

**HARD WORK, A FOUNDATION FOR ACADEMIC EXCELLENCE AMONG
PUPILS IN BOKI LOCAL GOVERNMENT AREA, CROSS RIVER STATE,
NIGERIA**

By

Ewa, Moses Apie PhD

Department of Educational Foundations and Childhood Education, Faculty of Education,
CRUTECH, P.M.B. 1123, Calabar, Nigeria
GSM: +2348165596039; Email: moses.ewa@yahoo.com

Abstract

Excellence in academics thrives on learner hard work, right from the foundation of education forward. Nonetheless, hard work in learning among pupils is at risk of compromise in primary schools in Nigeria. This poses a threat to the very foundation of education in the country, including national development. Consequently, an ex-post facto was conducted, leaned onto the positivist/empiricist paradigm, about the influence of hard work on academic excellence among pupils in public primary schools in Boki Local Government Area of Cross River State, Nigeria. Three research questions and null hypotheses were formulated at .05 level of significance to guide the study. Literature was reviewed, framed around Bandura's postulation of social cognitive learning. 200 participants were randomly sampled from the population within the research location. Data was generated using the hard work and academic excellence questionnaire (HAEQ). The independent t-test statistic was employed to analyse data. Findings indicated that regular class attendance, good reading habit and completion of classroom tasks have significant influence on academic excellence among pupils in the research context. It is recommended, inter alia, that completion of classroom tasks: assignments and homework should be a compulsory requirement as a criterion for pupils to be eligible to take examinations.

Keywords: hard work, academic excellence, pupils, public primary schools, Nigeria.

Introduction

Excellence in academics is earned and it is a function of learner hard work developed right from the primary school - the groundwork of education. Academic excellence loosely depicts success in learning. Hard work is a merit-based decision and activity to perform well in learning at school. The concept is synonymous with working hard. Good performance in learning is valuable and lasting when it is nurtured by hard work. Value for hard work in education is a key strategy to draw out latent potentialities and inherent qualities from pupils in learning for the wellbeing of the individual and larger society. It is akin to being righteous to preserve the soul of education from the foundational stage. As contest mobility, it is a notion that describes the inspiration pupils feel to diligently mobilise their human skills, ideas and

energies to merit good grades in academics in a competitive way. Such competition is healthy, and brings about self-discovery, self-reliance and self-fulfillment among children. At this time pupils begin to identify their inborn capabilities and factors that affect performances in education. An orientation about the value of hard work on academic excellence and practice of it in primary education provide a powerful basis for checking tendencies for dishonesty in education. The sustenance of value education that we are fortunate to inherit today is nourished by sweat of our forebears and predecessors right from the foundation.

Hard work as a part of value education is pronounced in key policy documents of organisations and governments worldwide. For instance, one objective of primary education in Nigeria as contained in the National Policy on Education (NPE) (2013) is the need to instill . . . values in the child. This provision came as a response to the degradation in values among citizens in the country. It serves as a turning point for cultivating social and moral values in the citizenry across the country from the start of formal education given in primary schools. The idea suggests that instilling values, e.g. hard work, as a means to achieving academic excellence beginning from primary education can, in the long term, affect other levels of education in the country. It is a clear bottom-to-top measure to have a corrupt-free Nigerian society using primary education as a tool. Working hard means that pupils will learn to appreciate anti-corruption behaviours and practices such as commitment to reading, regular class attendance, collaboration with peers to learn, spending time on assignments and homework, abhorring exams malpractices, integrity, compliance with school rules and regulations etc. This is a way to help children learn to legitimately develop and manage their career success and advancement. Achievement via hard work is relevant to, and is a predictor, of good performance (in academics).

Work in this paper is framed around the Albert Bandura's (1965) formulation of social cognitive learning. From Bandura's postulation, learning is viewed as an influence of modelling. The action, views of others influence behaviours. Learning occurs via interaction with significant others. It is an interaction that involves a model and a learner. The model can be an individual, behaviour and environment (Okey & Ewa, 2019). The influences on the learner could be real, perceived or imagined. Consistent with the Bandura's idea, Woolfolk (1995) pointed that human learning occurs through interaction among people, including pupils. Children acquire and replicate values, beliefs, rules, principles, skills, attitudes etc by observing how they are expressed by others in their daily interactions with models. Adjustments to such behaviours are made dependent on the consequences which the models

experience. This is being referred to as reciprocal determinism (Bandura, 1986; Munsaka, 2011). “As models get punished or rewarded for their behaviour, the people imitating them also make adjustments in accordance with those consequences” (Woolfolk, 1995; Maheka, 2015; Okey & Ewa, 2019, p.28).

Pupils learn hard work in social settings. They observe the behaviours of parents and siblings at home; and teachers and peers at school as well as characters on social media e.g. tvs, whatsapp, facebook, twitter, Instagram etc in that regard. By watching, perceiving and/or imagining how hard work benefits education involving models, they are inspired to emulate the behaviour. When children find that parents, teachers, sibling and peers succeed in education by spending good time on reading, teaching, learning etc they are likely to behave in the same way so as to get similar reward. Even, sometimes, they are being told by these models that hard work is the key to success. Hard work can help a pupil to pass examinations, earn good grades, graduate from school and have a good career in the future. In contrast, laziness attracts failure at school and at workplace. The fear and shame of failure observed in the lives of models, especially their friends at school, is a caution that can motivate other pupils to become industrious so as to succeed in their academics.

Attendance in class on regular basis is an expression of hard work towards studies and a vital determinant of academic outcomes (*cf.* Fadelelmoula, 2018). It is a demonstration of a child’s commitment to learn and to succeed in academics. Regular attendance has a strong link with good outcomes in academics among affected pupils. It is more likely for learners to excel in academic when they are consistent in attendance at school (Aden, Yahye & Dahir, 2013). Evidence from some previous studies e.g. Rodgers (2001), Bratti & Staffolani (2002), Kirby & McElroy (2003) etc have documented how being hard working in attending lessons regularly has yielded positive outcomes in learning among school children. These authors pointed that pupils who attend more classes earn higher final grades.

From these arguments, it is implicit that absenteeism – the habit of staying away from school without good reasons – reduces the chances of succeeding in academics for pupils. Pupils who are absent from classes lose valuable information given during lessons. When teachers decide to re-teach, sometimes, they may forget to include some useful examples needed to clarify and solve some difficult concepts to also benefit the absentees. Absent pupils are prone to achieve low grades and to fail (Millis, Dyson & Cannon, 2009; Chilwant, 2013; AbuRuz, 2015). In a recent work against absenteeism, Khalid & Mehmood (2017) noted that regular attendance in class helps to fulfil important academic goals for learners. Expatiating

further, they noted that it assists learners to attend lessons, take notes, submit their assignments on time, increase their confidence during tests and examinations, facilitates interaction and collaboration with teachers and peers.

Coupled with that, pupils who work hard to develop good reading habit cultivate the basis to effective learning and to perform well. According to Daniel, Esoname, Chima & Udoaku (2017), imbibing reading habit early is an essential skill necessary to acquire knowledge that is demanding in the life of every pupil in the academic environment. This is best formed at a young impressionable age of the learner and once formed can last a lifetime (Greene, 2001; Issa, Aliyu, Akangbe & Adedeji, 2012)). It is an attitude that, when cultivated in a child's early stage of education and nurtured, makes reading and learning pleasurable, and academic achievement surer. Through persistent reading children grow and develop to become consistent in the grades they earn at school and their lifelong performances. Ameyaw & Anto (2018) conducted a case study on the reading habits using 112 learners in a public secondary school in Ghana. Data was collected from a questionnaire and subjected to statistical analysis via the statistical package for the social sciences (SPSS). Findings indicated 45.19 per cent of the participants recognising the value of reading on their studies. A similar empirical research has also been carried by Agbezree (2001) on pupils in public primary schools within the same research context. Agbazree's finding aligned to that of Ameyaw & Anto and emphasised the need for pupils to work hard work to develop reading habit early as a strategy forward to sustain academic excellence among them.

Excellence in academics, from the foregoing essay on reading, implies how much information a pupil can also obtain through self-study – reading at one's own accord. Every child, whether gifted or average, fast or slow learner, needs to persistently form and practice reading as it serves as a weapon for the individual to excel at school and other situations in life (Bahir & Mattoo, 2012). It widens experience and knowledge (Greene, 2002), helps the children develop reading speed, fluency, vocabulary, general knowledge and academic achievement (Chettri & Rout 2013). By having interest in reading pupils find new information and create novel ideas useful to their activities at school. Failure to read therefore paves a way for underperformance and, sometimes failure in academics. Nowadays, children are unfortunately more addicted to televisions and social media than to read to enhance their school work. In various research documents, Yilmaz (2000) indicated that 77.8 per cent of learners do not possess reading habit; in Loan (2012), 56 per cent of them spend less than an hour a day to read. Among those who have reading habits, Stenberg (2001) and Loan (2012) found that

females are likely to develop reading habit earlier than males, and girls like reading more than boys do. Different factors can account for such variations in development of attitudes towards reading among these populations including models, interest, taste, reward, gender etc. A core basis, nonetheless, to achieve in academics across the different subjects is persistence in reading their books (Florence, Adesola, Hameed & Adewumi, 2017). Poor reading habit, as stated earlier, is connected to limited information, decline in literacy and performance among pupils.

Furthermore, without commitment to classroom tasks, it is difficult for pupils to achieve well in academics. Particular focus about classroom tasks is on assignments and/or homework. Assignment and home work are tasks the teacher gives pupils to complete independently within and outside school hour. These are task-driven teaching method and it is leaner centered (Liu & Su, 2018). These tasks ensure that children are stimulated to learn by doing the work themselves. Trautwein, Koller, Schmitz & Baumert (2002) in their study observed that completed homework and assignments and time spent on homework have a much stronger influence on school grades than on standardized test scores. Prior to the 20thc, society felt that home work was intended to discipline the minds of children to develop the spirit of hard work to achieve at school (Hayward, 2010). At the start of the 20thc, however, there was a shift in beliefs and opinions about homework and assignments. The belief at this time was that these tasks were useless and interfered with other needs of the children and made teachers to abdicate their duties to children.

As pupils scores began to drop over the next decade, opinions once again shifted in favour of assignments and homework to keep children working hard on their studies at school and at home to enable them improve on their academic achievements. It was later found that learners who commit more time to complete assignments and homework have higher level of achievements at school (Hayward, 2010). Spending more time on assignments and homework suggest that a pupil is learning to work conscientiously and wants to improve on his or her poor study skills (Dettmers, Trautwein & Ludtke, 2009). Anti-homework and assignment views exist. Concerns about the issue is that assignment and homework lead to satiation, denial to extra-curricular activities in school and out of school, confusion about instructional technique, cheating, parental interference etc (Cooper, Robinson, & Patall, 2006; Minke, 2017). Within the context, some pupils can particularly neglect homework for farm work. These concerns notwithstanding, if assignments is a course requirement, pupils will be committed to study independently so as to meet the requirement, and when it is closely linked to test/exams

questions pupils complete the assignments and homework are likely to do well in the test (Latif & Miles, 2011). Pupils who perform well on their homework and assignments are expected to learn from it and bring the effect of that onto their examination.

Hard work serves as a nutrient of academic excellence and value education in primary schools, a basis for promoting academic integrity and anti-corruption in Nigeria. The cultivation of values in children is even an objective of primary education as enshrined in the National Policy on Education as a means to enable academic integrity and create a corrupt-free Nigerian society. Also, there are school-based policy provisions to encourage hard work among pupils to enable them merit their grades and succeed in their studies. In spite of these measures, hard work is at the risk of compromise and that tends to influence the way children learn and excel at school. Some anti-learning practices still occur among pupils, e.g. poor reading habit, absenteeism during lessons, poor commitment to completing assignments and homework, indiscipline to school policies and laws etc. This is culminating in a decline in values and standard of education, achievement of illicit grades, failure to discover self, poor performance in learning and production of graduates that are ill prepared to contribute to development in the (Nigerian) society.

The study examined how hard work influenced academic excellence among pupils in public primary schools in Boki Local Government Area of Cross River State, Nigeria. It specifically, investigated the influence of:

1. Regular class attendance on academic excellence among pupils;
2. Good reading habit on academic excellence among pupils; and
3. Commitment to classroom tasks on academic excellence among pupils.

These questions were developed for the study:

1. What is the influence of regular class attendance on academic excellence among pupils?
2. How does good reading habit influence academic excellence among pupils?
3. How does commitment to classroom tasks influence academic excellence among pupils?

These null hypotheses were formulated at .05 level of significance to guide the study:

1. Regular class attendance has no significant influence on academic excellence among pupils.
2. Good reading habit has no significant influence on academic excellence among pupils.
3. Commitment to classroom tasks has no significant influence on academic excellence among pupils.

Research Methodology

The overall research title suggests the use of quantitative approach, based on the positivist/empiricist postulations, as the suitable strategy to facilitate access and analysis of data (Creswell, 2003; Muijs, 2004; Isangedighi, 2011). An ex-post facto research design (Isangedighi, 2011) was adopted to examine how hard work influenced academic excellence among pupils in primary schools in Boki Local Government Area (LGA), Cross River State. Boki was among the 18 LGAs and part of the Ikom educational zone in Cross River State, Nigeria. It shared boundaries with Obudu LGA in the north, Ikom and Etung LGAs in the south, the Republic of Cameroon in the east and Ogoja LGA in the west. Over 40 state primary schools existed in Boki and had a grand total of 1826 pupils belonging to various social backgrounds (Cross River State Universal Basic Education Board - CRSUBEB, 2015). For purpose of this study, Boki was broadly divided into Boki east and west to ease representation of participants across these divisions. Participants included boys and girls aged from 9 to 13 years in primary 5. Participants of these age and class could read and write simple sentences in English and so could also provide reliable data.

Officials of the State Universal Basic Education Board (SUBEB) were contacted use their official records to identify four schools to take part in the study. Two schools each were selected from the two divisions: Boki east and west. Real names of the schools are pseudomysed for ethical purposes. 200 pupils, including 100 boys and girls, representing 3.65 per cent of the population, were randomly sampled. This translates to 50 respondents per school to give an equal representation of gender and school. The hard work and academic excellence questionnaire (HAEQ), designed by the researcher, was used to collect data. Participants in the research area were familiar with questionnaires. HAEQ had two sections: A – demographic data and B – response sections. The response section had 12 items. Respondents had to tick either ‘Yes’ or ‘No’ to each item. The two point Likert scale was preferred to make it easy for the children to complete the document. HAEQ was subjected to different checks including psychometric experts for content validity and pilot to ensure it is appropriate for use in the primary research. Data from the pilot was analysed via the Cronbach Alpha reliability coefficient and that produced a result of .768 and range of <1. The result indicated that the instrument was suitable for use in the main study. Findings from the study were generalized to the entire population within the research location.

Access to these schools were negotiated between the researcher officials of SUBEB, head teachers and class teachers in further compliance with research ethics. Moreover, participants

were assured of the confidentiality of their data, and anonymity of their names, including that of their schools. As such, their identities were covered in pseudonyms. The independent t-test was used to analyse data for each of the stated hypotheses at 0.05 level of significance, 198 degree of freedom and 95% confidence interval (CI). Summary of data analyses is presented in table 1, 2 and 3 below.

Table 1: independent t-test analysis of the influence of regular class attendance on academic excellence among pupils.

Variable	N	\bar{x}	SD	df	t^{cal}	t^{crit}	P
Regular class attendance	200	16.04	4.72	198	5.37	3.42	<.05
Academic excellence among pupils	200	18.03	6.01				

CI = 95%

From table 1, t^{cal} (5.37) was higher than t^{crit} ($t = 3.42$; $df = 198$; $CI = 95\%$; $P < .05$). The null hypothesis that stated that regular classroom attendance has no significant influence on academic excellence among pupils is rejected; alternative hypothesis is retained. It suggests that regular class attendance has significant influence on academic excellence among pupils. It means that pupils that attend class regularly are likely to excel in academics.

Table 2: independent t-test analysis of the influence of good reading habit on academic excellence among pupils.

Variable	N	\bar{x}	SD	df	t^{cal}	t^{crit}	P
Good reading habit	200	12.62	3.26	198	3.67	3.25	<.05
Academic excellence among pupil	200	16.24	4.08				

CI = 95%

Data on table 2 indicated that t^{cal} (3.67) was higher than t^{crit} ($t = 3.25$; $df = 198$; $CI = 95\%$; $P < .05$). The null hypothesis that stated that good reading habit has no significant influence on academic excellence among pupils is rejected; alternative hypothesis is upheld. It suggests that good reading habit has significant influence on academic excellence among pupils. It means that pupils that good reading habit are likely to excel in academics.

Table 3: independent t-test analysis of the influence of commitment to classroom tasks on academic excellence among pupils.

Variable	N	\bar{x}	SD	df	t^{cal}	t^{crit}	P
Commitment to classroom tasks	200	15.46	3.87	198	3.99	3.56	<.05
Academic excellence among pupil	200	17.16	4.11				

CI = 95%

Data on table 3 indicated that t^{cal} (3.99) was higher than t^{crit} ($t = 3.56$; $df = 198$; $CI = 95\%$; $P < .05$). The null hypothesis that stated that commitment to classroom tasks has no significant influence on academic excellence among pupils is rejected; alternative hypothesis is upheld. It suggests that commitment to classroom tasks has significant influence on academic excellence among pupils. It means that pupils who are committed to completing their classroom tasks are likely to excel in academics.

Summary of Findings

The following results were obtained from data analyses:

1. Regular class attendance has significant influence on academic excellence among pupils ($t^{cal} = 3.99$; $t^{crit} = 3.56$; $df = 198$; $CI = 95\%$; $P < .05$).
2. Good reading habit has significant influence on academic excellence among pupils ($t^{cal} = 3.67$; $t^{crit} = 3.25$; $df = 198$; $CI = 95\%$; $P < .05$).
3. Commitment to classroom tasks has significant influence on academic excellence among pupils ($t^{cal} = 3.99$; $t^{crit} = 3.56$; $df = 198$; $CI = 95\%$; $P < .05$).

Discussion of Findings

The finding of the first hypothesis suggested that regular class attendance has significant influence on academic excellence among pupils. It indicates that pupil who attend lessons regularly are more likely earn good grades examinations and achieve academics. It is consistent with the ideas of Rodgers (2001), Bratti & Staffolani (2002) and Kirby & McElroy (2003) on the issue. These researchers argued that pupils who attend more classes earn higher final grades. The outcome of the second hypothesis indicated that good reading habit has significant influence on academic excellence among pupils. In confirmation of this finding, Daniel, Esoname, Chima & Udoaku (2017) in their study in Nigeria stated that imbibing reading habit early is an essential skill necessary to acquire knowledge that is demanding in the life of every pupil in the academic environment. Further to that, Bahir & Mattoo (2012)

admonished every child, whether gifted or average, fast or slow learner, needs to persistently form and practice reading as it serves as a weapon for the individual to excel at school and other situations in life. The result of the third hypothesis showed that commitment to classroom tasks has significant influence on academic excellence among pupils. Others such as Liu and Su (2018) and Trautwein, Koller, Schmitz & Baumert (200 2) have research documents in support of this finding, pointing at the effects assignments and homework on pupil achievements at school. They found that these tasks ensure that children are stimulated to learn by doing the work themselves. According to Dettmers, Trautwein & Ludtke (2009) spending more time on assignments and homework can encourage a pupil to learn to work conscientiously and improve on his or her poor study skills.

Conclusion

Pupils who work hard at school in terms of attending classes regularly, evolving an attitude of reading and completing have positive influences on their academic excellence. These practices go a long way to ensuring that the children earn their grades. It implies that they can at that stage begin to learn value industry in learning and merit in achievement. Hard work expressed in these forms are anti-corruption behaviours in the education of children. Engagement of children at the foundational level of education constitutes a strong basis for them to develop academic integrity thus checking corrupt practices in their life time.

Recommendations

Based on these findings, it is recommended, among others, that:

1. Teachers need to be more accountable by keeping records to ensure pupils attend school regularly and check absenteeism among children;
2. Teachers should assign passages in pupil text books for the children to read as part of their group work in the classroom and at home. This will help them develop good reading habits. Also, it will promote self-study among the children; and
3. Completion of classroom tasks such as assignments should be a requirement in primary schools. It should be a condition for pupils to qualify to write examinations.

References

- Isangedighi, A. J. (2011). *Essentials of research and statistics in Education and Social Sciences*. Calabar: Eti Nwa and Associates.
- Muijs, D. (2004). *Doing quantitative research in Education with SPSS*. London: Sage Publications.
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Minke, T. A. (2017). Types of homework and their effect on student achievement. *Culminating Projects in Teacher Development*, 24.
https://repository.stcloudstate.edu/ed_etds/24
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76(1), pp. 1-62.
- Latif, E. & Miles, S. (2011). The impact of assignments on academic performance. *Journal of Economics and Economic Education Research*, 12(3), pp. 1-12.
- Dettmers, S., Trautwein, U. & Ludtke, O. (2009). The relationship between homework time and achievement is not universal: Evidence from multilevel analyses in 40 countries. *School Effectiveness and School Improvement*, 20, 375-405. doi: 10.1080/09243450902904601
- Hayward, J. M. (2010). *Education and Human Development Master's Theses*. 120.
http://digitalcommons.brockport.edu/ehd_theses/120
- Liu, H. & Su, Y. (2018). Effects of using task-driven classroom teaching on students' learning attitudes and learning effectiveness in an information technology course. *Sustainability*, 10, pp. 1-14.
- Trautwein, U., Koller, O., Schmitz, B., & Baumert, J. (2002). Do homework assignments enhance achievement? A multilevel analysis in 9th-grade mathematics. *Contemporary Educational Psychology*, 27, pp. 26-50.
- Florence, F. O., Adesola, O. A., Hameed, B. A. & Adewumi, O. M. (2017). A survey on the reading habits among colleges of education students in the information age. *Journal of Education and Practice*, 8(8), pp. 106-110.
- Chettri, K. & Rout, S.K. (2013). Reading habits: an overview. *Journal of Humanities and Social Science* (I05R-JH55) (14) 6. pp 13-17.
- Green, P (2002). Teachers intervention in children's reading. *Journal of Child Hood Education*, 46(3). pp 147-149.
- Loan, F. A. (2012). Reading habits of rural and urban College students in the 21st century. *Journal of Library Philosophy and Practice: Libraries at University of Nebraska, Lincoln*. ISSN 1522-0222. pp 1-11 Retrieved from <http://unlib.un.edu/lpp>
- Stenberg, C. (2001). Reading research in Sweden- a short survey. A conference paper presented at the 67th IFLA Council and General Conference, Boston USA. Retrieved from <http://archive.ifla.org/iv/ifla67/papers/181-113e.pdf>
- Bashir, I. & Mattoo, N. H. (2012). A study on study habits and academic performance

- among adolescents (14-19) years. *International Journal of Social Science Tomorrow*. 1(5), pp.1-5.
- Ameyaw, S. K. & Anto, S. K. (2018). Read or perish: reading habits among students and its effect on academic performance: A case study of Eastbank Senior High School – Accra. *Library Philosophy and Practice* (e-journal).
<https://digitalcommons.unl.edu/libphilprac/1748>
- Daniel, O. C., Esoname, S. R., Chima, O.D. & Udoaku, O. S. (2017). Effect of reading habits on the academic performance of students: A case study of the students of Afe Babalola University, Ado-Ekiti, Ekiti State. *Teacher Education and Curriculum Studies*, 2(5), pp. 74-80.
- Issa, A. O., Aliyu, M. B., Akangbe, R. B. & Adedeji, A. F. (2012). Reading interest and habits of the Federal Polytechnic students. *International Journal of Learning & Development*, 2(1), pp. 470-486.
- Greene, B. (2001) Testing reading comprehension of theoretical discourse with close. *Journal of Research in Reading*, 24(1), pp. 32-98.
- Millis, R. M., Dyson, S. & Cannon, D. (2009). Association of classroom participation and examination performance in a first-year medical school course. *Adv Physiol Educ*, 33(3), pp. 139-143.
- AbuRuz, M. E. (2015). Does excessive absence from class lead to lower levels of academic achievement? *European Scientific Journal*, 11(7), pp. 146-153.
- Chilwant, K. S. (2013). Effect of class attendance on performance in examination in second year medical students. *Journal of Research & Method in Education*, 3(3), pp. 31-33.
- Khalid, N. & Mehmood, K. (2017). Effects of absenteeism on students performance. *International Journal of Scientific and Research Publications*, 7(9), pp. 151-168.
- Fadelelmoula, T. (2018). The impact of class attendance on student performance. *International Research Journal of Medicine and Medical Sciences*, 6(2), pp. 47-49.
- Bratti, M., & Staffolani, S. (2002). Student Time Allocation and Educational Production functions, Working Paper Numbe 170, Economics Department, University of Ancona.
- Kirby, A. & McElroy, B. (2003). The Effect of Attendance on Grade for First Year Economics Students in University college Cork". *The Economic and Social Review*, 34(3), pp. 311-326.
- Rodgers, J. R. (2001). A panel-data study of the effect of student attendance on academic Performance, Unpublished manuscript.
- Aden, A. A., Yahye, Z. A., Dahir,, A. M. (2013). The effect of student's attendance on academic performance: A case study at Simad University Mogadishu. *Academic Research International*, 4(6).
- Federal Government of Nigeria (2013). National Policy on Education (6th ed.). Lagos: NERDC Press.
- Okey, S. A. & Ewa, M. A. (2019). Examination malpractices and corruption among students at Cross River University of Technology, Calabar, Nigeria. *British Journal of Education*, 7(1), pp. 27-38

- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory.
- Maheka, G. (2015). An investigation of the nature and causes of examination malpractices in selected secondary schools in Kitwe district, Zambia. An unpublished masters dissertation submitted to the University of Zambia, Lusaka.
- Munsaka, E. (2011). Mastering the Psychology of Teaching and Learning, Lusaka: Zambia Mission Press.
- Woolfolk, A. (1995). Educational Psychology (6th ed.). Boston: Allyn & Bacon.