children's education worldwide. It underscores how these events disrupt learning by damaging school infrastructure, displacing families, and creating unsafe environments that deter school attendance. The study emphasizes the long-term consequences, such as increased dropout rates, delayed resumption, and reduced learning outcomes. UNICEF advocates for resilient education systems, immediate post-crisis interventions, and inclusive policies to ensure that children affected by crises can resume and continue their education in a safe and supportive environment.

In a separate study conducted in South Africa on factors affecting teaching and learning in public schools Phurutse (2005) identified among the factors that may affect coming to school geographical location of the school. A similar study in Pretoria South Africa, Male and Olowo cited friends

influence, parental negative attitude, and distant teachers' attitude as some of the factors that influenced late coming at higher school level. The study concluded that most factors that are associated with lateness were beyond the control of the learners. Programme international Student Assessment (PISA), a programme which evaluates education system worldwide reports that 48% of students arrived late for school in the two week prior to the PISA test in Georgia, Montenegro, Saudi Arabia and Turkey. It also reported that boys more frequently arrived late for school than girls. Nakpodia and Dafiaghor (2011) explored the issue of lateness in Nigerian schools, framing it as a systemic failure rather than merely an individual problem. Their research delves into the root causes of lateness, identifying contributing factors such as poor school management, inadequate transportation infrastructure, and parental indifference. They argue that lateness disrupts the educational process, affecting not only the late students but also their peers and teachers. ProjectClue (2018) investigates the factors contributing to lateness in primary schools in Nigeria and suggests practical solutions. It examines various causes such as inadequate transportation, socio-economic conditions, and family dynamics, which affect students' ability to arrive on time. The study also recommends solutions including better transportation infrastructure, improved school management, and parental engagement to address these issues effectively.

### **Objectives of the Study**

The objectives of the study are to:

1. examine the major cause of late resumption among students of Al-Qalam University Katsina, Katsina State.
2. investigate which of the gender resumes early between male and female students of Al-Qalam University Katsina, Katsina State.
3. investigate which of the Al-Qalam University Katsina students resume early between those living close and those living far away from the university.

### **Research Questions**

The research questions of the study are:

1. What is the major cause of late resumption among students of Al-Qalam University Katsina, Katsina State?
2. Which of the gender resumes early between male and female students of Al-Qalam University Katsina, Katsina State?
3. Which of the Al-Qalam University Katsina students resume early between those living within the state where the university situated or those living outside the state?

### **Methodology**

The research design used is descriptive survey design. The population of the study comprises all the Al-Qalam University students. The total number of the students is 6,900. The sample size of the study was 200 which was in accordance with recommendation of Research Advisor Table of Population and Sample Size. Disproportionate stratified random sample and purposeful sampling techniques were used as sampling technique. Disproportionate stratified random sample technique enabled the researchers to randomly select 40 students each from all the five colleges in the university, making a total number of 200 students. 2023/2024 second semester Lectures' Attendance Resister and Late Resumption to School Questionnaire (LRTSQ) were used as data collection instruments. The Questionnaire was validated by experts using face and content validity. The experts who involved in the validation of the research instrument were different fields of study, namely; Test and Measurement, English Language Education, Educational Psychology and Guidance and Counselling. Pilot study was also conducted to establish reliability coefficient of the instrument. Students from College of Education who were not

part of the sampled students for the main work were used to pilot test the instrument. Twenty 20 students from the College of Education were given copies of the instrument and after the administration, the questionnaires were marked and the scores were recorded. The data collected was subjected to Cronbach Alpha in order to establish reliability coefficient of internal consistencies of the items on the instrument. The value obtained was 0.78 indicating high reliability coefficient.

**Presentation of Results**

**Research Question One:** What are the major causes of late resumption among students of Al-Qalam University Katsina, Katsina State?

Table 1: Major Causes of Late Resumption

| Statement  | Yes | %  | No  | %  |
|--|-----|----|-----|----|
| Do your parents purchase food items for you in time in preparation for resumption? | 150 | 75 | 50  | 25 |
| Do your lecturers commence lectures as soon as the university resumes?             | 187 | 94 | 13  | 06 |
| Do your parents scold you when you refuse to resume first week of resumption?      | 20  | 10 | 180 | 90 |
| Are you interested in early resumption to school?                                  | 12  | 06 | 188 | 94 |
| Do your parents educate you on the importance of early resumption to aschool?      | 60  | 30 | 140 | 90 |

From table 1 above, 150 participants representing 75% of the sample size of the study responded that their parents purchased food items for them in preparation for early resumption while the remaining 50 students representing 25% responded that their parents did no purchase food items for them in preparation for early resumption. This showed that lack of early purchase of food items is not among the causes of students’ late resumption to the university. It can be deducted from item two in the above table 1 that 187 students representing 94% of the respondents responded that their lecturers commence lectures as soon as the university resumes while the remaining 13 students representing 6% responded otherwise. Since the number of those who responded yes was more than those who said no, this means lack of encouragement from parents about early resumption to school is not among the causes of late resumption to the university by the students. Item 3 showed that 180 students responded that their parents did not scold them whenever they fail to resume back to the university early while the remaining 20 representing 10% responded that they were scolded by the parents when they failed to resume back to the university early.

The second to the last item, item number 4 indicated that, 12 students representing 6% responded that they were interested in resuming early to the university while the remaining 188 students responded that they were not interested in resuming to the university early. The responses of the students to the last item indicated that 60 students representing 30% responded that their parents educate them on the importance of early resumption to the university while the remaining 140 respondents responded that their parents did not. The finding revealed that the major causes of late resumption of the Al-Qalam University students are lack of punishment from the parents when their children fail to resume early to the university, lack of interest on the side of the students and lastly lack of proper education from the parents on the importance of early resumption to the university. This result was in congruent with the finding of Chir (1993) who identified fairly commitments, health problems, lack of interest, lack of punishment on the side of parents among others as some of the factors attributable to late resumption to the school.

**Research Question Two:** Which of the gender resumes early between male and female students of Al-Qalam University Katsina, Katsina State?

**Table 2: Difference in Resumption Date of Male and Female Students of Al-Qalam University Katsina**

| Statement                              | Response |    |        |    |
|--|----------|----|--------|----|
|  | Male     | %  | Female | %  |
| Do you resume early to the university? | 64       | 32 | 136    | 68 |

2023/2024 second semester Lectures' Attendance Registers from all the five Colleges were used to collect the above data. The analysis showed that 64 male students presenting 32% of the sample size resumed to the university early while 136 representing 68% female students resumed earlier than their male counterparts. This showed that female students resumed to the university earlier before their male counterparts. This study was in line with the study of Okwele (2003) who revealed in their study that, negative attitude especially from male students to schooling is believed as one of the causes of lateness to school.

**Research Question Three:** Which of the Al-Qalam University Katsina students resume early between those living within state and those living outside the state where the university situated?

**Table 3: Difference in the Resumption Date between Al-Qalam University Students Living within the State and Those Living Outside the State.**

| S/N Statement   | Within |      | Outside |      |
|---|--------|------|---------|------|
|   | Yes %  | No % | Yes %   | No % |
| Do you leave within or outside the state Where the university situated?                       | 100    | 100% | 0       | 0%   |
| Does the location of the state you stay contributes to your late resumption to the university | 5      | 5%   | 95      | 95%  |
|   | 10     | 10%  | 90      | 90%  |

From the table 3 above, it was revealed that the number of male and female students living within and outside the university was equal because out of the sample size (200 students) of the study, 100 students were residing outside the state where the university situated and the remaining 100 students stayed within the state. The analysis also revealed that location was not among the factors contributing to late resumption of students to the University. Out of 100 students residing within the state where the university situated, 5 students representing 5% responded that location contributes to the late resumption to the university. On the other hand, out of 100 students living outside the state where the university is situated, 10 among them were of the opinion that location of the state where they reside affects their early resumption to the university. Furthermore, out of 100 students that residing outside the state where the university is located, 90 representing 90% of students were of the opinion that location was not a contributing factor to their late resumption to the university. This means the number of students (those living within and outside the university) who responded that location has nothing to do with their late resumption to school was more than those who responded otherwise, meaning, students' states of residence was not among the factors contributing to students' late resumption to the university. This study was not in line with the finding of Phurutse (2005) who identified students' locations as one of the reasons why students resume late to school.

## Discussion of the Findings

The result of research question revealed that out of 200 students randomly selected from all the five Colleges in the university, 150 participants representing 75% of the sample respondents responded that their parents purchased food items and with this, food items was not among the reasons why they resumed late to commence academic activities in the university. The study also revealed that despite prompt commencement of lectures by the university lecturers, the students still resume late to the university. The finding also revealed that the major causes of late resumption of the Al-Qalam University students are lack of punishment from the parents when their children fail to resume early to the university, lack of interest on the side of the students was also among the major causes of late resumption. Majority of the students revealed that lack of proper education from the parents on the importance of early resumption to the university was among the reasons why they reported late to the university. Also, the finding of research question three revealed that despite students' late resumption to the university, female students reported earlier than their male counterparts. The implication of this is that male students missed lectures than the rate at which their female counterparts did. The finding of the result question three revealed that, states of residence of students was not among the reasons why they students resumed late to the university. The implication of this is that students residing within the state where the university is situated did not take advantage of the proximity to the university to resume early for academic activities.

## Conclusion

It was evident that Al-Qalam university students developed the habit of resuming late for lectures. Many of these students resume after three weeks of commencement of lectures and this regular occurrence has been disturbing not only the university management but the lecturers themselves. A number of means such conduction of first Continuous Assessment (C.A) during the first week of resumption, prevention of students from writing examination, to mention a few have been introduced times without number to curtail the happening but yet the condition is worsening. The findings of the current study revealed that parents contribute to the late resumption of their children. Furthermore, despite both male and female students report to the university, male students are took much more time than female students before they resume back to the university. The state where student resides is not among the contributing factor that affects student's late resumption to the university.

## Recommendations

It is advisable that the university management should devise means such as creation of communication medium where lecturers and university management can advise parents to prepare their children for early resumption.

The Directorate of university Human Development and Counselling Department should on a regular basis employ the services of professional guidance counselors to organize guidance programme on the need for early resumption of the male students to the university.

It should be mandated for all the students to resume early to the university irrespective of the locations and failure to abide should attract punishment such as invitation of the parents for hearing.

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