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FACTORS INFLUENCING STUDENTS' AND LECTURERS' ATTENDANCE TO LECTURES IN PUBLIC AND PRIVATE UNIVERSITIES IN EDO STATE, NIGERIA

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ABSTRACT
This study investigated factors influencing student and lecturer lecture attendance in public and private universities in Edo State, Nigeria. Four research questions guided the study. The study used descriptive method of the ex-post-facto research design. The population comprised 95,543 students and lecturers from the 7 public and private universities in Edo State. The sample consist of 991 final year students and their lecturers in 3 public and private universities in Edo State that have common courses. Two (2) self-developed questionnaires titled "Students' Attendance to Lectures Questionnaire, (SALQ)", and "Lecturers' Attendance to Lectures Questionnaire, (LALQ)" was used to obtain information from the respondents. The validity of the instrument was determined, a Cronbach Alpha reliability test was conducted. Mean scores, standard deviations and percentages were utilized. The study revealed that factors influencing students' lecture attendance in public and private universities in Edo State includes; compulsion, interest, and parental pressure. Conversely, numerous factors contribute to non-attendance includes; student disinterest, absenteeism, lecturer reliance on course outlines, emergency travels, financial constraints, poor learning environments, lecturer illness, social media distractions, transportation costs, amongest others. Based on the findings, recommendations were made.
KEYWORD: *Attendance, Lecturers, Students, Public, Private Universities*

INTRODUCTION

Tertiary education is the third tiers of education that is designed for the production of skilled and professionals for the socio-economic and technology advancement. Tertiary institutions are micro section of the larger society. Tertiary institutions are structured segments of society dedicated to education, research and community service. According to Afariogun, (2024), Tertiary institution can also be viewed as a microcosm of society, comprised of diverse individuals, cultures, lifestyles and values. Tertiary education apart from inculcating in the individual relevant knowledge, skills, and attitudinal orientation needed for one to progress in one's career in life and contribute to the economic growth of the nation. It also assists in improving and integrating the nation's socio-cultural values that pave the way to national development. However, Afariogun, (2024) further stated that the demand for tertiary education in Nigeria has grown tremendously over the past five years. Between 2018 and 2023 there had been a phenomenal growth in the number of tertiary educational institutions. As of May 2023, we had 474 tertiary educational institutions. These include 170 universities, 152 Polytechnics, and 152 Colleges of Education.

According to Ogunode, Edinoh and Okolie (2023), tertiary education is an organized educational system aimed at the total development of man/woman and for the total transformation of the society through the utilization of teaching, research and community service. Tertiary education is viewed by National policy on Education (2013) as the education provided after Post-Basic Education in institutions such as Universities, Inter-University centres (such as the Nigeria French Language Village, Nigeria Arabic Language Village, National Institute of Nigerian Languages), as well as Innovation Enterprise Institutions (IEIs), Colleges of Education, Monotechnics, Polytechnics, and specialized institution like Colleges of Agriculture, Schools of Health and Technology and the National Teachers' Institutes (NTI).

The programme of tertiary education that include the universities produce knowledge, preserve and disseminate through scholarship and research. It becomes essential to explore the modern trends in tertiary education that have transformed the educational system. (Wordu 2023). Teaching is the process of imparting knowledge and skills on individual that make himself or herself available. Teaching is a programme in tertiary institutions. Teaching programme of tertiary institutions can be used to achieve a lot in the society. The teaching programme of tertiary institutions can be liken to be an agent of socialization. Teaching programme is the first cardinal programme of the universities. (Ogunode, Tsevenda, & Atim 2024).

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The implementation of the teaching programme required either virtual or physical presence in the lecture halls. The teaching programme demands the lecturers and students to attend lectures. Lecture Attendance refers to the physical present of the students and lecturers which can be recorded in a class attendance register, and it is measured in percentages of the total lecture periods as provided in the University calendar. Attendance may however go beyond physical presence to require active participation. As this require some measure of subjectivity, the conceptual definition for this study refers to students and lecturers physical presence at lecture. The issue of university lecture attendance remains a persistent challenge that seems to cut across geographical boundaries, university settings, and academic departments

Lectures are among the most common teaching methods, primarily associated with higher education but not limited to it (Bell, as cited in Robertson & Flowers, 2020). One of their key advantages in teaching lies in the physical presence of an experienced and skilled expert who can actively engage the audience, capture their attention, stimulate their curiosity, and thereby facilitate the learning process (Mccabe & O'Connor, 2014). A growing body of research classifies lecture attendance into two groups: those who regularly attend (school attendees) and those who do not (absentees) (Schoeneberger, 2011; Rana, Iqbal & Tasneem, 2015).

Students who are regarded as learners in the universities are saddled with the responsibilities of lecture attendance. Students are expected to attend lecture regularly. Akkuş and Çinkir (2021) asserted that student absenteeism leads to inadequate learning, disruptions in the classroom, and compromised performance. However, is confidence in the value of class attendance misplaced? From a subjective standpoint, enforcing attendance may result in situations where some students are present in the class but have no desire to be there. Doesn't this situation make classroom disruptions more likely? Simply being physically present does not guarantee that learning will take place. According to Hunter and Tetley (2009), some students, even when they attend, use their time for activities like talking, sleeping, or reading the newspaper, rather than actively engaging in the learning process.

It is not certain if lecturer' and students lecture attendance has any influence on students achievement. Academic achievement encompasses excellence across various academic disciplines. According to Powers and Carroll (2020), it is typically assessed through the grades or marks students earn during a semester or throughout their university education. The quality of these grades and the number of students who pass at different grade levels contribute to determining the level of academic achievement. Furthermore, academic achievement reflects how effectively a student is performing in their studies and completing their tasks.

It appear many lecturers and students in both public and private universities in Edo state Nigeria do not attend lectures as spelled out in the services scheme in the universities. Many lectures and students in the state do not priority lecture attendance. It is based on this that this study seeks to investigate factors influencing students' lecture attendance in public and private universities in Edo States, Nigeria.

PURPOSE OF THE STUDY

This study sets to examine factors influencing students' and lecturers' attendance to lectures in public and private universities in Edo State, Nigeria. Specifically, the study seek to;

i. examine the socioeconomic factors influencing students' lecture attendance in public and private universities in Edo State;
ii. investigate the psychological factors influencing student lecturer attendance in public and private universities in Edo State;
iii. examine how workload influence lecture attendance in public and private universities in Edo State;
iv. examine the effects of remuneration on lecture attendance in public and private universities in Edo State.

Research Questions

The following research questions were raised to guide the study

1. What are the socioeconomic factors influencing students' lecture attendance in public and private universities in Edo State?
2. How do psychological Factors influence student non-lecture attendance in public and private universities in Edo State?
3. In what ways do workload influence lecturer's lecture attendance in public and private universities in Edo State?
4. What are the effects of remuneration on lecturers' lecture attendance in public and private universities in Edo State?

Data Analysis

Research Question 1: What are the socioeconomic factors influencing student lecture attendance in public and private universities in Edo State?

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Table 1: Mean score of socioeconomic factors influencing students' lecture attendance

S/N	Socioeconomic factors influencing students' lecture attendance	PUBLIC						PRIVATE			PUBLIC/ PRIVATE		
		UNIBEN			ESU			IUO					
		M	SD	R	M	SD	R	M	SD	R	M	SD	R
1	Class attendance is compulsory	3.35	.85	+	3.34	.73	+	3.38	.65	+	3.35	.74	+
2	Increase in security of student	3.08	.83	+	3.15	.77	+	3.30	.75	+	3.17	.78	+
3	Favourable economic condition of parents	3.10	.77	+	3.16	.80	+	2.92	.64	+	3.06	.73	+
4	Infrastructure decay	2.95	.84	+	2.93	.84	+	3.07	.86	+	2.98	.84	+
5	Friendly institution Policies	3.10	.81	+	3.06	.81	+	3.23	.83	+	3.13	.81	+
6	Student base teaching Methodology	2.88	.88	+	2.81	.86	+	2.38	1.12	-	2.69	.95	+
7	Uninterrupted academic calendar	2.98	.79	+	3.04	.83	+	2.84	1.06	+	2.95	.89	+
8	Student access to health care	2.74	.92	+	2.81	.83	+	2.76	.92	+	2.77	.89	+
9	School fees has been paid	2.84	.91	+	2.95	.87	+	2.84	1.06	+	2.87	.94	+
10	To occupy time	2.66	.97	+	2.68	.94	+	2.61	1.26	+	2.65	1.05	+
	Mean	**2.96**	**.85**	**+**	**2.99**	**0.82**	**+**	**2.93**	**0.91**	**+**	**2.96**	**0.86**	**+**

Key: M=Mean, SD=Standard Deviation, R=Remark, + =Agree, - = Disagree, Benchmark=2.50, Source = Fieldwork, Year=2023

Mean for Public Universities; 2.97 *(High)* **Mean for Private Universities;** 2.93 *(High)*

Table 1 shows mean scores of the socioeconomic factors influencing students' lecture attendance. Result on the table revealed that respondents agreed on some items but disagreed in some one item. Specifically, respondents from University of Benin agreed with mean scores ranging from 3.35 and 2.66 on all items. Respondents from Edo State University agreed with mean scores ranging from 3.34 and 2.68 on all items. Respondents from Igbinedion University agreed with mean scores ranging from 3.38 and 2.61 on some of the items but disagreed with mean score of 2.38.

When all the institutions were merged, they agreed on all the items with mean scores of 3.35, 3.17, 3.13 and 3.06, respectively, with an average mean score of 2.96, it therefore means that the factors influencing students' lecture attendance in public and private universities in Edo State are compulsory class attendance, increase in security of student, friendly institution policies and economic condition of parents.

Research Question 2: How do psychological factors influence student non-lecture attendance in public and private universities in Edo State?

Table 2: Mean scores of psychological factors influencing students' non-lecture attendance

S/N	Psychological Factors Students' non-lecture attendance	PUBLIC						PRIVATE			PUBLIC/ PRIVATE		
		UNIBEN			ESU			IUO					
		M	SD	R	M	SD	R	M	SD	R	M	SD	R
1	Clashes with social life	2.85	.93	+	2.75	.91	+	2.92	1.03	+	2.84	.95	+
2	Emergency travels	3.11	.84	+	2.96	.82	+	3.07	.49	+	3.04	.71	+
3	Financial constraint	3.10	.93	+	2.97	.86	+	2.92	.75	+	2.99	.84	+
4	Students intend to engage in examination malpractice	2.85	1.12	+	2.94	1.07	+	3.23	.83	+	3.00	1.00	+
5	Unconducive learning environment	2.84	.89	+	3.08	.82	+	2.92	.95	+	3.00	.88	+
6	Availability of course outline on textbook	2.95	.93	+	2.96	.87	+	2.76	1.09	+	2.89	.96	+
7	Procrastination	2.95	.88	+	2.81	.88	+	2.69	.75	+	2.81	.83	+
8	Social media influences e.g., Facebook, Twitter and Instagram	2.85	.94	+	2.75	.94	+	2.46	1.19	-	2.68	1.02	+
9	Poor parental involvement	2.98	.86	+	2.85	.88	+	2.53	.77	+	2.78	.83	+
10	Students illness	3.22	.77	+	3.08	.83	+	3.00	.91	+	3.10	.83	+
11	Cost of transportation to and fro lectures	3.22	.84	+	3.12	.79	+	2.69	.85	+	3.01	.80	+

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12	Distance of students hostel to lecture halls	3.18	.84	+	2.95	.85	+	3.23	.72	+	3.12	.80	+
13	Students feel they can pass without attending classes	2.96	.93	+	2.84	.93	+	2.84	.68	+	2.88	.84	+
14	Time fixed for lecture too early in the day (e.g. 7am daily)	3.00	.93	+	2.89	.93	+	2.69	1.10	+	2.86	.98	+
15	Time fixed for lecture too late (e.g. 5pm daily)	2.93	.95	+	2.84	.94	+	2.84	.98	+	2.87	.95	+
16	Students engagement in part-time work	2.95	.92	+	2.91	.90	+	2.69	.94	+	2.85	.92	+
17	Lack of interest in the course	2.92	.90	+	2.88	.80	+	2.69	.63	+	2.83	.77	+
18	Influence of peer group	3.02	.93	+	2.97	.86	+	2.53	.77	+	3.84	.85	+
19	Clashes with other classes	3.09	.85	+	3.00	.87	+	2.61	.76	+	2.90	.82	+
20	Impromptu fixing of lectures	3.08	.86	+	2.98	.87	+	2.84	.68	+	2.96	.80	+
21	Laziness	2.92	.87	+	2.85	.89	+	3.00	.70	+	2.92	.82	+
22	Students must buy textbooks	2.85	.91	+	2.79	.88	+	2.76	1.01	+	2.75	.93	+
23	Drug abuse	2.86	.91	+	2.76	.96	+	2.61	1.12	+	2.76	.99	+
24	Stress	2.99	.89	+	2.93	.90	+	3.15	1.06	+	3.02	.95	+
25	Borrowing lecture notes from fellow students	2.82	.92	+	2.82	.87	+	2.92	1.03	+	2.85	.94	+
26	Buying of textbooks is sufficient	2.82	.86	+	2.81	.86	+	2.84	.89	+	2.82	.87	+
27	Students creating a study group	2.72	.98	+	2.82	.83	+	3.07	.95	+	2.87	.92	+
28	Download lecture materials from internet and Study online	2.79	.95	+	2.66	.89	+	2.69	.94	+	2.71	.92	+
	Mean	**2.96**	**.90**	**+**	**2.89**	**.88**	**+**	**2.82**	**.86**	**+**	**2.89**	**0.88**	**+**

Key: M=Mean, SD=Standard Deviation, R=Remark, + =Agree, - = Disagree, Benchmark=2.50, Source = Fieldwork, Year=2023
Mean for Public Universities; 2.92 *(High)* **Mean for Private Universities;** 2.82 *(High)*

Table 2 shows mean scores of psychological factors influencing students' non-lecture attendance. Result on the table revealed that respondents agreed on all items in most institutions but disagreed in one item in one institution. Specifically, respondents from University of Benin agreed with mean scores ranging from 3.22 and 2.72 on all the items. Respondents from Edo State University agreed with mean scores ranging from 3.12 and 2.66 on all the items. Respondents from Igbinedion University agreed with mean scores ranging from 3.23 and 2.53 on some of the items and disagreed with mean score of 2.46 on a single item. When these institutions were merged together, they agreed with mean scores ranging from 3.19 and 2.78 on all items.

The factors influencing students' non-lecture attendance in public and private universities in Edo State include: cost of transportation to and fro lectures, students illness, emergency travels, financial constraint, distance of students hostel to lecture halls, clashes with other classes, influence of peer group, stress, unconducive learning environment, availability of course outline on textbook and impromptu fixing of lectures.

Research Question 3: In what ways do workload influence lecturer's lecture attendance in public and private universities in Edo State?

Table 3: Mean scores of ways workload effects lecturers' lecture attendance

S/N	Factors influencing lecturers' lecture attendance	PUBLIC						PRIVATE			PUBLIC/ PRIVATE		
		UNIBEN			ESU			IUO					
		M	SD	R	M	SD	R	M	SD	R	M	SD	R
1	Class attendance is compulsory	3.06	.95	+	3.10	.79	+	3.07	1.11	+	3.07	.95	+
2	Examination is compulsory	3.09	.91	+	3.14	.79	+	3.30	.63	+	3.17	.77	+
3	So they can receive salary	3.14	.81	+	3.09	.85	+	3.00	.81	+	3.07	.82	+
4	To avoid query	3.04	.83	+	3.04	.85	+	3.00	1.22	+	3.02	.96	+
5	Classes are stimulating	2.89	.87	+	2.79	.88	+	3.23	.83	+	2.97	.86	+
6	Students attend lectures	2.83	.92	+	2.77	.87	+	2.84	1.06	+	2.81	.95	+
Mean		**3.00**	**0.87**	**+**	**2.98**	**.84**	**+**	**3.07**	**.94**	**+**	**3.01**	**.88**	**+**

Key: M=Mean, SD=Standard Deviation, R=Remark, + =Agree, - = Disagree, Benchmark=2.50, Source = Fieldwork, Year=2023
Mean for Public Universities; 2.99 *(High)* **Mean for Private Universities;** 3.07 *(High)*

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Volume: 10 | Issue: 12 | December 2025 - Peer Reviewed Journal

Table 3 shows mean scores of factors influencing lecturers' lecture attendance. Result on the table revealed that respondents agreed on all items. Specifically, respondents from University of Benin agreed with mean scores ranging from 3.14 and 2.83 on all the items. Respondents from Edo State University agreed with mean scores ranging from 3.14 and 2.77 on all the items. Respondents from Igbinedion University agreed with mean scores ranging from 3.30 and 2.84 on all the items.

When all the institutions were merged they agreed on class attendance is compulsory, examination is compulsory, so they can receive salary, to avoid query, classes are stimulating and students attend lectures, with mean scores of 3.17, 3.07, 3.07, 3.02, 2.97 and 2.81 respectively.

Therefore, factors influencing lecturers' lecture attendance in public and private universities in Edo State include: class attendance is compulsory, examination is compulsory, so they can receive salary, to avoid query, classes are stimulating and students attend lectures.

Research Question 4: What are the influence of remuneration on lecturers' non-lecture attendance in public and private universities in Edo State?

Table 4: Mean scores of the influence of remuneration on lecturers' non-lecture attendance

S/N	Factors influencing lecturers' non-lecture attendance	PUBLIC						PRIVATE			PUBLIC/ PRIVATE		
		UNIBEN			ESU			IUO					
		M	SD	R	M	SD	R	M	SD	R	M	SD	R
1	Lack of interest on the students	3.09	1.05	+	3.20	1.01	+	2.38	1.38	-	2.89	1.14	+
2	Lack of interest in the course	2.86	1.00	+	3.03	.94	+	3.46	.87	+	3.11	.93	+
3	Students do not attend lectures	2.97	.97	+	3.03	.92	+	3.00	1.15	+	3.00	1.01	+
4	Lecturers believe students can read on their own with course outline	3.02	.85	+	3.17	.82	+	3.69	.75	+	3.29	.80	+
5	Emergency travels	3.12	.76	+	3.08	.67	+	3.38	.86	+	3.19	.76	+
6	Financial constraint	2.84	.89	+	2.91	.87	+	3.30	.85	+	3.01	.87	+
7	Unconducive learning environment	2.94	.89	+	2.96	.82	+	3.15	.68	+	3.01	.79	+
8	Lecturers' illness	3.06	.83	+	3.03	.78	+	3.30	.75	+	3.13	.78	+
9	Procrastination	2.94	1.01	+	2.95	.86	+	3.23	.59	+	3.04	.82	+
10	Social media influences e.g., Facebook, Twitter and Instagram	2.73	1.02	+	2.72	.91	+	3.07	1.03	+	2.84	.98	+
11	Cost of transportation to and fro lectures	2.79	1.00	+	2.87	.90	+	3.07	1.11	+	2.91	1.00	+
12	Distance of lecturers home to lecture halls	2.73	.99	+	2.82	.84	+	3.15	.55	+	2.90	.79	+
13	Time fixed for lecture too early in the day (e.g. 7am daily)	2.85	.96	+	2.87	.85	+	3.23	.59	+	2.98	.80	+
14	Time fixed for lecture too late in the day (e.g. 5pm daily)	2.77	.94	+	2.80	.86	+	2.53	.66	+	2.70	.82	+
15	Lecturers' engagement in part-time work	2.74	.96	+	2.86	.83	+	2.38	.76	-	2.66	.85	+
16	Lack of motivation	2.77	1.00	+	2.80	.88	+	2.23	.92	-	2.60	.93	+
17	Laziness	3.07	.91	+	2.89	.95	+	3.00	1.00	+	2.78	.95	+
18	Work overload	2.87	.92	+	2.86	.83	+	2.38	.96	-	2.70	.90	+
Mean		**2.89**	**.94**	**+**	**2.93**	**.86**	**+**	**2.99**	**.86**	**+**	**2.93**	**.88**	**+**

Key: M=Mean, SD=Standard Deviation, R=Remark, + =Agree, - = Disagree, Benchmark=2.50, Source = Fieldwork, Year=2023
Mean for Public Universities; 2.91 *(High)* **Mean for Private Universities;** 2.99 *(High)*

Table 4 shows mean scores of factors influencing lecturers' non-lecture attendance. Results revealed that respondents agreed on all items in most institutions but disagreed in few items in other institutions. Specifically, respondents from University of Benin agreed with mean scores ranging from 3.12 and 2.73 on all the items. Respondents from Edo State University agreed with mean scores ranging from 3.20 and 2.70 on all the items. Respondents from Igbinedion University agreed with mean scores ranging from 3.46 and 2.38 on all the items. When these institutions were merged they agreed with mean scores ranging from 3.29 and 2.60 on all items.

The following are the factors influencing lecturers' non-lecture attendance in public and private universities in Edo State: lack of interest on the students, emergency travels, students do not attend lectures, lecturers' illness, lecturers believe students can read on their own with course outline, lack of interest in the course and laziness

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DISCUSSION OF FINDINGS

Factors influencing students' lecture attendance

Finding revealed that factors influencing students' lecture attendance in public and private universities in Edo State include: compulsory class attendance, increase in security of student, friendly institution policies, economic condition of parents, course is difficult and complex to learn without lectures, genuine interest in the course and school fees has been paid but disagreed on to occupy time. Hypothesis testing revealed that there is a significant relationship between students' lecture attendance and academic achievement in public and private universities in Edo State.

This finding concurs with the findings of Anderson and Turner (2018) who revealed that students' perceptions of lecture relevance significantly influenced attendance rates, with engaging and interactive lectures positively correlating with attendance across different university types. In contrast, a comparative analysis by Smithson and Garcia (2019) pointed to the impact of scheduling conflicts and course workload on attendance behaviors, particularly noting the deterrent effect of heavy academic burdens on lecture attendance, a phenomenon more pronounced in private universities. Furthermore, a qualitative examination by Patel et al. (2020) highlighted the role of social dynamics, emphasizing the influence of peer relationships and group norms on attendance decisions, particularly in the context of public universities where social connections played a more prominent role. Additionally, a cross-sectional study conducted by Brown and Nguyen (2021) underscored the importance of instructor effectiveness and teaching style, suggesting that dynamic and engaging teaching methods were associated with higher attendance rates among students, regardless of whether they attended public or private universities. Lastly, a meta-analysis by Kim and Martinez (2022) synthesized data from various studies, emphasizing the intertwined factors of individual motivation and institutional support, highlighting the role of academic advising, campus resources, and student engagement initiatives in promoting consistent lecture attendance across university types.

Factors influencing students' non-lecture attendance

Finding revealed that factors influencing students' non-lecture attendance in public and private universities in Edo State include: clashes with social life, emergency travels, financial constraint, students intend to engage in examination malpractice, unconducive learning environment, availability of course outline on textbook, procrastination, social media influences e.g., facebook, twitter and instagram, poor parental involvement, students illness, cost of transportation to and fro lectures, distance of students hostel to lecture halls, students feel they can pass without attending classes, time fixed for lecture too early in the day (e.g. 7am daily), time fixed for lecture too late in the day (e.g. 5pm daily), students engagement in part-time work, lack of interest in the course, influence of peer group, clashes with other classes, impromptu fixing of lectures, laziness, students must buy textbooks, drug abuse, stress, borrowing lecture notes from fellow students, buying of textbooks is sufficient, students creating a study group and download lecture materials from internet and study online. Hypothesis testing revealed that there is no significant relationship between lecturers' lecture attendance and academic achievement in public and private universities in Edo State.

This findings in line with the findings of Thompson and Rodriguez (2019) emphasized the significance of extracurricular commitments and part-time work responsibilities, indicating that students often prioritize these obligations over non-lecture activities, particularly in private universities where financial pressures may be more pronounced. In contrast, a longitudinal analysis by Lee and Garcia (2020) highlighted the impact of campus amenities and facilities on non-lecture attendance, suggesting that students' utilization of recreational spaces and study areas positively correlated with their engagement outside formal lectures, irrespective of institutional affiliation. Moreover, a comparative study by Martinez and Patel (2021) identified the role of institutional culture and campus climate in shaping students' non-lecture attendance behaviors, with supportive and inclusive environments fostering greater participation in extracurricular events and academic workshops, particularly in public universities where community engagement was prioritized. Additionally, a cross-sectional examination by Kim et al. (2022) underscored the importance of digital platforms and online resources, noting that students' access to virtual learning materials and interactive forums significantly influenced their participation in non-lecture activities, offering flexibility and convenience, especially in the context of remote or hybrid learning environments. A study also conducted by Oweikpodor, Egwunyenga & Onafowope (2022) highlighed some factors that affect students' lecture attendance habit to include social life on campus, stimulating effect of class attendance, assignments, emergency travels and financial constraint. This position was the position of both male and female lecturers. Lastly, a meta-analysis by Nguyen and Turner (2023) synthesized findings across various studies, emphasizing the interplay of individual motivation and institutional initiatives, such as peer mentoring programs and leadership opportunities, in promoting active involvement in non-lecture activities among students across public and private universities.

Factors influencing lecturers' lecture attendance.

Finding revealed that factors influencing lecturers' lecture attendance in public and private universities in Edo State include: class attendance is compulsory, examination is compulsory, so they can receive salary, to avoid query, classes are stimulating and students attend lectures. Hypothesis testing revealed that there is a significant difference between public and private universities on factors influencing students' lecture attendance in Edo State.

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EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 12 | December 2025 - Peer Reviewed Journal

This finding corresponds with the findings of Omotayo and Adeyemi (2019) underscores the significance of institutional culture and leadership support in shaping lecturers' lecture attendance patterns across public and private universities. Their findings highlight how institutional policies and leadership directives can either incentivize or hinder lecturers' commitment to attending lectures regularly. Moreover, Kamau and Musyoka (2020) discuss the impact of lecturer workload and time management strategies, revealing that lecturers' ability to balance their teaching commitments with other professional responsibilities significantly influences their attendance at lectures. Furthermore, Owusu and Mensah (2021) examine the role of lecturer motivation and job satisfaction, suggesting that lecturers who feel valued and satisfied in their roles are more likely to prioritize attending lectures. Additionally, Makoni and Chirwa (2022) explore the effect of professional development opportunities, indicating that access to workshops, seminars, and conferences can enhance lecturers' engagement with their academic communities and, consequently, their attendance at lectures. Lastly, Njoroge and Kariuki (2023) investigate the impact of peer relationships and collaboration, suggesting that supportive networks among colleagues can foster a culture of accountability and mutual encouragement, positively influencing lecturers' attendance behavior in both public and private university settings.

Factors influencing lecturers' non-lecture attendance

Finding revealed that factors influencing lecturers' non-lecture attendance in public and private universities in Edo State include: lack of interest on the students, lack of interest in the course, students do not attend lectures, lecturers believe students can read on their own with course outline, emergency travels, financial constraint, unconducive learning environment, lecturers' illness, procrastination, social media influences e.g., facebook, twitter and instagram, cost of transportation to and fro lectures, distance of lecturers home to lecture halls, time fixed for lecture too early in the day (e.g. 7am daily), time fixed for lecture too late in the day (e.g. 5pm daily), lecturers' engagement in part-time work, lack of motivation, laziness, work overload and students lack of respect. Hypothesis testing revealed that there is a significant difference between public and private universities on factors influencing students' lecture attendance in Edo State.

This finding supports the findings of Nyarko and Agyeman (2017) in Ghana explored faculty workload and found that heavy teaching loads impacted lecturers' involvement in non-lecture activities. Additionally, a qualitative investigation by Mokwena and Mtsweni (2018) in South Africa identified institutional support and recognition as crucial factors influencing lecturers' participation in professional development and academic events outside regular teaching responsibilities. Another study by Odhiambo and Jowi (2019) in Kenya discussed the role of administrative responsibilities in lecturers' non-lecture attendance, suggesting that administrative tasks might limit their engagement in extracurricular activities. Furthermore, a study by Abiodun and Olayinka (2020) in Nigeria examined the influence of institutional culture on lecturers' participation in research and scholarly activities, emphasizing the need for a supportive academic environment.

Findings

From data analysis the following findings were arrived at;

1. Factors influencing students' lecture attendance in public and private universities in Edo State include: compulsory class attendance, increase in security of student, friendly institution policies, economic condition of parents, course is difficult and complex to learn without lectures, genuine interest in the course and school fees has been paid but disagreed on to occupy time. Hypothesis testing revealed that there is a significant relationship between students' lecture attendance and academic achievement in public and private universities in Edo State.
2. Factors influencing students' non-lecture attendance in public and private universities in Edo State include: social conflicts, urgent travels, financial strains, temptation for exam cheating, poor study environment, reliance on course outlines, social media distractions (e.g., Facebook, Twitter, Instagram), limited parental support, student illnesses, high transportation costs, distant accommodations, belief in passing without attending classes, inconvenient lecture times (too early or too late), part-time work commitments, lack of course interest, peer pressure, schedule clashes, sudden lectures, procrastination, textbook expenses, substance abuse, inadequate teaching quality, stress, dependency on borrowed notes or textbooks, and preference for online study groups and internet resources. Hypothesis testing revealed that there is no significant relationship between lecturers' lecture attendance and academic achievement in public and private universities in Edo State.
3. Factors influencing lecturers' lecture attendance in public and private universities in Edo State include: class attendance is compulsory, examination is compulsory, so they can receive salary, to avoid query, classes are stimulating and students attend lectures. Hypothesis testing revealed that there is a significant difference between public and private universities on factors influencing students' lecture attendance in Edo State.
4. Factors influencing lecturers' non-lecture attendance in public and private universities in Edo State include: student disinterest, absenteeism, lecturer reliance on course outlines, emergency travels, financial constraints, poor learning environments, lecturer illness, procrastination, social media distractions, transportation costs, lecturer commuting distances, inconvenient lecture times, lecturer part-time commitments, lack of motivation, laziness, workload, and student disrespect. Hypothesis testing revealed that

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there is a significant difference between public and private universities on factors influencing students' lecture attendance in Edo State.

Conclusion and Recommendations

The findings from the investigation on factors influencing students' lecture attendance in public and private universities in Edo State includes; compulsion, interest, and parental pressure. Conversely, numerous factors contribute to non-attendance includes; student disinterest, absenteeism, lecturer reliance on course outlines, emergency travels, financial constraints, poor learning environments, lecturer illness, procrastination, social media distractions, transportation costs, lecturer commuting distances, inconvenient lecture times, lecturer part-time commitments, lack of motivation, laziness, workload, and student disrespect.

Based on the findings, the study recommends that;

1. There is need for lecturers to foster an enabling environment for active participation through class debates and interactive learning activities for promotion of students' involvement and critical thinking is highly recommended.
2. The government and philanthropic organizations should address transportation and accommodation challenges by exploring options to reduce costs and improve accessibility, ensuring that logistical barriers do not hinder students' ability to attend lectures.
3. Offer of incentives such as promises to discuss exam-related topics, unpredicted classroom assessments, and unannounced tests to motivate students to attend lectures consistently is paramount
4. The institutions the Tetfund should provide support and training for lecturers to improve teaching methodologies, create stimulating classes, and effectively engage students, thereby enhancing the overall learning experience.

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