



## Effect of long: Term vacation on mathematics academic performance of secondary school students in Port Harcourt city local government area. Nigeria

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### Abstract

The study investigated the effect of long-term vacation on academic performance of secondary school students in Port Harcourt City Local Government Area of Rivers State Nigeria. Two research questions and two null hypotheses guided the study. Time series longitudinal survey design was used. A sample of 58 JSS3 students drawn using purposive sampling technique was drawn from JSS 3 students in public schools in Port Harcourt. The Mathematics Achievement Test (MAT) was used as data collection instrument. Subjects comprised equal number of male and female students. KR20 was used to test the reliability of MAT and an index of 0.93 was realized. After a five-week administration of the instrument, data collected were subjected to analysis using repeated measure ANOVA (rANOVA). Findings showed that long vacation has a positive and significant effect on performance of male students ( $P = 0.000 < 0.05$ ) and that of female ( $p = 0.000 < 0.05$ ). On the whole, it was found that, the male students based on their average mean score had better performance than the females. Based on this, it was recommended among others that the students should be monitored during the holiday period and special attention should be paid to the female students.

**Keywords:** long-term, vacation, mathematics and academic performance

### Introduction

Undoubtedly, education plays an important role in the development of any nation. In the global context, the extent which the educational system has developed or progressed is always determined using specific as well as the general performance of students in public examinations, Hornby (2013) [9] defined performance as how well or bad an individual does something or how well or bad something works. It deals with processes of performing a particular task in a given area. In relation to academics, performance here simply means the degree of effort students put towards academic success. The academic performance of students in Port Harcourt City over the years has attracted concerns from educationist, psychologist and sociologist. This is evidenced in the poor level of performance as recorded in most public examinations. For instance, the JAMB result released in 2017 indicated that only about 14% of the students made it in mathematics. Apart from this, the continuous repetition of classes by students and recorded truancy level and cutting of class level by students are all pointers to this notion.

Bell (2011) [4] noted that in educational institutions, success is measured by students' academic performance. This has to do with how well a student performs in a given period of time. Students' academic performance may serve as a motivator or demotivator to various education professions. In the words of Ezewu cited in Briade (2014) teachers find it difficult to relate with the learners cordially when they cannot measure up to expectation. In most circumstances, students' academic performance may fluctuate from one semester or term to the other. It has been observed that while some students perform consistently over a period of time, some on the other hand find

it extremely difficult to maintain such consistency. From this premise, it is evidenced that there are a lot of factors that can influence or affect the academic performance of students. According to Obinna (2012) [13] there are quite some factors which can affect performance; this include both environmental and biological or hereditary factors. Observably, while some of these factors are hereditary in nature, most of them are environmental and one of such could be vacation. Vacation plays a very vital role in the life of an individual. In general sense, a vacation or holiday is a leave of absence from a regular occupation, trip, journey or school usually for the purpose of recreation, energizing or getting refreshed. An individual undoubtedly can take a break from work or school or even as a student tourist. In terms of education, vacation or holiday which is at times used interchangeably is a period of time set aside which all academic activities are suspended in order for students and other educational players to take a rest for all their effort within the school session. Vacations are intended to allow individuals to celebrate or commemorate an event. According to Gretz (2010) [7] vacations or school holidays are periods during which schools are closed. He noted that the dates and periods of the vacation vary considerably throughout the world and there are instances where government events like the present strike action determines when such vacation should take place and for what period of time. In Nigeria, it is observed that holidays or vacation are of two main types, the short vacation or holiday and the long holiday. The longest vacation usually holds from mid-July to second week of September for those in primary and secondary schools and a shorter duration within the same period for students who are in tertiary institution. Vacations

are usually determined by the school and this can as well vary from one school to the other.

In private schools, taking a vacation may strictly depend on the discretion of the owners. Ayede (2011) <sup>[3]</sup> noted that teachers in the private sectors may not actually enjoy vacation as much as those in the public schools. This is because government actions like strikes, public policies etc may create more rest time for teachers and students of public school more than their private school counterparts. It is important to note that vacation plays an important role in the life of students. It is also obvious that school provides a tough time for students. The stress of going for class, dealing with home works and assignments as well as meeting up punctual school routine is a hard responsibility for some students in some school. All these points to the fact that students at one point need time off to relax and recover. According to Tiller (2008) <sup>[16]</sup> giving students holidays give them room to explore new ideas and things, it makes them relax, give them time for their family, give them time to travel, break from stress, look for alternative jobs and also give them room to acquire skills which can add to their personal life. Kimanuka (2016) noted that after about two months period of long holiday, giving room for relaxation from struggles and classroom stress, students seems to record remarkable improvement in their performance. He noted that the long school holiday assist students to clear their heads, relax as well as stretching their brains in various ways. In order to look for a perfect way of allocating long holidays, teachers, parents, educational policy makers etc all over the world have been seriously brainstorming whether to follow the traditional school schedule or look at a more conventional and perhaps theory based method. Traditionally, schedules of schools have been dependent on a cultural pattern more than on efficient education strategies. It has been noted that in some places, holidays have been pegged on the needs of the society rather than on the strategies of educationist.

In the work of some great psychologist like Freud, Piaget etc. they have revealed that giving a relaxation time (play) plays a central role in the development of an all-rounded personality. Hence, the long holiday gives students this opportunity of development by diversifying from the cognitive development to other areas or domains like affective and psychomotor in a full scale and not just a limited fraction as enshrined in the school curriculum. While this long period gives parents time to rally around in search of the next school fees and also giving room for students personal development, it could also be that the degenerating effect of such long holidays may prove to be more dangerous to the students' cognitive abilities.

However, with the changing dynamics prevalent in the society, this has forced educational planners and stakeholders to reconsider the emerging influences which such prolonged periods may have on the performance of students. Kimanuka (2016) noted that "with our today's technological overloaded students, one of the emerging concerns against a prolonged vacation or holiday is the increased chances of deviation from constructive activities". He reasoned that if the students are allowed to go for a long period without engaging their minds in a formal educational programme, most of them may likely get carried away with social media activities. To him, students getting involved constantly in twitters, 2go, whatsapp,

facebook and other online platform may have negative consequence in their ability to concentrate in a formal curriculum plan. Where students do not have summer lessons or home lesson in the case of Nigeria during this holiday period, it could be that their concentration in the formal curriculum content may be lowered. It is obvious that critical academic skills may be needed on daily basis, this repetitive practice may seem a little bit hard for modern parents to carry it out at home probably due to work demands or any other factor. In an instance, where students learn particular mathematics skills in school, they may need a little bit of constant practice by the teacher in order to acquaint themselves fully with the skill. Where such opportunity is not available due to prolonged holiday, teachers may need to reteach them such skills due to forgetfulness or improper learning. In most of the schools, vacation or holiday especially in Nigeria, students may not have the mindset of reading constantly. In a typical holiday session in Nigeria, through a careful study has revealed that only small percentage of parents put their students through in constant academic work. Children from rich background, it has been observed that their parents rather send them on trips and vacations to relatives or tourism in any chosen destination. On the other hand, this could be a perfect opportunity to utilize them in business like hawking and other errands. All these seemingly may have gruel consequences on the cognitive maintenance of these students.

Unlike before, a long holiday break is more likely to cause forgetfulness in students. With constant concentration on movies, video games, outdoor games, visits etc, students are likely to be carried away and slack significantly from their routine study habits. It could be that students may find it more difficult to follow their routine study time table during holiday period than when the school is on holiday. According to Kimanuka (2016) some researchers have argued that children from low-income families suffer a dip academic attainment as a result of the long holiday which leads to a widening of the attainment gap". The result also indicates that the middle-class children actually benefit academically from longer holidays as they are engage in more reading, go to libraries, carry out informative and educative trips and return better learned than before than any other class. On the other hand, the high class may be too carried away with luxury, entertainment or other forms of fun-seeking activity and in the process may lose out in benefiting during the holiday period.

It has also been observed that disadvantaged children who do not receive enough support at home cannot catch up after such a long holiday session probably reason being in line with the one's highlighted above. He directly contradicted the present notion by the researchers meaning that there are evidences where children with access to high quality education peep utilizing their minds and bodies in museums, libraries as well as remedial classes. These all point to the fact that long holidays or vacation can both be constructive or destructive depending on the utilization by the parents and the individual students.

Haugton (1998) <sup>[8]</sup> comments that "indeed, while evidence about the effect of the long term summer break is inconclusive, there are also unproven claims that achievement test scores decline over the summer than during the normal

brief or short holiday period. Ogunka (2012) noted that every year, a lot of students look forward to the day when a two month or more holiday will commence. While this to some students is a source of happiness and as well as deserve relaxation from the normal school programme, to some, it is a source of boredom. Others have agitated that this long holiday period is not a good idea. Instead, they argued that such breaks should be spaced or inter spaced throughout the year instead of consecutively. It could be that giving students this interspaced holiday may allow them to have more time to spend on their homework as well as other activities, make them more relaxed and refreshed for school while at the same time making the students retain more of their learning.

Tasha (2015) <sup>[14]</sup> wrote that “there are additional benefits to students having school year round rather than having school for ten months”. To her, when a break is given consecutively the value of each successive break decreases because there is gradually a point when one is relaxed and ready to attend school again and as a result, any further break gives little to none additional value in relaxation and re-energization for school. It is also argued that in a long holiday period, most students forget some parts of what they have learnt. This is as a result of lack of exercising the brain and it is noted that most students’ knowledge and learning weakens due to lack of use. This however gives the teachers tough times putting them through revisions anytime they resume.

Gender refers to the sex identity of an individual. It is a state of being male or female. Over the years scholars and researchers have reported many findings illustrating the influence of gender on students’ ability. Some have investigated and reported that gender has an important role to play in the students’ academic performance. Some on the contrary have disregarded this premise on the grounds that environmental factors are the major determinant of how students perform. As noted earlier, the researchers also alleged fears that long term holiday may be catastrophic to the development of students especially for some students who may see no reason to keep up with their studies during the holiday period. According to Zembar and Bhume (2011) most studies have shown that girls do much better than boys. They also noted that during the last decade, there has been a concerted effort to find out why there is a shortage of women in the science, math, engineering and technical fields. Part of these explanation could however be traced to gender differences in the cognitive abilities of students. Males over the years have been seen to outperform females in special task like spatial perception, visualization. Males also do better than female in basic mathematical skills (Fennema, Sowder & Carpenter, 1999) <sup>[6]</sup>. They also went further to adjudge that males display greater confidence in their mathematic skills.

While some have argued that the gender gap in mathematical performance of students is biological related, some have argued that the environment and self-concept plays a greater role in the outcome here. In the first assumption, it is explained that prenatal hormones circulating in the brain encourage differential development in the hemisphere of male and female fetuses. Others also believe that intelligence has a root in genetics. Furthermore, gender differences have become one of the hottest and critical issues in the world today”. Traditionally, it is believed that men work more than women.

In school as well, it is also believed that girls put in less work than their male counterparts and due to this, they tend to perform less. Afuwape and Oludpe (2008) <sup>[11]</sup> reported earlier that there is no major difference in academic performance of male and female students.

However, while this issue remain a continuous debate, the researcher here are also poised to consider that the performance of students over their long vacation or holiday period may be unconnected with their respective gender. In an attempt to investigate the subject matter Kim (2001) <sup>[10]</sup> carried out a study on effect of summer vacation on the academic skills of white, black, Latino, and Asian students. The study sought majorly to establish the effect of ethnicity as moderator variables on performance of students over the summer. The survey method was adopted. The researcher used data from a heterogenous sample that include four major ethnic groups. The study used a sample of 212 respondents. Mean and standard deviation were used to analyze the respective data, it was found out that summer vacation which is known for its longitivity has significant negative effect on the achievements of the students in all the ethnic background although it was more pronounced in some than others.

Cooper, Nye, and Chalton (1996) studied effect of summer vacation on achievement test scores. They used narrative and meta-analytic review. The study combined the result of 13 students using meta-analytic procedure. One hundred and twenty two (122) students from high, middle and lower grade were clustered and selected using proportionate sampling method. Their pre-test performance score were taken and afterward, a post test given after the summer vacation. Mean and standard deviation were used to determine their scores. Findings were that the effect of summer break was more detrimental for math than for reading. Also, the middle class students were found to gain on grade- level equivalent reading recognition test over the summer while the lower class students were totally lost on them. There were no moderating effects as to gender or race but the negative effect of the summer increased with increase in students’ grade level. Suggested fact explaining this were that memory decay, material susceptibility, income differences also was pointed as an explanation to why the result may be the way it was.

The study of Muamba (2009) on factors promoting forgetfulness among secondary school students in Bondo districts in Kenya. A sample of three hundred and eighty (380) secondary school children was selected using the simple random sampling technique. The researcher used the descriptive survey design to sample opinion of the students. An instrument which was named factors of forgetfulness questionnaire (FFQ) was designed by the researcher for the study. The instrument was designed in a simple Yes and No format. The reliability index of the instrument was 0.68 while test-retest method was used in determining the validity of the instrument. Chi-square and simple percentage were used in analyzing responses from the research instrument. Findings were that among other factors considered, passage of time as well as lack of revision were highlighted as major factors which promote forgetfulness.

Tiller & Risse (2011) <sup>[15]</sup> studied effect of summer holiday on performance continuity of high school students in Ohio. Using gender as a moderator variable, the researcher sampled ninety

eight (98) middle-grade high school students. The multi-stage sampling procedure was applied in selecting the respondents. The researcher selected equal number of respondent by gender purposively. Apart from this, a combination of cluster, and simple random sampling method were applied. The performance of the students was measured before and after the long holiday. Their post-test scores measures significant lower values than their pre-test scores after the holiday than before the holiday began. The mean and standard deviation was applied in running the analyses after a test designed by the researchers were administered. In a more detailed sense, after it was established that the long holiday has negative influence on academic performance of the students, it was further revealed that female performance were significantly lower than their male counterpart prompting that male perform insignificantly better than the female over the long holiday. In the study of Attewell, Heil and Reisel (2012) <sup>[2]</sup> on what is academic momentum? And does it matter? The researchers evaluated the relationship between academic momentum and degree attainment. It was found out among others that attending summer after freshman year is associated with significant better graduation chances.

The present study is based on the interference theory. This theory was postulated by a German psychologist name John Bergstrom. According to Tomlinson, Huber, Reith and Darelkaar (2009), the interference theory explains that the stored memory is intact but unable to be retrieved due to competition created by newly acquired information. This theory is very relevant in explaining the focus because learning is considered to be relatively permanent thing. However, a careful look reveals that most students over time may seem to forget what they were taught over a long period like holidays etc.

Nevertheless, it is hoped that the study when completed will reveal so many fact about the pros and cons of long holiday or vacation in the learning process of students. In this light it will direct governments and policy makers in the field of education on the right direction towards making an informed decision. Based on these, the researchers are interested to finding out the effect of long vacation or holiday on the academic performance of secondary school students in Port Harcourt City Local Government Area of Rivers State.

**In guiding the study, the following research questions were answered**

1. What is the effect of long-term vacation/holiday on academic performance of male students in secondary schools in Port Harcourt City Local Government Area?
2. What is the effect of long-term vacation/holiday on academic performance of female students in secondary schools in Port Harcourt City L.G.A?

**The following null hypotheses formulated and tested at 0.05 alpha level also guided the study**

1. Long-term vacation/holiday has no significant effect on the performance of male students in secondary schools in Port Harcourt City L.G.A.
2. Long-term vacation/holiday has no significant effect on the performance of female students in secondary schools in Port Harcourt City L.G.A.

**Methods**

The researchers adopted the time-series longitudinal survey design. According to Kpolovie (2010) <sup>[12]</sup>, the design is used when consideration developmental investigation of physical and intellectual characteristics of the same students over successive periods of time all through their holiday or long vacation. The study was conducted in Port Harcourt City Local Government Area of Rivers State. The population of the study comprised of all JSS3 students in public schools in Port Harcourt City L.G.A. A sample of 58 JSS 3 students was drawn using the purposive sampling technique. The researchers first identified the students over the holiday period through their classroom teachers and parents. The researchers were also careful enough to control the subjects by selecting only those who are not offered home lessons so as not to influence the outcome of the study. In all, 58 students were selected purposefully by selecting equal number of male and female. The Mathematics Achievement Test (MAT) was used as the instrument for data collection. Since the instrument was a standardized test instrument from the West African Examination Council (WAEC), the researchers believed that they were validated and their level of consistency over time and conditions were established. Furthermore, since the instrument was a multiple-choice test format, the researchers apportioned one marks to each of the items. Hence, every correct option checked attracted one mark (1) while incorrect answers attracted zero (0). The instrument contained (20) items in all.

The holiday/vacation period for the 2017 started in the third week of August and lasted about six week up to the end of September 2017. The researchers carried out the test from the 2<sup>nd</sup> week into the holiday. The subjects (students) were tested by dividing the topics into the number of weeks successively with some having two or more topics. The researchers did not repeat any of the questions to avoid memory trace or test-wiseness on the part of the subjects but adequate measure were put up to ensure that all the items presented were part of the syllabus contents in which the students were exposed to. This was achieved by Cross-checking their notes before the test in each week. Tests were given in a week interval successively for five weeks over the holiday period. The Researchers administered the instrument personally and with The help of research assistants to the subjects (students) in their respective homes over a period of five weeks. Data collected were analyzed using the repeated measure analysis of variance (r ANOVA).

**Results**

**Table 1:** Mean, standard deviation and ANOVA of effect of long vacation/holiday on academic performance of male students in Port Harcourt City L.G.A.

Duration		Wk 1	Wk2	Wk3	Wk4	Wk5	
Mean ( $\bar{x}$ ) S.D N		15.34	12.72	12.34	11.90	11.66	
		2.78	2.97	4.23	2.78	3.52	
		29	29	29	29	29	
Test of Within subject effect							
Source	Type III S.Sq.	d.f	Mean sq.	f.	Mauchly' W	Sig.	Result
Factor 1	255.655	4	63.914	6.075	0.559	0.000	Significant (Reject Ho)

Sig. level 0.05

The result in table 1 shows mean and standard deviation values for male students performance from the first week of the test to the last week (week 1-5) of the long vacation. Their mean as recorded were 15.34, 12.72, 12.34, 11.90 and 11.66 respectively while their standard deviation values were 2.78, 2.97, 4.23, 2.78 and 3.52 respectively. From their mean scores and in answering the research questions it could be observed that their performance takes a descending order. In other words they performed highest in week 1, dropped by 2.62 (0.03%) by the end of week 2. In week 3, their performance also dropped by 0.38 (0.0003%), in week 4, their mean score also dropped by 0.44 (0.0004%), and finally in week 5, they dropped further by 0.24 (0.0002%). From these trend, it could

be said that long term vacation has a negative effect on the male student's performance in mathematics. Furthermore the Mauchly's test indicated a value of 0.559 which was statistically significant. Hence, the type III sum of square revealed a value of 255.655, the degree of freedom was 4, mean square was 63.914, calculated F = 6.075 and the test of within subject sig-value is 0.000. Therefore, since sig-value ( p = 0.000 < 0.05) is less than 0.05 alpha, the null hypothesis was rejected and the alternate accepted signifying that long vacation/holiday actually has a significant effect on the performance of male students in secondary schools in Port Harcourt City L.G.A of Rivers State.

**Table 2:** Mean, standard deviation and ANOVA of effect of long vacation on academic performance of female students in Port Harcourt City L.G.A

Duration		Wk 1	Wk2	Wk3	Wk4	Wk5	
Mean ( $\bar{x}$ ) S.D N		15.21	12.17	10.76	10.14	10.90	
		2.92	2.80	2.38	2.47	2.49	
		29	29	29	29	29	
Test of Within subject effect							
Source	Type III S.Sq.	d.f	Mean sq.	f.	Mauchly' W	Sig.	Result
Factor 1	475.683	14	118.921	16.05	0.760	0.000	Significant (Reject Ho)

Sig. level 0.05

Table 2 reveals mean and standard deviation as well as the repeated ANOVA and F-values of the performance of female students over the long holiday/vacation. From the first week of the test to the last, their mean scores were 15.21, 12.17, 10.76, 10.14 and 10.90 respectively. From their mean scores, it could be seen just like the male that their performance which was highest in the first week (15.21) dropped by 3.04 (0.03%) in the second week. In the third week, it dropped from 12.17 in second week to 10.76 (1.41, 0.01%), in the fourth week, it dropped from 10.76 in third week to 10.14 (0.62, 0.006%). However, by the end of the last week, their performance rose from 10.14 of previous week to 10.90 (0.76) which indicated a rise of 0.008%. From their mean scores, it could be seen that long vacation/holiday also has a negative impact on the performance of female students with exception of the last week which such cause in rise will be explained under the discussion.

The repeated measure test of within subject effect also revealed that type III sum of square = 475.683 df=14, mean square = 118.921 F = 16.05, Mauchly's W = 0.760 while the sig. value = 0.000. Hence since sig, ( p = 0.000 < 0.05) is less than 0.05 alpha, the null hypothesis was rejected meaning that

long vacation/holiday periods has a significant effect on the academic performance of female students in Port Harcourt City L.G.A of Rivers State.

**Discussion**

Based on the findings as indicated in table 1, long vacation/holiday has a significant effect on male students' performance. From their weekly performances, it seems that male students recall fast what they had learnt but as time progresses, they seem to decline in such recall ability progressively. This means that as the longer holidays, breaks or vacation is the more is it likely that male students will lose the recall ability. This finding also means that many male students share similar characteristics for reasons on declining in their recall process. This finding however may arise because a lot of the male students seem to play a lot during the holiday period. It may also be that most of the parents have failed to control their activities. They may have failed to ensure that their children continue in studying their books, through creating study time, home lessons and so many other things. It could also be that the students may be engage in many other cognitive activities like learning a skill. On the

contrary, just like Bergstrom cited in Tomlinson, Huber, Reith and Darelaar (2009) postulated, it may be that the students cognitive abilities are being interfered due to competition created by newly acquired information. Over the holiday period, many male students may want to acquire new skills like playing video games, computer knowledge etc and this may contribute to their inability to keep pace with their academic work after the terminal session.

Finally, it could also be that male students show more stubbornness to their parents irrespective of the fact that whether they are being demanded to study at home. The finding of this study however is not very surprising because the researchers are quite aware of the influence (positive or negative) that are accompanied during holiday period whether long or short. The researchers are also quite aware that nearly 80% of students see holidays, breaks and vacation as a resting period from school work and so they are likely to take it neglecting most of their academic work irrespective of how long or short the period may be. As teachers, the researchers have noticed that this is evidenced by the fact that students show visible signs of joy and over happiness whenever bells for long breaks are rung, or whenever the principal makes an announcement of holiday and vacation during the assembly ground prayers. The studies of Tiller and Risse (2011) [15] quoted earlier reported influence of long vacation on academic performance of students with the male performing higher than the females.

From findings two, it is also revealed that long vacation and holiday has significant effect on academic performance of female students, just like their male counterparts. It was revealed that, females' performance decreased over time during the holiday or vacation period. This findings means that a lot of female students have dropped their books equally just like their male counterparts. The findings may also come because, the female child may not be engaged in playful activities like the male, but may be busy at all times, trying to help her mother in domestic work.

Also, a look at their weekly test performance also showed that they under performed in the second week compared to their male students. This however may be explained along the argument that male students perform better in mathematics and mathematics related subjects more than the female. While, this could be overlooked, it may also quickly suggest that majority of the girls are adamant about improving their mathematics skills under the pretense that they may never outperform the male students. The result is expected just like that of the male because Tiller and Risse (2011) [15] noted that girls recorded poor performance over the summer vacation unlike the boys.

In all, male students had an average mean score of 12.79 while the female had an average score of 11.83. This performance though could be attributed to the factors stated earlier also suggested that the female students seem to lose focus more than their male counterparts either due to leisure, distraction from boys or domestic engagement reasons.

### **Implications**

From the findings, there is an implication that male and female students may develop more interest in vacations, holiday and other extracurricular activities. These could also

be an implication that female students will look for ways of improving on their performance. Also, since excess vacation is found to reduce the students' performance, there is an implication that government and other private administrators will limit the duration of holidays and vacation in order not to have a negative effect on the students.

Finally, the dominance show of downward trend in both the male and female performance in successive weeks suggested that memory loss, interference, lack of motivation to achieve may set in if the students are not rejuvenated.

### **Recommendations**

The following recommendations are made based on the result of the study;

1. Students both male and female should be monitored and more tasks should be given by the classroom teachers or school to keep them cognitively engaged over the holiday period.
2. Parents and care givers should ensure that they try to arrange holiday lessons for their children. Alternatively, they should be revising their notes with them during this period.
3. Adequate attention should also be paid to the female students in order to help them improve their performance. They should also be given competitive task at all times in order to help them compete favourably with their male counterparts.
4. Government should limit the long holiday/vacation period. Instead, this period should be separated or spread across the terminal session. There could actually be a fourth term (4<sup>th</sup> term) if need be instead of the present 3<sup>rd</sup> term only option.

### **Conclusion**

Following the result of the study, the researchers have noted and conclude that the long vacation/holiday has a negative effect on the students except in cases where the wealthy parents organize home lessons for their children. It is also concluded that generally male students are less influenced by the long holiday than their female counterparts because their mean performance is significantly higher than those of the female. Finally, the researchers have concluded that only few parents do more to motivate their children to learn throughout the holiday/long vacation period.

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