PERCEIVED INFLUENCE OF COMPUTER-BASED TEST ON UNDERGRADUATES' LECTURE ATTENDANCE IN OGUN STATE, NIGERIA

Ishola, Adebayo Monsur & Benedict, J. 'Niyi
Department of Educational Technology,
College of Specialised and Professional Education,
Tai Solarin University of Education, Ijebu-Ode
**Corresponding Author: *isholaadebayo20@gmail.com;*
niyibenedict@yahoo.co.uk

Abstract
Computer-Based test is key to testing the achievement performance of students as well as meeting up with the educational standards across the world. This study investigated the perceived influence of computer-based test on undergraduates' lecture attendance in Ogun State, Nigeria. The descriptive survey research design was adopted. The population comprised of students of Tai Solarin University of Education, Ijebu-Ode, Olabisi Onabanjo University, Ago-Iwoye, and Federal University of Agriculture, Abeokuta, all in Ogun State. The simple random sampling technique was used to select six hundred (600) students from the total population of students in the selected schools using Taro Yamane sampling size (200 from each university). Instrument titled "Computer-Based Test and Lecture Attendance Questionnaire (CBTLAQ)" (r = 0.79) was used for data collection and data were analyzed mean, standard deviations, Regression analysis and t-test statistics at 0.05 level of significance. Findings showed that Computer-Based Test influences undergraduates' lecture attendance (β = .807; p □ 0.05). Also, significant difference exists in the lecture attendance of male and female undergraduates (t-cal = 13.071; p < 0.05). It was recommended that schools should invest in CBTs for institutional efficiency and ensure that students are provided with the CBT-based gadgets which can enhance their regularity in class.

Ke**ywords:** Perceived influence, Computer-Based Test, undergraduates, lecture attendance,

Background to the Study

Attendance at lectures in the university is considered a prerequisite to attaining success for students. On the other hand, absenteeism, which is staying away from lectures, is the direct opposite of lecture attendance. Factors contributing to absence from lecture, according to Abdelrahman and Abdelkader (2017), include a deficiency of staff in terms of their duties and comprehension of the contents of lecture by students. Most students relate absence from lectures to poor school infrastructure (Baloyi, 2014). Various factors, for example, including peer pressure, lack of instructional aids, staying long distance from campus and so on might make students stay away from coming to class. Chukwu (2017) stated that staying away from lectures by students could also be linked to interest in other things other than educational programmes.

Technology has been applied in almost every sphere of human endeavour. In this application, the educational setting is not left out. Of particular interest is the use of computers in improving the effectiveness of the processes of education at all levels (Chua, 2013). For instance, the application of Information and Communication Technologies (ICTs) in the registration and administering of tests/examinations on students assists in attaining efficiency and error-free results and computation. One technology which has been adopted in universities is the Computer Based Test (CBT). Aside from being used for test taking, it can also be adapted for teaching. Some of the major advantages of the use of CBT include its flexibility in relation to timing, stand-alone subject module; its scalability and robustness. Information and Communication Technologies, according to David (2016) have greatly influenced the conduct of examinations and other teaching and learning activities in school. Technology-based teaching and learning activities provide educators with the ability to carry out their duties including measuring complex forms of knowledge otherwise impossible with the use of the traditional methods (Bodmann and Robinson, 2004). Based on this, CBT is now one of the most important ICT tools used in schools. However, as important as CBT is, in most cases and in most Universities, there must be students on campuses and in classrooms to use it. This leads to the issue of students' regular presence in the class for lectures because an important requirement need by students to succeed on campus is regular attendance of class lecture. According to

Ul-Saufie, Ahmad and Ahmat (2018), attending lectures ensures that students will have the opportunity to listen directly to what the lecturer is saying and it is assumed that this will lead to a better performance. Also, class attendance stands as an essential criterion in improving student's performance.

It appears that the factors preventing students from attending lectures punctually and regularly are mainly individual. Weekday and starting time of the course significantly affect class attendance. Classes on Monday, Wednesday, and Friday, as well as early in the morning (8-9 a.m.) are attended less regularly (Wolbring, 2012). Amongst the most frequently cited causes of non-attendance were sleeplessness, ill health and the inefficiency of lectures in overcrowded halls (Bati, Mandiracioglu, Orgun, and Govsa, 2013). Wadesango and Machingambi (2011) reported that absenteeism is rampant among the students in African universities due to reasons like lack of subject interest, poor teaching strategies by lecturers, unfavourable learning environment, too much socialization, part-time jobs to augment meager bursaries granted by various sponsors and poor relations with the lecturers. However, studies have shown that students use alternate content channels for review and rarely as a substitute for the classroom lecture (Technology and teaching, 2013). Nevertheless, absence can be viewed as a very personal decision based on both the ability to attend lectures and the motivation to attend (Kottasz, 2005, cited by Snejana and Veselina, 2013).

Bati, Mandiracioglu, Orgun and Govsa (2013) reported that more difficult courses have higher range of attendance compared with not so tough courses as students are able to take their own lecture notes, learning which aspects of the lecture content were being emphasized. Some researchers state that 25% or more students are likely to be absent from lectures on any given day (Snejana and Veselina, 2013). However, Wolbring (2012) found that absenteeism is higher, if the course pace is too fast and courses are too difficult. Student attendance has long been linked to success in school. Yolanda (2009) reported that gender contributes to students' participation in class lectures. As the course level increases, females participate more in lecture interactions than males. Different gender contributes to the level of participation of students in lectures. There is a stronger

tendency for females to attend lectures more than males (Snejana and Veselina, 2013).

The study of students' absence from lectures is very important because attendance in classes is vital as students are more likely to perform better and achieve lecture objectives when they present themselves in classes (Ahmed, 2013). Absenteeism disturbs the dynamic teaching-learning environment and adversely affects the overall well-being of classes (Segal, 2008). The magnitude of irregular attendance at school and classes does not only affect the absent students, but also impacts on lecturers' ability to articulate the curriculum requirements, and to plan and present instructional activities in an organized and meaningful way (Vidyakala And Priya, 2015). Based on the foregoing, this study examines the perceived influence of Computer-Based Test on undergraduates' lecture attendance in Ogun State.

Statement of the Problem

Attendance of lectures by students ensure that they will be able to listen to the lecturer directly and it is believed that this might assist in their understanding of the concept being taught. Despite this importance, staying away from lectures still persists and this is still a common problem in universities. The challenge remains as students still stay out of class as observed by the researcher. Inability to get motivated by lack of the use of ICT and related gadgets in the classroom for academic purposes sometimes makes students to dislike classes, thereby missing lectures. Consequently, absence from lectures makes students to miss important information from peers and their lecturers in addition to missing the benefits of attendance. ICT has revolutionized the educational landscape. One of the tools of ICT which is reasoned to be of help in the control chronic absence from lectures is CBT. Since most schools have adopted this ICT tool, it is believed that its adaption for teaching and learning should be able to assist in reducing chronic absence from classes. It is in view of this that this study examined the perceived influence of Computer-Based Test on students' attendance in lecture classes among undergraduate students in Ogun State.

Research Questions

The following research questions were answered in this study:

1. What is the extent of undergraduates' punctuality in class based on the influence of CBT?
2. What is the extent of undergraduates' regularity in class based on the influence of CBT?

Hypotheses

Ho1: There is no significant influence of Computer-Based Test on undergraduate students' lecture attendance.

Ho2: There is no significant difference in the lecture attendance of male and female undergraduates based on the influence of CBT.

Methodology

The methodology adopted was the descriptive survey research design. The population of the study comprised of all the students of Tai Solarin University of Education, Ijebu-Ode, Olabisi Onabanjo University, Ago-Iwoye, and Federal University of Agriculture, Abeokuta, all in Ogun State. The sample of the study was made up of six hundred (600) students, 200 from each university. The simple random sampling technique was used for sample selection. Research instrument titled "Computer-Based Test and Lecture Attendance Questionnaire (CBTLAQ)" was used for data collection with options: Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD), respectively. The instrument was validated by two lecturers in the Department of Educational Technology to assess its face and content validity while the reliability of the instrument was done using the test-retest method and after the Cronbach Alpha reliability testing, a coefficient of 0.79 and it confirmed that the instrument was reliable. The instrument was administered to the selected students on their various campuses after obtaining their consents to participate in the study. The research questions raised were answered using the descriptive statistic of mean (2.5 as the benchmark) and standard deviations while the hypotheses stated were tested using Regression and t-test at 0.05 level of significance.

Results

Research Question 1: What is the extent of undergraduates' punctuality in class?

Table 1: Showing the frequencies, Mean and STD results on the extent of undergraduates' punctuality in class based on the influence of CBT

S/N	Items on Punctuality	SA	A	D	SD	Mean	STD
1.	I am always interested in going to class early whenever Computer-Based Tests would be used for assessment.	266 (51.0%)	193 (37.0%)	30 (5.7%)	33 (6.3%)	3.33	.846
2.	I am always serious about going to classes when the use of Computer-Based Tests is involved.	227 (43.5%)	216 (41.4%)	45 (8.6%)	34 (6.5%)	3.22	.858
3.	Because I know that my scores would be safe and accurate when Computer-Based Test is used, I always attend class early.	173 (33.1%)	255 (48.9%)	71 (13.6)	23 (4.4%)	3.11	.796
4.	Computer-Based Test mode of assessment does not require regular attendance at lecture before one can pass.	82 (15.7%)	222 (42%)	179 (34.3%)	39 (7.5%)	2.66	.829
5.	It is not necessary to attend lecture regularly when the mode of assessment is CBT.	77 (14.8%)	153 (29.3)	208 (39.8%)	84 (16.1%)	2.43	.929
6.	With Computer-Based Test mode of assessment, punctuality at lecture is not a must to pass exam.	96 (17.6%)	180 (34.5%)	154 (29.5%)	92 (17.6%	2.54	.985
7.	My attendance at lecture has improved better now that CBT is	148 (28.4%)	233 (44.6%)	105 (20.1%)	36 (6.9%)	2.94	.871

	used as mode of assessment.						
8.	I do not think that it is important to attend lecture punctually because the mode of assessment is CBT.	62 (11.9%)	133 (25.5%)	229 (43.9%)	98 (18.8%)	2.30	.909
9.	Use of Computer-Based Tests or not, I get to class whenever I like.	62 (11.9%)	127 (24.3%)	228 (43.7%)	105 (20.1%)	2.28	.918
10.	Even as my scores are safe and accurate when Computer-Based Test is used, I am not always punctual to class.	48 (.2%)	114 (21.8%)	228 (43.7%)	132 (25.3%)	2.15	.909
11.	My attendance at lecture has decreased lately because CBT is used as mode of assessment.	59 (11.3%)	123 (23.6%)	219 (42.0%)	121 (23.2%)	2.23	.932
12.	My attendance at lecture has not changed from what it used to be when the mode of assessment was paper-pen mode of assessment.	135 (25.9%)	219 (42.0%)	123 (23.6%)	45 (8.6%)	2.85	.905
13.	The faster nature at which scores and other reports are made available through the use of Computer-Based Tests are not enough to make me always punctual to class.	64 (12.3%)	181 (34.7%)	214 (41.0%)	63 (12.1%)	2.47	.859
14.	I still get late to class most times regardless of my likeness for Computer-Based Test.	79 (15.1%)	82 (15.7%)	225 (43.1%)	136 (26.1%)	2.20	.993
15.	Even as missing scripts and scores are not common in CBT that does not make me get	79 (15.1%)	82 (16.1%)	276 (52.9%)	83 (15.9%)	2.30	.913

	to class early.						
16.	I like the idea of CBT but its influence is not strong enough to make me get to class early.	72 (13.8%)	158 (30.3%)	229 (43.9%)	63 (12.1%)	2.46	.876
17.	My likeness for Computer-Based Test is very strong but it has not been able to influence my early arrival for lecture classes.	88 (16.9%)	145 (27.8%)	232 (44.4%)	57 (10.9%)	2.51	.898

Average Mean = 2.58
Benchmark Mean = 2.50

Decision Rule: Mean of less than 2.50 shows that Computer-Based Test does not positively influence undergraduate students' punctuality in class, while a Mean of 2.50 and above shows that Computer-Based Test positively influence undergraduate students' punctuality in class.

As shown in the results in table 1, and in relation to the Average Mean (2.58) which is greater than the Benchmark Mean of 2.50, it was shown that Computer-Based Test does positively influenced undergraduate students' punctuality in class. The results further show that I am always interested in going to class early whenever Computer-Based Tests would be used for assessment ($\bar{X}$ = 3.33); I am always serious about going to classes when the use of Computer-Based Tests is involved ($\bar{X}$ = 3.22); Because I know that my scores would be safe and accurate when Computer-Based Test is used, I always attend class early ($\bar{X}$ = 3.11); Computer-Based Test mode of assessment does not require regular attendance at lecture before one can pass ($\bar{X}$ = 2.66); It is not necessary to attend lecture regularly when the mode of assessment is CBT ($\bar{X}$ = 2.43); With Computer-Based Test mode of assessment, punctuality at lecture is not a must to pass examination ($\bar{X}$ = 2.54); My attendance at lecture has improved now that CBT is used as mode of assessment ($\bar{X}$ = 2.94); I do not think that it is important to attend lecture punctually because the mode of assessment is CBT ($\bar{X}$ = 2.30); Use of Computer-Based Tests or not, I get to class whenever I like ($\bar{X}$ = 2.28); and that even as my scores are safe and accurate when Computer-Based Test is used, I am not always punctual to class ($\bar{X}$ =

2.15). Also, the results showed that my attendance at lecture has decreased lately because CBT is used as mode of assessment ($\bar{X}$ = 2.23); My attendance at lecture has not changed from what it used to be when the mode of assessment was paper-pen mode of assessment ($\bar{X}$ = 2.85), among others. In view of the above, it was concluded that Computer-Based Test positively influences undergraduate students' punctuality in class for lecture.

Research Question 2: What is the extent of undergraduates' regularity in class?

Table 2: Showing the frequency, Mean and STD results on the extent of undergraduates' regularity in class based on the influence of CBT

S/N	Items on Regularity	SA	A	D	SD	Mean	STD
1.	I am always regular in class whenever Computer-Based Tests would be used for assessment.	238 (45.6%)	205 (39.3%)	38 (7.3%)	41 (7.9%)	3.23	.891
2.	I am always regular in since the use of technology (Computer-Based Test) improves my learning.	228 (43.7%)	202 (38.7%)	61 (11.7%)	31 (5.9%)	3.20	.867
3.	My regularity in class has improved because my scores are safe and accurate in Computer-Based Test database.	196 (37.5%)	222 (42.5%)	70 (13.4%)	34 (6.5%)	3.11	.871
4.	I am always serious about attending classes when the use of technology (Computer-Based Tests) is involved.	184 (35.2%)	236 (45.2%)	57 (10.9%)	45 (8.6%)	3.07	.896
5.	Whenever my grades improve due to CBT, I am always regular in class.	139 (26.6%)	244 (46.7%)	104 (19.9%)	35 (6.7%)	2.93	.855
6.	Even as my scores	81	123	230	88	2.38	.940

	are safe and accurate when Computer-Based Test is used, I am not always regular in class.	(15.5%)	(23.6%)	44.1%)	(16.9%)		
7.	I am always regular in class due to my likeness for Computer-Based Test.	152 (29.1%)	241 (46.2%)	89 (17.0%)	40 (7.7%)	2.97	.877
8.	My likeness for Computer-Based Tests influences my regular attendance in class.	156 (29.9%)	247 (47.3%)	87 (16.7%)	32 (6.1%)	3.01	.844
9.	Due to my interest in CBT as a result of its efficiency, I always make sure I am always regular in class.	174 (33.3%)	248 (47.5%)	53 (10.2%)	47 (9.0%)	3.05	.891
10.	Because I am aware that missing scripts and scores are not common in CBT environments, I make sure that I am always regular in class.	149 (28.5%)	245 (46.9%)	89 (16.9%)	40 (7.7%)	2.96	.872
11.	My regularity in class is not as a result of Computer-Based Test.	170 (32.6%)	185 (35.4%)	121 (23.2%)	46 (8.8%)	2.92	.951
12.	Use of Computer-Based Tests or not, I am not always regular in class.	110 (21.1%)	140 (26.8%)	174 (33.3%)	98 (18.8%)	2.50	1.024
13.	I am always regular in class due to the faster nature at which scores and other reports are made available through CBT.	181 (34.7%)	203 (38.9%)	92 (17.6%)	46 (8.8%)	2.99	.937
14.	Even as technology (Computer-Based	117 (22.4%)	173 (33.1%)	160 (30.7%)	72 (13.8%)	2.64	.978

	Test) improves my learning, I still struggle to be result in class.						
15.	My likeness for Computer-Based Test is very strong but it has not been able to influence my regularity in class.	75 (14.4%)	212 (40.6%)	188 (36.0%)	47 (9.0%)	2.60	.841
16.	Even as missing scripts and scores are not common in CBT that does not make me to be regular in class.	114 (21.8%)	129 (24.7%)	191 (36.6%)	88 (16.9%)	2.52	1.013
17.	I am not always regular in class most times regardless of my likeness for Computer-Based Test.	68 (13.0%)	170 (32.6%)	203 (38.9%)	81 (15.5%)	2.43	.904
18.	The faster nature at which scores and other reports are made available through the use of Computer-Based Tests are not enough to make me always regular in class.	96 (18.4%)	160 (30.7%)	214 (41.0%)	52 (10.0%)	2.57	.902
19.	I like the idea of CBT but its influence is not strong enough to make regular in class.	90 (17.2%)	129 (24.7%)	271 (51.9%)	32 (6.1%)	2.53	.847
20.	Improvements in my grades as a result of the use of CBT has not improved my regularity in class.	88 (16.9%)	124 (23.8%)	267 (51.1%)	43 (8.2%)	2.49	.868

Average Mean = 2.81

Benchmark Mean = 2.50

Decision Rule: Mean of less than 2.50 shows that Computer-Based Test does not positively influence undergraduate students' regularity in class

while a Mean of 2.50 and above shows that Computer-Based Test positively influence undergraduate students' regularity in class.

As shown in the results in table 2, and in relation to the Average Mean (2.81) which is greater than the Benchmark Mean of 2.50, it was concluded that Computer-Based Test positively influences undergraduate students' regularity in class. The results further showed that I am always regular in class whenever Computer-Based Tests would be used for assessment ($\bar{X}$ = 3.23); I am always regular in since the use of technology (Computer-Based Test) improves my learning ($\bar{X}$ = 3.20); My regularity in class has improved because my scores are safe and accurate in Computer-Based Test database ($\bar{X}$ = 3.11); I am always serious about attending classes when the use of technology (Computer-Based Tests) is involved ($\bar{X}$ = 3.07); Whenever my grades improve due to CBT, I am always regular in class ($\bar{X}$ = 2.93); Even as my scores are safe and accurate when Computer-Based Test is used, I am not always regular in class ($\bar{X}$ = 2.38); I am always regular in class due to my likeness for Computer-Based Test ($\bar{X}$ = 2.97); My likeness for Computer-Based Tests influences my regular attendance in class ($\bar{X}$ = 3.01); Due to my interest in CBT as a result of its efficiency, I always make sure I am always regular in class ($\bar{X}$ = 3.05); Because I am aware that missing scripts and scores are not common in CBT environments, I make sure that I am always regular in class ($\bar{X}$ = 2.96); My regularity in class is not as a result of Computer-Based Test ($\bar{X}$ = 2.92) and that; Use of Computer-Based Tests or not, I am not always regular in class ($\bar{X}$ = 2.50). Also, the result shows that I am always regular in class due to the faster nature at which scores and other reports are made available through CBT ($\bar{X}$ = 2.99), among others. It was concluded that Computer-Based Test positively influences undergraduate students' regularity in class.

Ho1: There is no significant influence of Computer-Based Test on undergraduate students' lecture attendance

Table 3: Linear Regression Analysis showing influence of Computer-Based Test on undergraduate students' Lecture Attendance

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-6.356	2.092		-3.038	.003
CBT	.407	.025	.807	16.363	.000

Dependent Variable: Lecture Attendance

Table 3 presents the influence of Computer-Based Test on undergraduate students' lecture attendance in class. The table revealed that Computer-Based Test (β = .807; p 0.05) highly influences undergraduate students' lecture attendance. The influence of Computer-Based Test on undergraduate students' lecture attendance is however significant. The use of Computer-Based Testing seems to propel students' attendance at lectures as scheduled. Hence, the null hypothesis was rejected. Therefore, there is a significant influence of Computer-Based Test on undergraduate students' lecture attendance.

Ho2: There is no significant difference in the lecture attendance of male and female undergraduates

Table 4: Showing t-test results on difference in the lecture attendance of male and female undergraduate students.

Variable	N	Mean	STD	t-cal	t-tab	p-value	Remark
Male	227	101.57	14.296				
Female	295	98.95	11.097	13.071	1.283	.000	Sig.

Based on the result in table 4, there is significant difference in lecture attendance of male and female undergraduate students. According to the result (t-cal = 13.071; p < 0.05), a significant difference exists in their lecture attendance with males having a higher mean of 101.57 while female students have a mean of 98.95. In view of this, the stated null hypothesis that there is no significant difference in the lecture attendance of male and female undergraduates is rejected while an

alternative hypothesis is accepted that there is a significant difference in the lecture attendance of male and female undergraduates. This further shows that male students attend lecture more than their female counterparts. In view of this, it was concluded that there is a significant difference in lecture attendance of male and female undergraduate students.

Discussion of Findings

Research question one has to do with the extent of undergraduates' punctuality in class. The result, based on the Average Mean of 2.58, which was greater than the Benchmark Mean of 2.50, it was concluded that Computer-Based Test positively influenced undergraduate students' punctuality in class. It appears that the factors preventing students from attending lectures punctually and regularly are mainly individual. Weekday and starting time of the course significantly affect class attendance. Classes on Monday, Wednesday, and Friday, as well as early in the morning (8-9 a.m.) are attended less regularly (Wolbring, 2012). Amongst the most frequently cited causes of non-attendance were sleeplessness, ill health and the inefficiency of lectures in overcrowded halls (Bati, Mandiracioglu, Orgun and Govsa, 2013). On the extent of undergraduates' regularity in class based on CTB usage, the study found that Computer-Based Test positively influences (Average Mean of 2.81) undergraduate students' regularity in class. According to Ali (2009), students who attended class more regularly were amongst the best students in their class. However, a larger percentage of students who had very low attendance were the top low students in class. Wadesango and Machingambi (2011) reported that absenteeism is rampant among the students in African universities due to reasons like lack of subject interest, poor teaching strategies by lecturers, unfavorable learning environment, too much socialization, part-time jobs to augment meagre bursaries granted by various sponsors and poor relations with the lecturers. However, studies have shown that students use alternate content channels for review and rarely as a substitute for the classroom lecture (Technology and teaching, 2013). Nevertheless, absence can be viewed as a very personal decision based on both the ability to attend lectures and the motivation to attend (Kottasz, 2005, cited by Snejana and Veselina, 2013).

Hypothesis one of the study stated that there is no significant influence of Computer-Based Test on undergraduate students' lecture attendance. The result revealed that Computer-Based Test highly influences undergraduate students' lecture attendance (β = .807; p 0.05). The influence of Computer-Based Test on undergraduate students' lecture attendance is however significant. The use of Computer-Based Testing seems to propel students' attendance at lectures as scheduled. Hence, the null hypothesis was rejected. Therefore, there is a significant influence of Computer-Based Test on undergraduate students' lecture attendance. Bati, Mandiracioglu, Orgun, and Govsa (2013) reported that more difficult courses have higher range of attendance compared with not so tough courses as students are able to take their own lecture notes, learning which aspects of the lecture content were being emphasized. Some researchers state that 25 % or more students are likely to be absent from lectures on any given day (Snejana and Veselina, 2013). However, Wolbring (2012) found that absenteeism is higher, if the course pace is too fast and courses are too difficult. Student attendance has long been linked to success in school. Hypothesis two of the study stated that there is no significant difference in the lecture attendance of male and female undergraduates. Based on the result (t-cal = 13.071; $p < 0.05$), it was concluded that a significant difference exists in the lecture attendance of male and female undergraduate students. In view of this, the stated null hypothesis was rejected while an alternative hypothesis was accepted that there is significant difference in the lecture attendance of male and female undergraduates. The results further showed that males have a higher mean of 101.57, while female students have a mean of 98.95, confirming that male students sampled in the study attend lecture more than their female counterparts. Hence, there was a significant difference in lecture attendance of male and female undergraduate students. Yolanda (2009) reported that gender contributes to students' participation in class lectures. As the course level increases, females participate more in lecture interactions than males. Different gender contributes to the level of participation of students in lectures. There is a stronger tendency for females to attend lectures more than males (Snejana and Veselina, 2013).

Conclusion

In view of the findings from the study, it was concluded that Computer-Based Test influences undergraduate students' punctuality, regularity and lecture attendance in universities in Ogun State. It was also concluded that significant difference exists in the lecture attendance of male and female undergraduate students. Overall, it was concluded that the use of ICT (CBT) has positive influence on students' lecture attendance.

Recommendations

The following recommendations are made based on the findings of the study:

1. The study found that Computer-Based Test positively influences undergraduate students' punctuality in class. In view of this, it is suggested that schools should invest in CBTs so as to further increase students' punctuality in class lectures.
2. Also, the finding showed that Computer-Based Test positively influences undergraduate students' regularity in class. Just as recommended above, schools should ensure that students are provided with the CBT-based gadgets which can enhance their regularity in class.
3. In view of the finding that Computer-Based Test influences undergraduate students' lecture attendance regardless of their course of study, an enabling environment that will motivate and gear students toward making lecture a priority should be provided in schools.
4. In addition, the study found that Computer-Based Test influences undergraduates' lecture attendance, it is recommend that CBT be provided for students regardless of level of study to enhance lecture attendance.
5. Finally, it is recommended that technologies will make both sexes to attend lectures should be provided by schools. This will help to close the gender gap as found between male and female students.

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