

Effectiveness of Anti-Loitering Measures and Attendance Monitoring Systems in Public Primary Schools in Ilorin Metropolis

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Abstract

This study examined the effectiveness of anti-loitering measures and attendance monitoring systems of pupils in public primary schools in Ilorin Metropolis, Kwara State. A descriptive survey research design was adopted for the study. The population comprised all public primary school teachers in Ilorin Metropolis, from which a sample of one hundred (100) teachers was selected using stratified and simple random sampling techniques based on school location (LGAs). Data were collected using a self-constructed instrument titled Effectiveness of Anti-Loitering measures and Attendance Monitoring Systems Questionnaire (EALAMSQ). The instrument was validated by experts and yielded a reliability coefficient of 0.82 using Cronbach's Alpha. One research question and two null hypotheses were formulated and tested at the 0.05 level of significance. Data were analysed using mean and standard deviation to answer the research question, while Analysis of Variance (ANOVA) was used to test the hypotheses. Findings revealed that anti-loitering helped reduce pupils' movement outside classrooms, improved orderliness, and promoted discipline, while attendance monitoring systems encouraged punctuality and reduced absenteeism. The results also showed no significant difference based on teachers' years in service, but a significant difference based on school location. The study concluded that anti-loitering and attendance monitoring systems are effective in promoting discipline and regular attendance in public primary schools. It was recommended that education authorities organize regular training for teachers on anti-loitering activities, ensure equitable distribution of monitoring personnel across LGAs, support gradual adoption of simple digital attendance tools, strengthen school-parent communication through SBMC and PTA, and adopt location-sensitive policies when implementing monitoring strategies in schools.

Keywords: *Anti-loitering Teams; Attendance Monitoring Systems; Pupils' Discipline; School Attendance; Public Primary Schools*

Introduction

Primary education constitutes the bedrock of any nation's educational system, as it equips learners with fundamental literacy, numeracy, social values, and behavioural skills necessary for lifelong learning and responsible citizenship. In Nigeria, public primary schools play a critical role in achieving the objectives of the Universal Basic Education programme by ensuring that pupils acquire foundational competencies within a structured and disciplined school environment. Central to effective teaching and learning at this level is regular school attendance and pupils' sustained presence in classrooms during instructional periods. However, challenges such as pupil loitering within and around school premises, irregular attendance, and truancy continue to undermine instructional effectiveness, discipline, and learning outcomes in many public primary schools.

Loitering among pupils refers to the unnecessary roaming or lingering within or around the school premises during official school hours instead of being actively engaged in classroom learning. Such behaviour disrupts instructional time, weakens classroom control, and exposes pupils to indiscipline and negative peer influences. Existing literature consistently associate loitering with reduced instructional engagement, increased indiscipline, and poor academic outcomes. Studies conducted across different educational contexts indicate that inadequate supervision often contributes to pupils 'unnecessary movement within school premises, thereby reducing learning opportunities (Okeke, 2020; Faizan Abdjabar et al., 2012; MohdRadzi et al.s, 2011). Similarly, Ismail et al. (2010) observed that loitering activities often violate accepted school norms and ethical standards, thereby threatening the moral and academic climate of schools.

In Ilorin Metropolis, pupil loitering, truancy, and irregular school attendance continue to undermine effective teaching and learning in public primary schools despite various interventions introduced by educational authorities. The challenge of ensuring regular attendance and effective supervision remains a national concern. For instance, the Universal Basic Education Commission (UBEC) has implemented continuous quality assurance and daily school monitoring programmes, covering over 111,000 basic education schools across Nigeria between 2019 and 2021, while a national action research project on absenteeism was conducted in 600 primary schools across selected states to address attendance-related challenges. Despite these efforts, reports from UBEC continue to emphasize the need for improved monitoring, supervision, and quality assurance mechanisms in basic education schools. Furthermore, studies conducted in Kwara State have identified absenteeism and weak compliance with school routines as persistent factors affecting effective teaching and learning.

To address these challenges, anti-loitering measures and attendance-monitoring systems have been introduced in many public primary schools to complement teachers' supervisory responsibilities, improve discipline, and enhance pupil attendance. Although these interventions are widely implemented, empirical evidence regarding their effectiveness remains limited, particularly within the context of public primary schools in Ilorin Metropolis. More importantly, existing studies have largely focused on absenteeism, school discipline, and classroom management separately, with little attention given to the combined effectiveness of anti-loitering and attendance-monitoring measures. Similarly, there is a paucity of empirical studies examining whether the effectiveness of these measures differs according to teachers' years of service and school location. This gap in the literature necessitated the present study, which investigated the perceived effectiveness of anti-loitering Measures and attendance-monitoring measures in public primary schools in Ilorin Metropolis, Kwara State.

Hence, School disciplines which anti-loitering seek to reinforce, is widely recognized as foundational to effective teaching and learning. Onyali (2014) conceptualized discipline as a collective effort within the school environment aimed at shaping learners' character towards obedience, self-control, and respect for constituted authority. Giwa and Yusoff (2024) further emphasized that discipline in school administration involves adherence to rules and regulations in a respectful, orderly, and cooperative manner. Where discipline is weak, pupil's behaviour such as loitering and absenteeism tends to increase, thereby undermining instructional quality and academic achievement.

Closely related to anti-loitering measures is the implementation of attendance monitoring systems, which are designed to systematically track pupils' presence in school and classrooms. Attendance monitoring systems whether manual or technology-based serve as mechanisms for promoting punctuality, accountability, and learner engagement. Adegunju et al. (2019) argued that, Punctuality is the key to any goal-driven organization such as the school.

Unpunctuality of students in school has generated lots of concern among stakeholders in the Nigeria society. Effective attendance monitoring has been linked to improved academic performance, reduced truancy, strengthened school–home collaboration, and better education planning (UBEC, 2022). Traditional methods such as manual registers, teacher roll calls, and head teacher supervision remain common in Nigerian public primary schools, although some schools are gradually adopting digital solutions, including biometric systems and mobile-based applications.

According to Ardill (2024) noted that growing school enrolments necessitate automated attendance systems to replace time-consuming and error-prone manual methods. However, Patel and Desai (2023) cautioned that biometric attendance systems may face scalability challenges in large institutions, while Sharma et al. (2022) proposed a cloud-based system combining facial recognition with OTP verification, but their approach suffers from significant privacy concerns regarding facial data storage and transmission. Despite these challenges, Onwubiko et al. (2025) affirmed that effective attendance tracking remains a critical component of academic administration, influencing learner performance and institutional accountability. It was also supported by Ahmed et al. (2023) who posited that, smart attendance system with multi-factor authentication presents usability challenges that were inadequately addressed in their research.

Developing and preparing learners for the future requires regular school attendance by both teachers and learners to ensure that optimal training takes place. However, in line with Oghuvbu, (2012) developing and preparing learners for the future may be hampered by late coming, truancy, inability to read and lack of consultation opportunities with teachers. Regular school attendance provides opportunities to learners to realize their full potential through skills development. Sultana and Rashid (2013) posited that, punctuality and time management problems among learners in schools are related to late coming. To address loitering and time management Ogunje, et al (2025), encourage automating attendance tracking, enhancing accuracy, promoting student punctuality, and reducing administrative workload for teachers and lecturers.

In educational research, school location and teachers' years in service are widely acknowledged as contextual factors that affect instructional effectiveness, school discipline, and pupil behaviour. According to Adewale & Moyo, (2025) Teachers' years in service (teaching experience) have a significant relationship with pedagogical practices, classroom management, and behavioural supervision. They explained further that, more seasoned teachers are better equipped to anticipate and prevent pupils' disruptive behaviours and to implement systematic attendance tracking, while novice teachers often require structured support to build confidence and classroom control.

Similarly, Ekezue & Peretomode, (2025), observed that, School location often reflects broader socio-economic and infrastructural differences that shape school operations, pupil engagement, and teaching quality. For example, research in Nigeria and other contexts indicates that teachers in urban and peri-urban schools may face larger class sizes, higher pupil mobility, and more complex social environments compared to rural schools, which in turn influence classroom climate and behavioural outcomes. These disparities suggest that anti-loitering strategies and attendance systems may not yield uniform outcomes across different school locations.

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Purpose of the Study

The main purpose of this study is to assess the effectiveness of anti-loitering measures and attendance monitoring systems in public primary schools in Ilorin Metropolis.

The study thus seeks to:

1. assess the effectiveness of anti-loitering measures and attendance monitoring systems in public primary schools as express by, teachers in Ilorin metropolis.
2. identify the difference in the effectiveness of anti-loitering measures and attendance monitoring systems in public primary schools based on years in service and.
3. identify the difference in the effectiveness of anti-loitering measures and attendance monitoring systems in public primary schools based on school location.

Research Question

How effective is the anti-loitering measures and attendance monitoring systems as express by the teachers in public primary schools in Ilorin metropolis?

Research Hypotheses

The study was guided by the following hypotheses

H0₁: There is no significant difference in effectiveness of Anti-loitering Measures and attendance monitoring systems in public primary schools based on years in service.

H0₂: There is no significant difference in effectiveness of Anti-loitering Measures and attendance monitoring systems in public primary schools based on school locations

Methodology

The population for this study comprised 3,465 teachers in 217 public primary schools in Ilorin Metropolis, according to Ministry of Education (2025), Kwara State. Due to time, financial, and logistical constraints associated with covering the entire population, a sample of 100 teachers was selected for the study.

A multistage sampling procedure was employed. First, schools were stratified according to location to ensure representation of the various geographical areas within the metropolis. Thereafter, ten public primary schools were selected through stratified random sampling. From the selected schools, teachers were selected using simple random sampling, thereby giving all eligible teachers an equal opportunity to participate in the study. The selected teachers were drawn across Primary One to Primary Six classes.

The choice of 100 teachers was guided by the need to obtain data from respondents who were directly involved in classroom instruction and school attendance practices. The use of probability sampling techniques enhanced the representativeness of the sample and minimized selection bias. Nevertheless, the findings of the study should be interpreted within the context of the sample size, which may limit the extent to which the results can be generalized to all public primary school teachers in Ilorin Metropolis.

Data for the study were collected using a self-constructed instrument titled Effectiveness of Anti-Loitering Measures and Attendance Monitoring Systems Questionnaire (EALAMSQ). The instrument was developed based on the objectives of the study and relevant literature on school discipline, attendance monitoring, and anti-loitering practices in primary schools.

The questionnaire consisted of two sections. Section A elicited respondents' demographic information, namely school location and years in service. Section B contained 20 items organized into two dimensions.

The first dimension, Effectiveness of Anti-Loitering Measures, comprised 10 items (Items 1–10) designed to assess respondents' perceptions of the effectiveness of anti-loitering Measures in promoting discipline, reducing unnecessary movement, enhancing school orderliness, and improving supervision within the school environment. Sample items included: "The presence of anti-loitering teams has significantly reduced pupils' movement outside classrooms during school hours" and "The anti-loitering system has improved overall school orderliness."

The second dimension, Effectiveness of Attendance Monitoring Systems, consisted of 10 items (Items 11–20) that measured respondents' perceptions of the effectiveness of attendance monitoring practices in promoting regular attendance, punctuality, discipline, and compliance with school regulations. Sample items included: "Attendance monitoring helps reduce pupils' absenteeism" and "Attendance monitoring encourages punctuality among pupils."

Responses were rated on a four-point Likert scale comprising Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), and Strongly Disagree (SD = 1). Scores for each item were summed and converted to mean scores for analysis. A criterion mean of 2.50 was adopted for decision-making. Mean scores of 2.50 and above indicated agreement with an item, while mean scores below 2.50 indicated disagreement. The distribution of the instrument is presented as follows:

Section A: Demographic Information (School Location and Years in Service)

Section B:

- Dimension I: Effectiveness of Anti-Loitering Measures (10 items)
- Dimension II: Effectiveness of Attendance Monitoring Systems (10 items)

Total Items: 20

The instrument was subjected to face and content validation by three experts in Educational Management and Measurement and Evaluation. Their observations and recommendations were used to improve the clarity, relevance, and adequacy of the items. On reliability a pilot study was conducted among teachers outside the study area, the instrument was determined using Cronbach's Alpha, yielding coefficients of 0.82 for Attendance Monitoring Systems, 0.79 for

Anti-Loitering Measures, and an overall coefficient of 0.81, indicating that the instrument was reliable for data collection, while the research hypotheses were tested using Analysis of Variance (ANOVA) at a 0.05 level of significance.

Answering research Questions

Research Question: How effective is the anti-loitering Measures and attendance monitoring systems as express by the teachers in public primary schools in Ilorin metropolis?

In answering this research on, mean of responses of the teachers' choice to each items on the questionnaire on how they express the effectiveness of the anti-loitering Measures and attendance monitoring systems in Ilorin metropolis.

Table 1: Mean and Standard Deviation Analysis of Teachers' Perceptions of the Effectiveness of Anti-Loitering Measures and Attendance Monitoring Systems in public Primary Schools in Ilorin Metropolis (N = 100)

S/N	Questionnaire Items	Mean	SD
1.	The presence of Anti-loitering has significantly reduced pupils movement outside classrooms during school hours.	3.22	.675
2.	The anti-loitering helps maintain order around the school premises.	3.11	.709
3.	The activities of anti-loitering teams promote discipline among pupils.	3.07	.655
4.	Pupils now remain within the school premises throughout school hours due to the teams activities.	2.99	.674
5.	This system helps teachers to supervise pupils more effectively.	3.06	.693
6.	Cases of truancy have reduced since the introduction of the anti-loitering teams.	2.96	.567
7.	The anti-loitering has improved overall school orderliness.	3.00	.666
8.	Anti-loitering operations contribute positively to pupils academic engagement.	2.99	.703
9.	Teacher cooperation enhances the effectiveness of the anti-loitering in some schools more than others.	2.96	.709
10.	The effectiveness of the anti-loitering differs from one public primary school to another.	2.83	.652
11.	Attendance monitoring is a compulsory school routine.	2.99	.810
12.	Head teachers regularly supervise attendance records.	2.94	.801
13.	Attendance monitoring helps reduce pupils' absenteeism.	2.95	.833
14.	Parents are informed when pupils are absent.	2.92	.812
15.	Attendance monitoring encourages punctuality among pupils.	2.94	.826
16.	Attendance monitoring promotes discipline in the school.	2.91	.779
17.	Manual attendance registers are effective in my school.	3.01	.870
18.	Roll calls are conducted regularly.	2.96	.898
19.	Pupils' compliance with classroom rules has improved.	2.90	.870
20.	Lack of digital tools affects attendance efficiency in my school.	2.78	.938
	Weighted Mean	2.97	

Source: Field Work 2026

Table 1: Revealed how teachers' expresses the effectiveness of anti-loitering and attendance monitoring systems of pupils in Ilorin metropolis, Kwara state. Responses to items that sought information on the topic revealed that the above items are the effectiveness of anti-loitering and attendance monitoring systems in Ilorin metropolis because the benchmark weighted mean score stood at 2.50 and the weighted mean score was 2.97 which is above the benchmark weighted mean. Thus, teacher's expresses the effectiveness of anti-loitering and attendance monitoring systems in Ilorin metropolis, Kwara State.

H0₁: There is no significant difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on years in service.

Table 2: ANOVA Showing the difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on years in service.

Variable	Sum of Squares	DF	Mean Square	F	Sig.	Decision
Between Group	1038.416	4	259.604			
			2.699	.035		Not Significant
Within Group	9138.574	95	96.196			

*Significant $P < .05$

Data in Table 2 showed the F-Value calculated of 2.699, while p-value is .035. Since the p-value is less than the significant value of 0.05. Therefore, the hypothesis which stated that there is no significant difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on years in service is not rejected which implies that there is no statistically significant difference observed in the effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on years in service.

H0₂: There is no significant difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on school locations.

Table 3: ANOVA showing the difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on school location.

Variable	Sum of Square	DF	Mean Square	F	Sig.	Decision
Between Group	1401.979	2	700.989			
			7.749	.001		Not Significant
Within Group	8775.011	97	90.464			

*Significant $P < .05$

Data in Table 3 showed the F-Value calculated of 7.749, while p-value is .001. Since the p-value is less than the significant value of 0.05. Therefore, the hypothesis which stated that there is no significant difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on school locations is rejected which implies that there is significant difference in effectiveness of Anti-loitering and attendance monitoring systems in public primary schools based on school locations.

Discussion of Findings

The findings of this study revealed that anti-loitering and attendance monitoring systems are generally effective in public primary schools in Ilorin Metropolis, as expressed by teachers. This conclusion is supported by the overall weighted mean score of 2.97, which is above the benchmark mean of 2.50.

This indicates that teachers perceive these interventions as contributing positively to school orderliness, pupil discipline, reduced loitering, improved punctuality, and enhanced classroom engagement. Specifically, items relating to reduced pupil movement outside classrooms, maintenance of order within school premises, promotion of discipline, and encouragement of punctuality recorded relatively high mean scores.

This finding aligns with existing literature which emphasizes that structured supervision and consistent attendance monitoring are critical mechanisms for minimizing truancy, improving instructional time, and fostering effective school administration. The result corroborates with Faizan AbdJabar et al. (2012), who identified loitering as a negative behavioural culture that undermines purposeful engagement and learning. The implication is that the presence of anti-loitering and systematic attendance monitoring helps curb idle behaviours and promotes a more focused learning environment in public primary schools.

The first hypothesis examined whether there was a significant difference in the effectiveness of anti-loitering and attendance monitoring systems based on teachers' years in service. The ANOVA result revealed an F-value of 2.699 with a p-value of .035. Since the p-value is less than the 0.05 level of significance, the null hypothesis is rejected, indicating that a statistically significant difference exists in the effectiveness of anti-loitering measures and attendance monitoring systems based on teachers' years in service. This interpretation is supported by Adewale & Moyo, (2025), who found that, experienced teachers typically demonstrate higher proficiency in behaviour control, enforcement of school routines, and collaboration with school authorities, drawing on years of accumulated classroom situations and strategies. Similarly, the finding also implies that less experienced teachers may require additional support, mentoring, and structured supervision to effectively utilize anti-loitering mechanisms and attendance systems. In line with MohdRadzi et al. (2011), nurturing learners' moral and behavioural development requires skilled and confident educators who can guide pupils through consistent monitoring and discipline. Therefore, differences in years of service may translate into varying levels of effectiveness in managing pupil loitering and attendance.

The second hypothesis examined differences in effectiveness based on school location. The ANOVA result showed an F-value of 7.749 with a p-value of .001, which is less than 0.05, leading to the rejection of the null hypothesis. This indicates that there is a statistically significant difference in the effectiveness of anti-loitering measures and attendance monitoring systems based on school location. This result is consistent with Ajayi and Afolabi (2019), who reported significant disparities between schools in different locations in terms of discipline enforcement, supervision, and learner attendance. Giwa and Yusoff (2024) further emphasized that effective school discipline depends on orderly administration, adequate supervision, and compliance with rules conditions that may vary across locations.

Conclusion

This study examined the effectiveness of anti-loitering measures and attendance monitoring systems in public primary schools in Ilorin Metropolis, with particular attention to differences based on teachers' years in service and school location. Findings from the study revealed that anti-loitering and attendance monitoring systems are generally effective, as teachers expressed positive perceptions regarding their role in reducing pupil loitering, improving punctuality, enhancing discipline, and promoting orderly school environments. The overall weighted mean score exceeding the benchmark value indicates that these interventions contribute meaningfully to effective teaching and learning in public primary schools.

The finding hypothesis one established that teachers' years in service significantly influence the effectiveness of anti-loitering measures and attendance monitoring systems. This suggests that teaching experience plays an important role in classroom supervision, enforcement of discipline, and collaboration with monitoring teams. Experienced teachers appear better positioned to utilize these mechanisms effectively due to their familiarity with school routines, pupil behaviour patterns, and disciplinary procedures.

Additionally, second hypothesis revealed a significant difference in effectiveness based on school location (LGAs). This finding underscores the impact of contextual factors such as availability of monitoring personnel, administrative supervision, infrastructural adequacy, and parental involvement, which often vary across locations. Schools in more advantaged locations tend to implement anti-loitering and attendance monitoring measures more effectively than those in less advantaged areas.

Proposed intervention

Based on the findings and conclusions of this study, the following interventions are proposed:

1. Education authorities should organize regular training, workshops, and mentoring programmes on anti-loitering activities for the teachers.
2. The Ministry of Education should ensure equitable distribution of anti-loitering and monitoring personnel across all LGAs.
3. Schools should strengthen communication with parents, especially regarding pupil absenteeism and habitual loitering through SBMC and PTA.
4. Head teacher should ensure that anti-loitering measures are properly enforced during school hours.
5. Policymakers should recognize that a uniform approach may not yield equal outcomes across different school locations.

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