IMPACT OF SINGLE AND MULTIPLE-SHIFT SCHOOLING SYSTEMS ON ISLAMIC STUDIES STUDENTS' PERFORMANCE INSECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

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DECLARATION

I declare that the work in this thesis entitled "IMPACT OF SINGLE AND MULTIPLE-SHIFT SCHOOLING SYSTEMS ON ISLAMIC STUDIES STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA" was performed by me in the Department of Educational Foundations and Curriculum, under the supervision of Dr. A. Guga and Dr. (Mrs.) H. O. Yusuf. The information derived from literature has been duly acknowledged in the text and a list of references provided. To the best of my knowledge, no part of this thesis was previously presented or submitted from anywhere either in part or completely for a higher degree.

…….. ……

Kabiru Usman Date

CERTIFICATION

This thesis entitled IMPACT OF SINGLE AND MULTIPLE-SHIFT SCHOOLING SYSTEMS ON ISLAMIC STUDIES STUDENTS' PERFORMANCE IN SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA by Kabiru USMAN meets the regulations governing the award of Masters in Education (Curriculum and Instruction) of Ahmadu Bello University, and is approved for its contributions to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my beloved parents late Usman Ismaila and Zainab Abubakar (Salti), my kind wife Maimuna Saidu, our children; Amatullahi, Aishatu, Abdulmanna, Abdulmajid and Amaturrahman.

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ABSTRACT

This study investigated the impact of single and multiple-shift schooling systems on Islamic Studies students' Performance in Secondary Schools in Adamawa State, Nigeria. The study sought out the impact of; single shift system, multiple-shift systems, single and multiple-shift systems on males and female students, and differences of single and multiple-systems on junior secondary school students' performance in Islamic Studies. The study adopted Ex-post facto research design; the target population comprised all public junior secondary schools (JSS) III students in Adamawa state, which are 49,899 with a sample size of 381. Participants of the study consisted of male, female from ten different schools in mubi educational zone, a pilot study was conducted at Doubeli GDSS, and Yelwa GDSS, a reliability coefficient of *0.78* at 0.05 level of significance was obtained. Results sheet was used as an instrument for collecting data and the junior secondary school certificate examination (JSSCE) scores from 2010-2014 were used as data. The findings of this study suggest that the Performances of single shift systems' students and the multiple-shift systems students' performance with p-value .231 0.05 which is not significant, alsostudents' performance in JSSCE from 2010-2014 revealed that, in single shift system students' performance were better than the multiple-shift systems students' performance with P-value 0. 038 <0.05. Similarly, performance of male students in single and multiple-systems and the female students in single and multiple-systems with p- value 0 .816 0.05which is not significant, therefore the study concluded that multiple-shift schooling systems had a negative impact on students' performance in mubi educational zone. In this regard the study recommended that the Adamawa state government /non- government agencies such as; MDGs and World Bank should increase funds to education. As well, teachers' strengths and welfare should be encouraged. Adequate, relevant materials and infrastructures should be provided by the Adamawa state government for effective learning.

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ABBREVIATIONS

ANCOPSS: All Nigeria Conference of Principals of Secondary Schools

ASERC: Adamawa State Education Resource Centre

ASUBEB: Adamawa State Universal Basic Education Board

C.O.E: College of Education

DS: Double Session.

DSS: Double Shift Schooling i.e. morning and afternoon session.

EFA Education For All

GASIS:Grand Average Score of Islamic Studies

IIEP: International Institute for Educational Planning

IS: Islamic Studies

ISSPT: Islamic Studies Performance Test

JSS: Junior Secondary School

JSSCE:Junior Secondary School Certificate Examination

MSS: Multiple-Shift Schooling System

NE: North East

NPE: National Policy on Education

NSS: Normal Shift System

PPMC: Pearson Product-Moment Correlation Coefficient

PPSMB: Post Primary Schools Management Board

PTR: Pupil/ Teacher Ration

SES:Socio Economic Status

SPSS: Statistical Package for Social Sciences

SSS: Single-Shift Schools System

TR:Triple sessions

Operational Definitions of terms

Academic Performance: Is a measure of what a learner has comprehended in teaching and learning process.

Multiple-Shift System: Multiple –means a school which caters for two or more entirely separate groups of pupils during a school time.

Single-shift system: This refers to a system of school that operates in the morning hours 7:30am to 1:45pm

Triple Sessions: Triple shift system, where three groups of pupils study (for instance, from 6:30 am. --10:55 am., 11:00 am. --3:25 pm and from 3:30pm. -- 7:55 pm).

Shift Schooling: This referred to a system of school that operates in the afternoon hours 12:30 pm to 5:10pm

CHAPTER ONE
INTRODUCTION

1.1Background to the Study

Education is essential for everyone; it is the level of education that helps people earn respect and recognition; it is an indispensable part of life, both personally and socially. However, unequal standard of education is still a major problem that needs to be solved, education plays such a rudimentary role in our society that we cannot even imagine life without it; Education is a determined element in the civilization of human society. Furthermore, the world is placed in a time when there is great optimism about the power of education to influence the well-being of individuals and nations. Education, which is the fundamental instrument for development in all countries, is not fulfilling the objectives set down in the National Policy of Education (NPE). The hopes of every country in the world is to develop human capital for effective functioning of the society is hinged on education, being an instrument of change**.**

The goal of every educational system in any country is to obtain and maintain high academic standards. Thus, with the scarcity of learning equipments such as; laboratory, class rooms and over population in our schools, shift system of schooling was introduced in order to do away with the problems of over population in our system. Single shift system of schooling is the type of educational system which provides education for school children in the morning hours only, while multiple shift system is a system of schooling whereby the school provides education for two different categories of the school age population at different sessions or times, some in the morning and others in afternoon of the school day, but diverse cohorts of students use the same building and have the same academic curriculum. These systems of schooling are a characteristic of developing countries where human and material resources are

very scarce (London, 1993) and where finance for the education sector is very limited (Bray, 2008). Many developing countries adopted the systems to cater for the increasing enrolment in schools resulting from educational policies geared towards improving access to education for all (EFA).

Students' performance can be defined as the score a child or individual obtains in test or examination based on his or her learning experiences. Boon (2007), Good (2003), have defined academic performance as knowledge, attitude or skills developed in the school subject usually by test scores or by marks assigned by the teacher or by both, this is in lined with the view of Aremu (2001), while stressing the importance of academic performance in the educational system, was of the view that academic performance is a fundamental criterion by which all teaching–learning activities are measured, using some standards of excellence and the acquisition of particular grades in examinations; measures candidate's ability, mastery of the content, skills in applying the knowledge acquired to a particular situation. Moreover, Mehta (1989), Crow and Crow (2006), Adedeji (1998) stated that students' performance is very important because, it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Though, academic performance has been of great concern to parents/guardians throughout the world, it is a subject of discussion and debate among scholars (Alaka, 2011).

Parents and caregivers see education as a way for their children to improve their lives by building an understanding of their place in the world. It is also the principal means by which young people passing exams and gaining credentials can gain an advantage in the labour market. Teachers, always have hope to pass on the wisdom of generations of equipping students for the future (Lauder, Brown, Dillabough, and Hasley, 2006). From the above, education is deemed very vital for individual

development and national or societal progress as well. Through schooling people become empowered because it opens up avenues of communication that otherwise would be closed.

In addition, people are in a position to unlock a range of talents and realize their creative potentials, which then gives those at the disadvantage the opportunity to move from exclusion to full participation in society. Hence, it is considered to strengthen one's self-confidence to enable one participate in community affairs and influence political issues (UNESCO, 1997). Education also serves to empower an entire nation or society. UNESCO (1997) asserts that educated citizens and workers have the skills to make autonomous institutions function effectively to meet the demands of a more sophisticated workforce, to push for a cleaner environment and meet their obligations as parents and citizens (UNESCO, 1997).

Moreover, the important role that education is thought to play has made both developed and developing countries introduce new efforts or reform in their educational policies for their educational system to improve the quality of education at all levels of schooling, especially the basic level to meet the changing demands of society. The Federal Republic of Nigeria (FRN) (2013),stated Nigeria's philosophy of education is based on the following set of beliefs:

1. Education is an instrument for national development and societal change;
2. Education is vital for the promotion of a progressive and united Nigeria;
3. Education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society;
4. Education is compulsory and the right of every Nigerian irrespective of gender, social status, religion, ethnic background and any peculiar individual challenges; and

5. Education is to be qualitative, comprehensive, functional and relevant to the needs of the society;
6. This philosophy of Nigeria education is based on the development of the individual into a sound and effective citizen and the provision of equal opportunities for all citizens of the nation at the basic, secondary, and tertiary levels both inside and outside the formal school systems.(FRN, 2013 p.13-14).

Education in Nigeria is a precious instrument of political, social, economic, scientific, technological development, among the levels of education, secondary education is the fulcrum of the entire educational system, which is fast losing its relevance, and because of itstudents are failing in public examinations, whichis among the factors that lead to it.

At the inception of the 6-3-3-4 system of education, Islamic Studies was a core Subject at the junior secondary school level, but elective at the senior secondary. In the 1998 edition of the National Policy on Education, the subject was elective at both levels of secondary education. However, with the publication of another edition of the policy in 2004, the subject became elective at the junior secondary level and a core subject at the senior secondary level.

Many attempts have been made to define Islamic education. According to Ashraf and Hussain (1979), Islamic education entails giving instruction on purely theological matters, such that the trainee would be able to practice the five pillars of Islam. Similarly, Mohammad (1980) opined that Islamic education is a process of self-discipline, which ensures spiritual and intellectual growth of the individual.

1.2 Statement of the Problem

Single shift-system (SSS) and multiple shift-systems (MSS) of schooling had exist in some cities in Adamawa State to foster education and give to every child equal

opportunity to access education as stated in the National Policy of Education. But how have these systems impacted on the performance of students in Islamic Studies at the junior secondary school (JSS III) level in Adamawa State; therefore act to determine how the single shift system with tits advantage of having sufficient time to teach affects performance and how the multiple-shift systems with its challenge of having fewer lessons and shorter time per period, affects students' performance in Islamic Studies

1.3 Objectives of the Study

The objective of this study is to examine the impact of single and multiple-shift schooling systems on Islamic Studies students' performance in secondary schools in Adamawa state, Nigeria. The study intended to;

1. determine the impact of single shift-system on students' performance in Islamic Studies in junior secondary school III in Adamawa State.
2. investigate the impact of multiple shift-systems on students' performance in Islamic Studies in junior secondary school III in Adamawa State.
3. determine the difference on the impact of single shift-system and multiple shift-systems on students' performance in Islamic Studies in junior secondary school III in Adamawa State.
4. determine the impact of single shift-system and multiple shift-systems on male and female students' performance in Islamic Studies in junior secondary school III in Adamawa State

1.4 Research Questions

This study aims to provide answers to the following research questions, which were formulated to guide the study.

1. What is the impact of single shift-system has on students' performance in Islamic Studies in junior secondary school III in Adamawa State?

2. What is the impact of multiple shift-systems has on students' performance in Islamic Studies in junior secondary school III in Adamawa State?
3. What is thedifference in the impact of single shift-system and multiple shift-systems on students' performance in Islamic Studies on junior secondary school III in Adamawa State?
4. To what extent does the impact of single shift-system and multiple shift-systems on junior secondary school III male and female students' performance in Islamic Studies in in Adamawa State?

1.5 Hypotheses

The following hypotheses were formulated to guide the study.

1. Single shift-system has no significant impact on junior secondary school III students' performance in Islamic Studies in Adamawa State.
2. Multiple shift-systems have no significant impact on junior secondary school III students' performance in Islamic Studies in Adamawa State.
3. There is no significant difference on the impact of single shift-system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State.
4. Single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State.

1.6 Basic Assumptions

The study is based on the following assumptions.

1. Performing better in academic institution has to do with single session.
2. Students in the multiple-shift systems score low in terms of performance and their admission is related to their background.

3. Operating single and multiple-shift systems had impact on teaching and learning program.
4. Male students do well and active academically than female in any schools systems either in single shift system or in multiple-shift systems.

1.7 Significance of the Study

The findings of this study have the following significance.

The finding of the study would be beneficial to government in considering the need for placing a larger percentage of annual budget to education in regard to school expansion, infrastructures, conditions of teaching, teachers, and students during stormy weather.

The outcomes will assist school administrators concerned how to design a school timetable, and extramural activities in different sessions. The study would benefit secondary school teachers and other stakeholders in realizing the challenges on ground that is affecting our educational sectors.

Curriculum designers will have a vibrant judgment of different systems and discover out how to design a curriculum for these types of school systems, which would beat off its weather or mood. Both inner and external nongovernmental organizations would obtain a conclusive clue on problems that is facing our secondary schools and sympathetic types of assistance is required.

This research will also be beneficial to parents who are stake holders and joint patners responsible, for ensuring the effective learning by understanding what the systems are and how to provide necessary support to it. Also, teachers will benefit by understanding the systems, students psychologically and locating lessons, either in early hours and late time.

1.8 Scope of the Study

This study impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools delimited to Adamawa State, Nigeria, which comprised five Education Zones namely: Mubi, Yola, Gombi, Numan, and Ganye zones, merely. It focused only public junior secondary schools. It was further delimited to students that offered Islamic Studies in Junior Secondary Schools 3 (JSS III) classes, placed in five (5) local governments, Mubi north, Mubi south, Maiha, Minchika and Madagali in Mubi zone, Adamawa Northern senatorial zone. The main concern was determing the impact of Single and Multiple-Shift Systems on students' performance in Islamic Studies.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gives account of school sessions systems of schooling and discusses views and other related studies with critical examination, analysis of the outcome of the studies and relevant literature, specifically, theoretical frameworks, additionally empirical works related to the study were reviewed to draw conclusions on the need for the study.

2.2 The Conceptual Framework

The researcher here tried to to explain key concepts that help proper understanding and conduct of the study at hand, this done to guide the reader to properly understand what the research is all about as;

Concept of Single Shift System and;

Concept Multiple Shift Schooling.

2.2.1Concept of Single Shift System and Multiple Shift Schooling

The school shift system at the basic school level is a system of education under which pupils attend classes either in the mornings or in the afternoon in alternatives for a specified duration of time. Since the attainment of Nigeria's independence, there has been a continuous cry for an increase in the provision of basic education in the country, (Shuaibu and Iroegbu, 2003).

Singleshiftsystem is the type educational system which provides education for school children in the morning hours only, while multiple shift-systems system is a system of schooling whereby the school provides education for two different categories of the school age population at different sessions (morning and afternoon) of the school day (London, 1993). This system of schooling is a characteristic of developing countries where human and material resources are very scarce (London, 1993) and where finance

for the education sector is very limited (Bray, 2008). Many developing countries adopted the policy to cater for the increasing enrolment in schools resulting from educational policies geared towards improving access to education, such as the abolition of school fees in public schools in many African countries. Policy makers adopted the policy so that schools could use the existing and very scarce educational facilities such as classrooms, textbooks, libraries, etc., to cater for more pupils by instituting different teaching sessions (shifts) during the school day. In all developing countries introducing this system, policy makers adopted it initially as a temporary measure because of financial constraints, but it tended to become permanent policy for addressing resource constraints on access to public schools (http://dx.dio.org/10.1080/0305569910170302.).

In a nutshell, multiple-shift system (MSS) referred to the system of a school, which caters for two or more entirely separate groups of pupils during a school day, it is a systems whereby the first groups of pupils attend school from early morning until midday and the second group usually attends school from mid-afternoon until late afternoon, each group uses the same buildings, laboratory equipment and other facilities. In some systems, the same teachers teach the two groups, but in other systems, different teachers teach them. Some education authorities extend this model into a triple shift system (TSS), where three groups of pupils study, for instance, from 6:30 am. --10:55 am., 11:00 am. --3:25 pm and from 3:30pm. -- 7:55 pm, respectively, MacWillaim (2000), explains the school shift system as "a system of schooling whereby there is a way of increasing the supply of school places by using existing resources efficiently". In terms of school systems terminology Bray (1989), further states that, "single-shift schools (SSS), for instance, may also be called single-session schools, uni-seasonal schools, or full day schools.

Although, inBotswanatheterm‘double-session’ hasbeenusedtodescribe schoolsthathavedifferentpupilsinthemorningsandafternoons,but thesamenumberofclassroomhoursaspupilsinsingle-sessionschools, anddifferentteachersforeachsession.Half-session’schoolshavebeen formedinBotswanawithdifferentpupilsinthemorningsandafternoons but in which total classroom hours are reduced, and the same teachers teach the two groups. (http://mpra.ub.uni-muenche.de/23519).

In addition, in Singapore single-session schools have operated on the traditionalpatternfrom7.30a.m.to1.00p.m.Theydifferedfrom ‘full-day’ schools,whichwereanexperiment(laterabandoned),inthe early 1980s. Full-day schools had an extendedcurriculum,and did not close until 3.30 p.m., inUganda,theterm‘double-shift’ hasbeenappliedtoschools taking the same grades in the morning and afternoon withdifferentgradesinthemorningandafternoonhavebeencalled ‘double-session’. (http://mpra.ub.uni-muenche.de/23519). These terminological distinctions are not found in all countries. It isthereforenecessarytocheckthepreciseмeaningsoftermsindifferent contexts. Somecountriesalsohaveevocativeunofficialterminologies, like inZimbabwe,double-sessionschoolingisalsocalled‘hotseating’ (Kleinhans,2002). In this study, the terminology used is multiple-shift systems (MSS) which referred to morning and evening school session.

Further variations in terminology may also be noted at the outset. Single-shift schools, for example, may also be called;

i. Single-session schools.
ii. Uni-seasonal schools and

iii. Full-day schools.

Correspondingly, double-shift schools may also be called:

i. Double-session schools.

ii. Bisessional schools, and

iii. Half-day schools.

Concisely, Sometimes the difference in terminology implies a difference in meaning. This requires care when using terms in different contexts, in most contexts the terms can be used interchangeably. It is particularly common to interchange the term shift and session. In most contexts, the terms single-session, single-shift, unisessional and full- day can be used interchangeable. The same applies to the terms double-session, double-shift, bisessional and half-day.Nevertheless, this is not always so (Mark, 1989).

2.3 Models for Single Shift Schooling and Multiple-Shift Schooling

Model is 'an interpretation of a theory arrived at by assigning referents in such a way as to make the theory true' (Microsoft® Encarta ® 2009© 1993-2008 Microsoft corporation). Different models used for SSS and MSS schooling in order to provide a framework for subsequent analysis. Katjaita (2011) cited Bray (2000) has identified nine (9) models as follows;

i. End-on shifts

Mostdouble-shiftsystemsareonthe'end-on' variety.This means thatone group of pupil's leavesthe school before the next grouparrives. ThisresearchismainlyconcernedwithSingle Shift Systems(SSS). InaMSSsystem,thefirstgroupofpupilscomesearlyin the morning and leaves at midday; and the second group arrives at middayandleavesinthelateafternoon.For example, a common pattern is:

a. 1st shift: 7.15 a.m. to 12.15 p.m.;

b. 2nd shift: 12.30 p.m. to 5.10 p.m.;

Also, there is a triple - shift system,threegroupsofpupilsshareoneset ofbuildingsandfacilities, thepattern found insomeZambianprimary schools as:

1.1st shift: 7.00 a.m. to 10.45 a.m.;

2. 2nd shift: 11.00 a.m. to 2.45 p.m.;

3. 3rd shift: 3.00 p.m. to 6.45 p.m.

In the Dominican Republic and Mozambique, triple shifts are also found in many secondary schools, because it can only operate with a very short school day, most authorities only use it as an emergency measure (Bray, 2008).

ii. Overlapping shifts

This refers to the students thatarriveandleave at different times, but at some point are on the school compound together. Itenabled the school to increase its enrolment and to use its buildings more efficiently while retaining the atmosphere of a single-shift school. Some countries, e.g. Philippines, Malawi etc., are still using this system.

iii. Variations in length of school week

Theabovemodelsarerefinedbyadjustingthenumber of days each week that pupils attend school. In Hong Kong, for example;

a. Single-shiftschoolshaveeight (8) periodsperday,Mondayto Friday. TheydonotoperateonSaturdays,soit has40periods per week.

b. Double-shiftschoolshaveseven (7) periodsperday,Mondayto Friday, andsixperiodsonalternateSaturdays, They have 76periodseverytwoweeks,oranaverageof38periodsper week; By using Saturday mornings, the DSS provide almostthesametotalnumberof lessons. If theyworked every Saturday instead of alternate Saturdays, MSS could have even more

lessons than SSS schools.

In summary, only End-on shifts is used in Nigeria but Overlapping shifts and Variations in length of school week are not in use in public schools. This may befound in private or community schools.

iv. Different or shared teachers.

This type refer to a system in which we havedifferentteachersformorning andafternoonsessions, but shared teachers referred to a situation where teachers are advised to teach in the morning and afternoon due to some reasons. In Hong Kong, schools have different teachers for morning and afternoon sessions. There is no shortage of teachers, and the government prohibits staff from working in both sessions because it is afraid that teachers will be tired resulting in lowering of quality of teaching.

In addition, similar policy followed in Singapore, South Korea, and Nigeria. Other countries are less fortunate. Senegal, for example is short of qualified teachers, and the authorities are keen for these limited human resources to be utilised as fully as possible. At least some staff themselves welcomes opportunities to teach in more than one session, because they can increase their earnings through extra work. (Katjaita, 2011, cited Bray, 2000).

v. One set of buildings for two levels of education

Although classrooms in many systems accommodate, for examplegradeoneclassinthemorningandanothergrade1class in the afternoon. This arrangement is not universal. In Bangladesh, forexample,manydouble-shiftprimaryschoolshavetaughtgrades 1 and 2 in the morning and grades 3, 4 and 5 in the afternoon. TheauthoritiesinPuertoRicohavetakenthisideaevenfurther. Someinstitutionsaccommodateelementarychildreninthemorning and intermediate children in the afternoon. Other institutions

accommodateintermediatechildreninthemorningandhigh school children in the afternoon. Similar patterns are found in Palestine, India and Uganda.

vi. Urban and rural systems

The MSSismostcommoninurbanareas. Thisis because:

i. Land is more expensive in towns, and administrators therefore try to use buildings and playgrounds as efficientlyas possible;

ii. Urbanareashavehighpopulationdensities,whichmakesiteasy to findenough pupils to run extra shifts.

Although,inthesmallestvillagesit isimpossibletofind enough childrenfor a doubleshift,shift schools canoperatewith onlyoneteacher. Theteachertakesonegroupofchildreninthe morningandanotherintheafternoon. Thistypeofschoolmaybe found in remote parts of India and Botswana. As observed by UNESCO (2008)

> 'Althoughmostdouble-shiftschoolsarelarge,urbaninstitutions,somearesmalland rural. The smallesttypeofdouble-shiftschoolhas onlyone teacher. The teacher takes one group of pupils in the morning and the other in the afternoon' (http://www.iiep.unesco.org;)

iii. Daily, weekly and monthly rotation

Instead of alternating in the mornings and afternoons, classes may alternate by day, week, or month;

1. Dailyrotation:OnegroupofpupilsattendsschoolonMondays, Wednesdays,andFridayswhileanotherattendson Tuesdays, Thursdays, and Saturdays.
2. Weeklyrotation:OnegroupofpupilsattendsschoolinWeeks1 and 3, while another group attends inWeeks 2 and 4.
3. Monthlyrotation:OnegroupofpupilsattendsschoolinJanuary, March, May, etc., while another group attends in February, April, June, etc.

iv. Classes for both children and adults and lastly

In these types, schools may be used for children in the daytime and adults in the evening.Theeveningclassesmaybetaughtbyschoolteachersor byoutsiders. Thismodeliscommoninbothindustrialisedandless developed countries, and is a form of the double - shift system. However, thisresearchmainlyfocusesonprovisionforschool-agedchildren. The modelisonlymentionedhereinordertopresentacompleterange.

v. Borrowed and rented premises

Insomecountries,privateandcommunityschools borroworrent thepremisesof publicschools when thepublicschoolsclosefor the day.Thisineffectbecomesadouble-shiftsystem,sincethebuildings areusedtwicebytwosetsofpupils. Two illustrations may be taken from Botswana and the Philippines.Inbothcases,publicpressureforeducationhasledtothe establishmentofself-helpsecondaryschools. Theinstitutionshave been called Community Junior Secondary Schools in Botswana, and BarangayHighSchoolsinthePhilippines.Inmanycases,theself-help institutionsstartedlifebyusingprimaryschoolbuildingsandteachers aftertheprimaryschoolshadclosedfortheday.Formostinstitutions, this was a short-term measure, but while it lasted, was a form of the double - shift system.ComparableinstitutionshaveexistedinPakistan andTanzania, (Bray, 2008).

Concisely, some countriesschoolfacilitiesarealsousedforsupplementary private tutoring, in some cases the tutoring is given by mainstream teachers who are already employed in the schools; but in other cases, externalpersonnelrenttheclassroomsforsupplementaryclasses.

2.4 Theoretical Framework

Shift systems of schooling systems theories is one of the most serious challenges is the limited available information, according Bray (1990), as one of the exponents of the multiple shift school system as it is organised and implemented admits to the lack of literature on this pertinent educational topic.

Nevertheless, Harper firstly (1987) conducted the theory of the DSS system due to research on ground in the Namibia department of Education in early 80s because of inadequate of school facilities, also as far as I could determine not much has been printed about this system (Katjaita 2011). The only research effort on the arrangement, which has been documented, is one written by Harper in 1987.

However, the double-shift session or platoon system as it was known before independence was implemented in primary schools of the Department of National Education in South West Africa/Namibia as back as 1975. According to Harper, (1987) the earliest record on file is a departmental Circular Minute Number 32 of 1987 issued by the then Department of Bantu Education. One of the paragraphs in this circular as cited by Harper (1987) reads as follows:

'Because classrooms may not be available for additional staff, consideration must also be given to ways in which extended use can be made of the existing classrooms of a school, by introducing a platoon system. With this system in operation one classroom will be used by the one teacher during the mornings while another teacher will use the same classroom during the afternoon'.

In his research, Harper distinguished clearly between a platoon system and the double session system, he further (1987) stated platoon classes are:

"Two different groups of children taught by different teachers utilizing the same classroom locale, one group during the morning session, the second group during the afternoon session."

2.5. Singleshift-system, multipleshift-systems, and Curriculum issues

Curriculum issue should not be handle lightly because it is a key guide to teaching and learning, as the following table below shows official data on primary and secondary schools teaching-time in thirteen countries, in seven countries, teaching time has been shortened to accommodate extra shifts, while in six countries no reduction has been made. This scenario implies that if well-planned MSS do not need to be a needle-in-the-haystack problem. In fact, this also implies good planning as Bray (2000) puts it, "when classroom time is reduced because of the introduction of a shift system, the impact may not be disastrous; much depends on the length of curriculum time before the change" The illustrated table was shown below with differences between single session, evening or double and triple session in some different countries;

Table 2:1 Illustrated table between SSS, MSS, and TS sessions in some different Countries.

Countries	Single Shift	Multiple Shift	Triple Shift
Burkina Faso	30h 00m	21h 00m	----------
The Gambia	26h 00m	23h 45m	----------
Ghana	22h 55m	19h 35m	----------
Hong Kong	23h 20m	22h 10m	----------
Jamaica	25h 00m	22h 30m	----------
Laos (junior)	19h 00m	19h 00m	----------
(Senior)	22h 00m	22h 00m	----------
Malaysia (junior)	22h 30m	22h 30m	`----------
(Senior)	24h 00m	24h 00m	----------
Myanmar	25h 00m	25h 00m	----------
Nigeria, Imo State	25h 05m	22h 05m	----------
Philippines(junior)	25h 00m	23h 20m	----------
(Senior)	30h 00m	24h 10m	----------
Senegal	28h 00m	20h 00m	----------
Singapore (junior)	22h 30m	22h 30m	-------
(Senior)	24h, 30m	24h, 30m	----------
Zambia (junior)	20h 25m	20h 25m	17h 30m

(Senior)	26h 40m	26h 40m	----------

Source: Katjaita (2011) cited in Bray (2000) and UNESCO (2008)http://www.iiep.unesco.org.

Although, the situation in Nigeria differed from one zone to another likewise the research area, time is fluctuating due to insecurity, which lead to curfew from 6:00am to 4:00 pm, MSS had to operate for only 3hrs instead of 5hrs, in some case only for an hour only or totally closed.

2.6. Single shift-system, multipleshift-systems, and extra-curricular activities

Performanceinclassroomsubjectsisofcoursenottheonlygoal ofschoollife, it alsoaimtopromotehealthyattitudes and physicaldevelopment.Extracurricularactivitiesprovide one of themainwaystoachievethesegoals.

1. Throughsportingactivities, childrenlearnaboutcooperationandcompetitionaswellashow togrowphysicallystrongandhealthy.
2. Theydevelopothertalentsin music,drama,debating,and chessandsoon.

It is generally MSSforces authorities to cut backonextra-curricularactivities,theschooldaybecomestootight, andcompoundsmaybetoocongestedtoallowsimultaneousactivity bychildrenofallsessions.Schoolswithlargecompoundsmayfind that they can allow afternoon session pupils to come early to practice gymnastics, to play basketball, to join a school choir, or to rehearse theschoolplay;butschoolswithsmallcompoundsfindfirstthatthere is simply not enough space, and second that the noise from the ball

gamesandmusicgroupsdisturbsthechildrenwhoarestudying. Further difficultiesarise in the organization of inter-house or inter-school sportscompetitions. Schools thathaveonlysingleshifts, competitions are commonly held on weekday afternoons. Schools with double shifts then findthat:

a. Allthesportsplayershavetobeenrolledinthemorningsession

(There by Creating an imbalance); or

b. Sportsplayersinafternoonsessionshavetomissclassesfrom time

to time; or

c. Sportsplayersinafternoonsessionshavetobeexcludedfrom

Inter school Competitions.

However,theremaybeways outtogetoutofthese types of problems, one solution is to hold inter-school competitions on Saturday mornings.Analternativesolutionistoholdtwotypesofcompetition: one for single-shiftschools, and one for double-shiftschools. Finally, one point raised in connection with performancesalso applies to extra-curricularactivities.Schools with largepopulationsfind iteasiertojustifythe investmentin, gymnasia, sports fields, and so on.

2.7. Singleshift-system, multiple shift-systems, and Time- table

Time is also the most important to be considered during planning a school subject table in any school settings, the schools managements should pay adequate attention so that the aims and objectives of education will be achieved not in vain, Bray (2000), believes that managers of MSS schools should ask themselves four basic questions when dealing with time-tabling:

1. What is the earliest time that children can start school?
2. How frequent and how long, should be the breaks within sessions?

3. How much time is needed for the transition between shifts?
4. What is the latest time by which classes must end?

Surely, bearing these questions in mind while planning timetable can result positive outcome in teaching and learning, it can also accommodate all systems without one interruption MSS or SSS while starting its lesson, but less than can surely interrupt one session towards other.

2.8. Class size in singleshift-system and multipleshift-systems on students' performance

Class size refers to educational tool that can be used to describe the average number of students per class in a school. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of learners (Adeyemi, 2008). These variables are inside and outside school that affect students' quality of academic performance. These factors may be termed as student factors, family factors, school factors and peer factors(Crosnoe, Johnson, and Elder, 2004). Generally, these factors include school size or class size, age, gender, geographical belongings, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income, and religious affiliations.

Class factors are very important in the teaching-learning activities, particularly when students' performance is being considered, in the findings of Tropping (1994) found that sitting at the back in the classroom and absence from classes negatively affects the performance of students. However, it has been painfully observed that students' performance in subjects in Nigeria remains low (Maduemezia, 1996; Okoye,

1997). Investigators Osuafor (1999); Okegbile (1996); Bajah, (1999); Adeyegbe (2005); Oshokoya (1998) and Adesoji (1999) have identified such factors as class size, school location, teacher exposure, poor instructional methods, and negative attitude of teachers, inadequate / lack of laboratory facilities and poor student background. In addition, Fabunmi and Okorie (2000) investigated the relationship between average class size and secondary school performance in Epe Local Government Area of Lagos State. The researchers used both Pearson Product Moment Correlation and Spearman Rank Correlation to test the only hypothesis formulated. Pearson Product Moment Correlation is used to test the hypothesis, the findings revealed a negative and low relationship while Spearman Rank Correlation revealed significant and positive relationship between average class size and students' academic performance.

However, despite this and the plethora of studies available, investigators remain divided on whether smaller classes actually have positive effects (relationship between class) on student outcomes (Averett and McLennan, 2011), For instance, Afolabi (2002) investigating school factors and learner variables as correlates of senior secondary physics achievement in Ibadan found no significant relationship between class size and students' learning outcomes. On the other hand, Adeyemi (2008) working on the influence of class size on the quality of output in senior secondary schools in Ekiti State, Nigeria found that schools having an average class size of ≤35 obtained better results than those having > 35.

Although, data from the Third International Mathematics and Science Study referred to in Averett and McLennan (2011) indicate that larger class size countries obtained higher achievement scores. The same investigator also indicated that although class sizes have fallen dramatically in the United States, achievement has not simultaneously increased across all demographic groups. On investigating the impact of

class size on student performance: evidence from Bangladesh, Asadullah (2005) concluded that a reduction in class size in secondary grades is not efficient in a developing country like Bangladesh.

The purpose of this investigation is specifically SSS and MSS is examining if class size can also be a factor for poor performance of students in Islamic Studies Junior secondary schools in Adamawa State Nigeria. Although, Howley (2000), found poverty and school size have a strong influence on academic achievement, both positively and negatively. For example, if students of poverty attend large schools with a large percentage of low-income students, their academic achievement were lower than those students of poverty who attended a smaller school with a large percentage of low-income students. The relationship between academic achievement, school size, and socioeconomic status (SES) of students and their families had been found to be indirect but applicable (Walberg and Fowler, 1987). However, the contradictory findings are likely to be because of two different methods of analysis used to test the hypothesis. Fabunmi, Peter and Isaiah (2007), examined class factor as a determinant of secondary school students' academic performance in A/Ibom State between 1997 and 2002. The researcher used multiple regression and One Way Analyses Of Variance (ANOVA) to test the two hypotheses at 0.05% level of significance. The findings revealed that the three class factors (class size, students classroom, class utilisation rate) when taken together, contributed significantly to secondary school students' academic performance.

Moreover, investigated teacher and classroom context effect on students' performance and found that small class sizes themselves do not lead to higher students' performance but the interaction effects are important (Wright, Hom and Sander, 1997). In the same vein, Hoxby (1998), used two quasi-experimental techniques in a panel framework to examine the influence of class size on test scores in Connecticut District

Schools. The researcher found no significant impact of class size on students' performance. Wright, Horn and Sander (1997), used Tennessee Value Added Assessment System Database to conclude that class size in itself does not matter but the interaction of class size with other input factors have a significant effect on student outcome.

Furthermore, there is a consensus among various researchers and educationists that, the lower the class size or teacher-pupil ratio, since students' performance decreases as class size increases. Many studies have pointed out the significance of the teacher pupil ratio to cognitive learning in the school. (Idienumah, 1987; Ojoawo, 1989; Fabunmi 2000). The National policy on Education (2013), recommended that the teacher-pupil ratio should be 1:35. In emphasising the importance of class size to the learning/teaching process, the All Nigeria conference of principals of secondary schools (ANCOPSS) recommended a maximum of forty students per class for effective management and better control. Oguntoye (1983) in his own study found that class size had a negative coefficient with examination performances of students. Moreover, opined that even with these methodological problems, research has generally demonstrated the influence of class or teacher – students' ratio on the student's performance in a variety of educational settings (Robison, 1990). In the view of this fact, it could be said that the teacher - pupil ratio is one of the important factors determining good academic performance of students. Moreover, De Haan and MacDermid (1998), found that 75% of all poor students living in urban areas in the United States have below average skills in reading and math, with 50% of those in the lowest quintile. Thus, academic achievement in small schools is as good as or better than that of larger schools, especially for students from low socioeconomic

backgrounds. Therefore, SES (socioeconomic status) is an important factor with regard to academic achievement and will be included in this study.

In a nutshell, in some cases a classroom is overcrowded with students under one teacher, and teacher-student ratio can be as high as 1 to 60 as or more than that in a primary or secondary school instead of the approved ratio of one teacher to 35 or 40 students. How can effective teaching and learning take place in such an over-crowded classroom manned by over-worked teachers?

2.9. Single-shift system, multiple-shift systems, and Social Economic Factors

School systems have many driving factors that drive it towards positive or negative way, among it there is economic factor, Bray (2000), reported the MSS can help low-income groups in different ways, some youths contribute to their family's livelihood by working part of the day. These youths are now earning a living they look after the younger children; in general speaking multiple schooling systems reduces school fees and thus allows poor children to attend school, but sometimes it was accused of causing social problems because children are occupied in school for shorter periods and so have more time to roam around the streets and get into trouble, this is why the system is grudgingly accepted by most communities and Adamawa State is not in the exception, even some are saying it is among the machinery which politicians are using as thugs or insurgents.

Although, the systems thus provides a platform where responsibility is shared amongst family members. Multiple (SSS, MSS, TS, and MS) systems can also help low-income groups in other ways:

1) Some families are too poor to allow family members to spend the whole day in school, since they cannot afford to lose the income that children and youths could gain from working. Systemsofhalf-

dayschoolingreducethisproblem.Theyallow young people to attend school and still earn a living.

2) Evenwhenyoungpeoplefrompoorfamiliesdonotdirectlyearn money, they are often needed to look after younger children. MSS, DS, MSS, or TS schooling may enable young people to undertake domesticdutiesinturn:whileoneisinschool,anotherisoutof school, and vice versa.
3) Poorchildrenarealsoexcludedfromschoolbyhighfees multiple systems schoolingreducescosts,socanalsoreduceschool fees.

2.10. Single shift system,multiple shift-systems and students' performance

The goal of every educational system in any country is to obtain and maintain high academic standards. Even though the realization of this achievement should not be dependent on the type of school system being operated.

However, session is not what highly matter rather students' performance which needs to be studied into, more importantly how do the products of the single shift-system even compare with their counterparts from the mainstream schools in terms of quality education, but the impact the systems according to researches shows a positive result. Bray identified different factors that can be considered as consequences or side effects of the implementation of the MSS sitting. The intentions of any government that implements MSS schooling is to provide access to education to as many children as possible, but the unanticipated resulting complexities of forces beyond the government's control cannot be predicted. Although Bray (2000), is of the opinion that: "Most educators agree that the atmosphere of double-shift schools is inferior to that of

single shift schools (SSS)". He continues mentions several factors, which make the inferior system, as;

1. Shorter and consequently its breaks are shortened and the teaching time is somewhat reduced.
2. The socialisation factor has influenced negatively in the double-shift system, mostly when two head teachers are responsible for separate shifts. Because of time constraints, children miss their breakfast and have to struggle to concentrate due to hunger.

Concisely, afternoon session is hotter especially in countries like the sub-Sahara region, therefore in SSS both teachers and students are in safe mode without any stress psychologically learning will be effective, with this one can say boldly SSS has a positive impact on students' performance. Although, Bray (2000) is of the opinion that there is no association between the level of academic performance and the number of sessions for which the school is utilised daily.

In addition, Bray (2000) says that academic performance of children in the multiple-shift system is often just as high as that of children in single shift systems. Two points in favour of double shifts are worth mentioning:

''Introduction of double-shifts may permit reduction in class size and therefore a more personalised teaching approach and double-shift schools are generally larger, and therefore find it easier to justify expenditure on libraries, laboratories, etc.''

Perhaps, the negativity towards double-shift schooling is more embedded in what Katjaita (2011), cited in Sterman (2005), calls "the notion that human nature tends to view their situation as the result of forces outside themselves, forces largely unpredictable and uncontrollable. Although, there are some challenges a pilot study conducted by Katjaita (2011), revealed that one of the greatest problems experienced by teachers is the fact that in the afternoon sessions they have to teach learners who are

exhausted, dirty and hungry. This is not conducive to effective teaching and learning and teachers instructing under these circumstances have to work much harder to motivate learners to deliver. A greater demand is thus also placed on these principals or headmasters to extrinsically motivate their teachers to work with unmotivated learners. Pressure on buildings and infrastructure is much greater in a MSS school than a normal school. Every piece of furniture in the classroom is used twice every day and deterioration of equipment is thus quicker in these schools. Most of the time classes are dirty because when the morning shift is finished, there is no time to first clean the class before the next shift can start. This results in having dirty classrooms all the time or forcing cleaners to come and clean over weekends, which contravenes the labour laws.

2.11 Concept of Islamic Education

Many attempts have been made to define Islamic education. According to Ashraf and Hussain (1979), Islamic education entails giving instruction on purely theological matters, such that the trainee would be able to practice the five pillars of Islam. Similarly, Mohammad (1980) opined that Islamic education is a process of self-discipline, which ensures spiritual and intellectual growth of the individual.

However, neither of the above can stand the test of our time because, we have to realizes that Islamic education is not confined to ensuring the practice of the five pillars of Islam. The pillars only constitute the Ibadahaspect of the religion. Not only this, spiritual and intellectual development are but two of the three important dimensions of personality development, the definitions leave out the psychomotor domain.

We may wish to consider Islamic education as a system of education, which

entails ideological concept expounding the very nature of life (here and after), and prescribing the position of man and his role on earth. In arriving at this definition, this study is greatly influenced by the opinion of Qutub (1977), from which we can infer that Islamic education includes the doctrine and pragmatic set-up, which emanate from and premised on the ideological framework. The framework in question entails ethics and its sustaining power, politics and its characteristics, social order and its values, economic precepts and its philosophy, and internationalism in its ramifications.

In Nigeria today, there are some people who adopt a confused approach to defining Islamic education. These people deliberately refer to Islamic education as being synonymous with Islamic studies, which is just a subject in the Nigerian western-oriented educational system" Ajidagba (2005), opined that the basic discernible difference is that Islamic studies is an academic subject offered in a formal school setting, whereas, islamic education refers to the totality of the upbringing of an individual within the content and context of Islam. It therefore transcends the classroom setting. It can be received formally, non-formally and informally.

2.12 Empirical Studies

Multiple systems of schooling is a school system in which different cohorts of students use the same building and have the same academic curriculum, some in the mornings, and some in the afternoons. Many developing countries, including Mexico, India, Brazil, Zimbabwe, Russia, Bulgaria, have adopted the systems. According to Sagyndykova (2013), in the United States, in states such as Florida, a double-shift system (DSS) and normal shift system are maintained due to the occurrence of natural disasters affecting the physical conditions of existing school buildings. In general, the

purpose of DSS or NSS schooling system is to increase access to schooling while limiting strain on the budget.

From the policy perspective, the introduction of NSS and DSS allows existing sets of buildings and facilities to serve more students. This may be especially important in urban areas, where land is scarce and construction of new buildings is expensive. MSS has helped many countries to move toward universal primary and secondary education. However, this policy may come at a cost. The limited school day under the multiple shift operation leaves few or no opportunities for any extra-curricular activities. In addition, there is some concern that students may be hurt by such policy. Afternoon students may receive a poorer education because of their tiredness by the time of classes or the diminishing productivity of teachers. The purpose of this study is to determine whether the difference in academic performance of students in the morning and afternoon shifts has a causal nature or is due to differences in the characteristics of students because of the selection process.

Moreover, Educational researchers in Mexico have turned their attention to the problems with DSS implementation. By analysing differences in students and teachers distributions of characteristics, Cardenas (2010) found that, on average, afternoon shift schools have lower levels of educational quality. His research shows that schools in the afternoon session have a higher proportion of low-income students and higher failure and dropout rates in comparison to morning shift schools sharing the same facilities. Saucedo (2005) describes a selection process, which intentionally places repeaters and students with discipline problems into the afternoon session and shows that the quality of instruction is lower in the afternoon than in the morning shift because of the different expectations and attitudes of teachers and principals.

Although, reliable research evidence which compares

performanceindifferentnations came out with no significant difference between NSS and evening system of schooling or DSS except in a few nations as in Nigeria etc., These are;

Research was carried out in Brazil byFuller,Dellagnelo,Strath,Bastos,Maia,de Matos,Portela, Viera,(1999), in the title work is "Howtoraise children'searlyliteracy?The influence offamily, teacher,and classroom in Northeast Brazil". They studieddeterminantsofliteracyin urban and rural primary schools in Northeast Brazil.They tested grades1 and2 Childrenin140 schools intwo provinces.Most oftheurbanschoolsoperatedeithertwoorthreeshifts. The researchers found "no evidence that multiple shifts in schools are negativelyassociatedwith earlyliteracylevels" but they added, "If schools are reasonably maintained, it does not appear that multiple shifts yield negative achievement effects".

The methodology applied in this research is an experimental research design; the researchers used quasi-experimental design approach in multiple shifts (MS) school sessions that is day and night shifts. Analysis of variance (ANOVA) was implored to compare the base of their academic performance of pupils. The research was carried out in Mato Grosso, state in southwestern Brazil. Mato Grosso State has an area of 906,806 sq km (350,120 sq mi). It is bordered by Bolivia and the Brazilian territory of Rondônia on the west and by the states of Amazonas and Pará on the north, Goiás and Tocantins on the east, and Mato Grosso do Sul in the south. The chief activity in Mato Grosso is cattle raising. Rubber, timber, and other forest resources are plentiful. The capital city is Cuiabá. Population 2,803,274 (2005 estimate). (Microsoft ® Encarta, 2009)

The population of this study comprised all students in Mato Grosso, 34,403 and sample size is 380. Using a large database, Herrán and Rodríguezcomparedthe academicachievementof students in day and night shifts.

The major finding shows there is no significant difference between the performance of students in day session and the night session. They found that: "thefactof attendingday or nightclasses does not appearto haveasignificanteffecton achievement. Also, research that conducted by the World Bank and Inter- American Development Bank (IADB) (2000).

Similarities with the present work are;

1. To find out the Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria, while the above;
1. Was carried out on the effect of day and night shifts on students' performance.
2. The present research and above research used and t-test instrument as tool in comparing the mean scores of the students in both sessions in terms of performances.

Differences in researches are;

1. The above research was carried out in South America in primary school settings while;
2. The present research was carried out in West Africa, Nigeria in JSS III Students only.
3. The above research implored single design approach (quasi-experimental research design) while;
4. The present research used expo-factor research design and t-test.

Farrell and Schiefelbein, (1974) in their title work "Expanding the scope of

educationalplanning: The experienceofChile" they found out in ChileManyschoolshavelongtraditionsofdoublesessions, andsomehavehadtriplesessions.Inanearlystudy,Farrell and Schiefelbein surveyed 353 grade 8 classes, collecting data from ten students in each class and from all teachers and school directors. Theyconcluded,"Thereisalmostnoassociation betweenlevelofacademicperformanceandthenumberofshifts inwhichaschoolisutilizeddaily".

The methodology applied in this research used survey research design, the total population is 4500, and the sample is 354 in DSS School sessions that are Normal, Afternoon and Evening shifts. The researchers used Pearson product-moment correlation coefficient (PPMC) as an instrument to find out the relationship between sessions and academic performance of pupils in triple sessions.

The major finding out come shows there is no significant relationship between students' performance and type of sessions school operate.

Similarities with the present work are;

1. To find out the Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria while the above is
2. The research carried out on multiple and triple systems in pupils in grade 8 classes.
3. Both of researches were carried out in multiple sessions.

Differences in researches are;

1. The above research was carried out in South America (Chile) school settings.
2. While the present research was carried out in, West Africa schools (Adamawa State, Nigeria)

3. The above research implored single design approach Pearson product-moment correlation coefficient (PPMC) in analysising the data in finding out the relationship between sessions and pupils academic performance in triple sessions (3).
4. While the present research implored t-test in finding out the differences between two sessions.

Another research was carried out in Guinea by International Institute for Educational Planning (IIEP) (2003) ‘‘Double-shift schooling: design and operation for cost-effectiveness’’ investigated the learning achievements of1,248grade2pupilsand1,260grade5pupils.Ineachgrade, approximately half were in single-shift schools and the other halfindouble-shiftschools. TheIIEP foundthat ingrade2“themeanscoresareverycloseandtheobserved differenceisnotstatisticallysignificant”.Ingrade5,however, the single-shift pupils performed better and the difference was statisticallysignificant. TheIIEP concluded,“The double-shifts, despite the moderateeffects in a single school year,penalizerathersensitivelythelearningofpupilsover thelongterm, also the no significant relationship between sessions and a child’s performance ”.International Institute for Educational planning: http://www.iiep.unesco.org.

The methodology applied in this research; the International Institute for Educational Planningused descriptive surveyed research design approach in NSS and DSS school sessions that is Normal, Afternoon shifts. Then population used is 2,508 and a sample of 335 and Pearson product-moment correlation coefficient (PPMC) was as an instrument to find out the relationship between sessions and academic performance of pupils in grade 2 and 5.

The major result shows there is no significant relationship between the

performance of students in morning, afternoon or evening session.

Similarities with the present work are;

1. To Find out the Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria, while the above;
2. To find out the relationship between grade 2 and 5 in sessions and students' performance.
3. Both researchers are from the same continent

Differences in researches are;

1. The above research was carried out in primary school settings in Guinea.
2. While the present research was carried out in the JSS III schools in Adamawa State, Nigeria.
3. The above research implored PPMC in correlating as research an instrument in finding out the relationship in double sessions.
4. While the present implored t-test in finding out the differences in mean scores between two sessions SSS and MSS.

Moreover, in the second largest populated nation in the world (India) Batra (1998) carried out research ' ' Problemsandprospectsofdoubleshiftschools: a study ofAssam and Madhya Pradesh''. He comparedscoresofgrade4studentsin 23schoolsinAssamandMadhyaPradesh.InAssam,double-shift students scoredmarginallybetterthansingle-shift students did inmathematics,butnotsowellinothersubjects.InMadhya Pradesh,double-shiftstudentsscoredmarginallyhigherinscience andsocialscience,butnotsowellinlanguageormathematics. Overall,Batraconcluded,"itappearsthatthedoubleshiftschools

arenotnecessarilyachievinganybettereducationalresultsor performing any worse than the students of single shift schools".

The methodology applied in this research by Batra is quasi-experimental design approach so that to find out the differences in mean scores of grade 4 students in 24 schools in NSS and DSS performance in the subjects of mathematics, language sciences and social sciences. Then population size is 30000 and a sample of 379. The research used ANOVA (analysis of variance) as an instrument to find out the differences between sessions and academic performance of students within various subjects.

The major result shows there is no significant difference between the performance of students in morning, afternoon or evening sessions.

Similarities with the present work are;

1. To Find out the Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria, while the above is;
2. The above research is to find out the differences between mean scores of students' performance in different sessions in mathematics, languages, sciences, and social sciences.
3. Both researchers were carried out in secondary schools in double session's settings.

Differences in researches are;

1. The above research implored single design approach ANOVA as a research instrument in analysing the differences in mean scores various subjects and schools in double sessions.
2. While the present research used t-test in finding out the differences in mean

scores in Islamic studies' students in two sessions.

3. The above research was carried out in India (Asia).
4. While this research was carried out in Africa (Adamawa State, Nigeria).

Moreover, Malam reported in his research (2002) title in French as "Crises économiquesetsystème d'enseignement primaire au Niger: case de la double vacation sanslacommunautéurbainedeNiamey". Translated in English as "Economic Crises and Primary education in Niger: Case of double shifts in urban community, Niamey" He comparedthe achievement ofpupilsinsingle-shiftanddouble-shiftschoolsinNiamey,in ordertoassesstheimpactofadouble-shiftschoolingpolicy introducedin1988.

The methodology applied by the researcheris quasi-experimental design approach so that to find out the differences in mean scores of students in the NSS and DSS schools in performance in the subjects of mathematics, and French. Then the population of 14,600 comprised all students from Niamey and a sample of 375, the t-test was used in analysing the differences in mean scores between sessions and academic performance of students in two subjects.

Major findings shows there is no significant difference between the performances of students in single and double shift session. The researcherfoundthatingrade3,single-shiftpupils performedbetterthandouble-shiftpupilsinmathematics did and French did,evenaftercontrollingforsocio-demographicvariables. Ingrade5thesingle-shiftpupilsperformedbetterinFrench, albeitbyasmallermargin.However,themathematicstests ingrade5didnotshowsignificantdifferencesbetweenthe groupsevenbeforeallowanceforsocio-demographicvariables, andaftersuchallowance,performancewasslightlybetterin the double-shift cohorts. He also highlightedstrategiesthattheauthoritiescouldusetoraisethe achievement of double-

shift pupils.

Similarities with the present work are;

1. The present worked in finding out the Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria.
2. While the above is to find out the differences between in single sessions and double session on students' performances in mathematics and French languages.
3. Both studies were carried out in secondary schools in double sessions.
4. Both researches are from West Africa.

Differences in researches are;

1. The above research implored single design approach quasi-experimental design with t-test as an instrument for analyses while;
2. The present research used expo-factor design approaches and t-test was implored in finding out the differences SSS and MSS in students that offered Islamic studies.
3. The above is from Niger Republic while;
4. present from Federal Republic of Nigeria.

Colclough and Lewin, (1993) reported in their research in Senegalin1982, title as "Educating all the children: StrategiesforprimaryschoolingintheSouth" after, theMinistryofEducation in Senegallaunchedapilot double-shiftsystemattheprimarylevel.Itwassubsequently expanded,and14percentofprimarystudentsin1988werein double-shiftschools.Theschemepermittedsubstantialreduction inclasssizes,andanevaluationfoundnonoticeabledropin quality for students in the double-shift classes: tests covering attainmentsin maths and French suggested that

students in double-shift classes performed as well as those in single-shift classes.

The methodology applied in this studyis a quasi-experimental design with target population 2418 and sample 335 in two different schools, which comprised control and experimental group. The t-test is used in testing out differences in mean scores of students in single and double sessions in performances of students in subjects of mathematics, and French.

Major findings shows there is no significant difference between the performances of students in single and double shift session and nonoticeabledropin quality for students in the double-shift classes: tests covering attainmentsin maths and French suggested that students in double-shift classes performed as well as those in single-shift classes.

Similarities with the present work are;

1. The present was carried out in respect of Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria, while the above is study;
2. To find out the differences between in single sessions and double session on students' performance in mathematics and French languages.
3. Both works were carried out in respect of schools that operated in double or multiple sessions.
4. Both works are from West Africa.

Differences in researches are;

1. The above research implored single design approach quasi-experimental design with t-test as an instrument for analyses and dealt with two subjects of maths and French while;
2. Also the present research implored single design approach expo-factor with

students that offered Islamic Studies only and also t-test was used in finding out the differences in students' performance in two different sessions.

In a nutshell, a similar research was carried out in Nigeria by Emeka (2012) with the title ''Double-shift schooling: an implementation guide in Primary schools'' the studied research of First School Leaving Certificate examination scores in Imo State, and found lower pass rates among double-shift schools. The researcher also noted that double-shift schools still had much larger class than most single-shift schools. Yet even after allowance for these facts, it appeared that performance in double-shift schools might still be inferior. The researcher observed, "Teachers and pupils are always tense because of the nature of the timetable and the reduced recreation period".

The Methodology applied in this studyis descriptive survey and instrument used is chi-square to analyse the data, with a target population of 15000 and sample size 375 in different schools, which comprised parents, teachers, and pupils from the different socio-background from Imo State.

Major finding partly reflected the low socioeconomic status of many double-shift pupils, for the afternoon sessions chiefly enrol domestic servants and similar low-status people. Findings also show there is no significant difference between the performances of students in single and double shift session and socio-economic background of parents or guidance has no impact their performance.

Similarities with the present work are;

1. The present work was carried to find out on Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria, while the above is;

2. To find out the performance of pupils in first school leaving certificate examination scores single session and double session.
3. Both researches were carried out in the same country.

Differences in researches are;

1. The above research dealt with all subjects in primary school and chi-square was used in analysing the data while;
2. The present research dealts with JSS III students that offered Islamic Studies and implored t-test in anayses in finding out the differences in students' performance in two different sessions.

Furthermore, concerning the academic performance of learners in SSS, MSS, MS, DS, or TS schools, Bray (2000) is of the opinion that there is no association between the level of academic performance and the number of sessions for which the school is utilised daily. In fact, Bray (2000) says that academic performance or achievement of children in the double-shift system is often just as high as that of children in single shift systems. Two points in favour of double shifts are worth mentioning:

a. Introduction of DSS may permit reduction in class size and therefore a more personalised teaching approach and
b. DSS schools are generally larger, and therefore find it easier to justify expenditure on libraries, laboratories, etc.

Although, other researchers came out with the opposite results of such as Sagyndykova (2013), cited in Cardenas (2010) found that, on average, afternoon shift schools have lower levels of educational quality. His research shows that schools in the afternoon session have a higher proportion of low-income students and higher failure and dropout rates in comparison to morning shift schools sharing the same facilities.

However, Sagyndykova (2013), cited in Saucedo Ramos (2005) describes a selection process which intentionally places repeaters and students with discipline problems into the afternoon session and shows that the quality of instruction is lower in the afternoon than in the morning shift because of the different expectations and attitudes of teachers and principals. Yet again, using aggregate school data, Sagyndykova (2013), cited in Trevino Villarreal and Trevino Gonzalez (2004) and the Spanish scores of afternoon cohort students are significantly lower than the scores of morning shift students. Moreover, they show the importance of positive attitudes of teachers on the academic performance of students.

Briefly, the researcher has similar opinion with above, the researchers that found there is low performance of students at evening session if compare to their counterpart in the morning session in Mubi zone due;

a. Problems of insecurity, which almost schools in evening session have to operate for only 2hrs because there is curfew form 4pm to 6am, it happened in first term 2012 to a second term.
b. Weather, during hot session from march to May in second to third term both the teachers and students felt it very difficult in classrooms, and some lessons have two suspended, e.g. PHE, arts and crafts and so.
c. The timetable does not accommodate the entire lesson, though this one would be discuss in details later.
d. Problems of transfer, the majority of the teachers seek urgent transfer to the morning session if not granted, they absent themselves from coming in such weather.

This system has been implemented in Mexico since the 1970s as a strategy to achieve universal access to basic education, given the lack of resources to fund

construction of additional new school buildings. In this way, the Mexican government has increased utilization of existing infrastructure by introducing morning, afternoon, and evening school shifts. Moreover, teachers have been given the opportunity to hold two teaching positions, thereby increasing their salaries. However, when schools reach their full capacity and begin to operate in two or three shifts, schools move away from teach communities where students spend longer periods and engage in extended sessions or extracurricular activities. In addition, the DSS system can create academic inequality between students from different shifts. In comparisons of means, students from the morning shift perform better than students from the later shifts. The potential explanations for this difference in academic performance include less productive and/or less qualified teachers, tired and less attentive students, or negative peer effects in the afternoon shift. This system of schooling is a characteristic of developing countries where human and material resources are very scarce (London, 1993) and where finance for the education sector is very limited (Bray, 2008). However, according to Bray (2000), the following are the main purpose for introducing the systems.

1. To increase the supply of school places while avoiding serious strain on the budget.
2. To use scarce human resources better: where there is a shortage of teachers, staff may be encouraged to teach in more than one session (in some countries but not in Nigeria).
3. To increase salaries of teachers by giving them the opportunity to work in two sessions.
4. To reduce opportunity costs for pupils by catering for those who have to work during the day.

5. To reduce overcrowding, class size and alleviate pressure on sports facilities, libraries, school canteens, etc.

2.14. Summary

Managing multiple-shift systems is even more complicated and complex than single shift system, because of some factors here in Mubi zone area of Adamawa State these are;

i. Weather most especially around March to May every both teachers and students feel very difficult to comply.
ii. Classes and other teaching materials are wrongly managed by both sessions.
iii. Some subjects are facing challenges of teaching manpower.
iv. Extra moral activities face a great set back and;
v. Last lesson or subject face set back because both students and teachers are excited to go home and so on.

Furthermore, literature suggests that it is vitally important for authorities, as a matter of urgency, to start recognising and supporting DSS with sufficient expertise and resources so that problems of poor performance would be solve, also it can help poor and developing countries in providing access to school for all children, concisely, if the choice is between single shift schools with huge classes and congested facilities or multiple-shift schools with smaller classes and more personal atmosphere, the multiple-shift schools may actually be better.

Briefly, effective leadership and supervision is thus needed in multiple-shift schooling. For headmasters or principals of these schools to be effective and efficient they should do what Van der Westhuizen, Erasmus, Mentz & Theron (1996) suggests, namely to try and seek a balance between good interpersonal relationships with the staff and the parent community on the one hand and accomplishing tasks on the other hand.

In other words, leaders and managers of these schools should develop the culture of selling their ideas and staff buying into them, to develop the culture of ownership.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

This chapter presented the methodology that the researcher used in the study. It contains the research design, population of the study, sample, and sampling techniques, instrument for data collection, validity of the instrument, pilot testing, and reliability of the instrument, method of data collection, and method of data analysis.

3.2 Research Design

The type of design adopted for this study is descriptive survey; the adopted research approach is ex-post facto or causal comparative. Akuezilo and Agu (2003), noted that an ex-post-facto research seeks to find out facts that are associated with certain occurrences, outcomes, conditions, or types of behaviour by undertaking the analysis of past events and already existing conditions. In such study, the researcher has no control over the variables; neither can he/she apply any form of treatment to them because they already exist.

The study was a five-year retrospective analysis of results of JSSCE students, 2010--2014 academic sessions. It was analysed in order to determine the impact of single and multiple-shift schooling systems on students' Performance in Islamic Studies.

3.3. Population of the Study

The population for this study comprised 49,899 of JSS III students from public Junior Schools in five educational zones of Adamawa State. Population distribution table below shown as;

Table 3.1: Population and Distribution of Schools and JSS III according to Zones in Adamawa State.

S/N	Zones	No Sch.	SSS	MSS	Total no. of JSS III	S/Z	O /S
1.	Mubi	87	63	24	1 4, 626	375	
2.	Gombi	58	42	16	3,413	346	
3.	Yola	75	44	31	17,234	377	
4.	Numan	49	41	8	5,661	361	
5.	Ganye	43	32	11	8,965	368	

Total	321	222	90	49,899	381

Source: Adamawa State Post Primary Schools Management Board, Yola (PPSMB) (2014) the total population is 49,899.

Keys: S/Z =Samples schools from each zones

OS=Overall sample

3.4. Sample and Sampling Technique

The total sample size for this study is 381, which is in line with a sample size of Krejcie and Morgan who suggest that for a population of 50, 000, a sample size of 381, while a stratified sample technique was used to in order covered whole zone, this includes all SSS and MSS schools which two schools from each local governments, which makes ten (10) schools as shown in below table;

Table 3:2: Sample distribution according Local Government within the zone

S/N	Schools	Local Govt.	SSS	MSS	No.of students	Sampled from each school
1.	GSS Mubi	Mubi North	3505	----	3505	40
2.	GSTC Mubi	Mubi North	2789	----	2789	40
3.	GDSS Dazala	Mubi South	------	632	632	40
4.	GDSS Lamorde	Mubi South	-------	559	559	40
5.	GSS Maiha	Maiha	453	-----	453	40

6.	GDSS Pakka	Maiha	219	-----	219	40
7.	GSS Minchika	Minchika	1751	589	2340	40
8.	GSS Bazza	Minchika	1446	387	1833	40
9.	GSS Madagali	Madagali	345	1094	1439	40
10.	GSS Shuwa	Madagali	857	-------	857	40
TOTAL						381 (400)

3.5. Instrumentation

The instruments used for data collection were assessment test scores and Junior Secondary School Certificate Examination(JSSCE) results which were extracted from the main source to passed and failed results sheet forms as shown in the appendices.

3.5.1. Validity of the instrument

The instrument used in conduct of this study was Islamic studies performance test (ISSPT) adopted from Junior Secondary School Certificate Examination (JSSCE) body ASERC (Adamawa State Education Resource Centre).

3.5.2. Pilot study

A pilot test is conducted to determine whether the instrument is consistent with the set of goals, also to tell if some changes may be required either to be adopted or adapted. With respect to that, the test instrument (GASIS) was administered to thirty (30) randomly selected from JSS III students in Doubeli Government Day Secondary School and Yelwa Government Junior Secondary School Mubi. The selection is in line with the opinion of Baker (1994), who holds that a sample size of 10--20% of the sample size of the actual study are a reasonable number of participants to consider enrolling in a pilot. Also Olaofe (2010), said that pilot study are conducted with a small size of four (4) or five (5) respondents similar but not the same as the ones that will be

used in study proper. The students were 15 male and 15 female; they were selected using simple random sampling procedure by the researcher with the assistance of the subject teacher in the school. Out of 15 of the students were from the SSS while the other 15 were from the MSS. The test was administered to the two groups on the same day. The researcher marked the responses of the two groups and scored them.

3.5.3. Reliability of the instrument

Reliability refers to the consistency and stability in the results of a test or scale. A test is said to be reliable if it yields similar results in repeated administrations, when the attribute measured believed not to have changed in the interval between measurements even though different people may administer the test and alternative forms of the test are used.

The reliability of GASIS established through the use of *Cronbach alpha* (1951) reliability coefficient *(r)* was *0.78* was at 0.05 level of significance on the Statistical Package for Social Sciences (SPSS V: 22). Forty (40) item multiple choice test instrument (GASIS) were administered to 30 randomly selected students from JSS III in two groups of SSS and MSS, after which scores obtained by each student were analysed using split half Cronbach's alpha on the SPSS platform resulting in a reliability coefficient *(r)* of 0.78. According to Nunnally (1978) Cronbach's alpha of 0.7 and above is acceptable. Kline (1999) notes that although the generally accepted value of 0.8 is appropriate for cognitive tests such as intelligence tests, for ability tests a cut-off point of 0.7 can realistically be accepted because of the diversity of the constructs measured, (http://www.statisticshell.com/docs/reliability.pdf). Briefly, Cronbach's rule of thumb scores 0.78 as a good and acceptable level of internal consistency of any test instruments.

3.6. Procedure for Data Collection

The researcher personally visited the sampled schools and ASERC with the assistance of a trained, he explained tothe research assistant for a day on how to gather and fill out the information forms. The researcher gave the letter of introduction, and briefly explained the reason of his coming to schools. The principal assigned the Head of Studies and subject teachers to provide the researcher with an intact class, students note books, scheme of work and syllabus. JSSCE results were collected from ASERC. The exercise lasted for six (6) weeks.

3.7. Procedure for Data Analysis

This study is an inferential / parametric study, the aim was to determine the differences in mean scores on students' performances in SSS and MSS, direct assessment test and JSSCE results for the period of five years were collected and t-test was used to test the null hypotheses at a 0.05% level of a significant (P 0.05). The t-test was utilized for comparing the means of two groups of students in SSS and MSS.

CHAPTER FOUR
DATA ANALYSIS, RESULTS, AND DISCUSSION

4.1. Introduction

This chapter presented the data collected from the field and its analysis, SPSS version 22 is used in analysing the data in order to determine differences and compare the equality of mean scores. In ascertaining the differences in students' performances in single and multiple-shift systems one sample t- test and Independent t-test were used.

4.2. Response to research questions

The data obtained for the purpose of this study were analysed based on research questions as follows:

Research Question 1: What is the impact of single shift-system has on students' performance in Islamic Studies in junior secondary school III in Adamawa State?

Table 4.1. Meanscoreonimpact of single shift-system on students' performance

Session	One-Sample Statistics			
	N	**Mean**	**Std. Deviation**	**Std. Error Mean**
SSS	40	58.98	17.340	2.742

The above table shows a mean score for the single shift system is 58.98 and standard deviation of 17.340. The approximate average mean to a student to promote to the next class in secondary school is an average mean of 40, with this we can conclude that the performance of the single shift system is good and it's better than multiple-shift systems.

Research Question 2: What is the impact of multiple shift-systems have on students' performance in Islamic Studies in junior secondary school III in Adamawa State?

Table 4.2. Meanscoresonimpact of multiple-shift systems on students' performance

	One-Sample Statistics			
	N	**Mean**	**Std. Deviation**	**Std. Error Mean**
MSS	40	47.05	19.405	3.068

The above table shows a mean score for multiple-shift systems is 47.05 and standard deviation of 19.405. The approximate average mean for a student to promote to the next class in secondary school is an average mean of 40, with this we can conclude

that the students' performed in multiple-shift systems less better than the single shift system.

Research Question 3: What isthe difference in the impact of single shift-system and multiple shift-systems on students' performance in Islamic Studies on junior secondary school III in Adamawa State?

To answer the above question the results of students in junior secondary school certificate examination (JSSCE III) for the period of five years 2010-2014 were answered, year after year separately as, 2010, 2011, 2012, 2013 and 2014, while the summary of the whole years were answered at the end;

Table 4.3. Mean scores for students' performance in single shift system and multiple-shift systems, 2010 session.

Group Statistics

Groups	Mean	Std. Deviation	Std. Error Mean
SSS	42.00	6.372	.486
MSS	42.74	6.405	.516

The above table of group statistics shows a mean score for the single shift system is 42.00 and standard deviation 6.372 while multiple-shift systems session is 42.74 and standard deviation6.405. The outcome results for both sessions are almost the same likewise their performance.

Table 4.4. Mean scores for students' performance in single shift system and multiple-shift systems 2011 session.

Group Statistics

Groups	Mean	Std. Deviation	Std. Error Mean
SSS	43.00	4.467	.468
MSS	46.14	8.835	.797

The above table of group statistics shows a mean score for the single shift system is 43.00 and standard deviation 4.467 while multiple-shift systems are 46.14 and standard deviation8.835. This shows the performance of the multiple-shift systems is higher than the single shift system.

Table 4.5. Mean scores for students' performance in single shift system and multiple-shift systems, 2012 session.

Group Statistics

Groups	Mean	Std. Deviation	Std. Error Mean
SSS	48.62	11.864	3.291
MSS	43.11	6.728	.828

The above table of group statistics shows a mean score for the single shift system is 48.62 and standard deviation of 11.864 while multiple-shift session is 43.11 and standard deviation6.728. The result shows the performance of the single shift system is higher than the multiple-shift systems.

Table 4.6. Mean scores for students' performance in single shift system and multiple-shift systems, 2013 session.

Group Statistics

Groups	Mean	Std. Deviation	Std. Error Mean
SSS	44.60	2.986	.597
MSS	44.39	3.993	.543

The above table of group statistics shows a mean score for the single shift system is 44.60 and standard deviation of 2.986, while multiple shift systems is 44.39 and standard deviation is 3.993, the mean scores for both sessions are almost the same likewise their performance.

Table 4.7. Mean scores for students' performance in single shift system and multiple shift systems, 2014 session.

Group Statistics

Groups	Mean	Std. Deviation	Std. Error Mean
SSS	43.63	19.845	3.623
MSS	43.42	2.916	.508

The table above shows the mean score for the single shift system is 43.63 and standard deviation 19.845, while multiple shift system 43.42 and the standard deviation is 2.916, the outcome results or mean scores both sessions are almost the same likewise their performance.

Table 4.8. Summary mean scores for Students' performance in a single shift system and multiple shift systems from 2010- 2014 sessions.

Group Statistics

Group	Mean	Std. Deviation	Std. Error Mean
SSS	46.88	8.297	.456
MSS	42.03	6.953	.335

The table above shows the mean score for the single shift system is 46.88 and standard deviation of 8.297 while, MSS is 42.03 and standard deviation of 6.953, the total outcome results for both sessions in five (5) years shows students in the single shift system have higher mean scores than their counterpart in multiple-shift systems that indicated they performed better than multiple shift systems.

Research Question 4: To what extent does the impact of single shift-system and multiple shift-systems on junior secondary school III male and female students' performance in Islamic Studies in in Adamawa State?

The mean score was used to answering above research, for each gender was discussed separately and at the end it was compared to see the differences that exist between them.

Table4.9. Meanscoresfor males' performance

One-Sample Statistics

Gender	school	N	Mean	Std. Deviation	Std. Error Mean
	SSS	15	60.67	24.919	6.434

Male					
	MSS	15	56.09	20.808	5.541

The above table shows a mean score for male single shift as 60.67 and standard deviation of 24.919, also mean for male in multiple-shift systems 56.09 and standard deviation of 20.808. The approximate average mean to a student to promote to the next class in secondary school is 40; with this, we can conclude that the performance of the male is better.

Table 4.10. Meanscoresfor females' performance

One-Sample Statistics

Gender	school	N	Mean	Std. Deviation	Std. Error Mean
Female	SSS	15	58.73	19.768	5.104
	MSS	15	55.21	17.808	4.147

The above table shows a mean score for a female in single shift is 58.73 and standard deviation of 19.768, while their mean multiple-shift is 55.21 and standard deviation17.808. The approximate average mean to a student to promote to the next

class in secondary school is 40; with this, we can conclude that the performance of the female is better.

Table4.11. Meanscoresfor males and females' performance of single shift system and multiple shift systems

Group Statistics

Groups	N	Mean	Std. Deviation	Std. Error Mean
males	15	60.67	24.919	6.434
females	15	58.73	19.768	5.104

The above table shows a mean score for males and females with small differences in their performances, males have 60.67 and standard deviation of 24.919 while females have 58.73 and standard deviation of 19.768. The approximate average mean to a student to promote to the next class in secondary school is 40, with these; we

can conclude that the performance of males is better than the females with insignificant differences of 1.94.

4.3. Hypotheses testing

The data obtained for the purpose of this study were analysed based on hypotheses formulated at 0.05 alpha level of significance as follows:

Hypothesis 1: Single shift-system has no significant impact on junior secondary school III students' performance in Islamic Studies in Adamawa State.

Table 4.12: Testing hypothesis for impact of single shift system on students' performance

One-Sample Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
39	**1. 973**	**2.021**	**.231**	**0.05**	**Retained**

The table above revealed that, the one-sample test, p value .231□ 0.05 at sig. level, for that the stated null hypothesis there is no significant impact of single shift system on students' performance in Islamic Studies in junior secondary school III is Retained.

Hypothesis 2: Multiple shift-systems have no significant impact on junior secondary school III students' performance in Islamic Studies in Adamawa State.

Table: 4.13. Testing hypothesis for impact of multiple shift systems on students' performance

One-Sample Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
39	**18. 244**	**2.021**	**.000**	**0.05**	**Rejected**

The table above revealed that, the one-sample test, p-value .000 < .05 at df 39 at 0.05 sig. level, for that the stated null hypothesis there is no significant impact of multiple shift systems on students' performance in Islamic Studies in junior secondary school III is rejected.

Hypothesis 3: There is no significant differences on the impact of a single shift-system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State.

To test this hypothesis t-test statistical method was employed, the results were presented in tables as; 2010, 2011, 2012, 2013 and 2014, while the summary of the whole years was presented at the end;

Table 4.14: Testing hypotheses for students' performance of the single shift system and multiple-shift systems, 2010 session.

Independent Samples Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
324	**1.045**	**1.966**	**.297**	**0.05**	**Retained**

The result of independent samples t- test above revealed that, there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State, the reason was P-value 0. 297□ 0.05 alpha level of significance at df 324. Hence, the null hypothesis, which stated there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State,is retained.

Table 4.15: Testing hypothesis for students' performance in single and multiple-shift systems, 2011 session.

Independent Samples Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
212	**3.106**	**1.968**	**.231**	**0.05**	**Retained**

The result of independent samples t- test above revealed that, there is no significant difference on the impact of single shift- system and multiple shift-systems on

junior secondary school III students' performance in Islamic Studies in Adamawa State.; the reason was P-value 0. 231 < 0.05 alpha level of significance at df 212. Hence, the null hypothesis, which stated that there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State,is retained.

Table 4.16: Testing hypothesis for students' performance in single and multiple-shift systems, 2012 session.

Independent Samples Test					
Df	**t-cal**	**t-crit.**	**Sig.(2 tail)**	**Sig. level**	**Decision**
77	**2.341**	**1.990**	**.122**	**0.05**	**Retained**

The result of independent samples t- test above revealed that, there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State;

the reason was P-value. 122 < 0.05 alpha level of significance at df 77. Hence, the null hypothesis, which stated that there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State,is retained.

Table 4.17: Testing hypothesis for students' performance in single and multiple-shift systems, 2013 session.

Independent Samples Test					
Df	**t-cal**	**t-crit.**	**Sig.(2 tail)**	**Sig. level**	**Decision**
77	**0.235**	**1.990**	**.815**	**0.05**	**Retained**

The result of independent samples t- test above revealed that,there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State.

P-value is 0 .815 □ 0.05 alpha level of significance at df 77. Hence, the null hypothesis, which stated that there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State,is retained.

Table 4.18: Testing hypothesis for students' performance in single and multiple-shift systems, 2014 session.

Independent Samples Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
61	**0.60**	**1.994**	**.952**	**0.05**	**Retained**

The result of independent samples t- test above revealed that, there is no significant difference on the impact of single shift- system and multiple shift-systems on

junior secondary school III students' performance in Islamic Studies in Adamawa State. The reason is p- value 0 .952 □ 0.05 alpha level of significance at df 61. Hence, the null hypothesis, which stated that there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State, is retained.

Table 4.19: Testing hypothesis for students' performance in single and multiple-shift systems, from 2010-2014 sessions

Independent Samples Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
756	**2.076**	**1.960**	**.038**	**0.05**	**Rejected**

The result of independent samples t- test above revealed that, there is a significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State,

the reason was P-value 0. 038 <0.05 alpha level of significance at df 759. Hence, the null hypothesis, which stated that there is no significant difference on the impact of single shift- system and multiple shift-systems on junior secondary school III students' performance in Islamic Studies in Adamawa State, is rejected.

Hypothesis 4: Single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III.

Table 4.20. Testing hypotheses for significant impact of single and multiple-shift systems on Males' Performance.

One-Sample Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision

14	**9.429**	**2.145**	**.000**	**0.05**	**Rejected**

The result of one samples t- test above revealed that, single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III., the reason was p-value.000<.05 at df 14 for that the null hypothesis, which stated that single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III., is rejected.

Table 4.21. Testing hypotheses for significant impact of single and multiple-shift systems on females' Performance.

One-sample Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
14	**11. 507**	**2.145**	**. 000**	**0.05**	**Rejected**

The result of one samples t- test above revealed that, single shift-system and multiple shift-systems have no significant impact on junior secondary school III male

and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III, the reason was p-value .000< 0.05 at df 14 for that the null hypothesis, which stated that single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III, is rejected.

Table 4.22. Testing hypotheses on the significant impact of single and multiple-shift systems on males and Females students' performance in Islamic Studies in JSS III.

Independent Samples Test

Df	t-cal	t-crit.	Sig.(2 tail)	Sig. level	Decision
28	**.235**	**2.145**	**. 816**	**0.05**	**Retained**

The result of independent samples t- test above revealed that, single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III. The reason is p- value 0 .816 □ 0.05 alpha level of significance at df 28. Hence, the null hypothesis, which stated that single shift-system and multiple shift-systems have no significant impact on junior secondary school III male and female students' performance in Islamic Studies in Adamawa State. Studies in JSS III, is retained.

4.4. Summary of major Findings

The major findings of this research are as follows:

1. Performances of single shift systems' (SSS) students were better than the multiple-shift systems due to time a located for the subject 40min., and three times per week,
2. Performances of multiple-shift systems' (MSS) students were less than the single-shift systems, many factors had contributed such as; time, (30min) subject per week (twice sometime once) tiredness (teachers and students), weather and so on.
3. Performance of students in junior secondary school certificate examination (JSSCE) from 2010-2014, in single shift systems' students had higher scores than the multiple-shift systems.
4. A single shift system and multiple-systems had less impact on males and female students' performance in Islamic Studies; the difference, which is insignificant.

4.5. Discussion of Findings

The testing and analysis of results were presented as follows based on careful discussions made thereof. The aim was to ascertain if the research questions formulated in this study had been answered or not. In an attempt to find out the impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools Adamawa State.

The first finding revealed that there is no significant impact of single shift on students' performance in Islamic Studies in JSS III, p- 231 □ 0.05. at df 39, for this reason the null hypothesis stated that there is no significant impact of SSS on students' performance in Islamic Studies in JSS III, is hereby retained.

The first and second findings revealedthere is no significant impact of multiple-shift systems on students' performance in Islamic Studies in JSS III is rejected. P-000 < 0.05 at df 39. The finding of this research also concurs with those of Farrell and Schiefelbein, (1974), who they surveyed 353 grade 8 classes, collecting data from ten students in each class and from all teachers and school directors. Theyconcluded,"Thereisalmostnoassociation betweenlevelofacademicperformanceandthenumberofshifts inwhichaschoolisutilizeddaily".

Moreover, International Institute for Educational Planning (IIEP) (2003) ''Double-shift schooling: design and operation for cost-effectiveness'' investigated the learning achievements of1,248grade2pupilsand1,260grade5pupils.Ineachgrade, approximately half were in single-shift schools and the other halfindouble-shiftschools. TheIIEP foundthat ingrade2"themeanscoresareverycloseandtheobserved differenceisnotstatisticallysignificant".Ingrade5,however, the single-shift pupils performed better and the difference was statisticallysignificant. TheIIEP concluded,"The double-shifts, despite the moderateeffects in a single school year,penalizerathersensitivelythelearningofpupilsover thelongterm, also the no significant relationship between sessions and a child's performance".

The third finding results of hypothesis 3 was presented year after year as 2010, 2011,2012, 2013, 2014 and the whole years were summurised; for single and multiple

shift systems 2010 session for single class mean is 42.00 and standard deviation of 6.372, while themultiple shift systems school session is 42.74 and Standard Deviation of 6.405. The result of independent samples t- test revealed for session 2010, there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III. P value 0 .297 □ 0.05 alpha level of significance at df 324. Hence, the null hypothesis, which stated that there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III is retained.

For SSS and MSS 2011session, Statistics results show a mean score for SSS session mean is 43.00 and standard deviation of 4.467, while theMSS session is 46.14 and Standard Deviation of 8.835. The result of independent samples t- test revealed that there is significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III. The P- value 0 .002 < 0.05 alpha level of significance at df 212. Hence, the null hypothesis, which stated there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III, is rejected.

For SSS and MSS 2012 session, Statistics results show a mean score for SSS session is 48.62 and standard deviation of 11.864 while MSS session is 43.11 and Standard Deviation of 6.728. The result of independent samples t- test revealed there is significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III. The reason was P value 0 .022 < 0.05 alpha level of significance at df 77. Hence, the null hypothesis there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III is rejected.

For SSS and MSS 2013 session, Statistics mean score for SSS session is 44.60 and standard deviation 2.986, while the MSS session is 44.39 and Standard Deviation3.993. The result of independent samples t- test revealed that, there is no significant difference on the impact of SSS and MSS students' performance in Islamic

Studies in JSS III The reason was P value 0 .815 □ 0.05 alpha level of significance at df 77. Hence, the null hypothesis there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III, is retained.

For SSS and MSS session 2014, Statistics show a mean score for SSS mean is 43.63 and standard deviation of 19.845, while theMSS is 43.42 and Standard Deviation of 2.916. The result of independent samples t- test revealed there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III. The P-value 0 .952 □ 0.05 alpha level of significance, at df 61. Hence, the null hypothesis there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III is retained.

The Summary result of students in the SSS and MSS from 2010-2014, the Statistics show a mean score for SSS session is 42.88 and standard deviation of 8.297, while the MSS session is 44.03 and Standard Deviation of 6.953. The result of independent samples t- test revealed that there is significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III, the P-value 0. 038 < 0.05 alpha level of significance at df 759. Hence, the null hypothesis that stated there is no significant difference on the impact of SSS and MSS students' performance in Islamic Studies in JSS III, is rejected. The finding of this research also concurs with those of Farrell and Schiefelbein, (1974), who they surveyed 353 grade 8 classes, collecting data from ten students in each class and from all teachers and school directors. Theyconcluded,"Thereisalmostnoassociation betweenlevelofacademicperformanceandthenumberofshifts inwhichaschoolisutilizeddaily".

Moreover, International Institute for Educational Planning (IIEP) (2003) ''Double-shift schooling: design and operation for cost-effectiveness'' investigated the

learning achievements of1,248grade2pupilsand1,260grade5pupils.Ineachgrade, approximately half were in single-shift schools and the other halfindouble-shiftschools. TheIIEP foundthat ingrade2“themeanscoresareverycloseandtheobserved differenceisnotstatisticallysignificant”.Ingrade5,however, the single-shift pupils performed better and the difference was statisticallysignificant. TheIIEP concluded,“The double-shifts, despite the moderateeffects in a single school year,penalizerathersensitivelythelearningofpupilsover thelongterm, also the no significant relationship between sessions and a child’s performance”.

Although, the research of Fuller;Dellagnelo;Strath;Bastos;Maia;Matos;Portela;Viera(1999) in urban and rural primary schools in Northeast Brazil.They tested grades1 and2 Childrenin140 schools intwo provinces.Most oftheurbanschoolsoperatedeithertwoorthreeshifts. The researchers found “no evidence that multiple shifts in schools are negativelyassociatedwith earlyliteracylevels” but they added, “If schools are reasonably maintained, it does not appear that multiple shifts yield negative achievement effects”.

The fourth finding indicated there is no significant impact of SSS and MSS on males and females students’ performance in Islamic Studies in JSS III. The result of independent samples t- test revealed that, there is no significant impact of SSS and MSS on males and females students’ performance in Islamic Studies in JSS III., p- value 0 .816 □ 0.05 alpha level of significance at df 28. Hence, the null hypothesis, which stated that there is no significant impact of SSS and MSS on males and females students’ performance in Islamic Studies in JSS III. is retained.

This finding agrees with the views of Okwon (2005) that gender is not a significant factor in science achievement. It also agrees with the opinion of Inyang and Archibong

(1998) that the achievement of boys and that of girls are similar in chemistry. Furthermore, the finding is consistent with the findings of Kano (2004) that gender difference among adolescents achievement in science is not significant. The disparity in scores may be attributed to changes in self-concept of girls about their capability in coping with the sciences and the increasing societal emphasis on women empowerment as argued by (Okeke,2003).

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings, and suggestions for further studies, it puts forth the conclusion made based on the finding. It is the hope of

the researcher that those concerned in Educational sector, particularly, where this study is based and state ministry of education will implement useful recommendations made in the study in general.

5.2 Summary of the study

This study examined the impact of single, multiple, also difference in students' performance in single and multiple-shift system of male and female performance on Islamic Studies students' performance in secondary schools in JSS III in Adamawa State. The study was prompted by prevalence of poor performance of JSS III in JSSCE and observed 50% of them were not able to admit to the next level of education in Islamic Studies. To give purpose, direction and focus to the study, four (4) research questions and four (4) hypotheses were formulated to guide the study; specifically the objectives of the study.

Research questions were answered by comparing the mean scores, while one-sample t-test and independent sample t-test were used to analysed the data. The hypotheses were tested at the 0.05 alpha level of significance of the SPSS package. The population of this study covered all public Junior Secondary Schools in Adamawa State, the study involved the total of four thousand eight hundred and ninety-nine (49,899) students, which comprised both females and males from single and multiple-shift schooling systems.

Moreover, a number of empirical studies and review of related literatures were reviewed in this study, which sought to identify, understand and define the key items ranging from the concept of the single shift system and multiple-shift systems, models of SSS and MSS, concept of Islamic Education and performance.

5.3 Conclusion

The multiple-shift schooling systems have been widely used to expand student enrolments and thereby to achieve the objectives of Education for All, based on the findings of this study, it was observed that school sessions, particularly, multiple-shift schooling systems had played a role on students' poor performance, due to some factors such as; class size, school timetable, subject location, weather that is hot-season, tiredness from both teachers and students, inadequate of teaching and learning materials and so on.

Although, some reviewed researches had substantive believe, students' poor performance does not really depend on type of school systems, rather than poor funding for the educational sector, politics, over population or class size, school-time table, school weather and curriculum implementation issues and so on.

5.4 Recommendations

In view of the findings of this study, the following recommendations were proffered:

I. The Adamawa State government should adopt single shift system with provision of adequate materials for teaching learning.

II. The research had recommended temporary school shelter in time of crisis, instead of multiple-shift schooling systems.

III. Federal, State and Local governments should increase funds to education up to 26% of their annual budgets as advised by the World Bank,

IV. Non-Governmental Organisation (NGO's), should assist and donate funds and facilities to education.

V. The Adamawa State government should provide adequate learning and teaching materials infrastructure that would accommodate large students' population and recruitment of staffs that can handle the large class size.

VI. Principals should organized workshops for teachers on effective handling of large class rooms.

5.5 Contribution to Knowledge

1. Probable this study provides the first information on the negative impact of multiple-shift schooling systems in Adamawa State

5.6 Suggestions for Further Study

A study of this nature cannot cover every area; hence, the following suggestions for further studies are;

1. to extend to senior secondary schools and other subjects such as; English language, Maths, sciences and so on.
2. to further a study on teachers' attitude towards teaching of Islamic studies and curriculum contents of Islamic studies.
3. to carry out on the impact of large class size in teaching recitation on students' performance in Islamic studies.
4. it should carry out on Islamic studies' teachers' competency in teaching Qur'an and hadith in Arabic text.

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APPENDIX A

ISLAMIC STUDIES PERFORMANCE TEST (ISSPT)

SCHOOL NAME:……...……
AGE:...……SEX…….CLASS……

SCHOOL SESSION: MORNING( ) AFTERNOON( ) EVENING ( ) NIGHT ( )

SUBJECT:…….ISLAMIC STUDIES: TIME:……..1 Hour

Instruction: This test is not an examination, but a research work; you are advised to answer all questions without seeking any assistance please. Circle the correct answer from letter A---D. Each question carries equal mark.

Section A: Ablution (الوضوء)

1. Hands are washed up to wrist_____
   a. 13
   b. 4
   c. 3
   d. 14
2. _____is said at the beginning of ablution.
   a. Tahiyat
   b. Sunnah
   c. Basmalah
   d. Mandhud
3. Wiping of head is _____ act of ablution.
   a. Mustahabat
   b. Sunnah
   c. Fard
   d. Mandhub
4. Water used for any act of ablution should be _____
   a. Renewed
   b. Kept
   c. Gathered
   d. Wasted
5. Water inhaled into the nose should be _____
   a. Vomited out
   b. Ejected out

c. Swallowed

d. Left in the nose

6. Washing of face from forehead to chin and from ear to ear is the _____ step of ablution.

   a. 6^{th}

   b. 14^{th}

   c. 24^{th}

   d. 4^{th}

7. A fresh performance of wudu is necessary if one commit all the following except_____

   a. Breaks wind

   b. Touches genitals

   c. Become sexually excited

   d. Fall into laugh

8. Washing of hands to mirfiqain is the _____ act of ablution

   a. 15^{th}

   b. 5^{th}

   c. 6^{th}

   d. 7^{th}

9. Any act in ablution should start from _____

   a. Up to down

   b. Down to up

   c. Right to left

   d. Left to right

10. Wiping of head backward to forehead is the _____ act of ablution

    a. 25^{th}

    b. 3^{th}

    c. 6^{th}

d. 36^{th}

11. _____is suitable for ablution

    a. Zaitun content

    b. Oil

    c. Rain water

    d. Gutter water

12. Clean water must not be in any of the following except.

    a. Tastelen

    b. Colour less

    c. Ordorless

    d. Pure

13. Facing al-qibla while performing ablution is _____ act of ablution.

    a. Fard

    b. Mustahabat

    c. Sunnah

    d. Haram

14. Washing to the kuain is _____

    a. Sunnah

    b. Fard

    c. Haram

    d. Makruh

15. Laughing while performing ablution spoils ablution is_____

    a. Allowed

    b. Encouraged

    c. Makruh

    d. Discouraged

16. Standing while performing wudu is _____

    a. Mustahabat

    b. Sunnah

    c. Fard

    d. Maslaha

17. The following are mode of purification except

    a. Glusul

    b. Wudu

    c. Tayamum

    d. Najasah

18. To omit saying Bismillahi at the beginning of wudu

    a. Spoil the wudu

    b. Does not affect the wudu

    c. It is good to say it when remembered

    d. Males wudu stronger

19. Washing the feet is _____

    a. Recommended

    b. Compulsory

    c. Sunnah

    d. Faraid

20. Qur'an verse _____ direct every Muslim to perform wudu before salat

    a. 60:12

    b. 15:16

    c. 5:6

    d. 6:10

SECTION B

PRAYER (الصلآة)

1. _____ is very important and must be at the commencement of salat.

   a. Ruku

   b. Takbiratul-ihram

   c. Sujud

   d. Adhan.

2. When saying takbiratul-ihram worshipper's hand must be in line with _____ for male

   a. Ear

   b. Chest

   c. Shoulder

   d. Above head

3. The next act after recitations is _____

   a. Qubul yadain

   b. Sujud

   c. Ruku

   d. Tashhud

4. Tasbih during ruku is recited as follows_____

   a. Rabbana walakal hamdu

   b. Subhana rabbiyal azeem

   c. Hamdan kathiran

   d. Sallallahu alaihim wasallam

5. While performing bowing, your hand should be placed on _____

   a. Laps

   b. Chest

   c. Knees

d. Stomach

6. Allahu Akbar is referred to as _____

   a. Allah is merciful

   b. Allah is great

   c. Allah is beneficent

   d. Allah is king

7. When rising from bowing worshipper said _____

   a. Hayya ala salat

   b. Subhana rabbiyyal a'ala

   c. Sami'a Allahu liman hamiddahu

   d. Alyahis salat wassalam

8. Recommended tasbih before going for prostration is _____

   a. Hayya a'alal falah

   b. Subhana rabbiyal a'ala

   c. Attahiyatu lillahi

   d. Hamdan kathiran tayyiban

9. In the second raka'ah worshippers sits to recite_____

   a. Kalimatush-shaada

   b. Tashhud

   c. Salati alal nabiyya

   d. Suratul fatiha

10. Standing for recitation al-fatiha and any other surah from Qur'an is_____

    a. Fard

    b. Sunnah

    c. Mandhub

d. Makruh

11. The obligatory prayers are_____

a. Those said after 5 daily prayers

b. Those observed at midnight

c. The five daily prayers

d. Those observed every week

12. Salat is _____Allah the most High

a. Best

b. Moral belief

c. Best worship

d. Action

13. Morally, salat teaches _____

a. Fituem

b. Physical exercise

c. Punctually

d. Amazing wealth

14. Salat is the _____of the pillars of Islam.

a. 4^{th}

b. 5^{th}

c. 2th

d. 1th

15. Dukhulil waqat _____step of salat

a. Recommended

b. Obligatory

c. Satisfied

d. Emphatic

16. The purpose of creation according to Qur'an 51:56 is to_____

a. Accumulate wealth

b. Worship Allah

c. Help poor

d. Employ this life

17. In nas-salat kanat alal muminina kitab-mauquta, this teaches _____

a. Amassing wealth in the world

b. Punctuality in salat

c. Kindness in salat

d. Accountability of salat in hereafter

18. Facing alqibla is _____act of salat

a. Emphatic sunnah

b. Fard kifaya

c. Fard aim

d. Fard

19. Worshipper must recite _____ any other verse

a. Ummul- Qur'an

b. Suratul alaq

c. Suratul shams

d. Suratul duha

20. Worshippers is at liberty to perform all salat at_____

a. Subhi time only

b. Muktar time

c. At night time

d. Dhalur

Each question carries one (1) mark

APPENDIX B

Marking Scheme

S/N	Section A	S/N	Section B
1	C	1	B
2	C	2	D
3	C	3	C
4	A	4	B
5	B	5	C
6	A	6	B

7	D	7	C
8	B	8	D
9	C	9	B
10	C	10	A
11	C	11	C
12	A	12	C
13	B	13	B
14	B	14	C
15	D	15	B
16	C	16	B
17	D	17	B
18	B	18	D
19	B	19	A
20	C	20	C

APPENDIX C

Result Sheet

Name of the School:…….

Local Government Area:……..

School Session:……

Subjects:……...

Male:……Female:……

Number of Passed Students:……. Number of Failed Students:……..

S/N	Names	Score	Grade

APPENDIX D

```
RELIABILITY
  /VARIABLES=VAR00001 VAR00003 VAR00004 VAR00002
  /SCALE ('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL MEANS.
```

Reliability

Reliability Statistics table below;

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.788	.803	40

APPENDIX E

Department of Educational Foundations and Curriculum.
Ahmadu Bello University, Zaria
23rd February 2015

REQUEST FOR STUDENTS' TEST SCORES

I am a Masters student in Department of Educational Foundations and Curriculum, Curriculum section, carrying out a research on the topic: **Impact of single and multiple-shift schooling systems on Islamic studies students' performance in secondary schools in Adamawa state, Nigeria,** I need the above subject matter in order to collect the data for the study. This is for the academic purpose and the data collected will be purely used for that purpose only. Students' scores will be treated as confidential.

Thanks for cooperation.
Yours faithfully,

Kabiru Usman