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ECONOMICS

STUDENTS' AND INSTRUCTORS' THINKING ABOUT LATENESS AND THE
STRATEGIES USED (CASE STUDY OF AKWA IBOM STATE, NIGERIA)

MASTER THESIS

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This Thesis, Students' And Instructors' thinking About Lateness And The Strategy used(Case Study Of Akwa Ibom State, Nigeria) is approved from the division of Educational management Supervision Planning And Economics Program as a Master Degree Thesis

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ABSTRACT

You can be the best instructor or psychotherapist on earth however on the off chance that your school children are late to be instructed or directed, it doesn't generally make a difference how great you are. The primary concern: understudies must be available on the off chance that you are to effectively work with them. The terrible news is that numerous children have issues with lateness. Fortunately, lateness can be quickly and successfully tended to. Punctuality is another fundamental school ability we reliably expect apart from teaching. When prepared to be on time, numerous children demonstrate lifelong progress. Punctuality resembles some other key school: you should encourage it before you see it from your school children. The aim of this research is to look at the students' and instructors' thinking on lateness and also to compare the way school management tackles lateness in Akwa Ibom State, Nigeria and how effective it is on the school children. At the end of the study, recommendations are made which are effective in annihilating lateness among school children.

Attendants of this research are combined with the students and instructors of some schools in Akwa Ibom state. The research has developed in the setting of a quantitative research as a case study. Structured questionnaires were used to collect data. Four hundred students and two hundred and two instructors voluntarily participated in filling the questionnaires. 8 schools were sampled where 50 students and 25 instructors participated from each school. Separate questionnaire was constructed for the students and the instructors respectively. The questionnaire seek to understand the rate of lateness among school children, several causes of the lateness, the manner in which the school management is dealing with it, the effectiveness of their strategy and the gender predominance of lateness among school children. The participants are required to choose among the options presented or specify in the space provided should their answer is not among the options. This research will look at the students' lateness to school. First explore the theories of lateness and the theories of strategic management. Second it will cover the frequencies and causes of lateness to school by school children. Then third

point out the effects of school children's lateness to school. Fourth compare the present strategy used to tackle lateness in the area under study and how effective it is and finally provide recommendations to make school children come early to school.

The data obtained were subjected to statistical analysis using SPSS for calculating frequencies, percentages and chi squares. It was resolute that most school children arrive late to school. Several causes of the lateness were detected to be bathroom queuing in the morning, morning chores of the school children, lack of school bus, distance to school, and waking up late. Some of the school management does not take a step ahead to tackle lateness; they only dwell in punishing the latecomers which is not effective enough to encourage early arrival to school. The methodology of the paper is historically informed where I use questionnaires to extract information from students and instructors, and the constitution of the Federal Republic of Nigeria with other resources like; newspapers, books, articles, electronic media and so on.

Key Words: Management, instructors, students, school children, tardiness, lateness, punctuality, early, school, education, leaders and strategy

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So as to make a successful learning condition by adjusting to the developments and advancements realized by the age, teaching has been proceeding for quite a long time. In making compelling learning conditions, educators are in extraordinary struggle. In this manner, concentrates to enhance the nature of instruction, which is the most vital component of training and also the expansion in the nature of instruction, increment of the quantity of days. Educators need academic substance learning so as to give viable instruction. Instructors ought to have the ability to utilize the field learning and teaching method information so as to reinforce the academic substance information. While there are a ton of scholars in this nation and abroad, there are numerous examines about the instructive learning of instructors and educator hopefuls in our nation. In this way, the point of this research is to inspect the convictions and mentalities of the school managements about the school children's lateness to school and also the students' and instructors' thinking on lateness.

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DEDICATION

I dedicate this work to my future children who because of them I work hard striving to be a better person before bringing them to this world in order to train them in a good way and in order for them not to suffer in any way on earth.

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CHAPTER ONE

INTRODUCTION

Tardiness is generally considered to cause adverse predominance of an organization including learning institutions while the performance of students is the backbone of a learning institution's success. Lateness in the midst of school kids and staff is growing and dispersing. Information had shown that children who are consistent late comers always come out with a bad performance (School Effectiveness and School Improvement, 2014). This is honest to goodness in light of the way that before their arrival, it is likely for them to miss somewhere in the range of few phases in the learning or teaching process. Attempting to know the parts capable, the instructors attributed it to the guardians while the guardians in turn hold the instructors to recoup. At the point when understudies come to class late, it can upset the stream of class instruction, disturb different understudies, block learning, and by and large disintegrate class spirit. Also, whenever left unchecked, delay can end up endless and spread all through the class. Managing this conduct can be baffling in light of the fact that it intrudes on the stream of your class and can be diverting to both you and alternate understudies (Barnes, 2017). Since there are various conceivable reasons understudies land to class late, taking into account which causes are at the foundation of the issue can help direct educators to suitable reactions and procedures. At the point when a child goes to class all the time and on time, they make an essential stride towards achieving their maximum capacity, and are given the best chance to learn new things and build up their abilities. Kids who miss school every now and again can fall behind with their work and do less well in exams. The additional time a kid spends around other kids, regardless of whether in the classroom or as a component of a school group or club, the more chance they have of making companions and feeling included, boosting social abilities, certainty and confidence. This will impact their adjusting fairly. Most schools will never totally take out lateness, yet the inspiring news about lateness decrease programs is that they will in general pay off rapidly. Star schools regularly observe lateness diminished by 30-80% inside the initial couple of long periods of setting up a framework (Tips & Tricks for

Reducing School Tardies, 2017). So as to keep up this achievement, it's vital to remember the accompanying things: You must continue doing it, irregularity from week to week can debilitate the desires you're setting with your students and cause lateness to crawl back up; be consistence crosswise over classrooms, much the same as with different sorts of control programs, steady application crosswise over classrooms is imperative for decency, as well as to limit spikes when plans change from term to term, semester to semester or year to year; If you're utilizing dynamic disciplinary activities to address lateness, ensure that all the assets are used to deal with the confinement volume that these projects make.

Strategically handling tardiness by the school management can reduce lateness and improve the pass rate (Mroz 2017). The central manager in primary school is the headmaster/headmistress while the central management in secondary school is the principal and for the tertiary, the central management is on the vice chancellor with various administrative duties. Akinfolarin (2017) stated that at the secondary level of training, the principal is the CEO of the school who is in charge of powerful administration of school assets for the completion of expressed objectives and goals. School heads must have a wide exhibit of capabilities with a specific end goal to lead schools adequately towards the achievement of educational objectives, which has prompted changing desires for what leaders need to know and should have the capacity to do. Albeit coming to class late is at least better than not coming at all, lateness is as yet an extreme issue for understudies. Understudies may miss whole classes, regularly getting an amazingly low grade contrasted with different classes. First grade understudies with endless lateness were appeared to have lower math and reading scores contrasted with their associates in a recent report on 2014 distributed in the Journal of School Effectiveness and School Improvement. Not exclusively did the lateness influence them, yet it additionally influenced their companions. Instructors need to take time from guidance to address late understudies, keeping the class from proceeding and frequently shortening training time.

Like each different associations, the school has the students as its item. They are the key participant in the educational system in which the execution of the school is

estimated. Additionally, in Nwakpa (2015), Emetarom referred to, noticing that schools are not set up for educators, not for guardians, not for educational managers but rather for the students. It is dismal that notwithstanding the fact that students are the key factor in the educational organization, the majority of them have been abandoned to confront hardship, exploitation, social clashes and wrongdoings. With the outcome of this exploration, answers for this issue will be given as the parts skilled to the postponement are distinguished and proposals are made. The children will be better guided and techniques for thumping their issues and get a kick of the chance of wanting to be incredible children are known. The children will develop the spirit of consistency at school and end up being extraordinary residents in their future lives.

1.1 Problem Statement

Numerous students come late to class, thus; they miss classes, or when they are rebuffed turned out to be influenced and unfit to learn again for that day.

1.2 Aims of the study

1. This study aim to understand the thinking of students and instructors on the frequency of lateness to school
2. The aim and objective of this research is to understand via the thinking of students and instructors how disruptive lateness is.
3. The sole aim of this study is to understand how concerned the management is for school children to come early to school and the strategy and the measure of the strategy school management uses in tackling lateness and how effective these strategies are.
4. This study aim to identify gender parity in lateness to school among school children.
5. The second sole aim of this study is to provide effective recommendations that the school management can use to reduce lateness if not annihilate among school children and make them a better workers in future.

6. The aim of this research is to explore the theories of lateness and the theories of strategic management in order to provide an effective recommendation to solving the issues of lateness among school children for their effective performance.

1.3 Importance of the Study

1. The main importance of this study is that it assesses and compares management of lateness in school organizations.
2. This research is very important as such has not been carried out before in Akwa Ibom State.
3. As learning is key to greatness, this research is important for an effective learning.
4. This research is importance to school management as it enhances their duty towards achieving the purpose of school.
5. This research is also important to the instructors as well as it pleases them to see they have equipped students.
6. This research is important to parents/guardians of school children as their children will be equipped for future work.

1.4 Significance of the Study

Time is like a sword. If you did not cut it, it will cut you (Bataineh, 2014). This study is significant because it's going to aid school authorities minimize lateness thereby building a positive culture and improving students' performance and lesson delivery

1.5 Research Questions

1. What is the frequency and percentage of students coming late to school? This will aid to know if lateness exists in the schools of Akwa Ibom State. Without the presence of lateness, it'll make no point trying to eradicate what is not there in the first place. Answers gotten;
 - a. According to the students' response.
 - b. According to the instructors' response.

2. Is lateness disruptive? There will be no need to tackle lateness if it doesn't affect anyone in any way either the pupils/students or the teachers or even the society. It's a waste of time and resources to try to fix what is not a problem and will not be a problem even in the future. Response gotten;
 - a. According to the student's response.
 - b. According to the instructors' response.
3. What are the possible causes of lateness? A solution can only be effective if it's in accordance with the cause of the problem. This covers the means in which the school children go to school and what they do at home before leaving to school and even a night before the school day.
 - a. According to the students' response.
4. How is the management concerned about lateness and how are they handling it? With this, there will be an understanding of how the managements of schools are reacting to pupils'/students' lateness. If they're efficient enough in their aim. And then the need for this research arises should the present tactics of the managements are not effective. Answers gotten;
 - a. According to the response of the instructors.
5. Is lateness predominant in boys or girls? Understanding if gender is associated with lateness will also give means of tackling it.
 - a. According to the response of the students.

1.6 Limitations of the Study

1. This research is limited to a term of the student session in 2018 and sample of 8 schools, randomly 400 students and 202 instructors.
2. Data collection is limited to questionnaires (which is attached in the appendix section).
3. Most of the research is gotten from self- report through knowledge in Educational Administration, Supervision, Planning and Economics. Some knowledge is also gotten from cultural background and how the researcher was raised in Akwa Ibom State.

4. The research data is limited to Akwa Ibom State, Nigeria and cannot serve worldwide.

1.7 Abbreviations

PTA – Parents teachers association

UBE- Universal basic education

AKS- Akwa Ibom State

CHAPTER TWO

THEORETICAL FRAMEWORK AND RELATED RESEARCH

This chapter will talk about the theoretical framework of chronic lateness and the theoretical framework of strategic management. Other research about lateness among school children will also be looked upon in this chapter.

2.1 Theoretical Background

A theoretical structure is an accumulation of interrelated ideas, similar to a theory however not really so all around worked-out. A theoretical structure controls your examination, figuring out what things you will quantify, and what measurable connections you will search for.

2.1.1 Theories of Chronic Lateness

According to the English Oxford dictionary (2018), lateness is the fact or quality of happening or arriving after the expected or usual time; unpunctuality“. The current literature on lateness is moderately inadequate thus we additionally allude to a few examinations which have broken down different parts of lateness, for example, non-attendance and work force or exertion derived from the economists and the psychologists. Arriving late to work is seen as a decision taken in the wake of weighing up the expenses and advantages of elective employments of rare time (Clark, Peters & Tomlinson, 2005). Interestingly, analysts in modern brain research center around states of mind towards the working environment, especially those identifying with work contentment. Though most of the studies are about the workplace, school children can fit into this as they‘ll all become workers one day.

2.1.1.1 Theory of Deeply Rooted Passive-Aggressive/Anal-Retentive Syndrome

From an experimental point of view, various psychologists discover a measurably noteworthy relationship amongst tardiness and attitudinal variables. Regularly there's no one explanation behind ceaselessly neglecting to be on time, yet a

few covering intentions. Some of them are perplexing, sneaking in the dinky caves of a man's psyche. Here and there lateness is a learned example of conduct. Most ladies have the habit of keeping men waiting. Men have always been waiting for the ladies wherever they are going to together; school, church, cinema, sit outs or wherever.

In conclusion, merited or not, females hold the notoriety of being late more frequently than the male (Managing a chronically late employee, 2015). Think through the generalization of the high school girl settled in her room, applying cosmetics, changing outfits over and over. Ladies naturally believe that 'It's a piece of our way of life for a lady to influence the person involved to hold up a bit.' The perception is that a bit of tardiness adds mystique (fashionably late?), whereas arriving on time indicates over eagerness. This piece of the female persona might be established in the verifiable imbalance of the genders, a few psychologists estimation. Customarily, ladies were impotent to the point that influencing men to hold up was a method for picking up control, albeit fleeting. Another essential driver of delay is nervousness, says Martin Asnis, a specialist at Manhattan's St. Luke Roosevelt Hospital (Managing a chronically late employee, 2015). Individuals, regardless of even if they're mindful of it or not, frequently postpone being close to the wellspring of their uneasiness. That is the reason even aggressive individuals will come to school late. "They may harbor fear about their execution or their ability to accomplish what they're taking a stab at," says Asnis (Williams, 1992). So they embrace a reckless conduct and harm their performance. This could also be a case for school children if looked into. Most people fear determination. Something that rankles the general population cooling their foot rear areas on road bends, in eateries and in cinema entryways is that latecomers have a tendency to be specifically late. It's not irregular for individuals who appear late for school each day to be fast or even right on time for a stone show.

2.1.1.2 Theory of Incompetence

In the theory of relativity developed by Einstern (2017), as it were, late individuals program themselves to be late. The appropriate response, as Einstein found, is that latecomers will be late regardless. Here we have the missing "X" factor that no

one but Einstein could get a handle on: Why are individuals who are routinely late unfit to begin preparing 20 minutes or more earlier? The genuine reason, as spread out by Einstein, is that their inner timekeepers move all the more gradually or not in any manner in view of;

- (a) The ebb and flow of the earth and
- (b) Their powerlessness to get off the telephone.

In outrageous cases, such individuals have no interior timekeepers by any stretch of the imagination, don't understand tickers will disclose to you how much time stays somewhere in the range of 3 and 4 o'clock and want to work absolutely on a whim. By chance, you can't speed things up regardless of whether you endeavor to be late. The insuppressibly late have a tendency to be only a small piece later than regular - just to demonstrate to you who's boss. Experienced, unrepentant slackers are conceived with the pokey chromosome for which there is no known fix. On the off chance that you reveal to them you should be some place 30 minutes before you truly do (a lamentable ploy), they simply overlook it, sure that time will stop for them or that space will by one means or another reduce and enable you to get to an eatery 30 minutes away, and discover a stopping place, inside 5 minutes. A few people can't make some kind of breakthrough in any everyday issue. These people are practically useless, and their unending delay is an impression of the mayhem and disruption in each other aspect of their being. In her book "Never be Late Again", Diana DeLonzer (2003) spreads out a couple of outlines of the constantly late. The individuals who are "deadlined," she says, subliminally search out the surge of run to get some place. The "producer," in the meantime, "gets a self-image support from completing however much in as meager time as could reasonably be expected." DeLonzer says most constantly late individuals detest aggravating their companions and partners. "There are numerous misperceptions about perpetual delay," she says. "While we frequently blame late composes for needing attention or of wanting to be in charge, delay for the most part has little to do with those variables."

2.1.1.3 Theory of Misanthropy

Happily dismissing the outcomes of one's lateness is an indication of nonchalance and hatred for others. They don't make a difference. The most exceedingly awful thing capable and circumspect people can do while cooperating with impolite latecomers is to state, "It's OK." Everyone knows no less than one narcissist, who's egotistical, anticipates consistent courtesy and profound respect, does not have the capacity to relate to others and thinks everybody is desirous of him. Odds are, he's most likely frequently late, too. According to Lobello (2013) in *Psychology Today*, brain science educator Susan Krauss Whitbourne discloses how the failure to grasp the world from the aspect of other individuals' eyes can result in tardiness. To sum up, psychological theories of employee lateness center on the possibility of 'withdrawal' (Clark, Peters & Tomlinson, 2005). As the level of withdrawal builds, specialists advance along the continuum displaying progressively genuine types of misbehavior until a partition (intentional or automatic) happens. It is contended that delay is a withdrawal conduct - an indication of "neglect and disrespect" (Koslowsky, 2000). Different kinds of withdrawal incorporate evading, truancy and intentional partition and distinctive withdrawal practices might be seen as autonomous of each other, as substitutes or as a movement (Rosse and Miller 1984). This last mentioned probability, which has gotten some exact help to guess that withdrawal practices lie on a range with minor loafing toward one side through tardiness, genuine avoiding and nonattendance, as far as possible up to throughput at the other. A key associate of the worker's probability to pull back from the working environment is work fulfillment. Workers who are disappointed with parts of the activity are those, as indicated by the theory, which are well on the way to show withdrawal practices, including tardiness.

Strategies can be utilized to reduce lateness in schools if not eradicating it. Strategy is an arrangement of movement proposed and utilized to arrive at a long term achievement. There are theories to manage strategies which could be used to tackle lateness in school.

2.1.2 Strategic Management and Resource Based Theory

Management of individuals is the coordinate control of human inspiration and conduct. Strategic management is a persistent procedure of strategic investigation, strategy creation, execution and observing, utilized by associations with the reason to accomplish and keep up competitive advantage (Ovidijus 2013). Human inspiration, similar to conduct is intricate, and a science unto itself. Human inspiration theory looks to comprehend human inspirations, and in this manner comprehend human conduct to a level to such an extent that expectations can be made. Strategy is the methods by which an individual or an association achieves its objectives. One can state that an association can continue running on benefit (or even increment) without strategies in the event that we are discussing the nonappearance of formal arranging or vital administration. On the off chance that we talk about strategy as such, at that point the appropriate response turns into no, since procedures in their unadulterated frame are a characteristic trait of human cognizance and by expansion of human organizations, and all things considered they can't be isolated. There are lots of strategic management theories, only the one applicable to this study which is resource based theory will be reviewed.

2.1.2.1 Resource-Based Theory

The organization is a heap of assets and abilities. Physical, monetary, human and impalpable resources are what these assets and abilities are comprised of. The theory is adapted on the way that assets are not homogenous and also are constrained in portability. These assets and abilities can be interpreted by the firm into a vital favorable position in the event that they are significant, uncommon, and supreme and the firm is composed to abuse these assets. The first chapter of Penrose's book spreads out its motivated scope. Penrose was disappointed by neoclassical financial experts' emphasis on value, yield, and request as it was made clear in the initial couple of pages. Penrose stood keen on guiding the field to give careful consideration to "the firm"- the allegorical "black box." Thus, Penrose's book became a striking test to the overwhelming worldview in economics, still it stays far from being obviously true the amount of an impact it distribution has had on this worldview (Loasby,2002). Curiously, in the field of

strategic management, the book's notions had an especially huge impact among researchers, an order still in a developing period at the season of the book's composition. In spite of the fact that Chandler's (1962) work was foretold as Penrose's book shows up. In truth, it was Birger (1984) and David (1982) numerous papers also, introductions to convey Penrose to the strategy addressees. It is outstanding that neither any of the other early technique researchers like Hofer and Schendel (1978); Ansoff, (1965); Porter (1980) nor he referred to her art. Penrose's investigation questions in the end resounded with key strategic management researchers. In page 7 the question is clear; "I am not asking what decides if a specific firm can develop, yet rather the altogether different question: accepting that a few firms can develop, what standards will then administer their development, and how quick and to what extent they can grow?" Penrose in the second chapter, established out the frameworks of the resource based view and in the fifth chapter analyzed how acquired assets impact the heading of development. Penrose's explains assets as; the service(s) they give, and how they make development and heterogeneity inside an industry merit returning to, particularly in perspective of the way that there remains vagueness about these develops. As Penrose (Penrose,1959) noted:

“Resources.... include the physical things a firm buys, leases or produces for its own use and the people hired on terms that make them effectively part of the firm. Services on the other hand are the contribution these resources can make to the productive operations of the firm”.

Barney's (1991) conceptualization of abilities seems near to Penrose's idea of administrations. In (Penrose, 1959), she notes:

“It is never resources themselves that are the "inputs" in the production process, but only the services that the resource can render exactly the same resource when used for different purposes or in different ways and in combination with different types or amounts of other resources provides a different

service or set of services’’

Heterogeneity amid firms (inside an industry) as Penrose contended, happens in light of the fact that even firms with comparable asset enrichments can arrange them in novel mixes that yield an assortment of administrations. Firm development happens as a result of the accessibility of abundance assets; such excesses develop due to the knottiness and unified qualities of the assets that organizations gain. In contrast, absence of capacities causes interior obstacles to development.

While the book has turned into an establishment for the "inward perspective of the firm" in strategy writing (supplementing the I/O-based "outer perspective of the firm"), Penrose's own perspectives were most certainly not so labeled. She understood that a company's assets are just important with regards to its environments. In any case, she was plainly one-sided for inner factors in clarifying development. As she says: "'Demand' is no more important, also, is maybe less important, than the existing assets of the firm" (1959). In spite of the fact that discussions inside the field of strategic management (Barney, 2001; Priem and Head servant, 2001) have inclined to center around Penrose's commitment at a business unit level of examination and the idea of competitive advantage, a few have contended that this accentuation on competitive advantage is a twisting of her actual purpose (Rugman and Verbeke, 2004). Such charges have been reacted to energetically by different researchers like Lockett and Thompson (2004); Kor and Mahoney (2004). Without a doubt, her purpose can unmistakably be observed from the prelude to the second edition of the book, where she stresses the overwhelming nature of development as a goal unto itself, (Penrose, 1995), here she notes:

“I was not impressed by the reasoning behind, nor the evidence to support, the assumption that the managers or directors of large corporations in the modern economy saw themselves in business largely for the benefit of shareholders Profits were treated as a necessary condition of expansion-or growth-and growth, therefore, was a

chief reason for the interest of managers in
Profits''

Given her focal spotlight on development, ensuing sections in her book were given to corporate- level strategy issues, for example, broadening and merger choices. As she notes, "There might be an 'optimum' yield for every one of the company's product offerings, yet not an 'optimum' yield for the firm all in all" (Penrose 1959). Penrose saw obtaining and mergers as an augmentation of association's altruism and market position and as additionally determined by duty contemplations, data asymmetry, and opportunity costs.

In conclusion, numerous economists call the inexplicable change in a relapse condition the "Penrose impact." As indicated by Barney (1991). It was left to strategy scholars to recommend that the Penrose impact contains the impalpable assets and abilities that are the wellspring of managed competitive advantage. And keeping in mind that these phenomena might be hard to gauge specifically, the ramifications of these phenomena for firms' activities and execution could be tried. In the wake of looking into the energetic and productive research that has credited its scholarly roots to Penrose's book, it is clear to us that her work was fruitful in reviving researchers who looked for an option to the standard structure-conduct- performance display inside strategy. In any case, researchers ought to be watchful that Penrose's theory (and the book) does not turn into a Rorschach smear on which they force their very own predispositions.

Utilizing this strategic management theory, lateness can be minimized if not eradicated in schools. Being that the school is a heap of assets and abilities consisting of physical, monetary, human and impalpable resources, these assets can be utilized for the effective tackling of lateness. Each of these assets can separately be used to tackle lateness in school. But then school has all these assets and the combination of utilizing all these assets would give a very effective result on drastically reducing if not eradicating lateness. Among the people going to school, most people's behavior in the societies around the world are built by schools.

2.2 Related Researches

Lateness amongst school children has been a topic for research in most countries for some time now. There have been found lots of reason behind their lateness and the effect of the tardiness on the school children has been researched and brought to book. A US study, in western Washington State, research was carried out. With the start of the 2006–2007 academic year, the assistant principal began documenting student tardiness, and the full extent of the problem became apparent (Tyre , Feuerborn& Pierce 2011). There was found there an average of 60 tardiness per school day. A Nigerian study, in Zaria shows that gender has relation in students coming late to school. The rate demonstrates 56.7 percent against 43.3 percent. Reasons could be estimated regarding why female students come to class late; it might be for house work, for example, cooking, washing of kitchen utensils, and offering care to the younger ones at home, likewise because of nature of female as far as security (Jumare, Maina&Ankoma-Sey, 2015). Below here are other researches;

2.2.1 Causes of Lateness

The listed causes of lateness here are mainly gotten from other researches and are also applicable to Akwa Ibom State and Nigeria as found during this research process.

1. Delay of transport

A few students likewise come to class late because of deferral of their transport. Students who have contracts with drivers might be late to class because of inappropriate calendar of the driver, other people who go to school on their own yet learning on an extremely far distance may find it hard to get transport on time to class which made them late to class. As per Zeiger (2010, the most basic learning time for the students lies towards the beginning of the day. The high and diligence congested driving conditions on our street. The majority of the streets particularly in enormous towns and urban communities are dependably bunch with automobile overloads which postpone students to get the chance to class in time.

2. Inappropriate time management

Students may put off their assignments and home works late in the night, others even do those undertakings toward the beginning of the prior day coming to class, others additionally play computer games and watch kid's shows, associating on social medias, as an outcomes, they rest late in the night so they can't wake up right on time to plan to class. Oghoubu (2008), noted, “reasons for the delay among the optional understudies going late to bed due to watching movies and homes motion pictures coming about into awakening late toward the beginning of the day”

3. Awful nature of a few streets and route to a few schools

Most of the streets leading to different schools are in woeful conditions, pot holes and have taken the center stage, so vehicles taking students to these schools in the provincial zones delays along the way. The greater part of the streets is likewise not tarred so it makes drivers face challenges in driving easily to pass on students to class on time (Maile & Olowoyo, 2017).

4. Absence of inspiration by a few instructors

Instructors who educates without persuading students either naturally or outwardly makes the class exhausted, so students may endeavor to keep away from his exercise particularly when that educator have morning session. Likewise, an instructor who needs technique in educating dependably makes his exercises repetitive, a classroom must be favorable and vivacious for learning and reasonable strategies, learning materials grab the eye and status of the students (Caldarella, Christensen, Young, & Densley 2011). So when the students are constantly twisted on one or same strategy dependably they choose to blacklist your classes by coming to class all together escape that exercise.

5. Weak school rule

Every school has rules administering it, yet in the event that those guidelines are lethargic or defective, students exploit that to come to class late. The non-requirement of the rules have influence the educators and administrators of the school to act like

toothless bull dog, which barks however can't bite, so when students became acquainted with that, they additionally utilizes the shortcoming of the guidelines and move to their own particular tune by answering to class late (Effects Of Tardiness On Your Child's Education, 2016).

6. Students who walk to class

Students who stroll from long distance to class particularly in the rural regions may continuously end up being late to classes. In the rural territories a few students stroll around 20km or more before they arrive their different schools, so this heightens their late coming. Long distance between school and the home of students causes lateness of the students (Onoyase, 2017).

7. Lack of education of a few guardians

A few guardians do not trouble or worry about the scholarly product of their wards, they couldn't care less either their kids wake-up right on time and shower to class or make subsequent meet-ups to check whether their wards truly go to class or pass some place, before going to class or does not go to class by any means, in view of absence of education among a few guardians. So these kids, when they see that, they have been overlooked by their folks may tend to go to class whenever or however they see fit (Students Who are Late to School and How it Affects Their Learning, 2016). The general public or the school can set down positive measures to keep every one of these reasons and excuses as relating to their delay.

2.2.2 Effects of Tardiness

Lots of negative effects are found that tardiness leave on school children and no positive effect was found.

1. Interrupted Procedures

A standout amongst the most critical parts of school is that it is sorted out, booked and unsurprising. Students rely upon the structure of the day. They know where they must be and when. They know the principle reason for being in school is to learn and that schedules are set up unequivocally to enable them to center around that learning. At the point when students are more than once late, these schedules are upset. Youngsters who are regularly late experience difficulty settling in and acing schedules. Lateness can divert from their entire morning or even their day, particularly if the late drive to class was upsetting. The person that came late to class is both an issue to him/herself, individual understudies, educator, and others in the school framework... he/she strolls in when educating is going on...the two educators and understudies swing to take a gander at him/her... the framework and stream is occupied and misshaped... he/she figures where do I begin from to get up to speed?... asks an individual understudy "would he say he is simply beginning?... to what extent has he been instructing?... what has he/she taught?... give me a chance to see your note (Dafiaghor, 2011).

2. Public Reproach

The social experience powerfully affects a child's sentiments about school and his or her capacity to be scholastically effective. At the point when a student ceaselessly appears late to class, other students are diverted. Concern is drawn far from the instructor or task and toward the student who has quite recently arrived. After some time, cohorts may start to scrutinize this kid, influencing how they feel about themselves in school. Amid immaturity, youngsters are particularly aware of fitting in and being acknowledged by peers (Students Who are Late to School and How it Affects Their Learning, 2016). In the event that your child is more than once late, they may turn into an objective or outsider after some time, and negative companion connections can hurt their capacity to focus on learning. As per the Encyclopedia of Children's Health, kids

with enduring fellowships all through the school year appreciate school more, and youngsters who can make new companions have a tendency to perform better scholastically.

3. Short Success

Perform Well (Marshall, 2018), a not-for-profit approach examine and instructive association, reports that regular lateness is related with bring down evaluations and lower scores on regular tests. It is likewise connected to low graduation rates. What's more, students who are routinely late at the primary and junior school levels will probably flop in senior school - or even drop out. In numerous classrooms, especially at the essential level, morning schedules are basic to day by day exercises. Warm-up exercises may present subjects that will be found out later in the day, or audit work offers student a chance to survey already learned aptitudes.

4. Obligation

Some portion of a student's instruction is figuring out how to be responsible. The school encounter instructs students how to meet desires. They figure out how to take after timetables, obey rules, finish assignments and monitor their materials. Learning obligation in school is an antecedent to working in the working scene, as substantiated by William Kirby in his 2010 article "School Attendance Tied to Academic Success". In conclusion, participation is one of the manners in which kids demonstrate they can meet their commitments. As a rule, a student's participation relies upon his folks' capacity to enable him to be on time. Guardians can instruct their kid's hierarchical systems that will enable them to escape the house speedier, for example, gathering their packs and spreading out their garments the prior night school. Yet, guardians who drive their kids should likewise make sure to be dependable and capable. All things considered, you are the essential good example.

CHAPTER THREE

METHOD

This chapter gives the method of the research. The present research study followed a quantitative cross-sectional survey design. Surveys incorporate cross-sectional and longitudinal investigations utilizing questionnaires or organized meetings for information accumulation, with the purpose of summing up from an example to a population (Creswell, 2003). There's a short description of the study area of this research included in this chapter too.

3.1The Context of Learning in Akwa Ibom State

Akwa Ibom State is one of the states in Nigeria and was cut out of Cross Rivers state in 1987 to become a state of its own from the old kingdom called Akwa Akpa, the sister state being Cross River State. The present locale of AKS in ancient Calabar Territory were the head to experience Western education in Nigeria with the foundation in 1895 of Hope Waddell Training Institute, Calabar, in 1905, the Methodist Boys High School, Oron and other best schools, for example, Regina Coeli College, Essene at Ikot Abasi and the Holy Family College at Abak. With domiciliation of the Child Rights Act by the state government only a couple of months after, training in AKS turned into a central ideal for all youngsters living in the state (Edet 2018). There's an e-library and five state libraries outside schools for better learning.

3.1.1Educational System of Akwa Ibom State

The Overseer of the system of education is the ministry of education while the local government authority is responsible for implementing the educational policies for the school which are controlled by the government. AKS is driving a three-segment guidance framework - widespread, fundamental and training for vital aptitudes to endure the monetary condition (Edet, 2018). As a state in Nigeria, AK S is bound by the

Nigerian system of education. With the presentation of the 6-3-3-4 educational system in Nigeria (Constitution of the Federal Republic of Nigeria 1999), the beneficiary of the education would put in six years in primary school, three years in junior secondary school, another three years in senior secondary school, and four years in tertiary establishment.

3.1.1.1 Primary Education

The procedure starts in elementary school where kids put in 6 years learning scriptural or Islamic examinations, English language, mathematics, science, and an ethnic dialect as indicated by topographical area (there are 3). At primary schools in urban areas, they may be taught computer science, French and artistry as well. On completion of this phase of education, the pupils are obligated to sit for their common entrance examination in order to show the completion and or further their study. In Nigeria, education keeps on being tuned to the benefit of wealthier city individuals who have better odds of changing over it into genuine employments. This is exacerbated by poor offices in provincial zones.

3.1.1.2 Junior secondary Education

The initial 3 of 6 long periods of secondary education happen at junior secondary school. Training is proposed to be free albeit most state-possessed organizations remunerate their understudies to buy their books and regalia, something which might be incomprehensible for the poorest individuals.

3.1.1.3 Secondary Education

It is amid the three long stretches of senior secondary school that the die is at long last cast for the cutting edge in Nigeria. Educational cost at top private secondary schools is fabulous. Things are altogether different at rural secondary schools. Educators are frequently undereducated and poorly arranged and schools may come up short on distributed assets. Youngsters who do endure the framework still have a long battle before them, on the off chance that they are to really prevail throughout everyday life.

Some do however. On completion of this level, students sit in for their senior school certificates examination which is either West African examination or national examination and can have both certificates to show.

3.1.1.4 Tertiary Education

The government has received tertiary training as an instrument for advancement and generally controls it. There are 27 colleges and 13 polytechnic schools that developed since autonomy. The medium of guideline is English and the scholastic year keeps running from October to September.

In conclusion, according to the National Policy on education (1998) "education in Nigeria is a tool "par excellence" for producing national growth" (Eddy & Akpan, 2009). Surely in rural territories facilities and inspiration are meager, for what is there a short time later however an existence in fields for most. The individuals who float to urban areas are sufficiently lucky to look for some kind of employment by any stretch of the imagination. The individuals who do obtain an exchange are as often as possible offspring of the tip top as well. The legislature has designs set up to address this reality. Meanwhile, little has been done to create send out business sectors for made products and make gifted work.

3.2 Population

As of the present century, different organizations for advanced education have jumped up and spread all over the state and numbered 1160 public primary schools, as at 2014 (ubec 2014), numbers of private schools not counted. Scholarly exercises are led in academically improved 1,110 primary schools, 230 secondary schools and 11 tertiary organizations furnished with classrooms, libraries, workshops and labs focusing on an educator: understudy proportion of 1:25 per classroom (Edet, 2018).

3.2.1 Demographic for Nigerian and Akwa Ibom State Learning Institution

In Nigeria as a whole, primary school enrollment had 25,591,181 total enrollments in 2016, 13,435,940 male and 12,155,241 female (Nigeria Education

Indicators 2016, 2017). For junior secondary school there were 3,181,810 male, 2,786,332 females and total of 5,968,142 students in 2016 (Nigeria Education Indicators 2016, 2017). For the senior secondary school level, 2,417,192 male, 2,058,117 female and total of 4,475,309 students were enrolled (Nigeria Education Indicators 2016, 2017). In 2010, Nigeria allegedly consumed an overall 7,104 secondary schools with 4,448,981 students and a teacher to students ratio of about 32:1 (Education in Nigeria - WENR, 2017). The National University Commission (NUC), the administration umbrella association that supervises the organization of advanced education in Nigeria, recorded 40 government colleges, 44 state colleges and 68 private colleges as certify degree-giving establishments on its site starting at 2017 (Education in Nigeria - WENR, 2017). In 2017, the NBTE recognized 107 polytechnics, 27 monotechnics, and 220 colleges in various specific disciplines (Education in Nigeria - WENR, 2017). The numbers of instructors in Nigeria as at 2016 was 283,051 males, 259,482 females and totaled 542,533 in public primary school. The qualified instructors in the public primary schools were 221,018 males, 245,447 females and totaling 466,465. The instructors in the junior secondary both public and private were 152,623 males, 139,457 females and totaled 292,080. The qualified instructors from this were 104,030 males, 98,078 females and totaled 202,108. The instructors in both public and private senior secondary schools were 152,623 males, 139,457 females and totaled 292,080. The qualified instructors from this were numbered 104,030 males, 98,078 females and totaled 202,108 (Nigeria Education Indicators 2016, 2017).

In AKS, the primary school enrollment as of 2016 was 424,274 male, 443,875 female and total of 868,149 pupils who were enrolled. 402,533 males stood registered in public primary school, 421,679 females stayed registered in private primary schools and totaled 824,212 for public primary schools. For private primary school, 79,853 males, 81,129 females and totaled 160,982 were enrolled in 2016 (Nigeria Education Indicators 2016, 2017). Junior secondary school enrollment of 88,500 male, 92,432 female and total of 180,932 students 82,440 males, 85,654 females and total of 168,094 students were enrolled in public junior secondary schools in 2016 while 6,060 males, 6,778 females and sum of 12,838 students were enrolled in private junior secondary schools in 2016

(Nigeria Education Indicators 2016, 2017). For senior secondary school 130,116 male, 79,775 female and total of 209,891 students were enrolled in 2016 (Nigeria Education Indicators 2016, 2017). The numbers of instructors in AKS recorded in 2016 was 2,079 male, 6,413 female and totaling 8,492 for the public instructors and out of the numbers, the qualified instructors were numbered 1,952 males, 6,180 females and total 8,132 for primary school. Instructors in junior secondary school were numbered 2,975 males, 2,312 females and totaled 5,287 for both public and private schools. And the qualified instructors numbered 1,619 males, 1,347 females and totaled 2,966. The senior secondary school instructors were numbered 2,975 males, 2,312 females and totaled 5,287 for both public and private school and the qualified instructors were numbered 1619 males, 1,347 females and totaled 2,966 in 2016 (Nigeria Education Indicators 2016, 2017).

3.3 Sampling and Sample

In this research, random convenience sampling is used. Most of the instructors had no time to participate in the filling of the questionnaire thereby only those who had time accepted to participate. Primary school students are not considered in the questionnaire as they are considered minor. Secondary schools and tertiary institutions were considered for this research. The sample size used for secondary schools is 6 secondary schools and for tertiary institutions is 2 tertiary institutions. Random sample was utilized to gather information from the secondary and tertiary schools respectively. Random sample is a method that is utilized to speak to an example and a solitary route use to get an illustrative example. In the urban area, 4 secondary schools were sampled and 2 out of the 4 secondary schools had school bus and the 2 tertiary schools were administered in urban areas while 2 secondary schools were administered in a developing rural area. Fifty students were picked randomly for each school. Summing up is 50 students times 8 schools totaling 400 students. For instructors, 25 instructors were sampled for each school respectively with extra 2 randomly added to a school. Summing, 25 instructors times 8 schools which is 200 plus extra 2 amounting to 202 instructors for sample.

3.4 Research Instrument

The research instruments used here is questionnaire. The questionnaires are self-constructed based on the research. The rates of the lateness were calculated to tell difference in rural and urban places, as well as to disclose gender correspondence or discrepancy. The questionnaire was calculated independently of the students and instructors. Considering the rate of literacy in Akwa Ibom State, the questionnaires were structured in English language.

3.5 Ethics in Research

An endorsed ethical approval letter of schools to partake in the research was acquired from the jury of the ethical approval committee of the near east university. Obscurity was likewise guaranteed before the composition of the questionnaires. A letter of consent was additionally sent to the management of every one of the chosen secondary schools for their consent to administer the questionnaires. Preceding the questionnaire filling, the researcher asked authorization from the respondents previously utilizing the questionnaire, the manner by which the questionnaires will be utilized, put away and in addition demolished later was disclosed to them. Amid the enlistment and passing data for the informed consent, members were advised about their opportunity to pull back on the off chance that they were no longer ok with the questionnaire. The respondents were additionally educated about the plans for holding the information, and for giving access to different analysts amid that period; privacy was reliable all through the time of filling the questionnaires, names or any form of identity are not required in the questionnaires. The questionnaires were administered during the break time of the school in order not to disturb the lesson session.

The students/instructors were told of the reason for the study and they were educated that they were free not to partake in the research in the event that they so wished as they will not be forced to participate however they all assented to take an interest. It took them between 4 to 10 minutes to fill the questionnaires respectively.

None of them were paid for their time and incentive due to the low budget as the researcher bore all the costs alone.

3.6 Data Collection Procedure

With the end goal to gather information to accomplished the expressed targets of doing this research study, six hundred and two questionnaires were dispersed to instructors and students in six secondary schools and two universities inside Akwa Ibom State, both in rural areas and urban areas. The questionnaires were recovered from the respondents to help the accumulation of information with the end goal of analysis after their reactions. Information derived from the questionnaires were broke down utilizing simple statistics using SPSS for calculating frequencies, percentages and chi squares. The assessment was based on self- report as they read and filled the questionnaires without any support from the distributors. A team of three people participated in the data collection and was dispersed to the different schools. Two days was used to administer the questionnaire and as Akwa Ibom State is vast, in 2006 land area was estimated to be 6,900.0 km² (Akwa Ibom - Nigeria | Data and Statistics - knoema.com, 2018) due to transportation cost, not every rural areas but one area were touched while administering the questionnaire.

3.7 Methodology

The methodology of this paper is historically informed; where I use questionnaires to extract information from students, and teachers; and the constitution of the Federal Republic of Nigeria with other resources like; newspapers, books, articles, electronic media and so on. The research covers limited number of students and instructors as a quantitative research method is applied.

CHAPTER FOUR

RESULTS

This section is about the results of the questionnaire. From SPSS, for the section 2, I used the scale of 1 to 5 to represent the answers. The sum total of male students is 246 while female students totaled 154. For instructors, 125 males and 77 female voluntarily participated. The output is shown on a frequency table. The ones listed here are the ones directly connected to the research questions.

1. Does lateness exists in schools in Akwa Ibom State?

The findings if lateness exists in schools in Akwa Ibom State turned out to be true that lateness do exist not only in schools but to other meetings.

a. According to the students' response.

Table 1: Students' response to their frequency of lateness to school

How often do you come late to school?		
	f	%
Once a week	67	16.8
Twice a week	155	38.8
Thrice a week	83	20.8
Four times a week	49	12.3
Every time	5	1.3
Once in while	28	7.0
Never	10	2.5
Others	3	.8
Total	400	100.0

The students who accepted they are late to school once in a week are 16.8%, 38.8% of the school children accepted they're late to school twice in a week, 20.8% accepted they're thrice in a week late to school, 12.3% accepted they're late to school four times a week while 1.3% accepted they're always late, 7.0% of the students are late once in a while and 2.5% students are never late to school at all while 0.8% are indecisive. Summing this up twice, thrice, four times a week and every time are frequently late and total 73.2%, once a week, once a while and others students are rarely late and total 24.6%, and 2.5% are never late at all.

Considering “Never”, “Once in a while”, “Once in a week”, and “Others” as not a frequent late comer but “Every time”, “Four times in a week”, “Three times in a week”, and “Twice in a week” as frequent late comer, significant difference calculations based on Chi square were made.

B. Response according to the instructors

Table 2: Instructors' response to students' frequency of lateness

How often do your students come late to school?		
	f	%
Once a week	21	10.4
Twice a week	71	35.1
Thrice a week	53	26.2
Four times a week	26	12.9
Every time	2	1.0
Once a while	2	1.0
Never	25	12.4
Others	2	1.0
Total	202	100.0

The instructors also affirm the lateness of the students as; summing up twice, thrice and four times a week, and every time total 75.2%, the rarely late which are group into once a week, once a while and others total 12.4% and the never late students according to the instructors total 12.4%.

2. Is lateness disruptive in schools in Akwa Ibom State? A. According to the response of the school children.

Table 3: Students' response to effect of lateness to their performance

Coming late to school affects my performance		
	f	%
Strongly agreed	81	20.3
Agreed	158	39.5
Undecided	67	16.8
Disagreed	36	9.0
Strongly disagreed	58	14.5
Total	400	100.0

In the section 2 of the questionnaire, the students responded to if lateness affects their performance. Among the students, 20.3% strongly agreed, 39% agreed, 16.8% are undecided, 9.0% disagreed and 14.5% strongly disagreed. In another question shown below;

Table 4: Students' response to the disruption caused by lateness

If someone in my class comes late while a lesson is on, it distracts me		
	f	%
Strongly agreed	156	39.0
Agreed	112	28.0
Undecided	49	12.3
Disagreed	46	11.5
Strongly disagreed	37	9.3
Total	400	100.0

The students responded thus; 39.0% strongly agreed, 28.0% agreed, 12.3% are undecided, 11.5% disagreed and 9.3% strongly disagreed. b According to the response of the instructors

Table 5: Instructor's response to the effect of lateness on students' performance

Does it affect the performance of students involve?		
	f	%
Yes	80	39.6
No	26	12.9
A little bit	67	33.2
Others	29	14.4
Total	202	100.0

It was found that lateness is actually a problem to the school children's performance. Among them, 39.6% of the instructors accept that lateness affects the school children's performance, 12.9% said it doesn't affect their performance, 33.2

accepted it affects them a little bit while 14.2% are indecisive. In another question shown here;

Table 6: Instructors' response to effect of lateness

Is there a problem with student coming late to school?		
	f	%
Yes	132	65.3
No	12	5.9
A little problem	48	23.8
Others	10	5.0
Total	202	100.0

Here, 65.3% of the instructors affirmed that lateness is a problem, 5.9% said it's not a problem, 23.8% says the problem is little, while 5.0% are indecisive about that.

Table 7: Instructors' response to scale of preference on the effect of lateness on students' Performance

Coming late to school affects students' performance		
	f	%
Strongly agreed	61	30.2
Agreed	102	50.5
Undecided	19	9.4
Disagreed	15	7.4
Strongly disagreed	5	2.5
Total	202	100.0

Here, 30.2% of the instructors agreed, 50.5% strongly agreed, 9.4% are undecided, 7.4% disagreed while 2.5% strongly disagreed. In another question in scale;

Table 8: Instructors' response on how lateness disrupt teaching session

If a student comes late to school while I'm delivering a lesson, it distracts me

	f	%
Strongly agreed	95	47.0
Agreed	71	35.1
Undecided	18	8.9
Disagreed	10	5.0
Strongly disagreed	8	4.0
Total	202	100.0

For this question, 47.0% of the instructors strongly agreed, 35.1% agreed, 8.9% are undecided, 5.0% disagreed while 4.0% strongly disagreed. In another question thrown to the instructors;

Table 9: Instructors' response on effects of lateness to them

The lateness of student makes me late in composing and delivering my note

	f	%
Strongly agreed	8	4.0
Agreed	7	3.5
Undecided	44	21.8
Disagreed	66	32.7
Strongly disagreed	77	38.1
Total	202	100.0

Here, 4.0% of the instructors strongly accepted that school children's lateness affects them as well, 3.5% agreed to it, 21.8% are undecided, 32.7% disagreed and 38.1% strongly disagreed to it.

3. What are the causes of students' lateness to school?

A. According to the response of the students

Table 10: Students' response to the causes of their lateness

Reason for coming late to school		
	f	%
Sharing of bathroom	27	6.8
Distance	95	23.8
Waking up late	105	26.3
Morning chores	130	32.5
Habits	2	.5
No reason	14	3.5
Others	27	6.8
Total	400	100.0

There are various reasons why school children arrive late to school. Sharing of bathroom was admitted by 6.8% of the students to be their reason for coming late to school, 23.8 accepted it's distance, 26.3 says they wake up late, 32.5% has morning chores keep them from going to school early, 0.5% says it's their habit, 14% had no reason and 27% ticked others. It was noticed that students who ticked that they are never late all chose "others" and specified that they are never late.

Table 11: Students' response to their means of going to school

How do you go to school?		
	f	%
By trekking	111	27.8
School bus	92	23.0
Public transportation	151	37.8
Personal car/taxi	40	10.0
Others	6	1.5
Total	400	100.0

Here, 27.8% of the students walk to school, 37.8% use public transport, 23% use school bus, 10% goes with private car or taxi, and 1.5% go by other means most especially with bicycle. Nevertheless, according to the research, means of going to school isn't the only determinant of lateness as some of the students using school bus were also among the rarely late. Instructors' lateness causes few students to be late as well.

Table 12: Students' response to the effect of instructor' lateness

The lateness of instructor makes me come late as well		
	f	%
Strongly agreed	93	23.3
Agreed	80	20.0
Undecided	85	21.3
Disagreed	76	19.0
Strongly disagreed	66	16.5
Total	400	100.0

Here, 23.3% strongly agreed, 20% agreed, 21.3% are undecided, 19% disagreed and 16.5% strongly disagreed.

12.1 To see the correlation between lateness of the instructors and lateness of the students Pearson $r(0.026)$ was calculated. It was found that Pearson correlation r was small and the relation was not significant. That is there is a weak relation between the two.

4. How is management tackling the lateness and how effective is it?

The fourth finding of how lateness is being tackled by school management was posed to the instructors only as they are considered next to the management of the school.

Table 13: Instructors' response on management efforts to remove lateness

What is the management doing to aid the students coming to school early?		
	f	%
Punishing the student involve	101	50.0
Providing a school bus	49	24.3
Rewarding the early comers	29	14.4
Involving their parents	20	9.9
Others	3	1.5
Total	202	100.0

The major way of tackling lateness used by the management of schools is by punishing the victim. 50% instructors admitted that the management uses punishment method to tackle lateness, 24.3% admitted that school bus are used, 14.4% admitted the reward method, 9.9% admitted that parents are involved and 1.5% talked about other methods like; for tertiary institutions, the latecomers are sent out of the lesson hall and for secondary school, the latecomers sent to clean some places in the schools, sent to cut grass and some frog jumps which are still under punishment method.

Table 14: Instructors' response to the effectiveness of management's effort to remove lateness

Is what the management doing helpful to students?		
	f	%
Yes	40	19.8
No	21	10.4
To some extent	76	37.6
Makes them worse	49	24.3
Others	16	7.9
Total	202	100.0

For the question “is what the management doing helpful to the students” 19.8% said yes, 10.4% said no, 37.6% said to some extent, 24.3% admitted it makes them worse and 7.9% ticked others. Those who ticked school bus as what the management is doing to help the students come early were mostly the ones who ticked that it's helpful in this question.

Table 15: Instructors' response to management addition of effort to remove lateness

Management should change or add to the present strategy of tackling lateness

	f	%
Strongly agreed	96	47.5
Agreed	80	39.6
Undecided	15	7.4
Disagreed	7	3.5
Strongly disagreed	4	2.0
Total	202	100.0

In the scale of preference “management should change or add to the present strategy of tackling lateness”, 47.5% strongly agreed, 39.6% agreed, 7.4% were

undecided, 3.5% disagreed and 2.0% strongly disagreed. Those who admitted school bus, reward method and involving parent in the school management method of tackling lateness are the ones who said the method is either helpful and helpful to some extent and the same set of people are saying management should not change or add to their present strategy of tackling lateness.

5. Is lateness predominant in boys than girls?

It is found that there is no significant difference between the lateness of boys and the girls ($p > .05$). It is also found that age matters regarding lateness. Older students come late than the younger ($p < .001$); 21 and older come to school later than the other students and 15-20 years old come to school later than 14 and younger.

Conclusively, lateness existing among school children in Akwa Ibom State is detrimental to the students' performance and even to the instructors' performance as well. Some school management only has punishment (especially flogging) as their means of tackling lateness which in turn worsens the situation and some punishments like cutting grass and cleaning causes the latecomers to receive their lessons far later than they came because while they are carrying out the punishments, lessons are ongoing. Most management don't take their time to tackle lateness, they just have punishments for the latecomers and leave it like that. School children in the rural area are frequently late than those in the urban area.

4.2. Strategies the Management Applies in Area Under Study and its Effectiveness

The major approach used for latecomers in primary and secondary schools is punishment method and the punishment mostly comprises of flogging. Only few schools adopted school bus to pick students up from their various homes to avoid lateness to school. School instructors never grow weary of flogging students as students are flogged on daily basis due to lateness. According to the questionnaire, it was observed that it's mostly the same set of students that are always flogged and they only escape the flogging once in a while. This shows that the flogging system is not very effective. Most African children tend to get used to beatings if it occurs frequently. Flogging alone

doesn't stop a child from coming late if domestic violence is the root cause of the child's lateness. Some children are scared of cane and can stop an attitude at the sight of cane but in a case where the root of the attitude is not from the child, the child is out of reach to stop it. In tertiary institutions where cane or any form of beating is prohibited, lecturers ban the latecomers from entering lecture hall during session. This has helped the students to arrive early and also submit their assignments early to the particular lecturers.

4.3. Comparison of the Area Under Study to Other Schools in The Region

And the Universe Comparison of management of lateness with a state in the Unites States; In Rhode Island, Barrington high school is cracking down on tardiness by locking its doors promptly at the start of the school day (A High School's Crackdown on Tardiness Irks Parents, 2018). This is the strategy the management chose to use to fight lateness. School officials Friday say the policy appears to be working: they saw far fewer stragglers by Friday (A High School's Crackdown on Tardiness Irks Parents, 2018). This strategy can only work in areas where education is of high value for both the parents/guardians and children. Whereas the major strategy used to reduce lateness in primary schools and in secondary schools in Akwa Ibom State is punishment.

In the region, punishment is the most used tools to tackle lateness. Only few schools apply other tools. These schools are mostly in the urban area. They are schools owned by governments of countries outside Nigeria such as British schools, Turkish schools and so on. Others are privately owned by someone who had studied abroad. Schools that fall victims to punishment especially by flogging mostly are public schools. Three individuals have been captured in Nigeria after something like two students were attached to temporary crosses and flagellated with horsewhips — a supposed discipline for being late to a school in southwestern Ogun State (Quackenbush, 2018). The suspect here is the school principal and owner.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Punctuality is said to be the spirit of business, and there can be nothing more basic to the school business than punctuality (Ezewu, 1982). During this research, lateness to school was found to be present among school children, instructors and the school managements in Akwa Ibom State. There remain lesser latecomers in the schools in the urban area than in the rural areas Perhaps because the two schools out of four of the sample has school bus and most of the early comers comes from there which reduces the latecomers in the urban area. Environment influences students' coming to school late. For example, those living in tenement buildings have to queue up for bathroom use as some have up to fifteen people preparing to go out at the same time either to work or other activities. The lateness of the instructors directly or indirectly influences the students to come late to school as well. This happens mostly in the tertiary level. For primary and secondary level, there's always an assembly session where all the students and staffs gather to pray before school activities begin. This means that the primary and secondary school children are not really influenced by the instructors' lateness at this level as it's not noticeable. Most of the schools have their management not bothered about students coming late to school as they themselves come late to school and punish those coming after them. Lateness to school and lateness in general has no much difference predominance in girls than in boys. Girls are trained to be home keepers in Akwa Ibom State meaning they have to finish the house chores and take care of their younger ones before leaving for school and though the same applies to the tertiary institution ladies, make up could also lead to the lateness but not much difference predominating in girls than boys. Most of the latecomers are staying with their masters/mistresses or boss where they serve as maids. This is mainly rampant among girls whose parents send them out as maids so as to get the money for the family upkeep.

Female latecomers also come from poor background. Here the family stays far away from the school and mostly female children are needed for the home and on top of that, they trek far distance to school after their services at home. In this case, male children are sent to live in the dormitories at the expense of the female as it is thought of in the rural area and some after their services at home. In this case, male children are sent to live in the dormitories at the expense of the female as it is thought of in the rural area and some people in the urban area too. Here female students appear to be late as a result of culture. Lateness to school is disruptive to both the students and the instructors and even to the school management too. Both the school children's lateness and the instructors' lateness and even the management's lateness to school are disruptive. Coming late to school affects the students' performance both academically and socially. Most schools in Akwa Ibom state employ only punishment by beating method for nursery, primary and secondary school and then for the university, the late comer is sent out of the lesson room. As there are different reasons for chronic lateness individually, school should take the time to tackle the issue individually according to the causes. Taking into account which causes are at the foundation of the issue can help manage instructors to proper reactions and techniques. Understanding the reasons, be that as it may, does not require enduring the conduct. And the way pre-nursery are treated should not be the same way a final year primary school pupil is being treated. Schools management should know that they're not the only player to a child's early arrival to school. While the parent/guardian is basically in charge of guaranteeing their kids go to class early, where school participation issues happen the way to effectively settling these issues is connecting with the kid through community oriented working between the parent/guardian, the school and the nearby expert. Proof has demonstrated that handling delay can be best when various distinctive methodologies are embraced (Young Wales, 2011). There are other players which are; Government, parents/guardians, school staffs and the child.

5.2 Recommendations

An attention on progress doesn't involve spoon-feeding. A decent school organization will offer students the ideal level of test, stretching them while in the meantime guaranteeing that they can succeed in the event that they apply the vital effort. Students need to know (and should be reminded) that it is dependent upon them to apply the effort. For instance, grade instructors may tell their students that they are allowed to go to the computer lab or learning center once they've finished their work and aced certain assignments; also, students starting from nursery to secondary school could be informed that in the event that they will focus on an overwhelming workload and fill any holes in their understanding, they have to be arriving earlier. Such opportunities ought not to constitute a selective club, open just to a couple of students; they ought to be available to any students willing to focus on them. The overall calendar must be masterminded to allow students to make these responsibilities and show their craving to take an interest in the most difficult opportunities the school brings to the table. Unexpectedly, unpunctual (late-comers) students are caned, given other punishments, for example, toilet washing, clearing, weeding and part more. These disciplines directly affect the students, consequently distressing agonies and wasting their time (none going to imperative time of the hours of the morning). Moreover, the tardier generally become miss-educated amid teachings, as they arrive to lesson at a time teachings have previously started. They additionally aggravate different school children in classroom and numerous interrupt lesson. Maina and Jumare (2011) propose that the school management is in charge of school projects and exercises which cover arranging, sorting out, controlling, planning and assessing everything about the school. This infers the management delegate expert/obligation to all staff, up to this point, the staff report back to him or her for assessment. There exist in school dissection of obligations/tasks among the management, the staff and to certain degree the school children.

1. Target it

This is very important as it is the first step to reducing it and probably bringing it to an end. Only having the knowledge that students will come late and punishing them by beating is not enough but targeting it to be eliminated will go far in illuminating the issue. This point is very essential in schools in Akwa Ibom State as this part is lacking whereby most management just stop at head knowledge of lateness and punishment. Targeting it will cause the school to create a panel to control the lateness. This panel will monitor the lateness of both the students and the staffs. This involves the panel standing at the school gate to take names of the late comers and take note of the repeated times. This panel will communicate the lateness to the student's parents/guardian if it falls below their target. This panel will ensure communication to the public on the effectiveness of early arriving to school. Publications and handouts can be utilized as a part of various approaches to advance participation. These can cover each component of participation and can be disseminated through schools and additionally areas, for example, libraries, recreation centers and other network focused areas. The panel can utilize sites or limited time advert openings on nearby radio with a specific end goal to guarantee that the issue stays in people in general area. They can also deliver data booklets for schools to disperse to guardians informing with respect to class participation directions. These can be paid for by pitching promoting space to local organizations.

2. Call on the government

Akwa Ibom State originated from the very constitutional provision which according to Chapter 11, Article 18 of the 1999 constitution reads.

- (1) Government will guide its arrangement towards guaranteeing that there are equivalent and sufficient instruction openings at all dimensions ...
- (2) Government will advance science and innovation.
- (3) Government will endeavor to kill lack of education; and to this end Government will and as when practicable give;

- (a) Free mandatory and Universal essential;
- (b) Free auxiliary instruction;
- (c) Free college training and
- (d) Free grown-up proficiency (Federal Government of Nigeria, 1999).

Government's role is to provide good roads for faster but safer transportation to school of the school children and also to provide school busses for the government schools.

3. Reward method

Likewise the school authorities can utilize some extraneous inspirations, for example, prizes and rewards for students who come ahead of schedule to schools, it could either be a certificate, for initial fifty students that come to class before time in a week or semester, or end of term parties for the individuals who answer to class on time, coupons to eat or go to educative projects or fascinating places. These will energize other people who come late to likewise stick to this same pattern. Positive motivation is the best motivation (Enenche, 2014). Parents/guardians of the early comers could also be rewarded along with their children so this will motivate the parents/guardian of the latecomers to put more efforts.

4. Lead by example

As a feature of staff acceptance brief new staff on the school's logic on participation and acquaint them with their obligations regarding attendance administration. Nakpodia and Dafiaghor 2011 expressed in their book "lateness" that school directors must show others how it's done. They ought to be reliable in their own particular gatherings and classes to stay away from students imagining that being late is only okay since even definitive people are doing it. From the findings here, students are late because their instructors and managements arrive late as well. You can't begin late and request that the understudies appear on time. When you begin class late you urge understudies to do likewise consequently (Barnes, 2017). Instructors and managements are automatic leaders

to students; students consciously or unconsciously follow their instructors and managers.

5. First day implementation

From the first day school resumes, lateness should be tackled. Parents/guardians should be told that during registration. Instructors and non-teaching staffs should be early as well as the school management. In most schools in Akwa Ibom State, activities don't begin until two weeks after resumption. And then when it begins after the two weeks, students are not taking activities seriously. The students' seriousness go in a sloping manner. Students should be made to take every activity serious from the first day of resumption. Lateness amid the early school years may set an example for propensities for poor promptness that could pursue understudies into their later school years and past (Weiner, 2010)

6. Involve parents/guardians

Schools can raise the profile of attendance with parents/guardian through the use of home-school agreements (Young Wales, 2011). When receiving and inaugurating new parents/guardians and pupils, there is a great importance to raise consciousness of the significance of attendance and being early. Even after that, parents/guardians should constantly be updated about their children's lateness and even their coming early to school. Constant reminding the parents/guardian of their role; Guardians should ensure that they oversee their kids to do their assignments and home works at a young hour in the day, with the goal that they can go to bed in time keeping in mind the end goal to have enough rest to wake up at an early hour the following day for school in time. Once more, guardians ought not enable their kids to invest the greater level of their energy at night playing games, watch films and talking via social media as they defer them to rest early, with the goal that they can have the strength to wake up on time and get ready to class. Guardians should make appropriate game plan for transport to

convey their kids to class in time. They should make the drivers whom they have sign contract with, to pass by their opportunity to keep any defer and delay to class. Children ought to get ready and sort out and plan in the night prior to the following day. They should wash, dry and iron their uniform amid the day and balance them at a place they can undoubtedly observe them early in the day to keep any deferral. Youngsters should pack their books or assignments or home works in their sack amid the prior night they go to bed with the goal that they bear in mind or stress to scan for them early in the day. Kids should set a wake up timer in the prior night they rest so that, it can help you to wake up right on time.

7. Instructors should utilize motivational apparatuses amid and in the wake of educating

Inborn inspiration, for example, applauds for a student who gets question correct, utilizing words like, Great, Very Good, amazing, excellent, perfect can make the class energetic and student will constantly rush to class of such an instructor who utilizes those words.

8. School bus

Parents Teachers Association should sort out and pull their assets together to purchase a transport for school. The PTA ought to contribute a quota to purchase a school transport, so it can take student from their different destinations to class so as to keep the issue of students not getting car in time to class and the individuals who walk exceptionally far distance to class.

In conclusion, at the point when a school embraces a success orientation, it additionally confers itself to an adaptable arrangement of assets: nothing is cut in stone, and nobody receives an "accept the only choice available" mentality. Students are thought to be fit students, and the school acknowledges its commitment to guarantee fruitful learning by all students. According to the resource based theory explored in this

research, school has all the resources listed which are assets-physical, monetary, human and impalpable resources. School can manage these resources to eradicate lateness among school children. School can utilize its physical resources comprising of the school environment where students can be trained to be early. School has human resources comprising of the instructors, parents/guardians, governments and the community where school can reach out to in order to get them involved and help in realization of its goal. School has monetary resources which can be used for the reward method, advertisements and even posters to create awareness. Even though the money is small, it can be increased via PTA and the government. School also has impalpable resources which are the lesson delivering and so on which can be used to create awareness to the students on how important it is to be early. Students learn mostly from school as it is registered in their minds that school is for learning. School should take the time to teach the students to be early. Students ought to have the capacity to get extra help when they require it, and to challenge the educational programs when they so choose; they ought not be obliged to sit through a year of based math on the off chance that they can illustrate, through a legitimate appraisal, that they already comprehend the content. Then again, a student battling with how to compose a clear paragraph, for instance, ought to have the capacity to get help as required. Lateness should be targeted and gotten rid of from the primary school level. Train up a child in the way he should go: and when he is old, he will not depart from it (Proverbs 22;6, King James Version). When it is targeted at the primary level, the child will grow up to be early always and it will take just a little work to correct the child's lateness in the secondary school. Students are mostly left to their own decision in the tertiary institutions, what they were taught in primary school and retouched in the secondary school will go with them to keep them early up to the working level always.

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APPENDIXES

Attached here are the consent form and the questionnaires; both the students' questionnaire and the teachers' questionnaires.

The informed consent form;

STUDENTS' AND INSTRUCTORS' THINKING ABOUT LATENESS AND THE STRATEGY USED (CASE STUDY OF AKWA IBOM STATE, NIGERIA)

Participant Information Sheet and Informed Consent Form

Dear Participant,

These scales are part of a research study that we are carrying out in order to understand the depth of lateness in schools, its effects and how the management is working to reduce it. The data collected through these scales will be used to understand the reason behind students' lateness and through the cause understand what has to be done to eradicate it. By filling in the following scales, you agree to participate in this study.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity is not needed and therefore will not be revealed in any case to third parties. It will take you between 3 to 10 minutes to fill the questionnaire respectively. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database

and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below

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The students' questionnaire:

NEAR EAST UNIVERSITY

EDUCATIONAL ADMINISTRATION, SUPERVISION, PLANNING AND ECONOMICS

This questionnaire has been compiled by a final year masters student, for thesis writing. The purpose of this questionnaire is to measure lateness to school in Akwa-Ibom state. I would very much appreciate your taking the time to complete this questionnaire. It should take less than 5 minutes of your time. This questionnaire is for research/study purposes only. Your responses are voluntary and will be confidential. Responses will not be identified by individuals. All responses will be compiled together and analyzed.

THANK YOU

SECTION 1:

INSTRUCTIONS: PLEASE PUT A TICK ☒ IN THE BOX NEXT TO THE ANSWER OF YOUR CHOICE OR WRITE IN THE SPACE PROVIDED AS THE CASE MAY BE

1. Gender

a) Male ☐ b) Female ☐

2. Age

a) 3-8 ☐ b) 9-14 ☐ c) 15-20 ☐ d) 20-25 ☐ e) Other (please specify)

.....

3. Level in school

a) Nursery ☐ b) Primary ☐ c) Junior secondary ☐ d) Senior secondary ☐

e) University ☐ f) Other (please specify)

.....

4. Who do you live with?

a) Parents ☐ b) Single parent ☐ c) Relative[s] ☐ d) Boss ☐

e) Spouse ☐ f) Alone ☐ g) other (please specify).....

5. How close is your guardian's place of work to your school?

a) Very close ☐ b) A little bit close ☐ c) Not close ☐ d) Far e) Very far ☐

e) Other (Please specify)

6. Does your guardian own a vehicle?

a) Yes ☐ b) no ☐ c) Other (please specify).....

7. How many people prepare to go out the same time you have to go to school?

a) 1-5 ☐ b) 6-11 ☐ c) 12-17 ☐ d) None ☐ e) Other (please specify)

8. How do you go to school?

a) By trekking ☐ b) school bus ☐ c) Public transportation ☐ d) Personal car/taxi ☐

e) other (please specify).....

9. Do any of your instructors come late to school?

a) Yes ☐ b) No ☐ c) Some of them ☐ d) Most of them ☐

e) Other (please specify)

10. How often do you come late to school?

a) Once a week ☐ b) twice a week ☐ c) Thrice a week ☐ d) Four times a week ☐

e) Every time ☐ f) Once in a while ☐ g) Never ☐ h) other (Please specify)

11. Reason for coming to school late

a) Sharing of bathroom ☐ b) Distance ☐ c) Waking up late ☐ d) Morning chores ☐ e) Habit ☐

f) No reason ☐ g) Other (Please specify)

12. Reason for coming early to school

- a) Self-discipline ☐ b) Early transportation ☐ c) Strict school rules implementation ☐ d) Strict guardian rule ☐ e) Other(please specify).....

1. SECTION 2:

INSTRUCTIONS: PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY PLACING A TICK ✓IN THE BOX THAT CLOSELY CORRESPONDS TO YOUR ANSWER

	Strongly Agreed	Agreed	Undecided	disagree	Strongly Disagreed
1. Coming late to school affects my performance.					
2. If someone in my class comes late while a lesson is on, it distracts me					
3. The lateness of the instructor makes me come late as well					
4. I don't like school, that's why I come late					
5. I go late to every appointment I have					
6. I come late to school					

because that's how I was brought up					
7. I am willing to come early to school everyday					
8. A school bus will aid my coming early to school everyday					

The instructors' questionnaire:

NEAR EAST UNIVERSITY

EDUCATIONAL ADMINISTRATION, SUPERVISION, PLANNING AND ECONOMICS

This questionnaire has been compiled by a final year masters student, for thesis. The purpose of this questionnaire is to measure how lateness to school is tackled in Akwa Ibom state. I would very much appreciate your taking the time to complete this questionnaire. It should take less than 5 minutes of your time. This questionnaire is for studying purposes only. Your responses are voluntary and will be confidential. Responses will not be identified by individual. All responses will be compiled together and analyzed as a student.

THANK YOU

SECTION 1:

INSTRUCTIONS: PLEASE PUT A TICK ✓ IN THE BOX NEXT TO THE ANSWER OF YOUR CHOICE OR WRITE IN THE SPACE PROVIDED AS THE CASE MAY BE

1. Gender

- a) ☐ Male b) ☐ Female c) ☐ Others (please specify)

2. Age

- a) ☐ 20-25 b) ☐ 26-31 c) ☐ 32 -37 d) ☐ 38-43
e) ☐ Other (please specify) _____

3. Class handling

a) ☐Nursery b) ☐Primary c) ☐ Junior secondary d) ☐Senior secondary f) ☐university g) ☐Other (please specify)_____

4. How often do your students come late to school?

a) ☐Once a week b) ☐twice a week c) ☐Thrice a week d) ☐ Four times a week e) ☐ Every time f) ☐Once a while g) ☐Never h) ☐others(Please specify) _____

5. Their reason for coming to school late

a) ☐ Parents' ignorance b) ☐Distance c) ☐Waking up late d) ☐ Morning chores e) ☐ Culture f) ☐No reason g) ☐Others(Please specify) _____

6. Is it the same set of students that always come late to school?

a) ☐yes b) ☐ no c) ☐It varies d) ☐others (please specify) _____

7. Is there a problem with students coming late to school?

a) ☐yes b) ☐no c) ☐ A little problem d) ☐Others(please specify)_____

8. Does it affect the performance of the students involved?

a) ☐Yes b) ☐No c) ☐A little bit d) ☐ Other (please specify)_____

9. How concerned is the school management about the students' lateness

a) ☐ Very concern b) ☐ A little bit concerned c) ☐ Not concerned d) ☐ Indifferent e) ☐ Not a problem e) ☐ Other (Please specify) _____

10. What is the management doing to aid the students' coming to school early?

a) ☐ Punishing the students involved b) ☐ Providing a school bus c) ☐ Rewarding the early comers d) ☐ Involving their parents e) ☐ Others(please specify) _____

11. Is what the management doing helpful to the students?

- a) ☐ Yes b) ☐ No c) ☐ To some extent d) ☐ Makes them worse e) ☐

others please specify_____

12. Has the management changed or added to the way of tackling lateness if the former doesn't work?

- a) ☐ yes b) ☐ no c) ☐ thinking about it d) ☐ others please specify_____

13. Do you (as an instructor) come late to school?

- a) ☐ Yes b) ☐ No c) ☐ Sometimes d) ☐ Other instructors do e) ☐

Others(please specify_____

14. Reason for those coming early to school

- a) ☐ Self-discipline b) ☐ Early transportation c) ☐ Strict school rules implementation d) ☐ Strict guardian rule e) ☐ Others please specify_____

SECTION 2:

INSTRUCTIONS: PLEASE RESPOND TO THE FOLLOWING STATEMENTS BY PLACING A TICK ✓ IN THE BOX THAT CLOSELY CORRESPONDS TO YOUR ANSWER

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Coming late to school affects students' performance					
2. If one of my students in my class comes late while I'm delivering a lesson, it distracts me					
3. The lateness of					

the students makes me late in composing and delivering my note					
4. The way school authority is tackling lateness is making the students come early					
5. School management often comes to school late					
6. Other teachers come late to school often					
7. Management should change or add to the present strategy of tackling lateness					
8. School bus will aid students coming early to school everyday					

CURRICULUM VITAE
OF
CHRISTINE PETER AKPAN

M.SC- Educational administration supervision planning and economics

B.A – International Relations (IR)

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Status:	Single
Phone:	+905338767468
Religion:	Christianity
State of Origin:	Akwa Ibon state
L.G.A:	Uyo
Language spoken:	English and Ibibio
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SCHOOL ATTENDED/QUALIFICATIONS

Near-East University, Cyprus

M.Sc. Educational Administration Supervision Planning and Economics (High Honor)

January 2019

Eastern Mediterranean University, Cyprus

B.A International Relations (High Honour)

February 2016

University of Uyo(UNIUYO)

Diploma in English (O.N.D) (High Honour)

July 2010

Adiaha-obong secondary commercial school Eniong offot uyo, Akwa Ibom state.

West African Senior School Certificate

July 2004

SKILLS

- Good communication skill, intercultural exchange skills, negotiation skill, and problem resolving skill.
- Good planning and supervision skill.
- Good strategic management skill.

OBJECTIVES

Seeking to offer excellent service with the aim of achieving peaceful and profitable relations between human beings. By providing all peaceful-solutions to political challenges the result will be an improved States with States communication with high value of interconnectedness. Also seeking to manage the school organization strategically to obtain the aim of raising students with high intellectual profile.

WORKING EXPERIENCE

Pillar guest house, Nigeria

Cheese company, sanayi, Lefkosa

Green hill restaurant, Arapkoy, Girne

Bosch service, sanayi Famagusta

Coffeemia restaurant, Famagusta

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