
The Impact of Shadow Education on Academic Performance of Secondary School Students In Nigeria

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ABSTRACT : *This paper examines the impact of shadow education on the academic performance of secondary school students in Nigeria. Indeed, thousands of the secondary school students in Nigeria attend shadow education , because they believed that shadow education is the only way to improve their academic performance and to support their mainstream education and similarly, their parents have optimistic on shadow education, because they always eager finding nearness centres or employ tutors for their children within their apartments. Therefore, we have two types of shadow education formal and informal. Informal which takes place at home, while formal takes place within the school premises. Thus, students are lured to attend shadow education upon the level of socio- economic background of their parents neither upper class, middle class or lower class even a situation hardship economy of the country is not really barriers for them to attend shadow education because they believed that there is more advantageous in which they can benefits from shadow education rather than mainstream education. Yet, shadow education creates room for proper interaction between the teachers and students and make it easily for the students to express their views freely without fear or panic. Similarly, it also allow the tutors to have additional incomes apart from main salary from the mainstream education, However, shadow education has different names in Nigeria such as prep, lesson, continuous education and coaching . Therefore, many parents like to send their children to standard formal education while informal education the tutors employ to teach their children at their apartments.*

KEYWORDS; shadow education, mainstream, informal, formal, academic, performance, socio- economic background, geographical, environment.

INTRODUCTION

The expectation of the majority of people all over the world is that teaching and learning should take place in educational institution .To a large extent, this is true but there are more activities that go on within the school system that fascinate the attention of intent onlookers and researchers who are interested in the school system (Bray 2010, Mori & Baker 2014). The school system is such that a lot of co-curricular activities compete with teaching and learning and more often than not students need to study at home in order to supplement school education. This is done in many ways because studying at home may require tutoring support, which sometimes parents, relatives or the household members provide. Schools may organize tutorial classes for the students; such support is sometimes provided free of cost and often on payment basis (Kwok, 2001; Bisawal, 2002; Foondun, 2002). All forms of extra and additional

assistance geared towards students grasping the curriculum content are known as shadow education.

Steven & Baker (2004) define shadow education as a set of activities that occur outside formal schooling and are designed to enhance the student's formal school career. They further stated that shadow education has long been a major phenomenon in parts of Asia, including Japan, Hong Kong, South Korea and Taiwan and in recent times it has grown geometrically in parts of Africa.

John (2007) states that shadow education can be seen as a mechanism through which students extend their learning and gain additional knowledge. From John's explanation, shadow education refers to all additional attempts made by students (or by others on their behalf) outside the formal school system geared towards fully grasping the learning process. One corollary of the expansion of worldwide mass education has been the use of privately funded assistance in school subjects, termed shadow education (Kerckoff, 2005). Stevenson & Bray (2002) state that every nation in the world has "outside" of school classes private tutors that are used to help students navigate successful passage through the education system and into adulthood. The utilization of shadow education varies, but even in nations where it is least utilized, many students report of having accessed shadow education throughout their academic career (Baker, 2001). The megatrend to privately fund education in tandem with public schooling has attracted the attention of the United Nations Educational, Scientific and Cultural Organization and other educationists (UNESCO, 2006).

Foodun (2002) defines shadow education as the extra coaching in academic and examinable subjects that is given to the students outside school hours for spaces coaching can be in the teacher's home, pupils' homes or a school premises while many private tutoring centers nowadays occupy their own buildings. The timing could be after school, weekends or during holidays. It can be organized by the students parent, teachers who are genuinely concerned or otherwise by the school or by private tutoring centers or organizers. Private tutoring today is available for almost all subjects that are taught and assessed at the regular school. The most popular subjects are English and Mathematics because they are made compulsory at all entrance examinations (from primary to university). A student can later include subjects related to his or her intended or chosen discipline.

Sival (2001) explains that shadow education can enable remedial teaching to be undertaken according to individual needs. He further explicates that shadow education is a mechanism through which societies can accumulate capital because tutor must respond to market signal or it can be something more formal and complex such as organized learning centres.

Shadow education therefore appear to be global phenomenon that occurs in all nations. It generally goes unnoticed and it takes the shape of a formal school in curricula and purpose. Shadow Education takes many forms. It can be as informal as a tutor teaches the children at home, or, it can be something more formal and complex such as organized learning centres. In Nigeria, Shadow education is growing fast. In some countries, the costs of shadow education are comparable to or are in excess of the national educational expenditure (Oyewusi,2014). Families everywhere demand more education for their children Despite its extensive use and growth, shadow education has received very little attention by scholars. To date, only a

relatively small number of studies have looked into shadow education. Yet, social scientists are concerned that shadow education is a powerful force in education stratification. Given the stratifying nature of education generally, the privately funded education has deep implications for issues of access and inequality. During the recent decades, private tutoring has grown to become a vast enterprise. It employs many thousands of people, consumes massive amount of money, and demands huge amount of time from both tutors and students (Tansel, 2002; Maddala, 2003).

Shadow Education otherwise known as Private Tutoring, has been rightly described as a major component of the education sector in many countries (Dang & Rogers, 2008). Yet, the principal focus of the school and educational policy makers has been on the formal mainstream education system. The concept “shadow education system” or private tutoring, which in many countries has risen as a parallel education sector, has received much less attention, though it has significant economic and social implications (Bray, 2009). Although private tutoring is not a new idea, recent studies pointed out to the proliferation of the supplementary private tutoring in countries such as India, Malaysia, Azerbaijan, Moldova, Mauritius, South Korea and Romania (John 2006; Foondun, 2002; Kim, 2002).

FORMS OF SHADOW EDUCATION

(a) Peer Tutoring: Peer tutoring is a classification of tutoring that often involves students of the same age or grade who are teaching each other either one-on-one or in small groups. The effectiveness of peer tutoring lies in help and support of other students, from those students who have better school performance as a result of increased academic skills. Bigger improvement in peer tutoring is achieved when students are provided with information how to increase interaction and provide feedback during tutoring. Some evidence suggests that peer tutoring is especially beneficial to children from ethnic backgrounds where cooperation is valued. The problem with peer about tutoring especially at primary school level is that it thrives more on rote learning and it is susceptible to errors.

(b) Cross-Age Tutoring; This is another classification of tutoring that is similar to peer tutoring because it also involves students tutoring each other, but in cross-age tutoring the students are not of the same age. Here, the older student tutors younger one(.e.g Imoye secondary school mile 2 Lagos). This method has been used with a variety of both students and subjects in many secondary schools in Nigeria.. Evidence suggests that cross-age tutoring can provide benefits for both tutors and tutees. Experts agree that providing tutors with guidance in tutoring techniques, contents, and social interaction and behaviour management skills increases the effectiveness of the programmes. Some evidence suggests that primary-grade students can make gains even when tutored by minimally trained adolescents (Shum, 2003, Farlowe and Bray 2002).

(c) Computer-Aided Instruction (CAI) This is a relatively new form of tutoring. It has become more popular as a result of growing computer availability and use. One of the types of CAI, which is also the most popular one, is the drill and practice programme, which presents questions or tasks for the student to solve. When student finishes an exercise, she/ he gender sensitivity is given feedback which allows him to check his/ her gender sensitivity answers and find out about the number of correct responses. The drill and practice programme sometimes provides helpful suggestions. There are variations of the programme on the level of difficulty of the task which are based on student's level of proficiency, which is measured in advance by

a test. These programmes provide alternate paths depending on students' responses during tutoring. Simulations are quite demanding, they give students a number of problems that are to be solved, and students must learn new material, use their already existing knowledge, and test ideas to solve the problems (Shumow, 2003; Farlowe & Bray, 2002). This tutoring is helpful considering the current drive for computer based examination in the society (Kwo, Ora & Bray; 2010). Oyewusi (2000) states that University Tertiary Matriculation Examinations (UTME) will be computer based. This is the first time that a major examination will be taking that form in Nigeria, at least at the post secondary school level. Post-UTME (University Tertiary Matriculation Examinations) into some universities also has been computer-based. This development would not be strange to any student who had passed through private tutoring centers. This study is of the belief that the private tutoring centers of the future, if they remove exorbitant fees and remain focused will be training grounds for technological development.

Present State of Private Tutoring in Nigeria

In this day and age both evening and holiday periods have been "hijacked" because of students' involvement in one private tutoring or the other. Some of the tutors themselves are parents who are trying to make additional income to their regular salaries. They no longer have time to themselves. This is probably what Oyewusi (1990) lamented that the parents' love for their children have taken a dangerous dimension. Foodun (2002) defines private tutoring as the extra coaching in academic and examinable subjects that is given to the students outside school hours for remuneration. The spaces for coaching can be in the teacher's home, or a student premises while many shadow education centres nowadays occupy their buildings.

The timing could be after school hours, weekends or holidays, it can be organized by the student's parent and by teachers who are genuinely concerned or otherwise by the school or by private tutoring centres or organizers. Private tutoring today is available for almost all subjects that are taught and assessed at the regular school. The most popular subjects are English and Mathematics, because they are made compulsory at all entrance examinations university. A student can later include subjects related to his or her intended or chosen career (Oyewusi; 2000).

Tutors in Private Tutoring Centres

The tutors are various categories. They can be full-time or part-time teachers, in the lecturing spaces. They can sometimes be the tutee's teacher in the regular classroom. Most times when the private centres are considering low remunerations they may use National Youth Services Corps (NYSC) members or N.C.E. or university students. But most of the time, they have fixed remunerations for all teachers irrespective of their carders (Gordon, 2003).

Private Tutoring Provide Space for New Technologies

The emerging private tutoring centres despite all their short coming have stated adding another feather to their caps by providing environment for embracing Information and Communication Technology (ICT). This is due to their permissiveness: they are new homes for all the technologies that are banned and prohibited in the formal schools (smartphones, laptop, Ipad, Ipod, Mp3). The mission for this is not far-fetched because the centres contain students from rich backgrounds as well as the private tutoring organizers need their money for financial return. They would not want to put off the students away; so, they must accommodate the students and their technological devices. With this new development, what we have now is a

crop of students going in and out of private tutorial centres interacting and learning using these devices . Initially, the intention might be to show off or create a short of luxury, but as time goes on, the socio-economic inequity is bridged as those who do not have these technologies strive to have or probably share with those that have . In all of these; we see a future. We foresee centres encouraging collaborative leaning with the use of technology, centres where different educational approaches will emerge (Thackara 2005)..

Reasons for Shadow Education in Nigeria

Nigeria is most populous country in Africa in which there are three major tribes such as Hausa, Yoruba and Igbo. Yet, the people of Nigeria valued education that was reason support shadow education to supplementary mainstream education. Moreover, shadow education was introduced long time which all parents appreciated to support education of their siblings upon the hardship economy situation in Nigeria.

Yet, shadow education serves as alternative to supplementary education of their children in any family. Thus, children attend formal and informal shadow education to improve their academic performance. It also create room for proper interaction between the teachers and students because many students shy in mainstream education , this contributed to their poor academic performance.

Shadow education create room for the teachers to know individual educational challenges which it might not detect in mainstream education , because of large numbers of the students in class room.

Shadow education improves students learning and it also provides constructive activities for the children during out of school hours (Bray 2003) often people who can afford it decide to hire a tutor to teach them or their family members, because this way of learning is the most convenient. Parents choose to employ professional trained tutors because they are concerned about their children's performance at school When being tutored, learners (or, in case of children, their parents) can choose quantity of education provided (this may vary from once a week to several days a week. The decision on how often they take a lesson is made according to their needs and financial situations. Also, the most important advantage of private tutoring is that students can be taught at home or tutorial centres.

Shadow Education Develops Students Academic Performance

Basically, shadow education contributes a lot to the development of education in our society (Gick, 2007). However, shadow education brings authentic relationship between the students and tutors. Similarly, parents have developed their interest more on shadow education than the mainstream schools, because the sincerity and credibility which help the students to acquire more knowledge are emphasised more in the shadow education. Moreover, many countries such as Japan, Korea and Nigeria emphasised more on shadow education. George (2004) explains that shadow education serves as the yardstick for the students to pass their examinations successfully. He further criticised the inability of the mainstream schools in our society. Yet the mainstream tutors do not take the teaching more serious, because of lack of supervision, and even they teach the students many topics during the lesson or tutorial classes. However, students acquire more knowledge based on shadow education throughout the world.

Similarly, parents in Nigeria have more faith on shadow education, because they believed that shadow education neither formal or informal boost the academic achievement of their children. Yet, shadow brings the cordial relationship between the teacher and student, therefore it creates proper room for the student attending it to express themselves easily than when they are in mainstream education. In addition, the parents in Nigeria spend thousands of naira on shadow education because they always after the education of their children but ever the socio-economic problems of their family.

CONCLUSION AND RECOMMENDATION

Indeed, parents need to encourage their children to attend shadow education in order to improved their academic performance, once mainstream can not profound solution to the all problem in our country. Similarly, government also needs to make shadow education as compulsory for secondary school students Nigeria, so that all the children would fully participated in shadow education neither formal or informal. Yet, students who attend shadow education must show the sign of seriousness and hard working assiduously in order to perform well on their academic while the tutors must always punctual at centre or apartment of their parents if it is informal shadow education system. Yet, tutors should provide adequate protection and monitoring for the students at all shadow education centres.

In conclusion, tutors should devote their times and use the curriculum to teach all designated centres in Nigeria.

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