

## ***Extended School Time Policy and Secondary School Students' Academic Performance in Public Secondary Schools in Cross River State, Nigeria***

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### **Abstract**

*This study, guided by two hypotheses, examined extended school time policy and students' academic performance in Cross River State, Nigeria. The academic performance was the result of students in West African School Certificate Examination between 2006 and 2009 before extended school time policy and 2010 to 2013 after extended school time policy. The design of the study was ex-post facto design. The population consisted of 5,288 teachers and 14,692 senior secondary school three (SSS 3) students in 246 public secondary schools in Cross River State. The sample size consisted of 300 teachers and 300 students. Students' Motivation Toward Extended School Time Policy Questionnaire (SMTESTPQ) and Teachers' Role and Motivation Towards Extended School Time Policy Questionnaire (TRMTESTPQ) were the other instruments for data gathering. Hypotheses were tested using independent t-test and UNIANOVA. It was discovered that there is no significant difference between academic performance before and after extended school time policy. There is no significant difference, based on gender, on the students' academic performance before and after extended school time policy. Based on the findings, it was recommended, among others, that principals should give students ample opportunity to do personal studies beyond the allocated time of classroom work.*

**Keywords:** study, academic, learning, time, ALT, performance

### **Introduction**

Extra classes have been a fixture in the educational system for as long as it could be recalled (Santhi, 2011). "They pre-date all existing educational programmes and examinations, yet more recently the justification and reasons for the maintenance of extra classes have been called into question" (Santhi, 2011: 938). In some privately

owned schools, there have been unsubstantiated claims that in most cases, the classes have been “organized” as a means to supplement some teachers’ remuneration. Charges have been introduced making some teachers “hold back” in their teaching duties during regular school hours because they have extra classes or time to complete their syllabus. For instance, some of these after-school classes focus on recall of facts instead of understanding important concepts and improving students’ performance. The issue of extra classes is an educational, economic and social one, since all children do not learn at the same rate and have different levels of understanding; some are slow while others are fast (Farbman, 2011: 48).

Cross River State Government introduced the extended school time policy in 2009 by adding two (2) extra hours on instruction every school day. This policy was introduced with the intention of improving students’ academic performance. The policy brought a change in the school time table which usually starts at 8:00am and ends at 2:00pm, but was extended to 4:00pm. The duration for the normal school time is 40 minutes, while the extended school time has 30 minutes giving the teachers an ample opportunity to teach. The teachers have an extra time to engage the students, mostly the examination classes. The examination classes are the highest beneficiaries of the policy. The timetable obtained from the schools indicate that Junior Secondary School three (JSS3), Senior Secondary two and three (SS2 & 3) are taught for the extra two hours added by the government. The remaining classes are more or less left to themselves to read, though guided by the teachers. The government hoped that teachers will use this extended time to adequately prepare students for their various examinations.

The Junior Secondary School three (JSS3) writes Basic Examination Certificate in Education (BECE), Senior Secondary school two (2) writes mock examination which is conducted by State Secondary Education Board while Senior Secondary three (3) writes West African School Certificate Examination (WASCE) and National Examination Council (NECO). This implies that the extended school time policy may be of more benefit to the examination classes. This policy came up without any new incentive programmes to encourage education authorities or teachers who are the main facilitators of learning activities. How these well-intentioned efforts play out remains to be seen. The relationship of time to learning is neither as direct nor as simple as it might initially be seen. This has posed a major threat to the success of the policy. Discussion on incessant failure in secondary school examinations have assumed formal dimensions (Okebukola, 1999). Efforts have been deliberately geared towards identifying, and probably checking factors that are instrumental to these failures. The major contributory factors identified include teacher factor (Rice, 2003), student’s factor (Obo, 2005; Asuquo, 2012), environmental factors (Emeraton, 2000; Uwatt,

2004), and classroom motivation (Sandra, 2002; Tella, 2007). While these factors have at one time or the other received enough share of blame, the least thought has been given to the possible contribution or effect of teachers' level of motivation and their effective use of school allocated time.

In 2009 when this policy was introduced, the performance of students in West African Examination Council (WAEC) improved and Cross River state was ranked 7<sup>th</sup> position in the country as against 21<sup>st</sup> position before the extended school time policy. The students' performance in WAEC dropped in subsequent years. The academic performance of students obtained from the Ministry of Education, Calabar indicates that the performance of students did not change comparing the performance before and after the introduction of extended school time policy. Studies have shown that allocated time does not appear to be linearly related to academic improvement; simply because a student is engaged in instructional activities does not necessarily mean he or she is learning. For example, an advanced student who is asked to spend 30 minutes going over material he has already fully mastered, will not be learning because there is nothing for him to learn. However extended time holds the potential to activate or accelerate higher academic performance, other organizational and human capital component also must be in place for the additional time to generate its intended effect. To this end, Farbman (2011) asserted that there are two underlying and interrelated reasons why school time maintains a complicated relationship to learning, and why extended time must be considered an integral component of a broader aspect of interconnected school improvement strategy. That is, how teachers and students spend their time matters as much as the amount of time they have to spend. The second and related issues, concern the hard-to-measure, but still powerful matter of teaching quality.

Students' gender is said to be one of the factors used in determining their academic performance in the extended school time policy. There has been a renewed debate on the controversial issue of gender differences on students' academic achievement. The most comprehensive reviews of the research in the area of gender differences have shown very few true differences between male and female academic achievement (Halpern, 2000: 35). Academic performance can be affected by a number of factors; individual and household characteristics such as student's ability, student's time, the quality of education obtained and the like. The gender of the student may also be a factor in determining student's performance. Childhood training and experience, gender differences in attitude, parental and teacher expectations and behaviours, differential course taking and biological differences between the sexes may all be instrumental in giving rise to gender differences in achievement (Feingold, 2002).

Extended school time is a programme designed to increase the time students stay in school for extra instructions. Like any strategy worth trying, extending school time is not a silver-bullet but faced with so many challenges. Individual schools may have the vision, leadership and resources to implement whole school designs in which extended learning time is an essential part of the school philosophy for all students. The importance of extended school time cannot be over emphasized.

This study is guided by the Carroll's (1963) model of school learning. Carroll's model of school learning was propounded by John Carroll in 1963. The model states that school learning is a function of time. To be more specific,

$$\text{Carroll proposed that school learning} = \frac{\text{F (time spent)}}{\text{Time needed}}$$

He defined time spent as a function of opportunity and perseverance. The measure he proposed for opportunity was allocated time or the amount of time the classroom time made available for school learning. The measure for perseverance was engagement or the percentage of the allocated time that students were actually on task. Allocated time was multiplied by engagement rate to produce engaged time or time on task which is defined as the number of minutes per school day that students were actually engaged in school work (Huitt, 2006). Time needed was defined as a function of aptitude, ability to understand instruction, and quality of instruction. By aptitude, Carroll meant the ability to learn academic material. The ability to understand instruction was regarded as the preparedness of the students for understanding the specific material to be learnt.

Squires, Huitt and Segar (1981) proposed that classroom and school level variables should be addressed. They adopted Carroll's student behaviour variables of perseverance and relabeled it involvement. They added coverage (the overlap content taught to content tested and success), the rate at which students were successful on assigned academic tasks. Carroll's teacher behaviour variable of quality instruction was used as a sub-category within classroom processes and the subcategories of planning and management were added. While planning was not addressed by Carroll, management incorporates the variable opportunity as one aspect of management, which implies the use of all available classroom time for instruction purposes. Slavin (2006) took a different approach. "His quality of learning time model redefined Carroll's variables in terms of teachers' behavior, thereby focusing on the classroom teacher as the sole influence on school learning" (p. 55). This model is significant to this study and can be applied in the classroom vis-à-vis students' study time and teachers' role in extended school time in different ways. "In this model, the achievement of a student or the degree of learning effectiveness is defined as a function of the actual time needed for learning and the time actually spent for learning" (p. 60).

If students are given extra time to study and they fully utilize this time for academic work with the guidance of the teachers, their academic performance will improve or have positive effects.

School systems across Nigeria have realized that problems exist with teaching students to be successful. Extending the learning time of students is among the approaches used in Cross River State to improve academic achievement. There has been growing concerns about competing in a global economy in which students in countries such as South Korea, Singapore, Japan and China have considerably longer school days and months than their American counterpart. Farbman (2012) posits that, an individual simply cannot become more proficient in any given area without committing a certain amount of time to grasping new content, practicing and honing skills, and then applying knowledge and skills to realizing specific aims. Countless students do suffer the gap between time available in school to learn and time needed to learn.

Farbman (2012) revealed that adding time can have meaningful positive impact on students' proficiency and indeed, upon a child's entire educational experience. The evidence made clear that extended time holds this potential because more time confers three distinct, though overlapping benefits for both student and teachers. These are:

- a) More engaged time in academic classes, alongside broader and deeper coverage of curricula.
- b) More time devoted to enrichment classes and activities that enhance students' educational experience and engagement in school; and
- c) More dedicated time for teacher collaboration and embedded professional development that together enable educators to strengthen instruction and develop a shared commitment to high expectations.

Academic learning time is the amount of time students are successfully covering contents that will be tested (Squires, Huitt & Segar, 1981). It is the portion of total instructional time in which students are actively engaged in instructional task and are highly successful. There are three important requisite components of interaction which will affect students' learning (a) Total amount of allocated time, (b) time students are engaged in the task, and (c) time students experience success on the task. Time during a school day can be constrained by a multitude of factors (e.g. assemblies, recess, disruptive behaviour, etc.). Allocated time is the amount of time scheduled for instruction on a particular instructional objectives or topics; for example, reading instruction is from 9.00 to 10:30am, and mathematics instruction is from 10:45 to 11:30am. Allocated time is the upper limit available or dedicated to instructional time and presumes a class approximation of the total time available and the total time spent in instruction. From the figure below, scheduled time merely sets an upper limit on

allocated time. Moreover, not all students will spend all the time allocated, to a task actively engaged in appropriate activities.

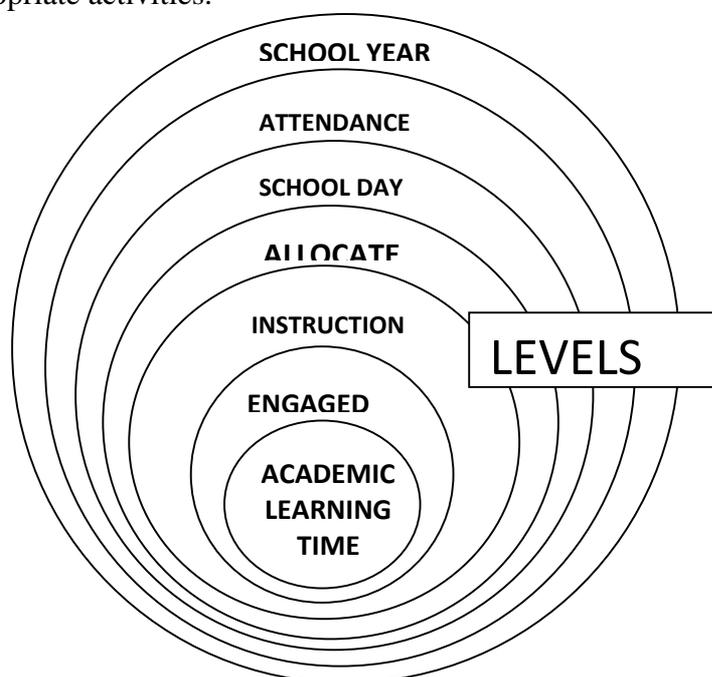


Figure 1: Levels of time

Source: (Huitt & Graeber, 2005)

Figure 1 explains the value of engaged time which emphasized the large number of studies that have had as their goals to increase the active engagement of the learner. However, especially with young students, it is not always accurate to believe that the fact that they are seriously engaged in an activity means that they are using that time as productively as possible (Swing, Stoiber, & Peterson, 1988). For engaged time to be really useful, the students must be participating in useful activities at a high rate of success. Neither succeeding at worthless activities nor failing at worthwhile tasks will lead to improved performance. Improvement requires success at worthwhile activities. Research has shown, for example, that students who are tested after completing worksheets with 90 percent accuracy learn a great deal more than students who spend the same amount of time on the same worksheets with 50 percent accuracy. Academic learning time then is defined as the amount of time a student spends actively engaged in worthwhile tasks at a high level of success.

The school as an organization allows extended school time for main subjects and students get extra instructional time in English and mathematics in a way that keeps them on track with college preparatory requirements (rather than delaying their entry into grade-level courses which has the cumulative effect of making it harder for students to complete college pre-requirements). Schools provide high quality curricula and extra professional development/training for teachers on these curricula, and make efforts to create professional learning communities for their teachers. The high impact schools not only make after school tutoring available, but also make it mandatory for students at risk of failing. They also provide transportation, taking the responsibility to get students who ride the bus home after school. Some provide Saturday school either throughout the year or beginning a few weeks before end of course exams (Kemple, 2013).

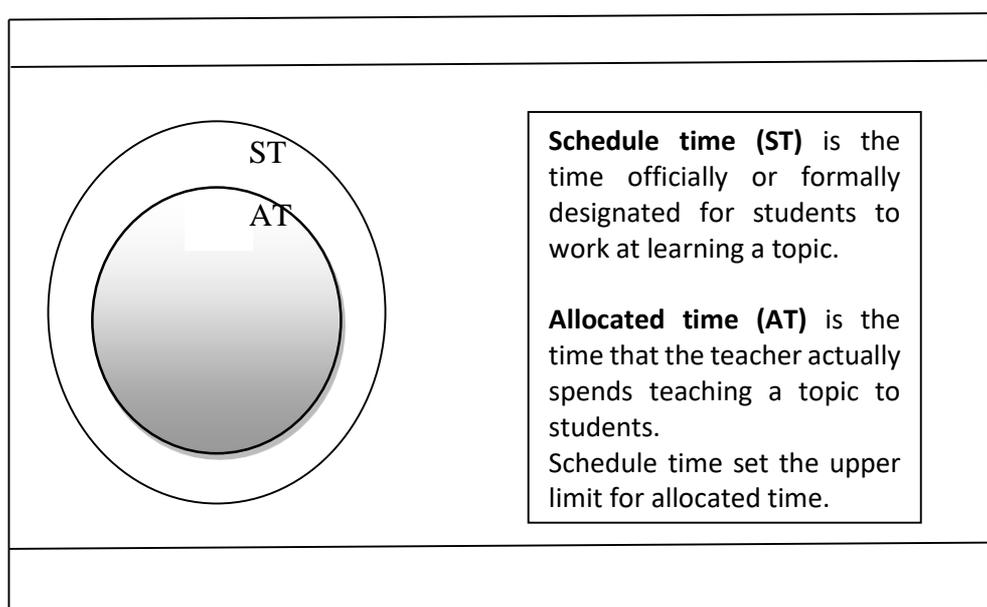


Figure 2: Schedule time and allocated time

Source: Huitt and Graeber (2005)

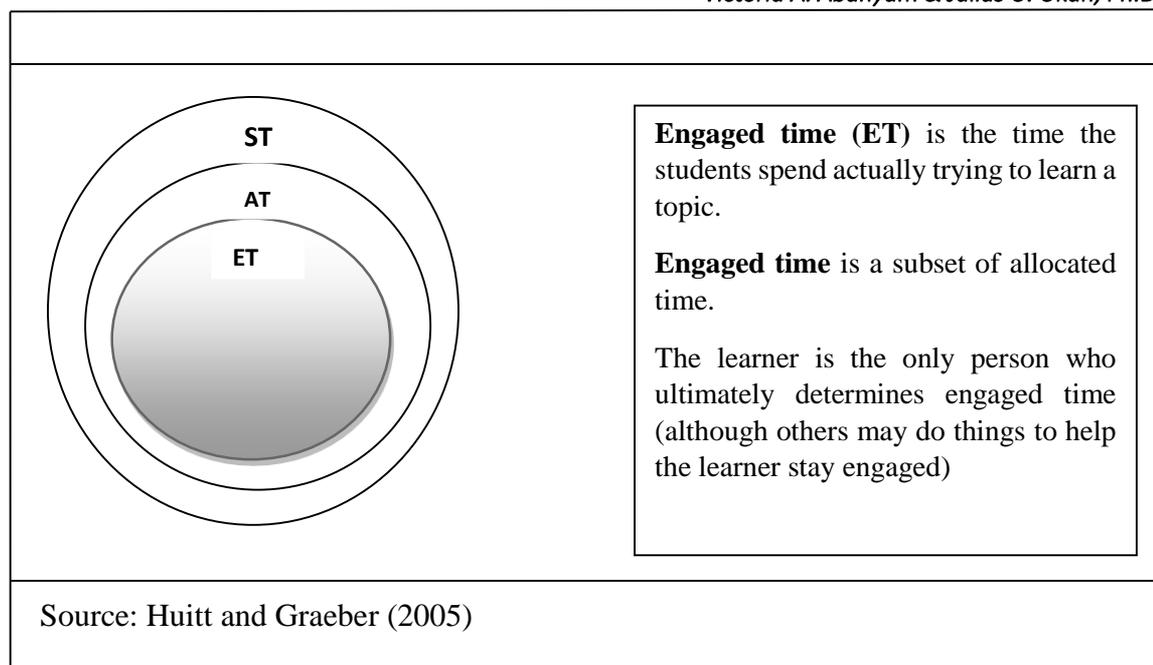


Figure 3 shows engaged time as a subset of allocated time devoted to helping students stay on track, while teachers and administrators take responsibility for making sure students get the extra help they need. This help is not optional. Early warning systems if available can be used to identify students who need help early in each academic semester, rather than remedial help after students have failed. Time is arranged to help students who lag behind to catch up. In some schools, these students spend more time in ninth grade in courses with substantial reading and/or reading instruction, or in extended class periods, or special catch-up courses. For example, some schools provide recovering programmes for Algebra 1 in which students who fail a unit of the course are sent immediately to the after-school recovery programme for that unit. This also allows students a chance to improve their grades. If they learn the material, their grade for that unit is changed to a C minus.

A common strategy is a freshman academy in which students are exposed to a high-level curriculum but also given additional support. High impact schools also use strategies not associated with extended learning time to increase students' sense of connectedness to their teachers, such as faculty advisory systems, the assignment of high quality teachers, and small learning communities (Kemple, 2013). Attention to performance standards for college/school and work focus on preparing students for life after high school. The Education Trust Student shows that high impact high schools focus explicitly on preparing students for life beyond high school, rather than primarily on graduation. They use college/school and work-level standards as benchmarks against which to assess the academic rigour of their courses. They

embrace external standards and assessments. Assessment data is used to improve curriculum and not just to measure students' past performance. Extending learning time and place (through internships or exposure to college campuses and/or courses) helps students experience real-world standards directly (Centre for American Program, 2013)

High impact schools use partnerships with business and colleges/schools to advance students preparation for post-secondary opportunities. In average impact schools, these partnerships with community organizations tend to focus on drug counselling or dropout prevention; in contrast, in high impact schools, partnerships with local business allow students to gain experience working in their field of choice and partnerships with schools expose them to learning in school environment (Centre for American Progress, 2013: 79)

One of the commonly accepted principles of economics is that, over a reasonable range of output, a positive link should exist between input and output. Consequently, the good news is that the amount of time spent studying positively impacts quarterly grade points. The bad news is that the marginal impact is very small. For the average students in this study to raise their quarterly grade points by one letter grade, the estimated coefficient implies that academic learning time would need to be increased by 26 hours. Such an increase is clearly beyond the willingness or ability of most students, and can only be accomplished if the student reprioritizes his or her goals. Unfortunately, the finding is consistent with the few other studies that existed. Thus, in conclusion, the researchers are left with this question which needs intense scrutiny: should we resign to this low relationship between effort and reward, or should we strive for a change in the educational process that better matches effort and reward? (Zulauf & Gartner, 1999).

With respect to gender and students' academic qualification, Okebukola (1993) and Jiboku (2008) showed an all-time low participation of women in education. Educators have therefore expended tremendous efforts in the study of the personal factors affecting academic achievement especially in the sciences and social sciences. Notable among these variables is the study of the phenomenon of gender or sex equity in education. A rich harvest of explanation of causes, understanding of cost to the society and possible intervention has brought about several researches, workshops, seminars and training in this area. In Nigeria, gender issues abound in all spheres of the society. The educational conditions of the girl-child vis-à-vis the boy-child constitute an important gender issue. Interestingly, the cultural and traditional responsibilities of men and women are different; hence the influences in the upbringing of the female child and male child. As Bisong (2006) observes, those who operate a curriculum

meant to foster integration of courses for girls and boys are likely to unconsciously reflect the cultural bias. In addition to the cultural norms, girls and women are regarded as frail and needing protection because of their supposedly physical strength and the natural processes they are subjected to. Gender involves the psychological and socio-cultural dimensions of being male or female. A gender role is a set of expectations that prescribes how females or males should think, act, and feel. The concept of gender-role classification involves a personality-trait-like categorization of a person (Santrock, 2005).

Abosede (2010) conducted a study on gender and socio-economic status as correlates of students' academic achievement in senior secondary schools and found out a negative significant relationship between gender and academic achievement. Educators have expended tremendous efforts in the study of personal factors on students' academic achievement. Sex related problems have contributed greatly to the creation of gender crisis by providing unequal opportunities for males and females. Similarly, the state of the home environment or family structure is supposed to have important significance on the child's academic achievement.

According to Maurine, Francis, Tonny and Joseph (2012), gender is one of the key factors influencing students' academic achievement. In Hamisi District, Vihiga County in Kenya, achievement of students in Kiswahili language is poor, yet no comparison has been made between male and female students' achievement in order to assist in determining intervention strategies. The purpose of the study is to establish gender differences in achievement in Kiswahili language based on County Evaluation results of 2011. The study sample was 317 Form 4 students from 32 secondary schools in Hamisi District, Kenya. Descriptive survey design was adopted for the study. Document analysis guide method was used to seek information about students' academic achievement in Kiswahili language. Major findings of the study are: female students outperformed male students on the average. The study also revealed a statistically non-significant difference between males and females in achievement in Kiswahili language examination. This confirms earlier research that concluded that though there seems to be mean difference between male and female students in achievement, the average gender gap is statistically non-significant and thus gender difference in achievement tends to decline with time. The findings of this study are significant to teachers of Kiswahili language and educationists at large. This is because the results will guide teachers of Kiswahili language while coming up with instructional strategies, as they will understand the need to give male and female students exactly the same opportunities and challenges while teaching Kiswahili subject. Male and female students should therefore be motivated equally so as to

enhance their academic achievement since academic achievement in Kiswahili language is not gender related.

Halpern (2006) asserts that girls and boys develop neither at the same biological rate nor at the same cognitive rate. He also observed that since girls generally mature earlier than boys, researchers often attribute their superior early reading skills in part to this biological factor. The ability to learn and use language has a female advantage from as early as during the first two years of life. Despite the biological factor, research has shown that male and female performance has been shown to be broadly similar. For example, a review of the British General Certificate of Secondary Education examinations revealed that although girls were performing better on average than boys, almost half the schools in the country had males and females progressing at almost equal rates with little or no gap between boys' and girls' performance (Gray, Peng, Steward & Thomas, 2004).

Njoku (2001) confirmed that researches indicated that girls believe that Science is too difficult and not important for their future. He explained that the teaching methods used do not assist girls to understand Science. Njoku (2001) reported further that primary Science and Technology teachers agreed that they pay more attention to boys than girls. He also observed that there are more male Science teachers and professionals than female role models in Science and Technology. The under-representation of women in Science and technological manpower pool may likely be a reflection of low participation and under-achievement of girls in Science and Technology in schools. Alonge *et al* in Popoola (2002) agreed that girls are very good in English spellings, writing and Arts, but Science, Technology and Mathematics are masculine.

### **Purpose of the study**

The purpose of this study was to examine Extended School Time Policy and Students' Academic Performance in Cross River State. The study specifically intended to:

- i. Compare secondary school students' academic performance before and after extended school time policy in Cross River State
- ii. Compare male and female secondary school students' academic performance before and after extended school time policy in Cross River State.

### **Research questions**

The following research questions were posed to direct the study:

- i. How does students' academic performance differ before and after extended school time policy in Cross River State?

ii. What is the influence of gender on students' academic performance in Cross River State?

### **Hypotheses**

The following hypotheses were formulated and tested to guide the researcher in the course of the study:

**Ho1:** There is no significant difference between academic performance of secondary school students before and after extended school time policy in Cross River State.

**Ho2:** There is no significant difference in the academic performance of male and female secondary school students before and after extended school time policy in Cross River State.

### **Methodology**

The ex-post facto design was used for the study and was carried out in Cross River State, Nigeria. The population includes teachers and senior secondary school three (SSS 3) students in public secondary schools in Cross River State as indicated in Table 1.

**Table 1:** Distribution of study population of SS3 students in Cross River State

S/NO.	LGA	No. of public schools	No. of teachers	No. of SS3 students (male)	No. of SS3 students (female)
1	Abi	11	209	578	523
2	Akamkpa	18	226	574	558
3	Akpabuyo	6	128	260	256
4	Bakassi	3	33	60	72
5	Bekwara	5	135	177	139
6	Biase	16	193	428	519
7	Boki	27	294	658	601
8	Cal. Mun.	15	924	321	495
9	Cal. South	7	421	205	251
10	Etung	10	151	187	175
11	Ikom	16	442	602	547
12	Obanliku	12	205	245	220
13	Obubra	15	235	533	559
14	Odukpani	15	187	323	328
15	Ogoja	15	330	363	328
16	Obudu	21	474	575	547
17	Yakurr	15	399	842	713
18	Yala	19	302	616	414
	Total	246	5288	7547	7145

Using the stratified random sampling technique, a sample size for this study consists of six hundred (600) teachers and students; which is made up of 300 teachers and 300 students. On the instrumentation, the Thurston's method of equal-appearing intervals scale questionnaire was adopted, where a check mark (✓) is used to represent a positive worded question while a cross (×) is used to represent a negative worded question. The instrument has three sections A, B and C. Section A was Students' Motivation Questionnaire Toward Extended School Time Policy (SMQTESTP). Section B was Teachers' Role and Motivation Towards Extended School Time Policy Questionnaire (TRMTESTPQ) and section C was Academic Performance of secondary school students in West African School Certificate Examination (WASCE). There were thirty (30) items altogether, with (10) ten items on each scale, measuring the focused variables. The instrument was validated; and the reliability coefficient of the instrument (0.89) was determined by Cronbach's alpha test of reliability. The academic performance of secondary school students in WAEC was for eight (8) years. i.e., four (4) years (from 2006 to 2009) before and four (4) years (from 2010 to 2013) after the extended school time policy.

### **Presentation of results**

**Ho1:** There is no significant difference between academic performance of secondary school students before and after extended school time policy.

The result of the analysis of the data collected on students' academic performance before (2006-2009) and after (2010-2013) extended school time policy is shown in Table 2. The table shows the result of an independent t-test comparing the academic performance in WASSCE before and after extended school time policy. At  $t = 0.946$  and  $df = 1058$ ,  $P > 0.05$ , the null hypothesis stated cannot be rejected, since there is not enough evidence to reject. This implies that there is no significant difference in the performance of secondary school students before and after extended school time policy. It was therefore revealed that the performance of the students before and after extended school time policy is the same. In other words, the extended school time policy has no significant impact on the academic performance of the SS 3 students in WAEC.

**Table 2:** Independent t-test of academic performance before and after extended school time policy

<b>Students' performance</b>	<b>N</b>	<b>Mean</b>	<b>t</b>	<b>Sig.</b>
Before extended school time policy	515	17.35	0.946	0.344
After extended school time policy	545	16.17		

At 0.05 level of significance,  $P > 0.05$

**Ho2:** There is no significant difference in the academic performance of male and female secondary school students before and after extended school time policy.

The result of the tested hypothesis is provided in Table 3. Univariate Analysis of variance (UNIANOVA) was used for the analysis because there are two independent categorical variables and one dependent variable. The result shows that the interaction effect of period of policy and gender has no significant difference at  $F = 0.866$ ,  $P > 0.05$ . Hence, we conclude that there is no sufficient evidence to reject the null hypothesis. This implies that the performance of male and female SS3 students at WASSCE is not different both before and after extended school time policy. So, the interaction of gender and extended school time policy has no significant effect on the academic performance of secondary school students in WASSCE.

**Table 3:** UNIANOVA of academic performance of male and female secondary school students before and after extended school time policy

<b>Source</b>	<b>Type III sum of square</b>	<b>df</b>	<b>Mean square</b>	<b>F</b>	<b>Sig</b>
Converted	924.259 <sup>a</sup>	3	308.084	.745	.520
Intercept	297619.69	1	297619.69	728.22	.000
Period	367.10	1	367.10	.898	.343
Gender	187.06	1	187.06	.458	.499
Period + gender	354.119	1	354.11	.866	.352
Error	431578.97	1056	408.692		
Total	729732.00	1060			
Corrected total	432503.22	1059			

a. R squared = .002 (Adjusted R Squared = -.001),  $P > 0.05$

### **Discussion of the findings**

The discussion of findings presented here is based on the result of testing each of the hypotheses.

The result on academic learning time and students' academic performance shows no significant difference of students' academic performance before and after extended school time policy. This result implies that increasing learning time does not have any significant impact on the students' academic performance. Increased learning time may make learning boring, hence hampering the students' interest and willingness to learn. In contemporary society, students seem to lack interest to devote quality study time to academic work as a result of the new wave of pick money quick even with limited education. Hence, they fail to attend lessons during extra instructions with the result that their academic performance is still poor (Mkpa, 2005). Kemple (2013) asserts that extra time devoted to helping students stay on track makes teachers and administrators take responsibility for making sure students get the extra help they need in order to improve their performance.

With respect to gender and students' academic performance, the result shows no significant difference based on gender, between students' academic performance before and after extended school time policy. This also implies that the extended school time policy introduced by Cross River State Government does not improve the academic performance of students on the basis of gender simply because they stay longer in school. This result agrees with Fakeye (2010) who discovered that the difference between female and male students' academic achievement in English language was not significant. Tella, Indoshi and Othuon (2010) reported that there is no significant difference in students' academic achievement in English in Kenyan Certificate of Secondary Education (KCSE) examination between male and female students.

### **Conclusion**

From the results obtained in this study, it is proper to conclude thus; that extended school time policy introduced by Cross River State Government has not significantly impacted on students' academic performance. This in effect implies that there is no significant impact of the extended school time policy as there is no difference on academic performance of students before and after its introduction. The time students invest in studying does not really matter, but how effective it is. It also means that what matters is not how long learning time teachers engage the students but how effectively it is used. Teachers who motivate their students in class produce students with better academic performance than those who do not.

## **Recommendations**

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

- i. The principals should give students ample opportunity to do personal studies beyond the allocated time of classroom work.
- ii. Teachers should motivate students by introducing extrinsic rewards (e.g. tokens and other privileges) to make them appreciate the lessons taught after the normal school time.
- iii. The government should ensure effective monitoring of the teachers' instruction especially during the extended school time.
- iv. Teachers should be given allowances outside their salaries for the extra time in teaching students.

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