



Assessment of Students' Performance in a Technical and Vocational Subject in Lagelu Local Government Area of Oyo State

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ABSTRACT

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Technical and Vocational Education (TVE) is a good investment for national development. This study was carried out to compare students' performance in a TVE subject in day school and in boarding private senior secondary schools also with Day students in Lagelu Local Government Area of Oyo State. Descriptive survey research design was used for the study. This study was designed to ascertain students' performance in Agricultural science subject as TVE subject. Four schools were used for the study. Data collected was analysed using simple statistical tools. The result shows that boarding students performs better than day students in agricultural science in Lagelu Local Government Area of Oyo State. Female boarding students performed better than their male counterparts, Male students in boarding schools performed better in the subject than male day students. However Female students in boarding schools performed better in the subject than their female counterpart in day. It is however concluded that boarding schools should be encourage in TVE and parents should be encourage to take interest in the study of the day students.

1.0 INTRODUCTION

In many countries of the world Technical and Vocational Education (TVE) is viewed as a good investment for national development. Education in Nigeria is an instrument for effecting national development, which is highly valued because it is a system expected to produce qualitative and quantitative human resources required for nation's economic growth by using the right mix of input (FGN,2004). On the strength of the above, there are views that non TVE schools serve as inclusive

academic communities where learning help in achieving success at higher rates than TVE schools.

Many non TVE schools are boarding schools with self-contained communities in the local government where students and faculty members eat together. They share relaxing times watching TV and playing games together, because teachers and staff in a boarding school function in place of parents. They take the place of parents by playing a powerful role in the shaping and guiding their young ones while they are at school and not allowed to go home at the end of classes, they cannot avoid the strong influence

teachers have on them. This is a major reason many parents send their children to boarding school.

Boarding schools generally have smaller classes that help teachers engage every student in the classroom, whose settings are often specifically designed to encourage students participation and eye contact among everyone in class (Desarrollo, 2007). Boarding schools promote socialisation and mainstreaming of minority children, as children from remote and rural areas or of ethnic and linguistic minorities can be introduced to new ways of living, routines, responsibilities, technologies, teachers and fellow students from outside their community. In a boarding school students can develop skills that can serve them to live in a broader community. Learning and living together with other students, boarding offer students a good opportunity to help each other with their studies during and after school hours; cooperate and respect other people's habits and values; develop social and communication skills through interaction with other students and staff. UNESCO (2010) opined that boarding schools provide a centralized location for learning and living that can be an effective link between the remote communities of origin and the larger society. Most of the boarding students read regularly because they have scheduled time for reading in their curriculum, they sometimes use library and library books. Independence, self-confidence and responsibility, are the characteristics of persons who have been to a boarding school, as they rely less on their parents. Boarding schools offer structure and discipline; as they are obligated to study according to a structured program during and after school hours; they learn to respect rules, conduct duties on time, go to bed on time and rise up early.

Lack of discipline and lateness to school is a negative characteristic of day-schools, as students and teachers have less regards for rules and are less responsible, as they are more irregular and less punctual at school. Despite those problems, an average boarding student enjoys living and studying conditions, which are luxurious, compared to the hardship and squalor endured by many day students.

Academics at boarding schools operate at high standards, as students are pushed to "ask why," thus becoming inquisitive and this enables them tackle challenging problems. Course selections at boarding schools tend to be quite diverse, have plenty of academic performance (AP) options, and offer a wide range of topics. Athletic and extracurricular options tend to be broad thus encouraging students to try new things. Counsellors often have plenty of experience in helping students identifying appropriate schools and advising them on getting admission into competitive institutions. Another situation that leads to preference for boarding schools is the case of semi-orphans or lack of good parental care for the children. Also, monitoring and coaching of students is better in boarding schools. Often parents of students, who are illiterate, are unable to monitor the progress of their children and coach them in their studies. Furthermore, in boarding schools it is easier to monitor and coach students than in day schools, because students stay intern during and after school hours. A lack of

monitoring and support of children is a negative characteristic of day-school, especially in the case of illiteracy. Monitoring and coaching of students is very important in order to achieve good educational results. Parents play an important role in this respect, in the case of illiterate parents, monitoring and coaching by parents can be problematic, as it is difficult or highly impossible to monitor the progress of their children and to coach them, which if in a boarding school, the school can fill this gap.

Day school provides the right balance between family life and school life. The child can go to school to learn and develop social skills, but come home and have bonding time with the family. Day school is much less costly than boarding school and this may play a role in final decision as well. TVE in most developing countries are mainly day schools, students always grow up in an upright way and very responsible because their parents or guardians involve them in responsible activities. As we can see, some students lack good manners because they live without parents who would correct them in case they make any mistakes. These show that, when parents devote more time for their children, it leads to a healthier relationship that is mutually beneficial. Many day schools offer coeducation facilities and this is an important requirement in terms of today's world. Interacting with the opposite sex in the early years will enable children to be comfortable in the presence of the opposite sex when they reach a stage where they might have to work alongside them in an official environment. Children who have not had this opportunity might be shy and uncomfortable whenever they are in company of people from the opposite sex. Most day schools encourage children to mix with the opposite sex from their early years and this builds confidence and helps in exchange of ideas between the sexes over the formative years. This is one of the most important functions performed by a day school. Day schools are a preferred option as they are much less expensive than a boarding school. Tuition fees in day schools are cheaper. Most good quality day schools are relatively cheaper than boarding schools and this is another reason why parents opt for day schools over boarding schools. The current pandemic being a disease cause by Corona virus and named as COVID-19 caused a lot of panic leading to the closure of boarding houses and with government forcing schools to close down became a blessing to some student making them closer to their real parent for the first time. Day schools allow parents to admit students in private tuitions of their choice as well, in case their children need extra coaching. Most boarding schools have fees that are a bit exorbitant, and unless parents are willing to fund a new experience and style of education for their children, most average parents prefer day schools. May be this is the reason why TVE schools are mainly day schools in developing countries.

The whole system of education revolves round the academic performance of students, boarding or day school in the system has become an index for measuring students' academic performance in the educational process in this highly competitive world.

The choice to make by stakeholders in the educational sector, is been considered critical in the society and it has been observed by the researchers in recent times, that certain factors are responsible for the academic performance of boarders and day students. Moreover, despite many researches on academic performance there is still much to be done.

Secondary education is the foundation for all students anywhere in the world, it is necessary to consider the analysis of academic performance of boarding and day students at this level in a TVE subject looking at Agricultural Science. Since some school structures that are boarding also have day students that attend the institution by day and return off-campus to their families in the evenings. The advantages and disadvantages to both school settings, is a further consideration when making choices about the child's academic performance whether to choose a day or boarding school for them to attend. Also, literature has shown that there are differences in academic performance of boarding/day students as manifested in their examination.

Other factors responsible for academic performance of boarding and day students are gender and environment of the students etc. There is the need for parents to know which of their children either male or female to send to boarding or day secondary school. This study is therefore an attempt to compare students' performance in day and boarding private senior secondary schools in Lagelu Local Government Area of Oyo State

The general purpose of this study is to compare students' performance in a day school and in boarding private senior secondary schools in Lagelu Local Government Area of Oyo State. The specific objectives are to:

- i. find out the students' performance in Agricultural science as TVE subject in day senior secondary schools in Lagelu Local Government Area of Oyo State.
- ii. investigate the students performance in boarding senior secondary schools in Agricultural science in Lagelu Local Government Area of Oyo State.
- iii. compare academic performance between boarding and day students in agricultural science in Lagelu Local Government Area of Oyo State.

2. SIGNIFICANCE OF THE STUDY

The finding of this study will be beneficial to stakeholders in the educational system such as parents, boarding and day students, psychologists, school counsellors, educators, researchers and government. The study would be of great assistance to Lagelu Local Government Area of Oyo State in particular and Nigeria in general and contribute to existing literatures.

Students will be acquainted with the right information concerning TVE in boarding and day schools and co-educational. They will be provided with

the merit and demerit of being a boarder or day student and their academic performances.

The study will assist parents to know whether to send their children to boarding or day school; it will afford them the benefit of the structure of both types of schools. It will equally assist parents to know which sex perform better in boarding than day school. It will also assist parents to know whether to send their male or female children to boarding or day school; Parents having being informed; such information or the awareness may help parents to monitor the activities of their children at home in order to regulate the watching of films, Television, Playing of games, Football and the use of smart phones texting/chatting/pinging. it will equally help them reduce time spent on domestic house chores, and friend (idle time), monitor study patterns of their children, school assignment to allow for proper concentration thereby creating the enabling environment for learning. The release of such information to parents/guardians will also help them engage their children meaningfully and help utilizing their time better than what they are doing now.

3.0 METHODOLOGY

3.1 Research design

The descriptive survey research design was used for the study. This study is designed to ascertain students' performance in a vocational subject in (boarding and day) senior secondary schools in Lagelu Local Government Area of Oyo State.

3.2 Population

The population of this study include the selected boarding senior secondary schools and Day senior secondary school in Lagelu Local Government Area of Oyo State. There are three schools in the study area which run boarding and day education concurrently.

3.3 Sample and sampling procedure

The sample sizes for this study include agricultural science students selected from the schools using simple random. The selected schools include

- i. Valencia Group of School, Kolapo Ishola, Ibadan
- ii. Airforce Comprehensive College
- iii. Livingstone College of Art and Science

3.4 Instrumentation

The instrument used for this research was a self- designed performance inventory. The grades obtained by students in West African Senior Secondary Certificate Examination (WASSCE) results was used with particular reference to agricultural science for the years (2016–2018) in Lagelu.

3.5 Data collection techniques

The researcher visited the different schools personally with the letter of Introduction and directly obtained the data for analysis. The information relevant to the study was extracted. In this study, grades from 2016-2018 WAEC Agricultural science results from Boarding and Day students from the selected schools were collected in Lagelu Local Government Area.

3.6 Methods of Data Analysis

Data collected was analysed using simple percentage statistical tools for the analysis of data, which include: simple percentages to obtain mean score and frequency distribution tables showing the extent of degree to measure students' performance. T-test was used to analyse the formulated hypotheses.

4.0 RESULT FINDINGS

Table 1: Percentage difference between Students' academic performance in boarding and day school

Class of scores	Boarding		Day	
	N	%	N	%
70 Above (A)	49	35.0	30	22.55
60 - 69 (B)	37	27.0	28	21.05
50 - 59 (C)	41	29.0	60	45.10
40 - 49 (D)	9	6.0	8	6
0 - 39 (F)	5	3.0	7	5.3
TOTAL	141	100	133	100

The above table indicate that 62% of boarding students score 60% and above and 43.60 % of day students score 60% and above in agricultural science.

Therefore the academic performance of the boarding school students is higher than day school students.

Table 2: Percentage difference in academic performance between male and female students in day schools

Class of scores	Male (73)		Female (60)	
	N	%	N	%
70 Above (A)	19	26.0	15	25.0
60 - 69 (B)	23	31.5	25	41.7
50 - 59 (C)	21	28.7	10	16.7
40 - 49 (D)	9	12.3	5	8.3
0 - 39 (F)	1	1.5	5	8.3
TOTAL	73	100	60	100

The result on the above table shows that 57.5% of male students in day school score 60% and above and 66.7 % of female students in day school score 60% and above in agricultural science. Therefore the

academic performance of the female students in day school is higher than male students in day school.

Table 3: Percentage difference in academic performance between male and female students in boarding schools

Class of scores	Male		Female	
	N	%	N	%
70 Above (A)	10	14.2	15	21.1
60 - 69 (B)	25	35.7	24	33.8
50 - 59 (C)	25	35.7	16	22.5
40 - 49 (D)	5	7.2	8	11.3
0 - 39 (F)	5	7.2	8	11.3
TOTAL	70	100	71	100

The result on the above table shows that 49.9% of male students in boarding school score 60% and above and 54.9 % of female students in boarding school score 60% and above in agricultural science. Therefore the academic performance of the male students in boarding school is higher than female students in boarding school.

4.1 Hypothesis testing

H₀₁: There is no significant difference in academic performance in agricultural science between boarding and day students in Lagelu Local Government.

To test this hypothesis the t-test statistic technique was applied on data generated from the field, the summary of the analysis is shown in Table 4.

Table 4. Summary of t-test analysis of difference in academic performance between boarding and day students

Variable	N	\bar{x}	SD	Df	T	Sig	Remark
Boarding	141	71.71	11.56	272	11.61	.000	S
Day	133	56.64	9.80				

Data in table 4 show that the sig value is less than the set alpha value of 0.05 of level of significant, it can be concluded that there is therefore significant difference in the mean scores of boarding students in agricultural science. The result revealed that boarding students

performed significantly better in both subjects than day students.

H₀₂: There is no significant difference in academic performance between male and female day students in agricultural science.

Table 5: summary of t-test analysis of academic performance between male and female day students

Variable	N	\bar{x}	SD	Df	t	Sig	Remark
Male	73	57.21	9.10	131	2.50	.014	S
Female	60	52.86	10.85				

Data in table 5 show that the sig value is greater than the t alpha value of 0.05 of level of significant, it can be concluded that there is therefore significant difference in the mean scores of male and female day students in agricultural science. The results revealed that Male

day students perform significantly better than females in agricultural science.

H₀₃: There is no significant difference in academic performance between male and female Boarding students in Lagelu Local Government.

Table 6: summary of t-test analysis of academic performance between male and female boarding students in agricultural science

Variable	N	\bar{x}	SD	Df	t	Sig	Remark
Male	75	57.64	9.70	139	4.79	.000	S
Female	66	76.33	11.82				

Data in table 6 show that the sig value is less than the set alpha value of 0.05 of level of significant, we can concluded that there is therefore significant difference in the mean scores of male and female boarding students in agricultural science. The result revealed that female boarding students performed significantly better than their males' counterparts in boarding school.

4.2 Discussion of findings

4.2.1 Difference in academic performance of boarding and day students

The study establishes that there is significant difference in academic performance of boarding and day students that boarding students perform significantly better in Agricultural science than day students. The finding concurred with the finding of Adetunde, and Asare, (2009) in mathematics. There are some boarding students who will study because there is control over them. There are however day students who will have done better by sitting behind their books and study if their parents were there for them. The role of parents on day students is a factor for the insignificant difference in their performance otherwise day students should have done better than the boarding students.

4.2.2 Sex difference in academic performance among boarding students

The study finding that female boarding students performed better than their males' counterparts in Agricultural science, partially corroborate with the result of Abudulahi (2010) and consistent with previous research study on academic performance of boarding and day students, with the students being exposed to the same teachers, same facilities, using same text books. Abudulahi (2010) study looked at academic performance of students in science subject in Kwara state using public secondary schools. To justify the claim in the study students' test scores was used to examine the study habit in agricultural science and the result revealed that certain reasons such as pattern of reading, note taking, time spent could be responsible for the academic performance of both sex. Ahmed (1998) reported that the influence of gender on achievement motivation was found to be statistically non-significant the influence of various variables, affected students' performance.

4.2.3 Sex difference in academic performance among day students.

This finding revealed that male day students perform better than female day students. The results showed that boys and girls differed significantly in drilling, interaction, sets and language dimensions of study habit.

5.0 CONCLUSIONS

In conclusion therefore, boarding students performs better than day students in agricultural science in Lagelu Local Government Area of Oyo State. Female boarding students performed better than their males' counterparts in the subject also, Male students in boarding schools performed better than male day students. However Female students in boarding schools performed better than their female counterpart in day. It is however concluded that boarding school should be encourage and parents should be encourage to take interest in the study of the day students.

5.1 Recommendations

Based on the finding of the study and conclusions drawn, the following recommendations were made:

1. Boarding school should be encourage for both sexes In TVE
2. It is also recommended that there should be adequate parental involvement in the academic activities of day students.
3. It is recommended that the teacher should develop positive relationship with boarding/day students and stress classroom activities that involve active teaching learning process.
4. The School Counsellors should try to focus more on day student by way of strengthening the academic activities.
5. It is recommended that inter house quiz competition involving all categories of students on the one hand, inter house quiz competition between boarding and day students should be encourage.
6. This research should be carried out further by other researchers to further validate the findings.

6.0 REFERENCES

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