

The challenges and prospects of the full implementation of 75% lecture attendance Policy of NUC to qualify a student for Examination in Nigerian universities.

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### ABSTRACT

The main purpose for this research is to determine the significant impact of attendance towards the performance and to qualify student to write examination in Nigerian universities. It actually looks at the context about the performance of the student based on the numbers of times the student attended classes and to qualify them to write examination. The advantage of this research is to present a proof about the performance of student and eligibility to appear for examination based on regular class attendance. In relation to the NUC policy on 75% attendance, student will go a long way to increase their performance if they attend classes regularly. Attendance at lectures has become an area of concern in Nigerian universities. If students attend their class regularly they will be disciplined, manage their time very well, overall performance will be improved and their parents will be happy. The realization of the NUC Benchmark of 75% attendance before participating in the examination has made it clear that any student with attendance less than 75% should not be allowed to write examination. As a student, it is necessary to attend all lectures regularly based on the timetable. Doing so enables student to learn effectively across the semester with the designed syllabus.

Keywords: Challenges, lecture, attendance, NUC and students.

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### INTRODUCTION

The main purpose for this research is to determine the significant impact of attendance towards the performance and to qualify student to write examination in Nigerian universities. It actually looks at the context about the performance of the student based on the numbers of times the student attended classes and to qualify them to write examination. Based on the fact that the amount of money that students pay for their education are high and they are lazy to attend classes, it leads to their poor academic performance and the reputation of the university in general is highly affected [1]. The advantage of this research is to present a

proof about the performance of student and eligibility to appear for examination based on regular class attendance. In relation to the NUC policy on 75% attendance, student will go a long way to increase their performance if they attend classes regularly. Several previous studies have shown that class attendance is an important predictor of academic outcomes. [2], said that the influence of regular attendance on examination performance is more important for female students than male students: female students earning above average grades had attended more classes than female students earning grades below class

average. No such difference was identified for male students. In a recent study, no statistically significant relationship between class attendance and student performance was identified after adjusting for control variables that included gender and age as recorded by [3]. Attendance at lectures has become an area of concern in Nigerian universities. If students attend their class regularly they will be disciplined, manage their time very well, overall performance will be improved and their parents will be happy. The realization of the NUC Benchmark of 75% attendance before participating in the examination has made it clear that any student with attendance less than 75% should not be allowed to write examination. As a student, it is necessary to attend all lectures regularly based on the timetable. Doing so enables student to learn effectively across the semester with the designed syllabus. Many colleges of India made 75% attendance per subject in every semester compulsory for students as criteria for eligibility to appear for examination.

#### **The benefits**

Students at higher institution of learning should be penalized by professors or the institution for lack of attendance because; if students do not miss their classes it will improve their academic performance. [4] adds that if the complex student knowledge and attendance difficulties in higher education are to be addressed effectively, it is clear that academic development work is required. The anticipation of assured levels of attendance at a particular result is a major factor in determining the seating ability to be built and measuring of performances [5]. If there is a frequent occurrence, the plan should be to stretch attendance across less popular days or widen performances over a longer time [6].

In this review, it was observed that the following were identified as advantages associated with the realization of the 75% attendance before participating in the examination.

- Good attendance is needed to develop a strong sense of community in a classroom and to encourage a healthy sense of class participation.
- Students learn self-discipline due to mandatory attendance, which will help them in their professional as well as personal life.
- Making attendance to classes mandatory will improve overall performance of the students, guarantee their satisfactory results and will also encourage socialization.
- It is a waste of money to skip classes and refuses to learn the things that one need to know because being paid for education is not cheap endeavor,.
- Enforcing mandatory attendance to classes could actually be treating students as adults. This is a way of preparing students for real world and reinforces the sense of responsibility. Once students get a job, they would be allowed only a certain amount of vacations and absences.
- students will have to perfect time management skills to make sure that they get to class while meeting all their other obligations,
- In the process of learning how to balance all their responsibilities, students could become better at multi-tasking as well.
- Frequent attendance to classes will create opportunity to develop student's life skills.
- Keeping an attendance policy, helps the department to know which students have been enrolled and number of question paper to produce during examination.

### The challenges

All students have the capabilities to fulfill the demands of university tasks but in some cases, the learning-teaching condition does not extract these competencies and the desired performance level [7]. [8] said that the examined skills and competencies are necessary for successful teaching and learning in the classroom, particularly in higher educational institutions mainly in Africa. According to [9], the habitual vision of academic competence is primarily a question of practice in the classroom whereby a skilled teacher through knowledge, methods, actions and ability to exchange a few words gets teaching condition to a reasonable purpose and creates conditions for learning. Academic development is essentially concerned with the processes of change in teaching and learning in higher education. Academic development no longer becomes a problem that lies within a particular groups of students, but is a process in which a range of personnel in different situations share responsibility for growing into academic life [10, 11]. There is consequently a need to develop academic literacy, not as an adjunct skill but by and through engagement with learning in the mainstream academic disciplines themselves which aimed at preparing all students to deal with the set of competencies required at the tertiary education level [12, 13].

However while implementing strict rules regarding attendance could be a way to ensure that students attend the classes and are being evaluated on a regular basis, this could also become difficult for students. Some students, who have major responsibilities along with education faces most inconvenience. Parents at times spend their hard earn money in vain because their children neglect their study, they are busy with their Smartphone, chatting with their friends or goes to shopping mall. At the time of examination such students go for agitation because they do not have minimum attendance as well, they are not prepared for examination. In this paper

review, it was observed that the following were identified as problem associated with the realization of the 75% attendance before participating in the examination:

- If NUC keep a free attendance policy where no one is compelled to attend lectures, then there will be a very high probability that no one would even know where the classrooms are.
- Actually the rule of making 75% attendance compulsory can work only if the teachers have great teaching skills. Today, almost 70% of teachers are not well equipped in teaching skill.
- Attendance policy needs to be reform with the viewpoint of how the students would assure quality learning.
- Poor attendance might also reproduce problems in a student's state of affairs and it is a pointer that students are not developing the knowledge and skills needed for their future success [8].
- As the government established more institutions, the number of obtainable spaces has increase extensively in this modern years but the nation is far from meeting the demand for tertiary education pleasingly [6].

### Analysis of Data on 75% Attendance based on NUC Benchmark and Report Generated

We investigate the relationship between university students' class attendance based on 75% NUC Benchmark and learning performance. We use data from a course in a university in which attendance to classes is mandatory (at least a student must attend up to 75% in attendance for such student to seat for an examination for the course). The method used is cluster analysis. We find that students form three distinct groups: (1) those who did not attend up to 75% attendance, (2) those that attend classes up to 75 to 80%

and sat for the exam and (3) those that attended classes for up to 90 to 100% and attend the examination. Most importantly, we find out that in group 2 and 3, attendance is positively and significantly related to performance, after controlling for the effect of other variables potentially related to performance. We also find that students in group 1 and 2 are characterized by compelling reasons for absenteeism and a good ability to proactively search for information and study independently. The results are relevant for lecturers and students alike. First and foremost, they can be used as a motivator for students to attend classes and for lecturers to bear in mind the relevance of class teaching for learning outcomes. Group 1 was added because 75% NUC minimum standard has not been fully implemented in the Nigerian Universities.

This paper assesses the relationship between attendance and performance in Nigeria universities. Two key characteristics of Nigerian university system are - it is not free of charge and it has a very little level of academic freedom. In accordance with the basic value of non-academic freedom, attendance at lectures is usually mandatory and highly recommended based on the NUC regulation of 75% attendance as eligibility for participating in examination. The course used is 3 credit load and it is not optional course targeted to students at all levels. It consists of two types of classes: lectures and exercise sessions. The learning materials developed for the course are intended for use together with class teaching and can be deemed relatively poorly suitable to be used as standalone for self-study. The course grade consists of the final examination (70%), attendance (20%) and assessment (10%). Passing the course requires that one should pass the final examination, attendance and class assessment.

#### **Data collection**

The data set includes 80 students that took a course in computer science across the selected universities in Nigeria. All such students have been included in the

data set who had registered the course and who indicated their actual participation by

- i) attending at least one lecture (excluding the first lecture, after which the dropout rate tends to be high),
- ii) attending at least one exercise session or
- iii) Took at least one set of class assessment.

In this course, attendance to lectures is mandatory and exercise sessions are not mandatory but necessary. In any Nigeria University, a student cannot receive full points from the course without attending any teaching events. However, in order to incentivize students to attend exercise classes, a small symbolic increment to their grade was offered to students who actively attended exercise sessions. There are just 10 points marks that are offered to students who attended lectures up to 75% which is not an incentive offer for lecture attendance but a right due for such students. Data about attendance were collected by circulating an attendance list at every teaching event, which was signed by students who were present. In order to ensure that students did not sign for their colleagues that are absent, the number of attendants indicated by the list was cross-checked with the total number of students in class. After the course, we gathered input from a subgroup of students, those who had attended the examination but not many teaching events.

#### **Variables Used**

The variables of our analysis are described below.

#### **Explained variable-Examination points**

This is used as an indicator of each student's course performance. It is the number of points received by the student in the final examination.

Grading is on a scale from 0 to 100, with 40 points required to pass. We use examination points instead of the full course grade, because the course grade also includes class assessments and some research work like term papers, which may have been done in groups and may thus not reflect an individual student's skill level. Two examinations were offered. Students could choose whether to attend either one of them or both, in which case the highest of the two examination results was recorded.

#### **Explanatory variable-Total attendance.**

This is the number of teaching events attended by a student. The maximum

#### **Clusters of students**

When inspecting the data set along the dimensions of the explained and the explanatory variables, total attendance and examination points can be seen that is the students form three distinct groups. The first group is different from the other two: the group1 is the students who did not attend lectures up to 75% that is they are unable to attend lectures up to 75% NUC Benchmark attendance policy.

The second and third groups consist of those who received examination

possible number of lectures to be attended is 30, which includes 15 lecture weeks and two times schedule per week for a full semester. All data exclude the first introductory lecture.

#### **Control variables-Bonus motivation**

This is used as an indicator of a student's underlying motivation to do well in the course. It is the number of bonus points received by the student from writing evaluations about their peers' course projects and for attending lecture classes up to 75% and above.

points with varying levels of class attendance (that is from 75% to 100%). We performed a two-step cluster analysis to form a clear separation between the two groups. The two clusters, as well as the first group, are presented in the figure below. The groups 1, 2, and 3 consist of 30, 30, and 30 times respectively. As the three groups are clearly different from each other, it is justified to investigate them separately. Otherwise, valuable information may be lost.

VARIABLES	ATTENDANCE 0 - 30 TIMES
<b>GROUP 1</b>	0, 10, 20, 10, 3, 3, 7, 8, 8, 7, 0, 9, 16, 2, 18, 13, 19, 7, 17, 19, 4, 3, 20, 21, 20, 5, 5, 22, 16, 11
<b>GROUP 2</b>	23, 24, 23, 23, 23, 23, 28, 25, 28, 23, 25, 24, 24, 24, 25, 23, 23, 24, 25, 25, 25, 24, 24, 24, 23, 25, 23, 25, 23, 24
<b>GROUP 3</b>	30, 30, 26, 26, 29, 28, 26, 27, 28, 27, 29, 30, 28, 27, 29, 27, 28, 26, 29, 30, 27, 26, 26, 28, 28, 29, 27, 29, 30

**Table 1: Number of attendance**

VARIABLES	TOTAL SCORES (FROM 0 - 100)
<b>GROUP 1</b> (Attendance 0-20)	30, 20, 30, 20, 1, 10, 0, 5, 7, 30, 48, 46, 49, 21, 12, 6, 0, 3, 7, 10, 7, 9, 17, 5, 25, 39, 20, 19, 50, 9
<b>GROUP 2</b> (Attendance 23-25)	50, 40, 30, 40, 67, 40, 41, 45, 60, 33, 67, 39, 32, 56, 58, 79, 80, 56, 45, 80, 35, 30, 20, 44, 39, 56, 66, 67, 29, 40
<b>GROUP 3</b> (Attendance 26 - 30 )	32, 50, 70, 88, 75, 30, 89, 45, 90, 50, 45, 69, 82, 97, 30, 89, 57, 49, 95, 80, 85, 59, 87, 88, 58, 58, 58, 40, 45, 37

**Table 2: Examination Score Table**

GROUPS	Number of FAILURE	Number of PASSED	TOTAL Number	REMARK	MIN SCORE	MAX SCORE	MEAN
<b>GROUP 1</b>	26	4	30	FAIL	0	50	546.3
<b>GROUP 2</b>	9	21	30	PASS	20	80	1425.33333
<b>GROUP 3</b>	4	26	30	PASS	30	95	1891.23333

Table 3: Total analysis

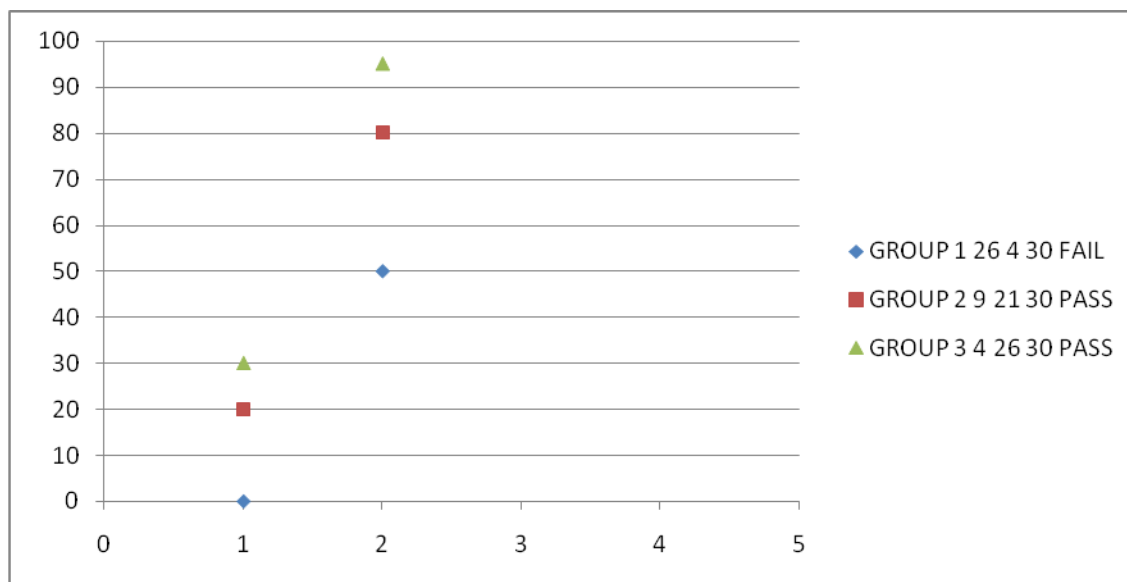


Figure 1: cluster analysis diagram

#### Analysis of data

**Group 1:** The number of student that failed is 26 and the number of student that passes is 4. Because their attendance is below 75% the maximum score is 50 and the minimum score is 0.

**Group 2:** These are those who attend classes up to 75 to 80% and sat for the examination. The number of student that failed is 9 and the number of student that passes is 21 and the maximum score is 80 while the minimum score is 20.

**Group 3:** These are those who attended classes up to 90 to 100% and attend the examination. The number of student that failed is 4 and the number of student that pass is 26 and the maximum score is 95 while the minimum score is 30.

#### Results and Report generated

The reviewed assesses the relationship between attendance and examination performance in the Nigerian University. The test parameter used is the final examination, attendance and assessment. The student's performance based on the numbers of times they attended classes shows that those who attended classes up to 90 to 100% have the maximum score of 95 and highest pass mark. Attendance is highly recommended in the Nigerian universities as criteria that enable the

students to pass and not to cheat in the examination hall. Therefore, the full implementation of 75% lectures attendance Policy of NUC to qualify a student for Examination should be consider in Nigerian universities.

#### Relationship between this research and NUC policy

This research is actually working toward achieving similar goal and objective with the NUC policy. The difference is the statistical proof of student performance based on the attendance and this system actualized the paper work by implementing a system to support the achievement of the NUC policy based on the 75% student attendance toward the performance of the student. Students' class attendance plays an important role in today's university education. Class attendance is an important analyst of academic outcomes. This paper is a complete one that captures student attendance to lectures and their examination performance based on 75% NUC policy.

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