

Motivation or Demotivation: Botswana and Nigerian Institutions' Attendance Policies and Academic Literacy Students' Perceptions in the Post-COVID-19 Era

Susan Olajoke Akinkurolere

Communication and Study Skills Unit, University of Botswana, Gaborone, Botswana

Mphoentle Sibisibi

Communication and Study Skills Unit, University of Botswana, Gaborone, Botswana

Florence Nwaefuna

Communication and Study Skills Unit, University of Botswana, Gaborone, Botswana

Abstract

Policies are sometimes made in the education sector. At higher institutions, students' attendance policies differ. Most departments leverage the university policy on attendance to promote students' learning. Understanding the peculiarity of a period is crucial in adhering to the policy made, which most stakeholders in higher institutions consider while promoting standards and quality. Since the attendance policy in the university could affect the performance of academic literacy of students, this paper focuses on the attendance policies in two institutions to identify the key regulations in the attendance policies, investigate the impact of the policies on students' intrinsic motivation, and assemble insights on attendance policies' modifications to improve students' academic success.

A mixed methods approach, through questionnaire and document analysis, is applied to collect data from 200 students and three lecturers in each institution. A questionnaire is administered to the students, while lecturers' attendance lists are analysed. Both instruments elicit significant and relevant data for implementing, assessing, and reviewing the student attendance policies for academic literacy courses. The study observes that the attendance policy is applied to motivate students in academic literacy courses intrinsically in Botswana while, it is accorded marks, which could affect students' grades in Nigeria to motivate them extrinsically. Therefore, the student's attendance policies influence overall academic performance. Recommendations are made on policy models for attendance in African universities.

Keywords

Assessment, policy, COVID-19, academic literacy, class attendance.

