PSYCHOSOCIAL VARIABLES PREDISPOSING LATENESS TO SCHOOL AMONG SECONDARY SCHOOL STUDENTS IN ESAN WEST LOCAL GOVERNMENT AREA OF EDO STATE, NIGERIA

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Abstract:

The study examined psychosocial factors predisposing lateness to school among secondary school students in Esan West Local Government Area of Edo State. Specifically, the study sought to determine whether academic stress, depression or emotional stability is responsible for lateness to school among secondary school students in Esan West Local Government Area of Edo State. The study adopted the descriptive survey design. The population of the study covers all the three thousand, two hundred and seventy two (3272) Senior Secondary School (SSS) students in the 16 secondary schools in Esan West Local Government Area of Edo State. A sample of one hundred and sixty three (163) secondary school students was used for the study. The instrument used for this study was a questionnaire titled: psychosocial factor to lateness Survey Questionnaire (PFLSQ). The reliability of the instrument was done using the Cronbach reliability technique. The researcher personally administered the questionnaire to teachers after due permission was taken from the head teacher. Descriptive statistics such as mean ($\overline{X}$) and standard deviation (S.D) was used to analyze the research question. The data was analysed with the aid of the Statistical Package for Social Science (SPSS® version 20). The result showed that academic stress, depression and emotional instability predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State. It was recommended that schools should operate a strict and functional punctuality policy whereby every student, teacher or any other staff of the school that resumes after a particular scheduled time will not be allowed into the school premises.

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1. Introduction

A school is a social unit established as a formal agency of education where students learn about the attitudes and norms in their society. It is a place where the customs, values, and ways of doing things in society are taught and learnt. In order to achieve this objective, schools are governed by laws and norms that direct the affairs of an individual member. Such laws in schools are meant to compel students to exhibit character that will conform to the rules and regulations that guide and control the behaviour of learners with a view to setting high standards of discipline conducive to the educational process. These rules are meant to guide students on dress code, school and classroom conduct and punctuality to prevent lateness among others.

Literally, the term "lateness" implies a situation where an individual arrives after the proper, scheduled or usual time. In the context of the school, it is the habitual, intentional/intentional failure to arrive early to school at the designated time. Lauby (2020) puts it as a term used to describe *"people not showing up on time"*. He added that lateness is synonymous with *"tardiness"*, which implies being slow to act or slow to respond. Peretomode (2016) noted that lateness could be seen as a system of network breakdown. Indeed, it is an act of indiscipline common among students. Lateness among students is not really a problem in itself when contingencies and necessity necessitate one late coming. However, this could become a problem when a number of students continuously come to school late and are absent themselves intentional or otherwise.

This could result in serious problems that can affect school activities, students' academics and significant others such as teachers, principals and consequently, the public image of the school. Several factors have been identified as causes of these school problems. Some of them as put forward by Dafiaghor (2020) include: laziness among students, parental negligence or lackadaisical attitude of parents towards their child(ren) education; going late to bed, watching films and late-night movies, the habit of waking up late, engagement in domestic chores/activities, lack of functional and effective punctuality policy and distance traveling among others. Aside from these general factors, are psychosocial factors.

Psycho-social factors are variables interacting with a person's social environment that could influence or induce positive or negative behaviour in a person at school, at home or in society. Douglas and Strauss (2007) noted that Psycho-social factors relate to factors influencing one's psycho-social development and how interaction with one's social environment influences how a person behaves. It was first commonly used by psychologist Erik Erikson in his stages of social development in the school and home to include: academic stress, depression and emotional instability among others.

Academic stress describes all possible challenges that constitute strain, and worry on their study programmne and that could also impinge on students' realization of their academic goals when not handled properly. Oluremi (2020) categorizes academic stress

into four (4) parts namely: a) financial related issues such as tuition fees, buying of textbooks, and payments of dues among others. b) instructional-related issues, such as the coping with note-taking and other academic engagements; c) examination related issues such as managing various relationship issues among students, teachers, and other school staff. Oluremi (2020) noted that an average secondary school student faces a lot of stress within the school they find themselves. Some of these get them so worried to the point of feeling so discouraged, and depressed and predispose lateness.

Depression is a debilitating and pernicious cluster of symptoms that may persist for a period of weeks, months, or even years. It is an affective disorder that presents with depressed mood, loss of interest or pleasure, decreased energy, feelings of guilt or low self-worth, disturbed sleep or appetite and poor concentration (Ibrahim, Kelly, Adams & Glazebrook, 2017). It is also characterized by changes in mood status presenting as feelings of sadness which may fluctuate from slight hopelessness to severe feelings of disappointment. The causes of students' depression as identified by Kaur (2011) include: long school hours, excessive academic engagement, increasing class sizes, pressure from parents, pressure from friends, changes in curriculum, and poor class management by students. Where such depression inductive factors are poorly managed, they could affect the health, academic performance, low emotional stability and even predispose lateness to school.

Emotional instability (ES) is one's inability to distinguish, evaluate and handle the emotional status of his own and others to attain certain objectives (Choudary, 2016). Thus, emotional instability could make it difficult for a student to deal successfully with members of the school community, school staff and colleagues at school. Hence, it could adversely affect their morale for school work and thereby predispose their tendency towards lateness or tardiness.

Although, several studies have been conducted on factors responsible for lateness and strategies for mitigating lateness among students in Asaba (Nakpodia & Dafiaghor, 2020); Enugu (Obidoa, Onuigbo, Odo & Ezeke, 2020) and Uvwie, Delta State of Nigeria (Emore, 2015). However, a knowledge gap exists on the psychosocial factors predisposing to lateness to school among secondary school students in Esan West Local Government Area of Edo State. Consequently, the problem of this study is to investigate psychosocial factors predisposing to lateness to school among secondary school students in Esan West Local Government Area of Edo State.

2. Research Questions

The following research questions were raised to guide the study:
1) Does academic stress predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?
2) Does depression predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?

3) Does emotional instability predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?

2.1 Concept of Lateness

Lateness is viewed as a violation of the principle of punctuality. In most cases, when condoned, it breeds a bad habit and an attitude detrimental to success in numerous enterprises in life. Lauby (2020) defined lateness as the inability of an individual or group of people to arrive at an agreed venue at the agreed time. Lateness to school is an act of arriving at school after the official hour of commencement of the day's learning activities. According to the official timetable for schools, lessons commence by 7:45 am, however, there are other activities that take place before the commencement of lessons, in which learners are expected to participate (assembly and registration). This, therefore, means that all students are expected to be in school before 7:45 am, in order to participate in these important activities.

A situation where students do not attend these pre-lesson activities and are not present at the commencement of the first period is considered as late coming to school. From literature, much emphasis was placed on school absenteeism with little attention on the lateness in schools.

Lateness may connote partial absence for some minutes for a particular lesson or non–arrival on time for classes. Lateness has been recognized as having motivational antecedents. Theoretically, it is classified into three dimensions: chronic, unavoidable and avoidable. Chronic lateness is a response to a bad environment and students' dislike by mates. Relevant antecedents to chronic lateness among students in high school could be the level of commitment to school and lack of satisfaction. Avoidable lateness (stable periodic lateness) occurs when students think they have better or more important activities to do than arrive on time for a particular lesson or class and in most cases, this happens with mathematics classes (Sims, 2012). Finally, unavoidable lateness is due to factors beyond the students' control, such as transport problems, bad weather, illness and accident (Shapira-Lishchinsky, 2020).

Lateness start poses the most problem to school administrators anywhere in the world (Lauby, 2020). It is probably the most annoying breach of rules of attendance that the school officials will have to deal with on a daily basis (Robinson and Bennett, 1995; Lauby, 2020). One of the major impacts of lateness in school is the disturbance in the flow of lectures or discussion and distraction from other students (Nakpodia & Dafiaghor, 2020). The study by Nakopodia and Dafiaghor (2020) further reported that lateness to school may also impede learning and generally erode class morale especially if left unchecked.

The habit can become chronic and spread throughout the class, this is why the school places a high emphasis on punctuality. In most cases, a teacher who teaches the first period is forced to teach only a percentage of learners, while those who are absent will not be able to understand the work that they have missed (Holbert & Stark, 2015). However, it is probably not correct to say that lateness is never justifiable; there are few

school officials who will deny that lateness is generally un-justifiable and that it could be eliminated by a pupil if he wished and if the right attitude prevailed in the home. In some instances, parents may consciously and willingly permit their children to arrive late to school many times. From the foregoing, it is obvious therefore that lateness could be seen as a system of network breakdown (Peretomode, 2016) a situation of not meeting up with the established systems.

2.2 Academic Stress

Academic stress is "*a mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure*" (Omomia, Omomia, Chimezie & Akinwale, 2017). "*Academic stress pervades the life of students and tends to impact adversely their mental and physical health and their ability to perform schoolwork effectively*" (Busari, 2014). Stress has been seen tightening its grip on the students, as they have to compete at every step of their academic career in this fast-moving world. This shadow of academic stress all the more darkens for the students of high and intermediate schools as they have to enter into the world of competition for choosing their respective careers.

Academic stress does not necessarily begin in college. Nervous breakdowns, panic attacks, burnouts and depression are also common among many young students. The situation does not remain the same for everybody, and everyone does not experience the same feelings or gloomy thoughts when they are under stress. At this point in time, apart from dealing with the physical and socio-emotional changes, the adolescents have to fulfil the expectation of their parents, build their careers and complete school, in which they might fail and thereby have a negative impact on themselves. Family is considered to be the first school for the child and is a source of expectations whereby the parents play a vital role in their children's academic achievements (Chellamuthu, 2017).

Academic stress is the main source of stress faced by young people. Some students often feel a high academic burden fewer contentment related to their scholastic achievement. And had high outer saddle to study, and may suffer more educational stress. Academic stress is one of the main stresses a type of distress. Academic means taking different exams writing different texts and completing assignments to measure what a person has learned. Academic stress can be described as a student's connections with environmental stressors, the student's cognitive thoughtfulness of and coping with the emotionally or physiological reaction to the stress (Baraza, Simatwa & Gogo 2016).

2.3 Depression

Depression is a condition of great general interest that is relatively simple to describe in clinical terms but difficult to measure scientifically. Depression is a lowering of mood beyond the range of ups and downs encountered in normal life and sustained over time and to such a degree that the quality of life of such a person is significantly impaired (Nwankwo, 2016). Defining it scientifically is more difficult and this has led to an international agreement that it is present only when a certain, manifestation of behaviour is exhibited. Depression is an illness that affects the body, mood and thoughts. The risk

of developing depression is increasing worldwide, particularly among children and adolescents (Barlow & Durand 2016).

Many people once believed that severe depression did not occur in childhood. Today, experts agree that severe depression can occur at any age. Studies show that two of every 100 children may have major depression, and so many as eight of every 100 adolescents may be affected (National Institutes of Health, 2012). Depression is a mental state, which may keep one sad and feel that nothing can be enjoyed because of situation is so difficult and unpleasant. Children's depression is frequently related to family problems and conflicts (Olaitan, Oyerinde, Obiyemi & Kayode, 2016).

2.4 Emotional Instability

Emotional instability (EI) is often delineated as one's tendency to distinguish, evaluate and handle the emotional status of his own and others to attain certain objectives (Choudary, 2016). Another definition of this important construct in human resource management referred to EI as the designated ability to make use of the emotional condition of an individual, group or own-self to attain a certain goal or a set of goals or objectives (Fox & Spector, 2000). This concept could be reflected upon as the ability to appreciate the emotions and categorize their possible outcomes and finally through this knowledge attain expected goals (Choudary, 2016).

Emotional instability was then considered a dynamic and multifaceted construct influenced by diverse biological, psychological, and socio-cultural factors. Thereafter emotional instability has been extensively approved as the ability to sort out and adopt the knowledge generated from our emotions to aid effective functioning, reduce the impact of stress, and promote relationships. In the same line, Goleman (2019) withheld that emotional instability is a multi-componential construct that can be defined as the person's ability to identify, perceive and understand the innermost feelings of the self and others to enrich the process of thinking and emotional judgment. In order to evaluate emotional instability from this perspective, the multidimensional models have broadly made use of self-report measures by incorporating an array of perceived abilities and traits.

2.5 Studies on Academic Stress and Students' Lateness to School

Academic Stress as a factor of student's lateness to school has been discussed in the literature. Busari (2014) investigated academic stress experience among undergraduate students of University of Ado Ekiti, Emmanuel Alayande Campus Oyo, Symptoms of stress and various stressors in the academic work of students were identified. 480 students participated in this study. Data was collected using Student Academic Stress scale (SASS) Independent samples, t-test statistical analysis was utilized to process the data of the hypotheses tested while the simple percentage was used to analyse symptoms of stress and various stress in academic work. The results of the findings indicated that Stress Inoculation Techniques were effective in fostering adjustment to academic stress among undergraduate students. The experimental group were better adjusted to

academic stress than the control group. Results also indicated that undergraduates in their second year were better adjusted to academic stress than their first-year counterparts. The result further shows that academic stress such as various financial, lecture and examination issues are responsible for students' lateness to school.

Omomia, Omomia, Chimezie and Akinwale (2017) examined the perceived impact of academic stress on the academic achievements of Biology students in Education District IV of Lagos state. The research design used is the descriptive survey design method. One hundred Biology students were randomly selected using the ballot method from four schools in education District IV. Four research questions guided the study. The research instrument used for collecting data is the Stress Assessment Scale for students (SASS). The simple mean method was used to analyze the data collected. The result shows that academic stress is an examination and school relationship issues are responsible for students' lateness to school

2.6 Studies on Depression and Students' Lateness to School

Depression as a factor of students' lateness to school has been discussed in the literature. Nwimo and Onwunaka (2017) determined the level of depression experienced by secondary school teachers and students in Ebonyi State. The study adopted the cross-sectional survey design using a sample of 660 (male 259, female 401) teachers randomly drawn from 33 secondary schools in Ebonyi State. The secondary schools were selected from two (Abakaliki and Afikpo) out of three education zones in Ebonyi State. In each school, 20 students were randomly selected using a systematic random sampling technique. A self-developed instrument titled: Teacher Depression Questionnaire (TDQ) was used to collect data for the study. Five experts in Health Education and Psychology were used for validating the TSQ. Data collected from 30 secondary school teachers yielded an overall reliability coefficient of r = 0.72. The researchers personally collected the data which were analysed using mean, standard deviation, t-Test, Pearson's correlation and Stepwise Multiple Regression. Six hundred and fourteen copies (male 232, female 382) of the questionnaire, representing about 93% return rate, were used for analysis. The results showed that the secondary school students had a high level of and the difference in the level of depression reported by male and female students was significant with male students reporting a higher level of depression than female students. The result further shows that depression is responsible for students' lateness to school.

Busari (2014) investigated the level of depression experienced among undergraduate students of University of Ado Ekiti, Emmanuel Alayande Campus Oyo, Symptoms of depression and various stressors in the academic work of students were identified. 480 students participated in this study. Data was collected using Student Academic Depression scale (SADS) Independent samples, t-test statistical analysis was utilized to process the data of the hypotheses tested while the simple percentage was used to analyse symptoms of various depression in academic work. The results of the findings indicated that Depression Inoculation Techniques were effective in fostering

adjustment to academic depression among undergraduate students. The experimental group were better adjusted to academic depression than the control group. Results also indicated that undergraduates in their second year were better adjusted to academic depression than their first-year counterparts. The result further shows that depression among students is responsible for their lateness to school.

2.7 Studies on Emotional Instability and Students' Lateness to School

The link between emotional instability and lateness to school has been investigated by scholars. Alabi and Oni (2017) ascertained the impact of emotional stability on a child's academic performance in Owo Local Government Area. It employed the use of a structured questionnaire to collect information from students from five selected secondary schools in Owo Local Government, Ondo State, Nigeria. The target population comprised 510 students from both public and private secondary schools in the area. Descriptive statistics such as simple percentage and tables were used to summarize the data. Analysis of variance was used at a 0.05% level of significance to test the hypotheses. The study revealed the prevalence of all forms of domestic violence such as physical, economic, emotional and psychological in most of the homes investigated in this study. The study shows that child academic performance differed significantly among the students $F_{(4,450)} = 12.664$, $P < 0.05$. This indicates that emotional instability is one of the psycho-social factors responsible for students' lateness to school in Owo Local Government, Ondo State, Nigeria.

Akande and Ikediashi (2018) investigated the level of emotional instability among secondary school students in the Federal Capital Territory (FCT) Abuja. The study was a descriptive survey and the population comprised all senior secondary school students in both public and private schools in the FCT. A sample of 450 students made up of male and female students from both private and public schools was involved in the study. Patil's (1989) 'Adolescent's Emotional Instability Inventory' was adopted by the researchers to collect relevant data. The data collected were analyzed by using percentage to analyze data on the research question while t-test and ANOVA were used to test the hypotheses. The results indicated that secondary school students had a low level of emotional instability. There was no significant difference in the level of students' emotional instability on the basis of students' lateness. However, depression was found as a factor responsible for students' lateness to school.

3. Method

The study adopted the descriptive survey design to examine psychosocial factors predisposing to lateness to school among secondary school students in Esan West Local Government Area of Edo State. A descriptive survey research design is one in which information is collected without changing the environment or manipulating the variables of the study. The population of this study covers all the three thousand two hundred and seventy-two (3272) Senior Secondary School (SSS) students in the 16 secondary schools

in Esan West Local Government Area of Edo State. A sample of one hundred and sixty-three (163) secondary school students was used for the study. The simple sampling technique was used as the sampling technique.

The instrument that was used for this study was a questionnaire titled: psychosocial factor to lateness Survey Questionnaire (FLSQ). The questionnaire was divided into two sections: Section A and B. Section A addressed demographic information of students such as their sex and educational qualification. Section B dwelt on the various psychosocial reasons for the lateness in the institution. This section contained a 15-items statement. The 15-items covers: academic stress (items 1-5), depression (items 6-10) and emotional instability (11-15).

All the items were rated on a four-point Likert scale: Strongly Agreed – 4, Agreed – 3, Disagreed – 2, and Strongly Disagreed - 1. A mean score of 2.50 was used as the benchmark for determining parents' perception of the item statements. This was obtained by adding up the four-point responses (Strongly Agreed – 4, Agreed – 3, Disagreed – 2, Strongly Disagreed - 1) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.50. Hence, a score of 2.50 or higher represents agreement while means score of 1 to 2.49 would be taken otherwise. The instrument was subjected to scrutiny by two experts. The reliability of the instrument was done using the Cronbach reliability technique. This was done by administering copies of the questionnaire to a trial group of 20 students outside the study area. The researcher personally administered the questionnaire to teachers after due permission was taken from the head teacher. Descriptive statistics such as mean ($\overline{X}$) and standard deviation (S.D) were used to analyze the research questions. The four-point scaled questionnaire was weighted 4, 3, 2, and 1 respectively. The criterion/cut-off mean of 2.50 was used as a basis for agreement or disagreement on any item.

4. Results

The results of the analysis of research questions 1, 2 and 3 are presented below.

Research Question 1: Does academic stress predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?

Results in Table 2 showed that students agreed on items 1, 2, 3, 4 and 5 at a mean score ranging from 2.53 to 2.71 respectively. The overall mean score of 2.63 is greater than the criterion mean of 2.50 (i.e. $\overline{X}$ = 2.63 > 2.50). Hence the result showed that academic stress predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State.

Table 2: Mean and Standard score on academic stress predispose lateness
to school among secondary school students in Esan West Local Government Area of Edo State

S/n	Items Academic Stress In the last few weeks of resumption, I can comfortably say students get late to school because…	N = 546		
		$\overline{X}$	S.D.	Remark
1	too many assignments waiting to be attended to at school.	2.71	1.040	Agreed
2	of the inability of their parents to pay their tuition fee.	2.69	.968	Agreed
3	the inability of their parents/guardians to purchase their textbooks.	2.68	1.028	Agreed
4	of low parental involvement in assisting them in their assignments.	2.53	1.065	Agreed
5	of inability to get school facilities to support their studies	2.55	1.086	Agreed
	Overall mean score = 2.63			

* Significant mean ($\overline{X} \geq 2.50$).

Research Question 2: Does depression predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?

Table 3: Mean and Standard score on depression predispose lateness to
school among secondary school students in Esan West Local Government Area of Edo State

S/n	Items Depression In the last few weeks of resumption, I can comfortably say students get late to school because…	N = 546		
		$\overline{X}$	S.D	Remark
1	loss of interests or pleasure in school work	2.56*	1.138	Agreed
2	loss of confidence in the teachers	2.62*	1.988	Agreed
3	feelings of low self-worth in their future	2.64*	1.068	Agreed
4	of disturbed sleep due to family worries	2.58*	1.070	Agreed
5	of lowered self confidence in their ability at school	2.55*	1.098	Agreed
	Overall mean score = 2.64			

* Significant mean ($\overline{X} \geq 2.50$)

Results in Table 3 showed that students agreed on items 1, 2, 3, 4 and 5 at a mean score ranging from 2.55 to 2.64 respectively. The overall mean score of 2.64 is less than the criterion mean of 2.50 (i.e. $\overline{X}$ = 2.64 <2.50). Hence the result showed that depression predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State.

Research Question 3: Does emotional instability predispose lateness to school among secondary school students in Esan West Local Government Area of Edo State?

Table 4: Mean and Standard score on emotional instability predispose lateness to
school among secondary school students in Esan West Local Government Area of Edo State

S/n	Items	N = 546		
	Emotional instability			
	In the last few weeks of resumption, I can comfortably say students get late to school because …	$\overline{\text{X}}$	S.D.	**Remark**
1	of absent mindedness	2.59*	1.089	Agrees
2	of anxiety	2.59*	1.089	Agreed
3	insecurity feelings	2.62*	1.149	Agreed
4	irrational fears of the unknown	2.51*	1.082	Agreed
5	of fears	2.33	1.031	Disagrees
	Overall mean score=2.53			

* Significant mean ($\overline{\text{X}} \geq 2.50$)

Results in Table 3 showed that students agreed on items 1, 2, 3 and 4 at a means core ranging from 2.51 to 2.62 respectively and disagreed on item 5 at a mean score of 2.33. The overall mean score of 2.53 is greater than the criterion mean of 2.50 (i.e. $\overline{\text{X}}$ = 2.53> 2.50). Hence the result showed that emotional instability predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State

5. Discussions

The results from the study are discussed under the following sub-headings:
- Academic Stress and Students' Lateness to School;
- Depression and Students' Lateness to School;
- Emotional Stability and Students' Lateness to School.

The result showed that academic stress predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State. The result agrees with that of Busari (2014) who stated that academic stress such as various financial, lecture and examination issues are responsible for students' lateness to school. The result is in line with that of Omomia, Omomia, Chimezie and Akinwale (2017) who found that academic stress is an examination and school relationship issues are responsible for students' lateness to school. The result corroborates that of Nwimo and Onwunaka (2017) who revealed that academic stress such as financial and lecture issues is responsible for students' lateness to school in Ebonyi State.

The result showed that depression predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State. The result is in line with that of Nwimo and Onwunaka (2017) found stated that depression is responsible for students' lateness to school. The result corroborates that of Busari (2014) who opined that depression among students is responsible for their lateness to school. The result showed that emotional instability predisposes lateness to school among secondary school students in Esan West Local Government Area of Edo State. The result agrees with that of Alabi and Oni (2017) who found that child academic performance differed significantly among the students. This indicates that emotional instability is one

of the psycho-social factors responsible for students' lateness to school in Owo Local Government, Ondo State, Nigeria.

The result disagrees with that of Akande and Ikediashi (2018) who noted that there was no significant difference in the level of students' emotional instability on the basis of students' lateness. However, depression was found as a factor responsible for students' lateness to school.

5.1 Implications for Guidance and Counselling

The outcome has implications for the introduction of school guidance services by school guidance counselors. Among several guidance services such as information, placement and referral services; findings uncover that orientation and counselling services may be needed to help reposition students for proper school adjustment and counsel them on the need to respect school time schedules respectively.

6. Recommendations

Arising from the findings, are the following recommendations:
1) Schools should operate a strict and functional punctuality policy whereby every student, teacher or any other staff of the school that resumes after a particular scheduled time will not be allowed into the school premises.
2) School administrators should build in students the virtue of "time-consciousness". There should be some compensations or reward to motivate and reinforce punctuality. For instance, awarding prizes for the most punctual male and female students at the end of the term.
3) Parents that indulge in engaging their children with domestic chores just before their school resumption should be counselled especially during PTA meetings to desist from that practice.
4) The government, on its part, can also provide transport services for students to encourage those students that live at far distances and walk/trek to and fro to school on a daily basis.

Conflict of interest

The authors declare no conflicts of interest.

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