

A COMPARATIVE STUDY OF EDUCATIONAL ACHIEVEMENTS IN MORNING AND AFTERNOON SCHOOLS IN MAKURDI METROPOLIS

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Abstract

In this study a fairly objective method was followed in assessing students undergoing afternoon school and those in the normal morning session in the same learning environment. The students were graded for their performance in three subjects in their class (interval) Examination, and Junior Secondary School Certificate Examination and by the use of quick assessment in demonstration lessons at the schools in 2000/2001 academic year using essay tests. Specifically, the hypothesis that the students in morning sessions perform better than their counterparts in the afternoon session was tested. The result of the t-test at <0.005 confidence level revealed that there is no significant difference in the level of performance of morning school students (4.59) and the Afternoon School Students (4.60)

Introduction

Over the years, a succession of Nigerian education system changed considerably in terms of the nature of schools and their curriculum innovations. Parents were given more rights and responsibilities as to the education of their wards. New types of schools also emerged as a radical break from the past.

In the wake of such rapid and substantial changes, it is not just parents and 'lay people', but also teachers and other professionals working in education who found themselves struggling to keep up with what these many changes meant and how to get the best out of them. In Nigeria today, various measures aimed at realizing the objectives of basic education for all have been adopted. These measures, among others, have included recognition of centrality and priority of education for all arid maintaining a suitable learning environment to reduce wastage rates.

In order to cater adequately for the attendant increase in school enrolment figures, many states in the country have introduced Afternoon Schools. 'Afternoon School' as used here include all schools operating in the afternoon hours between 1 .pm and 6pm.

Nwabueze (1995) observed that in the last decade of the twentieth century, Nigerian children are in schools where classes are overcrowded (in urban areas), sometimes, with up to 120 children in one compulsory.- To avoid this, some schools operate morning and afternoon shifts. Afternoon schools are tailored towards catering for those children who may not be oppotuned or privileged for the 'usual' niQrmnjJ¹ schools and wish to further their education.

Fafunwa (1967) observed that in few African counties where education is now free (but not compulsory), such as Ghana and certain regions in Nigeria, at least ten percent or more of the children of school age are not in school, either because the parents are too poor to release the children from farm work, or the nearest school is too small to accommodate all the children who want to attend.

More so, the Nigerian Society is 'pluralistic' and the family ties are extremely strong and extensive. The idea' of pupils coming from an extended family which takes into consideration scores of immediate relatives, or orphanages are practically known. Such pupils are often involved in petty trading; crafts and farm work in the morning hours and go to school in the afternoon. Fafunwa (1967) staled that a true democracy is promoted if all children, irrespective of their geographical location, the economic limitations, the social status or religious belief of the parents, have an opportunity to have at least an elementary education.

Statement of the Problem

A common tenet in all forms of Afternoon Schools is a potential ability to afford each individual a maximum opportunity for the discovery, development and direction of his or her potentials. However, some of these Afternoon Schools are said to be inefficient in their operation either because they are grossly under-funded or because they lack material and technical support or because the time frame or learning period is so 'awkward' for the child to gain any meaningful experience in education.

Nwabueze (1995:20) made a gloomy assessment of the chances of academic performance in afternoon schools claiming that, "certainly there is pretty little a child coming to school at 2.prn, can learn

after spending the whole of the morning playing indulging in some undesirable activities". The usual view is that academic performance entails the provision of 'suitable' learning environment which make pupils that attend the morning shift to do better than in the afternoon shift. However, at present one is not aware of any empirical evidence to show for certain how these morning schools have fared better than the afternoon schools. Educational measurement helps to assess the effectiveness of the programme in meeting the object⁷ for which it was established (Denga, 1987).

The main objective of this study is, therefore, to determine the performance of afternoon' schools students relative to morning school students.

Methodology

The study area was chosen by quota sampling of two out of four schools operating morning and afternoon sessions in Makurdi Metropolis in order to ensure their typicality.

These are Government Day Secondary School, Makurdi and Padopads-Harmony Secondary School, Makurdi. Only students of Junior Secondary Schools 111 were used for the study since afternoon schools in Makurdi Metropolis have not grown to senior secondary school level. The students were organized into two Groups A represented students in Morning Session; Group B represented students in Afternoon Session.

The data concerning students' performance was collected from the official records of their interval (class) Examination and Junior Secondary School Certificate Examination and by the use of quick assessment in demonstration lesson at the schools in the 2000/2001 academic year using essay test.

The subjects for assessment included English Language, Mathematics and Integrated Science. The demonstration lesson proceeded at what would be the normal pace in actual pupil teaching, so the assessment calls for close attention on the part of the assessors. To impart greater confidence on the outcome of the study, t-test was used for the stability of the difference between the mean scores of the two groups. The data concerning socio-economic characteristics of teachers was collected by the use of structured interviews.

Hypothesis

There is no significance in the level of performance of morning school students and their afternoon counterparts.

Results and Discussions

Table la: T-Test for the Variation in the Test Scores Between the Morning and Afternoon School Students

GPVAR	N	Mean	Std Deviation	Std Error Mean
School; Morning school students	48	42.77	15.01	2.16
Afternoon school students	48	43.85	2.91	1.86

Table Jb: Independent Sample Test

	T-Test for Equality of Means					
	T	Df	Sig(2-tailed)	Mean difference	Std error difference	95% confidence interval of the mean
Morning school students/afternoon						Lower Upper
Equal variance assumed	-.376	94.00	.7070	-1.074	2.85	-6.74 4.59
Equal variance not	-.376	91.93		-1.074	2.85	-6.75 4.60

The findings of this study (as in Table la, b) revealed that is no significant difference in the mean scores of the students in the morning school (42.77) and their afternoon counterparts (43.85). To impart greater

confidence on the outcome of the study t-test was used to test for the stability of the difference between the mean scores of the two groups. The result of the t-test at <0.05 confidence level further revealed that there is no significant difference in the level of performance of morning school students (4.59) and the afternoon school students (4.60). This finding contradicts the assessment of Nwabueze (1995) that pupils in the morning shift perform better than those in the afternoon shift. This study shows that students in the afternoon schools can compete favourably in examinations with their counterparts in the morning schools..

Table 11a: Socio-Economic Characteristics of Teachers in Morning and Afternoon Schools

S/n	Socio-Economic Variables	Morning School Teachers	Afternoon School Teachers
1	Sex: Male Female	√√ √√	√√√√√√
2	Age: 20-25 26-30 31-35 36-40	√√√ √	√ √√ √√
3	Qualification: N.C.E /OND B.Sc./HND	√ √√√	√ √√√√√
4	Years of Experience 1-2 3-4 5-6 7-8 9-10	√ √ √ √	√√ √√ √ √
5	Income Per-Annum(N) 50,000 50,000- 100,000 100,000-150,000	√√√	√√ √√√

Table lib: Teachers Perceptions of Some Scio-Economic Variable

ISM	Perception	Agree	Disagree
1	My promotion runs as it should: Morning school teacher Afternoon school teacher	√ √	√ √√√√√
2	I am permitted to go for further training: Morning school teacher Afternoon school teacher	√√√ √√	√ √√√√√
3	I have enough teaching materials: Morning school teacher Afternoon school teacher	√√√	√√√ √√√
4	My job is personable: Morning school teacher Afternoon school teacher	√√	√√√√√

Table 1 la shows that most of the teachers in afternoon schools had obtained their Bachelor of Science (B.Sc.) or Higher Diploma (HND). These were mainly fresh graduates who upon graduation had no place in the main stream of the teaching service, but who found teaching in these afternoon schools as temporary employment. However, incentive and motivation necessary for greater productivity is low. This was because, most of these teachers take an income of £50, 000 to 14 100,000 per annum. Again, these teachers were not permitted to go for further training (with pay); they lack enough teaching materials; they are not personable and their promotion do not run as it should (Table lib). The job regard of the teachers in these afternoon schools has not been commiserate with their qualification and competent services.

Conclusion and Recommendations

The present social, economic and technological challenges in Nigeria and several other developing countries in the world have posed a great challenge for education of the teeming populace who may not be privileged to attend the 'usual' morning school.

Economically, it is hoped evening education will help produce a new source of manpower, an intelligent working class; literate consumers and producers of goods and services. However, the relatively small numbers of people involved in formal afternoon schools is unlikely to meet these challenges.

Greater benefits will accrue to the system as a whole if over a period of time a good number of educational practitioners have the resources to contribute to the development of afternoon schools. An afternoon school introduced on a well formulated policy to complement morning schools could serve as powerful desiderata to sustain a sound Universal Basic Education (UBE) programme in **Nigeria**. An appropriate organizational framework at the planning stage would be based on data relating to the envisaged learners, their educational needs and the extent of human and material resources available for the execution of specific educational programmes.

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