

Influence of After-school Program on the Perceived Academic Performance of Ogun State Secondary School Students

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Abstract

After-school programs offer opportunities to extend the school day for learners, especially for those who are in need of academic support in areas of difficulties. Learners who are having poor grades can improve academically not only if they go to school every day but if they are made to spend a few extra hours in after-school program activities. It has been opined that there may be a positive correlation between low-performance learners' participation in after-school programs and their academic achievement. Many of these learners, especially those from economically/educationally disadvantaged homes or homes where English is not the primary language may experience much difficulty trying to complete homeworks and assignments. Some parents whose wards attended the program did not particularly believe participating in the after-school program would improve their child's performance in school, they probably kept their child/ward there not necessarily for improvement in their performance, but to be kept out of trouble. As they engage in the after-school program, most teachers not only assist learners to do their homeworks, but also provide advanced study for their class works. This study made use of one research question and one research hypothesis to assess the influence of after-school programs on the academic performance of secondary school learners in Abeokuta metropolis, Ogun State, Nigeria. Multistage sampling procedure was used for the study. Cluster, purposive, stratified and random sampling techniques were used to obtain a total of one hundred samples (respondents) from the secondary schools in Ogun State, Nigeria. Two research instruments were employed for

the study, an adopted questionnaire and an achievement. Some of the findings are; students who attended after-school programs had fewer absences, completed homework more often, had fewer behavioral problems in school, and scored higher on tests. Some of the recommendations are; level of influence of after-school program to the students was high due to the massive help it brought to the abilities and capabilities of the students which advances their academic performance in school, this type of instructional assistance was seen to positively impact students' grades. Also, parents who can not monitor well their children due to their busy schedule were relieved that after-school program existed.

Introduction

An after-school program is one that connects learners who want or need to focus on specific areas of academic weakness with individuals like teachers or subject matter experts. These types of programs take place on a one-to-one basis or in small groups. This takes place usually in the late afternoon after they finish their regular day in school, during the academic year and school holidays.

For learners in schools, after school programs offer opportunities to extend the school day, especially for those who are in need of academic support in areas such as mathematics, English, sciences, homework or recreational activities.

Educational stakeholders have always opined that schools should provide additional help with their struggling students and are always looking toward after school programs as possible ways learners can gain valuable educational assistance (McElvein, 2011). They also feel that learners have to attend after school programs consistently and engage in most activities in order to see some academic progress. It is thought that after-school programs benefit the learners who are able to take advantage of them. Although not every after-school program is destined to lead to an increase in academic performance, there are some after-school programs that have that ability.

Learners who are having poor grades can improve academically not only if they go to school every day but if they are made to spend a few extra hours in after-school program activities. There is much evidence to confirm that quality after-school programs encourage learners to participate more actively in school activities by being more involved than before. It also reduces the likelihood of these children participating in risky behaviors or displaying negative behavior in school, and it helps improve their academic performance (Afterschool Alliance, 2014).

According to Davies & Peltz (2012), there is a positive correlation between low-performance learners' participation in after-school programs and their academic achievement. When the contents of after-school programs complement the

materials given to the students during the main school hours, learners would most likely benefit most.

Benefits of after-school program

It offers a unique and individualized learning experience, increases good study habits, improves academic performance, retention, and personal growth. After-school program encourages higher level of thinking and improves learners' self esteem, making the learner to be more independent and leading to improve in learner's critical thinking. Popular or common after-school programs are; Science and technology activities, Music, Mathematics, Foreign and local languages, Sports and clubs, Literary and debating activities, doing homework and assignments amongst others.

Almost everyday, students leave school at the end of the day with assignments or homework to complete. Many of these learners, especially those from economically/educationally disadvantaged homes or homes where English is not the primary language, experience much difficulty trying to complete homeworks and assignments (Holstead & Doll, 2015). In response to the need for supervision of these homework, assignments and academic support out of school hours, the demand for after-school programs is becoming widespread (Afterschool Alliance, 2014).

Shernoff (2010) and Browne (2015) found that participating in afterschool programs improves students' sense of competence and engagement in school. Durlak et, al. (2011) reiterate that after-school programs keep young people safe and out of trouble. Effective out of school time programs are associated with gains in academic and social skills and decreases in skipping school, fighting, and drug use (Vandell, 2013). A lot of working class people have the challenge of keeping their children and wards safe, out of trouble and occupied after school hours when they themselves are yet to be available. Many times they need adults to fill in the gap. For students without adult supervision, after-school programs offer an environment that is safe and nurturing as well as educational (David, 2011).

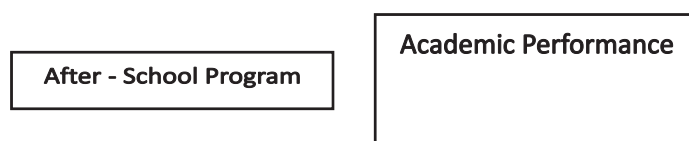
Studies have shown that learners who attend after-school programs on a regular basis experience improvement in social skills, mathematics, and work and task oriented skills (David, 2011). Results included improvement in reading, completion of homework, and greater self-confidence in reading.

Statement of the Problem

An evaluation study revealed that 25% of parents whose wards attended the program did not particularly believe participating in the after-school program would improve their child's performance in school (Burdumy et al., 2015). Probably, they kept their child/ward there not necessarily for improvement in their

performance, but to be kept out of trouble. However, the report did suggest that students who attended the program had a slight improvement in their maths grades. As they engage in the after-school program, most teachers not only assist learners to do their homeworks, but also provide advanced study for their class works.

The purpose of this study is to assess the influence of after-school programs on the academic performance of secondary school learners in Abeokuta metropolis, Ogun State, Nigeria.



Research Question

RQ1: Is there a significant relationship between the academic performances of secondary school students as influenced by after-school program?

Research Hypothesis

Ho1: There is no significant relationship between the level of influence of after-school program to the academic performance of the secondary school students.

Research Paradigm

Fig 1. Learners academic performance as influenced by after-school programs. The concept map shows that the two variables are connected to each other. Learners who are enrolled in after-school program may have their academic performances affected.

Scope and limitations

The study made use of a total of 100 respondents from five private schools. The main focus of the study is to determine the level of influence of after-school program on the academic performance of the students in the Abeokuta metropolis of Ogun State. An adopted questionnaire was administered to the respondents as a means of collecting data. Only the students who attended after-school program are included in this study.

Sample and Sampling Technique

Multistage sampling procedure was used for the study. From the total number of secondary schools in Ogun State, Nigeria, the cluster of schools in Abeokuta metropolis was initially isolated. Secondly, schools with junior and senior sections were purposively sampled. Thirdly, the schools were then stratified into two, public and private secondary schools. Lastly, five schools were then randomly

selected from the private schools stratification. Five respondents were purposively picked from each of the four classes used for the study (JSS 2, JSS 3, SSS1 and SS2) per school, giving twenty respondents per school and a total of One hundred for the study.

Research Instrument

Two research instruments were employed for the study. An adopted questionnaire and an achievement test comprising of forty Multichoice questions in Mathematics English language, sciences and General knowledge suitable for the curriculum content of each class. The After-School Program Student Questionnaire used for the research is divided into two parts; (1) demographic profile of the respondents, (2) items for the effect of influence of the after-school program.

Results and Discussion

The classes of the 100 respondents who are involved in the after-school program. The study employed descriptive statistics in the results presentation.

Table 1. Demographic Profile of the Students

CLASSES	NUMBER	PERCENTAGES
JSS 2	25	25 %
JSS 3	25	25 %
SSS1	25	25 %
SSS 2	25	25 %
TOTAL	100	100 %

Effect of after-school program

This results was gathered from the secondary school students who are enrolled in after-school programs, this presents how it influences the academic performance among them. More than fifty percent of the respondents opined that they enjoyed the after-school program, have lots of friends there and wish more of them could be there (62%). 70% of the respondents said their safety was assured in the absence of their parents and the conditioned environment had helped them to obey rules, avoiding risky situations.

65% of the respondents like the way their teachers take the classes and that they have received tremendous help with their classwork, homework, problem solving skills. Noting that they understand their school work better.

70% opined that with attendance in after-school programs they now always finish their, love Math, the sciences and other subjects more; also, share that their test and examination grades have improved because of the program.

This agrees with the study of Fashola (2010) that affirmed that after-school program is an safe environment designed to provide adult mentors for children, providing the youth with positive role models, and the option of a safe and healthy environment. Further, evaluations of after-school activities reveal that participation in after-school activities primarily targeted at supporting student academic performance can also significantly impact social and emotional development (Afterschool Alliance, 2010).

Academic Performance

An average score of 90.5 was obtained from the students who enrolled in the after-school program in the achievement test, with a standard deviation of 2.05. This correlates the study of Marcos (2015), that afterschool program provides engagement in actively purposive learning that will also be the passage way in the increase of grades. Providing students with the exploratory and integrative curriculum will help them discover their strength and weaknesses. Also, Martin (2016) states that pairing active learning with assestment help afterschool program to be effective which will lead to students' high academic performance.

Table 2. Relationship between the afterschool program and academic performance

VARIABLE	P-VALUE	VERBAL INTERPRETATION
INFLUENCE OF AFTER-SCHOOL PROGRAM WITH ACADEMIC PERFORMANCE	0.905	Significant

Table 2 above shows that the influence of after-school program has a significant relationship with the academic performance of private secondary school students of Ogun State, Nigeria. Then having positively correlatedly with each other, it means that the after-school program is helpful to the students in affecting their initiatives in studying in advance, completing their homeworks, solving problems and boosting their math skills which reflect in their academic performance in the school proper.

Discussion of Findings

Feinstein (2013) stated, that "Students who attended after-school programs had fewer absences, completed homework more often, had fewer behavioral problems in school, and scored higher on tests. After-school programs provided the students with the knowledge and skills they need to take control of their lives.

Furthermore, McElvain and Caplan (2011) found that after-school program influences adolescents' school achievement and engagement in risky behaviors. Recognizing that every student can learn and holding them to high expectations is another key to helping them increase their academic achievement and eliminate at-risk behavior.

According to Oscar (2018) "Academic success and personal growth increase markedly when young adolescents' affective needs are met", he opined that having extra adult supervision and support helps to create a community for the student, and extra encouragement to improve in school and behavior.

Carlos (2012) opined that students who have the advantage of attending these after-school programs even when they lack adult supervision at home will progress academically as well socially.

Conclusion

After-school programs offer tremendous opportunities to extend the school day for students who need academic support in areas such as homework and reading and for students who want to participate in cultural and technological enrichment as well as recreational activities (de Kanter, 2014). After-school programs offer possible strategies for students to achieve academic, social, interpersonal, and motivational skills to help them become more successful students in the classroom and in their community.

The level of influence of after-school program to the students was high due to the massive help it brought to the abilities and capabilities of the students which advances their academic performance in school. Afterschool program was indeed an accomodating place and program for both student and parents (Cortez, 2015).

This study also shows the significant relationship between the level of influence of afterschool program to the academic performance of the private secondary school students of Ogun State. It means that enrolling in the afterschool program has an impact in the performance of the students in school for it was evident that after-school program advances the learning of their students and making sure to complete the requirement of the students before going to school the following day. Students reported they enjoyed homework completion support and additional support on school assignments and projects. This type of instructional assistance was seen to positively impact student grades. Also, parents who can not monitor well their children due to their busy schedule were relieved that after-school program existed.

Recommendations

From the outcome of this study, the following recommendations are proffered:

1. Parents who are concerned about the academic development of their children, in the completion of the homework and/or activities of the day before the school schedule should ensure enrollment of their wards.

2. For the after-school program centers, this study will serve as a baseline on how effective the program is. Subsequent studies should look at other variables.
3. This study made use of students of private secondary schools, other researches could be done making use of students of the public schools as respondents.
4. For the students, after-school program is an enjoyable institution where they are taught to have an advance knowledge on the supposedly school topic which also helps you to do your homework, practice your reading and math and problem solving skills. It is imperative that the after-school program is monitored to avoid corruption of all kinds.
5. For future research work, this study will be your stepping stone in looking at a large scale of influence of after-school program not just in the academic performance of the students but also in the different aspect of their lives.

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