

Full Length Research Paper

Impact of lecture attendance on academic performance of business education students in tertiary institutions: A case study of Federal Capital Territory College of Education Zuba-Abuja

Henry Osimabale Auru* and Sulayman Dauda Gidado

Department of Business Education, FCT College of Education, Zuba, Abuja, Nigeria.

Received 20 January, 2022; Accepted 14 March, 2022

This study was conducted to determine the impact of lecture attendance on academic performance of business education students in tertiary institutions with Federal Capital Territory College of Education Zuba-Abuja as a case study. The study was guided by two specific research objectives and null hypotheses. The study adopted a descriptive research design. The population of the study comprised of all the 80 students who registered for BED 220 (Entrepreneurship in Business Education I) in 2017/2018 academic session at the Department of Business Education, Federal Capital Territory College of Education, Zuba-Abuja, Nigeria. Census survey was used which led to the consideration of the entire population for the study. The data used in the study was collected from a secondary source (published result) and the two null hypotheses were respectively tested with Chi-square and t-test at 0.05 level of significance. The findings revealed that a significant relationship exists between lecture attendance and academic performance of business education students in tertiary institutions. It also showed that a significant difference exists between the academic performance of business education students with high rate of attendance and those with low rate of attendance. The study concluded that lecture attendance enables students to be more creative, get first-hand and practical information from the teacher and it was found to be crucial to the acquisition of skills required for sustainable development in Nigeria. As a way forward, the study among others recommended that mandatory attendance should be enforced and teachers should adopt a friendly posture and encourage students to be punctual in the class.

Key words: Impact, lecture attendance, academic performance, business education, students, tertiary institutions.

INTRODUCTION

In response to what constitutes the goal of education in modern society, Fleming (2019) posits that the purpose

*Corresponding author. E-mail: probhenri@yahoo.com.

of education is to help people reach their human potential. It could therefore be deduced from this that human capital development is the most important goal of education since it leads to development of talent, skills and competencies that would enable a person to harness their capacity. The authors of this article are also of the conviction that education has the objective of making the recipients to be skilful in order to enhance their personal growth and contribute meaningfully to societal growth and development. Based on this, Kapur (2018) is of the opinion that education is not only necessary for the progress of an individual; it is also required for the development of communities and nations. To buttress this, Gidado and Daramola (2021) point out that education is an instrument for human resource development because it equips learners with skills, knowledge and competencies that would make them to become functional members of the society. The implication of this is that functional education could make the lives of individuals better and position them to contribute to the development of their communities and nations at large. Business education which in Nigeria is studied from Junior secondary school to tertiary level of education is one of the fields of study that are expected to play a lead role in accelerating the pace of sustainable development in Nigeria. To corroborate this view point, a deduction from Umezulike (2015) shows that business education is a discipline which equips the recipients with skills in entrepreneurship, basic education, business environment and vocational practices that are required for developing potentials of an individual, group and the nation. In the formal educational system, the extent to which learners have acquired the desired skills is often evaluated in order to determine their level of educational attainment (academic performance). Academic performance is perceived by researchers as a learning outcome (Lamas, 2015). In the same vein, Okafor and Dalyopjah (2020) see it as the outcome of educational service. It is also an indicator of achievement which clearly manifests in form of understanding, knowledge or idea which is generally represented by grade (Mamman and Oladeji, 2018). Furthermore, Okafor and Dalyopjah (2020) see academic performance as the extent to which educational goals have been attained by a person, teacher and or an institution. This explains why academic performances are often categorized as excellent, good, average or poor. The identified categories which themselves are associated with grades are arrived at through a standardized system of continuous assessment tests and examinations considered as the common instruments for measuring academic performance, whether at random or fixed interval. As to how academic performance should be evaluated, Ekwesianya (2019) points out that there is no consensus in relation to how academic performance should be evaluated. This shows that any suitable method of assessment can be used to determine the extent to which educational goals have

been attained.

In the conventional educational system, skills and competencies are acquired through constant interaction between the teacher and the students in the classroom. The former delivers the instruction, while the latter listen and participate in the teaching-learning process through engaging their senses of sight, sound, feel and emotions. Learners get the opportunity to engage creatively in the class exercises, they are able to establish a connection between concepts and get vague and abstract points clarified. Furthermore, learners would likely also benefit from facts that are based on the teacher's views or experience as opposed to textbook(s) and be able to think critically due to the questioning technique(s) adopted by the teacher and by implication learn something new or acquire new competencies and expertise in a given discipline. The above conjecture explains why many schools and teachers encourage students to be punctual in class or even make class attendance compulsory and a condition for writing examinations. In line with this, Rothmans (2001) stresses that physical presence in the school and active participation in academic activities would make students to benefit from academic programme. In the same vein, Credé et al. (2010) point out that instructors do encourage their students to attend classes because of the belief that high class attendance leads to increased learning and improve students' grades. Furthermore, Chou and Kou (2012) found out that overall class attendance is the strongest predictor of students' performance. In a study conducted by Marburger in Kamal et al. (2013), using a model which compares the absences of students with the questions attempted in a multiple-choice question paper, it was found out that the probability of an incorrect answer increased by absenteeism from 7 to 14%. Adegoke et al. (2013) in reference to Romer (1993) findings disclosed that class attendance significantly reflected on students' Grade Point Average (GPA). In the same vein, a study conducted by Spaho and Goldoja (2014) reveals that lecture attendance of business students has significant impact on their final success in General Mathematics course and that students who attended more than 10 lectures are more likely to get a passing grade. In the light of these reports, lecture attendance should be taken very serious by students. Furthermore, Demir et al. (2017) found out that lecture attendance increases academic success of students in Medical Physiology, regardless of whether they are first time takers or repeat takers. Finally, the findings of a study conducted by Rico et al. (n.d) indicate a strong correlation between class attendance percentages, pass rate and efficiency rate. According to Rico et al. pass rate is a mathematical relationship between the number of students that passed a subject and the total number of registered students. On the other hand, efficiency rate explains the mathematical relationship between the credits earned by students and

the number of credits they had to register so as to earn the particular credits. It should however be noted that the findings of Rico et al. reveals that class attendance correlates more with efficiency rate than pass rate.

In contrast to the submissions above, Hunter and Tetley (1999) in an earlier study observes that despite fallen attendance rates, pass rates in universities have increased over the years and thus concludes that attendance does not affect examination performance. Similarly, Rodgers (2002) found out that there is no relationship between attendance and academic performance. This owes to the fact that Rodgers implemented an incentive scheme in an undergraduate Introductory Statistics Module in which 1% is deducted from a student's overall mark; whenever they missed tutorial in excess of two. Therefore, when students' attendance and performance were compared with those of the students who took the same module in the previous academic year before the introduction of the incentive scheme, the results indicate an improved attendance without a corresponding academic performance, despite the deduction of the penalty points for non-attendance. On a final note, a study conducted by Doggrell (2020) reveals that there is no association between lecture attendance and academic outcome. A critical examination of the literature reviewed so far shows that both attendance and absenteeism have influence on learning and academic achievement. This owes principally to the fact that while attendance makes the students to have access to first-hand information made available by the teachers, absenteeism denies them such benefits which could lead to poor performance. In the same vein, some studies revealed that class attendance is not a guarantee for good academic performance and absenteeism does not necessarily mean that students would perform poorly in examinations. It is thus, against this background that this study seeks to determine the impact of lecture attendance on academic performance of business education students in tertiary institutions.

Statement of the problem

As put forward by Kapur (2018), academic performance is influenced by different variables which include attitude of the students, school resources, abilities of the teacher, classroom environment, social, psychological and health factors, counselling and guidance services, time management, home environment and teaching-learning method. A study conducted by Buba and Nwabufo (2020) also revealed that parental level of education has a significant and positive influence on academic achievement of junior secondary schools' students in Business Studies in Adamawa State, Nigeria. Many people view lecture attendance as an important indicator of academic success because it furnishes students with

information made available directly by the teacher. Despite the benefits that are associated with lecture attendance, the researchers observed from preliminary investigation that students do wilfully choose to abscond from lectures. Fayombo et al. (2012) research findings suggest that absenteeism is becoming rampant among students due to reasons such as lack of subject interest, poor teaching strategies adopted by lecturers and unfavourable learning environment. Other reasons advanced for absenteeism among students include too-much socialization, part-time jobs to augment meagre bursaries granted by various sponsors and poor relations with lecturers. These reasons no doubt contributed to the dwindling performance of students in examinations and may impact negatively on their ability to exhibit the desired skills in work environments after graduation. Although, the findings of some studies indicate that absenteeism has no relationship with academic success or failure, a critical examination of the findings of these same studies in the background of inadequate supporting technologies to promote self-study by which academic performance could have been improved or unaffected justifies the need to investigate the impact of lecture attendance on academic performance. Hence, the problem of this study is therefore to empirically determine the impact of lecture attendance on academic performance of business education students in tertiary institutions, so as to bring to the fore and attempt to justify the idea that lecture attendance does lead to academic success.

Objectives of the study

The objective of the study was to determine the impact of lecture attendance on academic performance of business education students in tertiary institutions. The specific objectives of the study were to determine the relationship between lecture attendance and academic performance of business education students in tertiary institutions and the difference between academic performances of business education students with high and low rates of attendance in tertiary institutions.

Hypotheses

In line with the research objectives, the following null hypotheses were formulated and tested at 0.05 level of significance:

H_{01} : There is no significant relationship between lecture attendance and students' academic performance in Business education in tertiary institutions.

H_{02} : There is no significant difference between the academic performances of Business education students with high and low rates of attendance in tertiary institutions.

Table 1. Relationship between lecture attendance and academic performance of business education students in tertiary institution.

Variable	N	X ² cal	Alpha (α)	Df	p-value	Decision
Lecture attendance	80	54.850	0.05	5	0.000	S
Academic performance						

X²cal= Chi-square calculated, df= degree of freedom, P-value= probability value, S=significant.

Table 2. Summary of t-test on mean difference between academic performances of business education students with high and low rates of attendance in tertiary institutions.

Variable	N	Mean	Standard deviation	Alpha (α)	df	t-value	p-value	Decision
High attendance rate	58	58.24	7.465	0.05	78	8.770	0.000	Significant
Low attendance rate	22	38.00	12.817					

METHODOLOGY

The study made use of descriptive survey research design which Enyekit and Enyekit (2015) point out as a design that documents, describes and presents what exists and otherwise in what is being investigated. The study also adopted the census survey which UNESCO (2022) sees as a study that is carried out on all the objects in a given population. This also implies that total population sampling which is seen by Laerd Dissertation (2012) as a purposive sampling technique that could be adopted if the size of the population is relatively small and the population units share similar characteristic(s) was used in the study. Furthermore, another reason for adopting census survey/total population sampling was because, Ademuluyi and Okwuanaso in Umoru and Bala (2018) suggest the use of the entire population if it is less than or equal to two hundred and fifty. Based on these, the entire population of 80 students who registered for BED 220 (Entrepreneurship in Business Education I) in 2017/2018 academic session at the Department of Business Education, Federal Capital Territory College of Education, Zuba-Abuja, Nigeria was used for the study. The students were categorised into two groups based on their percentage rate of attendance. These were; high rate of attendance (50%-100%) and low rate of attendance (0%-49%). Furthermore, A, B and C examination grades with score range; 70-100, 60-69 and 50-59 respectively were considered as good academic performance, while D (45-49), E(40-44) and F (0-39) were taken to be poor academic performance. The data used for the study were obtained from a secondary source (published students' examination result). Hypotheses one and two were respectively tested using Chi-square and t-test with the aid of Statistical Package for Social Sciences (SPSS). The two hypotheses were tested at 0.05 level of significance and the decision rule was that a null hypothesis would be accepted if the p-value was ≥ 0.05 and rejected if the p-value was < 0.05 .

RESULTS

H₀₁: There is no significant relationship between lecture attendance and students' academic performance in Business education in tertiary institutions

Hypothesis 1 was tested using Chi-square and the

summary is presented in Table 1. Table 1 reveals that there is a significant relationship between lecture attendance and academic performance of Business education students in tertiary institutions. This is because the p-value of 0.000 was less than the alpha (α) value of 0.05 leading to the rejection of the null hypothesis.

H₀₂: There is no significant difference between the academic performances of business education students with high and low rates of attendance in tertiary institutions

Hypothesis two was tested using t-test and the summary is presented in Table 2. From Table 2, it could be seen that there is a significant difference between the academic performance of Business education students with high rate of attendance and those with low rate of attendance. This is because the null hypothesis was rejected as a result of the p-value of 0.000 which was less than the alpha (α) value of 0.05.

DISCUSSION

The major aim of this study was to determine the impact of lecture attendance on academic performance of Business education students in tertiary institutions. The study shows that there was a significant relationship between lecture attendance and academic performance of Business education students in tertiary institutions (p-value = 0.0000 $<$ 0.05). In the same vein, it reveals that there was a significant difference between the academic performance of Business education students with high rate of attendance and those with low rate of attendance (p-value = 0.0000 $<$ 0.05). The study therefore corroborates the works of researchers such as Romer in Adegoke et al. (2013), Kamal et al. (2013),

Spaho and Goldoja (2014), Demir et al. (2017) and Fernandez et al. (n.d) whose findings indicated that class attendance increases academic performance thereby bringing about a positive and significant relationship between the two variables (class attendance and academic performance). Furthermore, the study refutes the findings of Hunter and Tetley (1999), Rodgers (2002) and Doggrell (2020) which all revealed that there is no relationship or connection between class attendance and academic performance.

Conclusion

The study established that lecture attendance is an important determinant of academic success. This is because it reveals that a significant relationship exists between attendance and academic performance of Business education students in tertiary institutions. It also shows that the students with high rate of attendance performed better than those with low rate of attendance. The pattern of the effect of attendance on performance revealed in this study could only have arisen from the fact that punctuality in class enables students to get first-hand and practical information from the teacher, including the clarification of unclear points and think creatively in line with the questioning technique(s) used by the teacher. The implication of the benefits of punctuality identified in this paragraph is that lecture attendance is an important key needed to facilitate the acquisition of the right knowledge, skills and behaviour in order to achieve sustainable development in Nigeria. The researchers however suggest that further studies should be conducted on influence of other variables such as strike action, attendance policy, personal study, e-books, e-lectures and tutorials among others that were not addressed in this particular study on academic performance of Business education students.

Recommendations

Based on the findings of the study and the conclusion which was drawn, the following recommendations were suggested. Mandatory attendance should be enforced by teachers and school managements through a college-based attendance policy. Also, teachers should encourage and mentor students regarding the positive benefits of being punctual in class. They could also help by organizing tutorials and revision classes for students so as enable the absentees to learn what they missed when they were absent in the class. The essence of these is to make the students to acquire the right skills, improve credibly and perform well in examination and the world of work. In addition, parents/guardians should inculcate the habit of punctuality in their children/wards right from the elementary level so as to make them to be positively reinforced to always be in class while at the

tertiary level of education.

CONFLICT OF INTEREST

The authors have not declared any conflict of interest.

ACKNOWLEDGEMENT

The researchers sincerely appreciate and acknowledge the contribution of Tertiary Education Trust Fund (TETFund) for expanding the frontiers of research and shared knowledge through sponsoring this particular research effort.

REFERENCES

- Adegoke BO, Salako RJ, Ayinde LA (2013). Impact of attendance on students' academic performance in ICT related courses: Faculty of Engineering, Osun State Polytechnic, Iree. *Journal of Education and Practice* 4(16):95-98.
- Buba MM, Nwabufu BN (2020). Influence of parental levels of education on students' academic achievement in Business studies in public junior secondary schools in Adamawa State, Nigeria. *Journal of the Business of Education* 3(1):53-64.
- Chou PT, Kuo Y (2012). Examining factors relating to classroom attendance and performance. *Journal of Studies in Education* 2(2):193-204.
- Credé M, Roch SG, Kieszczyńska UM (2010). Class attendance in college: a meta-analytic review of the relationship of class attendance with grades and student characteristics. *Review of Educational Research* 80(2):272-295.
- Demir EA, Tukuk O, Dogan H, Egeli D, Tumer C (2017). Lecture attendance improves success in medical physiology. *Advances in Physiology Education* 41:599-603.
- Doggrell SA (2020). No apparent association connection between lecture attendance or accessing lecture recordings and academic outcomes in a medical laboratory course. *BMC Medical Education* 20(207):1-12.
- Ekwesianya AA (2019). Contribution of Facebook to academic performance of university business education undergraduates in AbiaState. *Conference proceedings of Association of Business Educators of Nigeria* 6(1):232-241.
- Enyekit EO, Enyekit KEO (2015). Extent of Availability of School Plants and Facilities for Effective Teaching Administration of Business Education Programmes in Tertiary Institutions in Rives State. *Nigerian Journal of Business Education* 2(2):118-128.
- Fayombo GA, Ogunkola BJ, Olaleye YL (2012). Cross institutional study of the cuses of absenteeism among university students in Barbados and Nigeria. *Journal of Educational and Developmental Psychology* 2(1):122-136.
- Fleming E (2019). What are the most important goals of education? Retrieved from <https://www.sidmartibio.org> on 17/02/2022.
- Gidado SD, Daramola R (2021). School supervision and inspection: Strategies for quality assurance in business education in post COVID-19era. A paper presented at the maiden National conference of the Faculty of Education Kwara State University, Maleté.
- Hunter S, Tetley J (1999). Lectures: Why don't students attend? Why do students attend? Proceedings of HERDSA annual international conference held in Melbourne 12-15 July 1999, Higher Education Research and Development Society of Australia, Milperra, NSW.
- Kamal MF, Waseem MA, Mujtaba BG (2013). Comparative analysis of the effect of attendance on academic performance of management and finance course students. *World Applied Sciences Journal* 24(12):1651-1655.
- Kapur R (2018). Factors influencing student's academic performance in

- secondary schools in India. Retrieved from <https://www.researchgate.net/publication/324819919>.
- Lamas H (2015). School performance. *Propositos y Representaciones* 3(1):313-386.
- Laerd Dissertation (2012). Total Population Sampling. Retrieved from <http://dissertation.laerd.com/total-population-sampling.php> on 30/6/2018.
- Mamman JS, Oladeji AD (2018). Influence of social media on communication skills and academic performance of business education students in colleges of education in south-west, Nigeria. *Conference proceedings of Association of Business Educators of Nigeria* 5(1):296-305.
- Okafor EC, Dalyopjah RK (2020). Teachers' educational factors as determinants of students' academic performance in office technology and management (OTM) courses. *Conference proceedings of Association of Business Educators of Nigeria* 7(1):597-606.
- Rico JEF, Fernandez SF, Suarez AA, Camblor PM (n.d.). Importance of university lecture attendance. *Vice-chancellorship for Quality, Planning and Innovation*, pp. 1-10.
- Rodgers JR (2002). Encouraging tutorial attendance at university did not improve performance. *Australian Economic Papers* 41(3):255-266.
- Rothman S (2001). School absence and student background factors: A multilevel analysis. *International Education Journal* 2(1):59-68.
- Spaho A, Goldoja M (2014). Lecture attendance and success on General Mathematics. Case study of first-year business students, University of Tirana, Albania. *International Journal of Research in Business Management* 2(5):73-78.
- Umezulike A (2015). Achieving a reliable and desirable sustainable national development through adequate funding of Business Education Programme. *Nigerian Journal of Business Education* 2(2):83-89.
- Umoru TA, Bala Y (2018). Office Technology and Accounting Skills Possessed by Business Education Students in Colleges of Education for Management of small Scale Businesses in Adamawa State. *Nigerian Journal of Business Education* 5(1):370-383.
- UNESCO Institute of Statistics (2022). Census survey, retrieved from <http://uis.unesco.org/en/glossary-term/census-survey> on 11/01/2022