

# Analysis on Students' Late-Coming Factors in Selected Secondary Schools in Zaria: Implications for Educational Managers

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## Abstract

This study attempted to answer the following research questions among others: Has gender any relation with students' late-coming to school? Has age any relation with students' late-coming to school? Do senior students come to school late than junior? Four secondary schools were selected for the study. Sample of sixty students late comers were administered with the questionnaire within a period of two weeks. The instrument was partly adopted, while the other part was self constructed. The instrument was validated by expert in educational administration and language. Data collected was analyzed using simple percentages and frequencies for easy interpretation and understanding. The results indicate that late coming to school is higher among female students, those within the ages of 16-20 are frequent late comers and senior among others. It was recommended that parents (especially mothers) should reduce engaging female students with home activities especially in the morning; school administrators and teachers should increase effort on counseling strategies to adolescent students due to their change in perception and school rules.

**Keywords:** Educational managers, Late-coming, School system

## 1. Introduction

Punctuality is said to be the soul of business, and there can be nothing more fundamental to the school business than punctuality (Ezewu, 1982). Thus punctuality could be seen in two dimensions that is coming to the school at the right time and closing at the right time. This attitude of punctuality is both the business of the teachers and students. Teachers cannot work without students likewise visa-versa. Students' punctuality avail them the opportunity to attend to all school programmes and activities. In the morning for instance the students benefit from the morning activities such as the general assembly, where vital information, admonitions and prayers are made. The students could also interact with students other than their classmate and even arm. Most importantly students who are punctual get full benefits of morning hour lessons, which are vital (English and Mathematics) for these subjects are fixed during morning hours due to their importance.

On the contrary, unpunctual (late-comers) students are caned, given corporal punishment such as toilet washing, sweeping, weeding and lot more. These punishments have dual effects on the students, thus afflicting pains and waste of time (non attending vital period of the morning hours). In addition, late comers usually get mis-informed during lessons, for they come to class while lessons have already began, they also disturb other students already in class and many at times disrupt lessons. School as a system operates in interconnection and interrelatedness within and also with the community (the home). In the school there exist division of responsibilities/duties among the staff and to some extent the students. Maina and Jumare (2011) postulate that the principal is responsible for school programmes and activities which cover planning, organizing, controlling, coordinating and evaluating the. This implies that the principal delegates authority/responsibility to all staff, hitherto, the staff report back to him or her for evaluation.

In the school system, discipline and duty masters are responsible for making sure school programmes and activities went on as planned (Kachchar, 2002). On a general note, the principal and all stakeholders in the school are responsible for not only punishing late comers but also for developing a strategy for curbing the meanness of students' late coming to school. On the other hand, parents are also stakeholders in making the success or otherwise of their children. On students late coming parents most work hand-in-hand with school managers to curb the menace of students' late-coming to school. In other words, parents must take their responsibilities properly in making sure that students are given all they need to go to school, allowed or conveyed in time, prepared in time and be given transport money enough to and from the school. Unless these issues are taken seriously, all the efforts of teachers in school would be in vain.

On the part of the government, more schools ought to be built (increased) as the population increases. Otherwise students would be left to trek per distances from home-school five-ten kilometers. Umaru (1991) observes that majority of schools in rural areas were not properly located, thus results to denial of access to a group of children. This also reduces students' attendance to schools. This trend is more among girls of all these possible reasons. Students are always blamed for late coming to school. Ezewu (1982) observed that late comers in most schools are either sent back home, given some piece of work to do or given some stroke of cane without

regards to the reasons for their late-coming. He advised teachers and school managers to as a matter of fact investigate reason(s) for students late coming to schools as this may help to reduce the problem and treat them with sympathy.

Education as a system is bedeviled with surmountable problems. These problems range from government (the policy maker), parents (owners of client), society (the recipient of the school product) and teachers (the executors of the curriculum and workers in the teaching industry). One might not be wronged, when he says all the above could be blamed in one way or the other on the nature of responsibility shouldered. Thus in a general overview, these problems culminate to what is referred to as falling standard of education, of cause how can a student pass examination while trekking several kilometers to school, do some home work (like fetch water, go to farm, wash clothes, hawk, open shop etc) before going to school every morning and or before afternoon classes. But in some towns, traffic hold students up for hours before and after school hours due to inadequate roads and neighborhood schools. On this part only this could be a reason for mass failure in almost all national examination like WAEC and NECO year in year out.

## 2. Research Questions

The following research questions guided this paper:

- Has gender any relation with students' late-coming to school?
- Has age any relation with students' late-coming to school?
- Is late coming to school higher among senior or junior students?
- Does the parental socio-economic status have any relation with students' late-coming to school?
- Which of the reasons for students' late-coming to school has the highest frequency and percentage?

## 3. Methodology

The study used survey research design. The population of the study were students late-comers in Government Girls Secondary School Pada, Zaria; Government Day Secondary School, Low Cost, Zaria; Government Girls Secondary School, Zaria (former WTC); and Government Day Secondary School Kofan Kibau, Zaria. Sample of sixty students late-comers were used for the study. The instrument was partly self constructed and adopted part. The self constructed was on research questions 1-4, while 5 was adopted from Ezewu (1982), the items include (1) Fetching water, (2) Washing clothes (s) Washing plates (4) Sweeping and cleaning (5) Hawking (6) Opening and sweeping shops (7) Receiving treatment in clinic and hospitals (8) taking younger brothers and sisters to day care centers, (9) Waking up late, (10) Traffic hold ups (11) Long work to school and (12) Others such as losing pocket money, fighting on the way to school, and waiting for others to school. Self constructed part of the instrument was validated by expert in education administration and languages. In distribution and collection of the instrument, the researcher was assisted by teachers on duty and discipline masters of the respective schools. The data collected was subjected to simple frequency and percentages. The data was collected within the period of two weeks (Assembly days).

### 3.1 Data Presentation

**Table 1: Gender of Students Late-Comers**

Gender	Frequency	Percentage
Male	26	43.3
Female	34	56.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 1 show that most students late –comers in the study area were female students. This could be seen as female students had 56.7 percent against male with 43.3 percent. Table 2 shows data collected on age of students' late-comers to school.

**Table 2: Age of Students Late-Comers**

Age	Frequency	Percentage
13-15	23	38.3
16-20	35	58.3
20 and above	2	3.3
<b>Total</b>	<b>60</b>	<b>100</b>

Table 2 reveals that students between the ages of 16-20 mostly come to school late in the study area. This could be seen in the table as ages 16-20 had 58.3 percent, followed by 13-15 ages with 38.3 percent. Table 3 captures data on classes of students' late-comers to school.

**Table 3: Classes of Students' Late-Comers to School**

Students' Class	Frequency	Percentage
JSS	28	46.7
SSS	32	53.3
<b>Total</b>	<b>60</b>	<b>100</b>

Table 3 shows that students of senior class come to school late than those in the junior classes. The result in the table indicates senior students with 53.3 percent while the junior had 46.7 percent. Table 4 shows data collected on place of work of students' late-comers father.

**Table 4: Place of Work of Students' Late-Comers Father**

Place of Work	Frequency	Percentage
Federal Government	08	13.3
State Government	04	6.6
Local Government	23	38.3
Others	25	41.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 4 shows that most fathers of the students' late-comers of this study were on others. Others had 41.7 percent is the highest, followed by those working with the Local Government with 38.3 percent. Table 5 captured data on students' late-comers access to computer at home.

**Table 5: Students Late-Comers Access to Computer at Home**

Response	Frequency	Percentage
Yes	21	35.0
No	39	65.0
<b>Total</b>	<b>60</b>	<b>100</b>

Table 5 shows that most of the students' late-comers do not have access to computers in their homes. This could be seen with 65.0 percent against 35.0 percent. Table 6 shows data collected on students' late-comers parents' ownership of vehicles.

**Table 6: Students' Late-Comers Parents Ownership of Vehicle**

Type of Vehicle	Frequency	Percentage
Car	16	26.7
Motor cycle	20	33.3
Bicycle	11	18.3
None of the above	13	21.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 6 reveals that majority of the students' parents owned motor cycles in the study area. The data showed 33.3 has the highest, followed by owners of cars with 26.7 percent. While the least was none of the above with 21.7 percent. Table 7 captures data on students' late-comers parents' ownership of house.

**Table 7: Students Late-Comers Parent Ownership of House**

Response	Frequency	Percentage
Yes	45	75.0
No	15	25.0
<b>Total</b>	<b>60</b>	<b>100</b>

Table 7 indicates that most parents of the late-coming students in the study renowned houses they live. This could be seen with 75.0 percent and those without had 25.0 percent. Table 8 shows data collected on students' late-comers' response on does your mother goes to work?

**Table 8: Students Late-Comers' Response on Does Your Mother go to Work**

Response	Frequency	Percentage
Yes	23	38.3
No	37	61.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 8 shows that mothers of the late-comers students in the study area do not go to work. The data indicates 61.7 percent with no. while 38.3 percent of the mothers do go to work. Table 9 shows data collected on students' late-comers response on whether students have room to themselves?

**Table 9: Students Late-Comers Response on do you Have a Room to your Self in your House?**

Response	Frequency	Percentage
Yes	27	45.0
No	33	55.0
<b>Total</b>	<b>60</b>	<b>100</b>

Table 9 shows that most of the late-comers students in the study area do not have individual rooms to themselves in their houses. This could be seen with 55.0 percent against 45.0 percent. Table 9 shows data on reasons for students late-coming to school.

**Table 10: Reasons for Students' Late-Coming to School**

Reason	Frequency	Percentage
Fetching Water	08	13.3
Washing Cloth	06	10.0
Woke-up Late	06	10.0
Sweeping	03	5.0
Washing House Utensils	04	6.7
Long Distance to School	06	10.0
Traffic Hold-up	06	10.0
Took Young ones to School	05	8.3
Sent to Hawk	05	8.3
Opening and Sweeping Shop	04	6.7
Went for Treatment in the Hospital	03	5.0
Others	04	6.7
<b>Total</b>	<b>60</b>	<b>100</b>

Table 10 shows that fetching water as a reason for students' late-coming to school had the highest frequency and percentage with 08 and 13.3 respectively. The second, third and fourth on the list were washing cloth, waking-up late and long distance to school with 06 frequency and 10.0 percent to each respectively. While the least among the reasons was sweeping and went to hospital for treatment with 03 and 5.0 frequency and percentage respectively.

#### 4. Summary of Findings

- Female students come to school late than female
- Late coming to school was higher among senior students
- Most students late-comers' parents belong to low socio-economic status
- Fetching water was the major reason for students' late-coming to school

#### 5. Discussion of Findings

Research questions on whether gender has any relation with students late-coming school revealed that gender in the study area has relation to students late coming to school. Table 1 indicates that there are more female late comers than boys. The percentage shows 56.7 percent against 43.3 percent. Reasons could be hypothesized as to why female students come to school late; it may be for house work such as cooking, washing of kitchen utensils, and giving care to the younger ones at home, also due to nature of female in terms of security. Research question 2 is on whether age has any relation with students late coming to school. Table 2 revealed that most late comers among the students in the study area were between the ages of 16 – 20 years. The percentage indicated 58.3 percent as against the two other age brackets. One can infer that this could be related to adolescent stage in the life of the students. Adolescent age is always related to misbehavior and less fear of repercussion of actions. Students at this stage feel they can have control over themselves, clever enough to manufacture lies and decide on what their future should be with the aid of peer groups.

Research question 3 sought to examine which categories of students have the highest score in late coming to school. The finding revealed that senior students come to school late more than junior students. In Table 3, the results show that 53.3 percent of the respondents were senior students who came to school late during the period of this study. This also could be attributed to the above established reason for adolescent age bracket to among the senior students. In addition the senior students could have the feeling that when they come late to school they may not be punished after all the perfects on duty are their friends, thus do not fear anything. It could also be inferred and related that due to poor economic status of parents many students do take care of themselves. In other words, many senior students do some casual jobs for living and also schooling. Therefore this could be a cause for their late coming to school.

Research question on does parental socio-economic status any relation with students' late coming to

school used table 4, 5, 6, 7 and 8. Table 4, 5, and 6 were on place of work of students' late comers father, students' late comers access to computer at home and students' late comers parents ownership of vehicle with the following others 41.7 percent, No with 65.0 percent and motor cycle 33.3 percent respectively. This indicates that most of the parents of these late coming students belong to lower level of economic status. This is evident by for example where they work (others) which imply they do not work at all or the work they do, the students feel shy to disclose, may be because of it being low. Then due to this the parents could not afford computer in their houses and lastly majority of the parents owns motorcycle.

In addition, table 7 and 8 were on students' late comers parents' ownership of house and students late comers response on does your mother go to work? The response in table 7 and 8 showed that yes had 75.0 percent and No had 71.7 percent respectively. Reference to the above results and for connectivity the ownership of houses could be ownership in extended family house. While in respect of mother go to work, it is clear most women in the study area are house wives, thus they do not go to work outside homes. While research question on which of the reason for students late coming to school has the highest frequency and percentage shows that fetching water had the highest frequency of 13.3 percent followed by three other reasons washing cloth, woke up late and long distance to school with 10.0 percent each. The first reason for students' late-coming to school (fetching water) could be true since it is evident that Zaria for decades have been facing acute water shortage. This means that water shortage problem could affect quality education in the study area. Among the second reason(s) was long distance to school. This makes students go to school late, in corroboration Adedayo and Omoluwa (2008) found that school location in Ondo state were wrongly done, that 88.92% , 95.78% and 96.03% of secondary schools in Ondo Central, Ondo North and Ondo South respectively are not located in the rural areas. While the urban areas had 100 percent of all schools. This calls for reduction of politics in education on school mapping especially between the rural and urban centers.

## 6. Implication for Education Managers

Education managers should make all possible efforts to advise and influence political leaders on school location. This is expected to reduce one sided location of schools, which at the end increase home-school distance among students. Also it is a duty on education managers to increase effort on data collection and storage. Defendable data for decision and policy formation is vital and reduces over stretching of the resources thereby allows judicious utilization of resources in the schools.

In addition, education managers are expected to include societal orientation as part of school annual program of activities. This will go along in reducing causes of students' late coming to school. The orientation could be though parents-teachers association. It is worthy of note that the success of every school manager is not a beautiful program plan but also the relevance of the plan in solving educational problems. This also agrees with the new trend of collaborative effort among education stakeholders, with the view to increasing education successes. Education managers should among other things forecast students' time utilization as a factor for school objective achievement parameter.

## 7. Conclusion

It is important for all stake holders in education to consider students late coming to school as a major variable or factor for the success of quality education. Late coming to school by students could be as a result in a factor, thus teachers and school administrators ought to work hard with the view to reducing the problem. Punctuality of a child to school could change him to become a better individual who uses his time judiciously in future career. Thus, this effort should be a collective one, for one stakeholder many not be able to overcome. Reduction of students late coming may serve as a means for the reduction of mass failure in national examinations. More commitment on the side of the students to education is needed to better their academic performance.

## 8. Recommendations

- Parents especially mothers should reduce work giving to female students at home, especially in the morning hours within which students get ready for school. And that parent should endeavor to reduce transportation challenges to their children especially those living in per distance to schools.
- School managers and teachers should encourage students through counseling and admonition during assemblies on the damages of late coming to school. This should be with special references to adults and senior students.
- Governments at all levels, Non- Governmental Organizations and the private sector should assist school children through subsidized transport pair (Buses) with the view to helping the parents with low economic status.
- Government at all levels should increase education budget with the view to increasing number of schools. This would reduce students home school distance, thus reduce students late coming to school.

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