

**ASSESSING THE AFTER SCHOOL SPORTS PROGRAMME ON ACADEMIC
PERFORMANCE OF SENIOR HIGH SCHOOL STUDENTS AT NKONYA**

AB-DULAI RAHIM

7110090003

**A Thesis In The Department Of Health, Physical Education, Recreation And Sports
Submitted To The School Of Research And Graduate Studies, University Of
Education, Winneba, In Partial Fulfilment For The Award Of Master Of Education
In Physical Education**

DECEMBER, 2013

DECLARATION

CANDIDATE'S DECLARATION

I, Ab-dulai Rahim, declare that this thesis, with the exception of quotation and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

My profound gratitude also goes to Dr. W. W. Agbeko of the Department of Health, Physical Education, Recreation and sports (HPERS) who did the necessary corrections and guided me for the successful completion of this study.

I am also indebted to Prof. H. A. Pufaa, and all my lecturers in the department for their help and guidance.

I am optimistic that, this piece of work will provide some very useful information to its readers.



DEDICATION

I dedicate this work to Okoro family, especially my wife Wasilat Ab-dulai and my son Abdul-Halim Ab-dulai for their help, inspiration and encouragement during this period of this research work.



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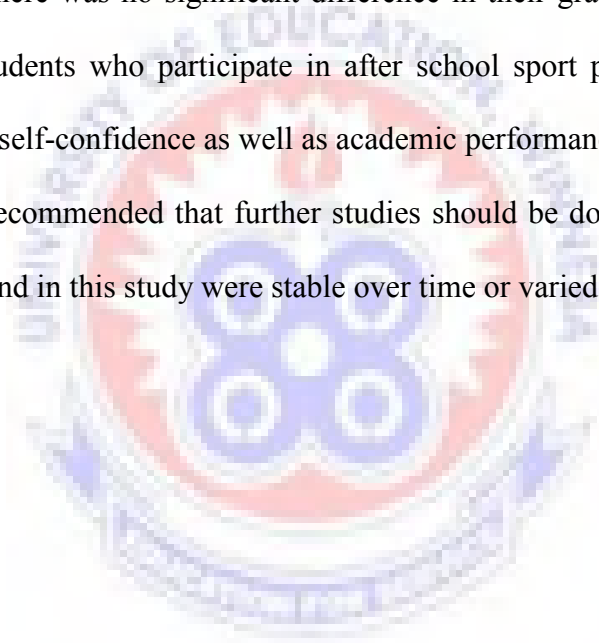
ABSTRACT

The study assessed the influence of participation in after school sports programme on academic performance of Nkonya Senior High School students in the Biakonye District of the Volta Region of Ghana. The population of the study was made up of General Arts students of Nkonya Senior High School.

The study was a descriptive research design. Participants immediate grade scores were compared with their immediate post sports activities in some selected subjects.

Data analysis was done using Chi- square (χ^2) distribution table. After the studies, it was found out that, there was no significant difference in their grade scores. Results further revealed that, students who participate in after school sport programmes contribute to raising student's self-confidence as well as academic performance.

The researcher recommended that further studies should be done to investigate whether the influence found in this study were stable over time or varied from time to time.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The UNESCO Charter on physical education states that” Every human being has a fundamental right to physical education and sports for essential development of his personality. The freedom to develop physical education intellectual and moral powers through sports must be guaranteed both within the educational system and in other aspect of social life”. (www.sportsanddeve.org 1978.)

Based on the above therefore, there is the need to include physical education especially the after school sports program in our various schools at all levels except at the tertiary level where we have specialization. Participation in after school sports program is of historical and social significance in our national culture. It is the primary means through which we develop and maintain the physical vigor and stamina required to define successfully our concept of freedom and realized our full potential as Ghanaians .The concept of allowing students to have physical activities after school is to exercise the body and refresh the minds after long hours of studies.

Any formally supervised student’s activity that occurs during non-school hours counts as out- of - school time.

–After-school” commonly refers to all programs that operate before school, after school, and during holiday breaks. NIOST (National institute in out-of school time) defines out-of-school time (OST) programs and sports as –encompassing a wide range of programme offerings for young people that take place before school, after school, on weekends, and during the summer and other school breaks”.

(www.niost.org/literacy.html, March, 2001/06-06-2013).

The term afterschool sports programme can also be referred primarily to afternoon programs that begin when the regular school day ends and are housed in either

a school or a community organization. A variety of after school programs exist including licensed school-age care facilities, visual and performing arts programs, sports programs, recreational groups, cultural and social development activities, academic assistance and enrichment components, community service projects and leadership opportunities. According to Myra and David Sadker (1991), through sports, academic and social clubs, band, chorus, orchestra, and plays, crucial skills and values are developed. Students who participate in athletics learn leadership, teamwork, persistence, diligence, and fair play. Through involvement in plays and concerts, creativity and talent are nurtured Academic clubs- science, languages, computers, debate enhance not only academic learning but social skills as well. Advocates see the after-school sporting activities as so important they refer to them not as the extra curriculum but as the co-curriculum.

After-school sports programs are relevant for a variety of reasons, they help students socialize, get needed physical exercise and learn different talents and skills. But many parents and teachers are unaware that such activities are also crucial for academic reasons. Music, parental involvement, sports; all of these have an influence on how students perform academically. —A study by the U.S Department of Education (U. S. D. E) revealed that students who participate in after-school activities are three times more likely to have a grade point average of 3.0 or better than students who do not participate in after- school activities (Stephen and schaben, 2002, para.4). —analyses revealed that regardless of students’ background and prior achievement, various parenting, volunteering, and home learning activities positively influence students grades” (Simon, 2001, para.1). The effects of music and sports are also controversial in their relation to academic performance. School principals or heads are interested in the —relationship

between academic performance and participation in after-school sports programs at the Senior High Schools, implying that sports do have some sort of influence and relevant to students performance academically. (Stephens and schaben, 2002, para.2).

Research has shown that after school sports have a significant influence on students' academic performance. Total extra curriculum activity participation (TEAP), or participation in after-school sports in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduce absenteeism" (Broh, 2002, para.8). Involvement of these students in one sports or the other does not only bring benefits for its own sake but can also help to improve health and broaden their minds for academic performance. Involvement in after-school sports is however, not a panacea for social inequalities but there is strong evidence that regular physical activities linked to good health and mental development. There are also considerations that participation in after-schools can aid academic performance, reduce crime and disorder and provide a better sense of fair play, which are all very good tenets, which every educational institution involved in the development and education of its clientele strives to achieve. It is recognized and accepted that a young person involved in regular sporting activities is more likely to continue a pattern of regular physical activity throughout adult's life, thus not making him/her only healthy throughout adult life but also productive. The primary school often provides a child's first introduction to structure after-school sporting activities to enhance the academic performance of the students. It is so relevant to show that active participation in after-school sports can be good for the body, stimulating for the mind and fun for all involved.

Involvement of these students in one sports or the other does not only bring benefit for its own sake but can also help to improve health and broaden their minds for academic performance. Involvement in sports is however, not a panacea for social inequalities but there is strong evidence that regular physical activities is linked to good health and mental development. There are also considerations that participation in physical activities can aid academic performance, reduce crime and disorder and provide a better sense of fair play, which are all very good tenets, which every educational institution involved in the development and education of its clientele strives to achieve. It is recognized and accepted that a young person involved in regular sporting activities is more likely to continue a pattern of regular physical activity throughout adult's life, thus not making him/her only healthy throughout adult life but also productive. The primary school often provides a child's first introduction to structured physical activities and after school sports programs to enhance the academic performance of the students. It is so important to show that active participation can be good for the body, stimulating for the mind and fun for all involved.

1.2 Statement of the Problem

Until recently, the concept of after-school activities was alien to the Ghanaian culture. To some people, after-school sports is seen as a play, which involves only jumping, throwing, and running and as such deserves no serious attention. It is an activity, they feel has nothing good to offer and consider teachers who pursue the after school sports as not serious and weak minded. Another erroneous idea people have about after-school sports is that, it is for low-minded student who cannot be scholars. This of course is not true (Ayensu, 2000 p.6).

Organization of after school sports in our educational institutions in the country is not achieving its desired effect of keeping pupils healthy, making them active and stimulating their mental faculties. All this came about as a result of having misconception about the after school sports programmes. They conceived that, participating in after school sports activities is waste of time and for the fun of it; hence do not develop much interest in it to achieve the domains required from them which include psychological, cognitive, as well as the affective.

The perception of students on their academic performance in relation to sporting activities especially the after school sports programmes. Students perceived the after school sports activities as stressful and energy sapping after long hours of studies forgetting that it refreshes the mind after it becomes saturated and makes the body agile and more active for studies hence improve their academic performance. No consideration is given to the fact that without good health, good result cannot be achieved in the so-called examinable subjects. Therefore the researcher deems it very imperative to assess the relevance of after-school sporting activities on students of Nkonya Senior High School in the Volta Region of Ghana.

1.3 Purpose of the Study

The purpose of the study is to assess the relevance of after school sporting activities and their effects on academic performance of students of Nkonya Senior High School in the Biakonye District of the Volta Region of Ghana. The frequent participation in after-school sports has been said to be extensively beneficial to students academically. It has been found out that there is high correlation between after-school sports and student's achievements. Also to educate the stake-holders of Ghana education service so that they

will place premium on after-school sporting activities in our various schools in the country. The study examined the timing of the activities, its organization, how does it benefit the students academically as well as the activities involved in the after school sports programs in the school.

1.4 Research Questions

- Will after school sports have any impact on academic performance of the students
- Will students perceptions towards after school sports or activities improve their academic performance
- Will the headmaster support the organization of after school sport activities

1.5 Hypothesis

There will be no significant difference between after school sports or activities and students' academic performance

1.6 Significance of the study

Sports aim at equipping students with skills. The nation, parents and students themselves would like schools to achieve the objective expected of them. That is, they should produce knowledgeable skills, competent and useful students. The relevance of school sporting activities especially the after school sports programs cannot be overemphasized. However, the question of, which time is an appropriate time for the organization of sporting activities especially the after school sports programs in schools has become an issue which lingers on in parts of the country. A current system creeping into the schools is what has been referred to as after school sports and its relevance to academic performance of students. After school sports is a situation where sporting

activities are organized after the normal school hours between the hours of 3pm-5pm to be specific. Critics of after school sports have questioned its effectiveness and efficiency with respect to its relevance in terms of students' academic performance, organization and participation. The significance of the studies is to provide a scientific basis on the relevance or otherwise of the after school sports programs to academic performance of the students and suggest ways of improving the organization of sporting activities among schools especially Nkonya Senior High School. In addition, the appropriate time to organize sporting activities in order to derive the desired impact benefits from them especially the after school sports programs. Finally, the study will also contribute to the body of knowledge in the field of physical education (P.E), particularly in the area of after school sports programs.

1.7 Delimitations

The researcher work is delimited to physical education teachers, students, headmasters and headmistresses as well as stakeholders in the educational sector.

1.8 Limitations

This research work would have been carried out in the whole district but this is not possible because of the vast nature of the district.

1.9 Definition of Terms

1. **A.S.S.P** - After-School Sports Programmes
2. **Ampe** - A recreational play which is performed by girls in pairs where they jump, clap, and shoot their legs simultaneously to win a point.
3. **PSYCHE** - Totality of the human mind, conscious and unconscious
4. **P.E** - Physical Education

5. **UNESCO** - United Nations Educational, Scientific and Cultural Organizations.
6. **OST** - Out-of-school- time.
7. **USDE** - United State Department of Education.
8. **NIOST**- National Institute on Out –of School time.
9. **TEAP** - Total Extra Curriculum Activities Participation.



CHAPTER TWO

LITERATURE REVIEW

The purpose of this chapter is to review literature related to after-school sport activities and its relevance to Nkonya Senior High School student's academic performance. The review would be organized under the following sub-headings.

- After-School Sport Activities and Academic Performance.
- Objectives of after School Sport programmes.
- Organization of after School Sport programmes.
- The Timing of after School Sport Programmes in Schools.
- Academic Benefits of after School Sport Programmes.
- After School Sport Activities.
- Participation in after School Sports and Education
- The Need for Students to Participate in after School Sports Programme (ASSP)
- Aims and Importance of Participating in after School Sports in Second Cycle Schools
- After School Sports and Academic Performance in Senior High School

The development of after-school sports programmes was slow in the beginning with many seeing it simply as a fad that would pass and quickly fade out of style (Millard, 1930 p.xi). One of the early philosophies behind after-school sports activities was that they should wherever at all possible, “grow out of curriculum activities and return to curriculum activities to enrich them” (Millard, 1930 p.12). Eventually people including educators, began to see the benefits of after-school activities, but it took a while to injure themselves to them. In fact, before 1900, educators were skeptical of participation in after-school activities, believing that school should focus solely on

narrowly defined academic outcomes. Non-academic activities were view as being primarily recreational and therefore were detrimental to academic achievement, and consequently were discouraged” (Marsh and Kleitman, 2002, para 5). Deam and Bear, early experts on after-school sports, said, “after-school sorts supplement and extend those contacts and experiences found in the more formal part of the program of the school day” (Millard, 1930 p.16). It was not until recently that “educational practitioners and researchers have taken a more positive perspective, arguing that after- school sports may have positive effects on life skills and may also benefit academic accomplishment” (Marsh and Kleitman, 2002 para5). It is obvious that after-school activities have an impact on academic performance and education ever since their inception. The question is how are after-school sports activities affecting academic performance today?

According to BUGS (Bringing up Girls in Science), a program for young girls and their parents at the University of North Texas, “the home environment is among the most important influences on academic performance” (Bringing up Girls in Science, 2003, para. 2). A correlation appears to exist between the activities that students choose outside of the classroom and their academic performance. One of the main controversies is the effect that television viewing of students has on their academic achievement. “The relationship between cognitive development and television viewing has been the one most widely studied. Investigators disagree about the effects of this relationship” (Shin, 2004, para. 2). The amount and quality of television viewing and family involvement are not the only influences of academic performance. The effects of music and sports are also controversial in their relation to academic performance. School principals are interested in the “relationship between academic achievement and participation in interscholastic

sports at middle level schools,” implying that sports do have some sort of influence on how students perform academically (Stephens & Schaben, 2002, para. 2). All of these activities appear to have some sort of effect on students’ academic performance; however, the issue of whether they benefit or hinder is unknown. The research would be described as a descriptive study because it observes behaviors –as they occur naturally, describes behavior, explores a phenomenon, and tests hypotheses about behavior” (Brown, Cozby, Kee, & Worden, 1999, p.75).

2.0 After-School Sport Activities and Academic Performance

Guest and Schneider (2003), in looking at the previous studies on this subject said –Studies have found out that positive association between after-school sports participation and academic achievement” (para.2). Although researchers agree that after-school activities do in fact, influence academic performance, the specific effect that various activities produce is debated. One study, conducted by the National Educational Study (N.E.S), found that –Participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002, para 1). Many after-school sports activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects. (Marsh and Kleitman, 2002, para 9). –A number of studies revealed that students participating in after-school sports activities did better academically than student who did not participate” (Marsh and Kleitman, 2002, para 7). Researchers have particularly studied the relationship between after-school sports and academic performance in adolescents (Senior High school students). One study found out that –adolescents who participated in

after-school activities reported higher grades, more positive attitudes toward school, and higher academic aspirations” (Darling, Caldwell and Smith, 2005, para 1).

It has long been wondered whether or not there was a connection between student’s academic achievement and their involvement in out-of –the classroom activities. Indeed, there does seem to be compelling evidence that students’ extracurricular involvement boosts their academic work.

According to a Drake university study conducted in 1994, there is noticeable relationship between the grades of students participating in after-school sports and those who do not participate. Participating in out-of –the-classroom sporting activities teaches students many skills and organizational tactics that are invaluable later on. Many of these skills cannot be learned very well in the classroom, and they are considered essential to personal development. They may explain the boost in grades seen by students who stay very involved. The current emphasis on performance standards and testing has led schools to look to the after-school hours as time that can be spent developing children’s academic skills. This assertion is supported by the National Institute on out-of-school Time, (2001). Previously, principals and teachers tend to focus on after-school sports program as a means to provide supervision for students whose parents were employed during the before-and-after school hours.

Parents with higher educational level’s and more income tend to influence their students to participate in educationally beneficial activities and can pay for more enrichment lessons than can parents with lower education and less income. Importantly, after-school sports programme attendance provides students from low-income families with access to the types of enrichment activities that middle-class students typically

experience (Hofferth and Jankuniene, 2001). According to Pettite G., Laird R. D, Dodge K. A and Bates J. E (1997) found that students who participated in some (1-3 hours a day) activities after school were rated by their teachers as having better social skills and fewer acting-out behavior problems than students who participated either in no activities or more activities each week. Pierce and Vandell (1999) demonstrated that academically at-risk students who frequently, as compared with students who attended less often, developed better work habits in their school classrooms attended school more often, and endorsed less aggressive strategies to resolve conflicts with peers. Pierce, Hamm and Vandell (1999) found that classroom teachers reported that boys had fewer behavior problems when staffs were more positive with the students in their after-school sports program.

One may consider an activity outside the normal school hours that teaches the child how to smoke as an after-school activity, just as a programme that combines academic enrichment with physical safety until parents retrieve their children after work may be considered also as an after-school activity. Some of these activities are extremely useful and helpful to the total development of the students.

It is used to be a general presumed notion that taking part in sporting activities affects (negatively) the academic performance of the students. The educationists and social scientists have been working since long to determine the relationship between sports and education. The research reveals a positive impact of sports and physical activities on education; and also in the academic enhancement of its participants, and a far-famed saying 'sound mind in a sound body' referring to the potential quality of sports in the intellectual development of its participants seems to be endorsed. It has been found that

sports and physical activities raise the level of alertness (mental and physical) and improve intellectual functioning of the participants (Hills, 1998).

Several research studies maintain that absorption and better academic outcomes are usually proportional to time spent in sports activities (shepherd, 1997; Sallis, et al, 1999; Miller, et al 2005). Sports activities ameliorate the working capacity of crucial body systems and improve the degree of alertness among participants. Sports activities not only leave a positive impact on mood, but also increase mental alertness (Hills, 1998) and it is quite apparent that physically and mentally alert students always perform better, achieve more (Taras, 2005) and like to remain present in their classes. It has been noticed that sports men/women show better results in math, English (Broh, 2002) and Science subject (Nelson, 2006) particularly.

The role of sports participation in the academic achievement of students has been a topic of debate for decades. Critics observe that sports activities deflect time away from the classroom, sport diverted talent from academic programs and the students who put their energies into sports are less likely to pursue academic objectives. They do not have time or energy to achieve excellence and satisfaction in both roles. Supporters of school sport programs argue that sport participation improves students' achievement, motivation, improves students overall interest and commitment to schooling as well as their engagement in more students – teacher contact, more parent-school contact. In educational institutions sports activities are not regarded as essential part of education and many people have believed that participation in sports has negative effect on the education of the students (Arnett, 2006). It is also affirmed that relationship between

Participation in high school sports and academic achievements of students is a topic mostly discussed by the sportsmen, society members and researchers (Hartman, 2008). The physical education teacher is frequently responsible for conducting programs when students are left unsupervised after school; they tend to indulge in various negative and undesirable behaviours to the detriment of their personal lives and the status of their families as a whole. According to Myra and David Sadker (1991), ‘although no precise definition currently exist for children at risk, the groups identify in this section are facing academic social, or personal problems so severe or traumatic that their future is jeopardy’. They concluded that ‘they need school and society to help and respond’. Such children therefore need other programs outside the normal academic curriculum to keep them in school to help in their ultimate development. Such programs are normally referred to as ‘extra curriculum activities or after school sports programs. Academic performance in adolescence is a matter of concern for teachers, parents and researchers.

Similarly, the sedentary lifestyle is affecting more and more children and young people, causing, among other, cardiorespiratory ailments and diseases specific to adulthood. In the adolescence, specifically among secondary education students, sports abandonment occurs massively and the main cause is focused on the lack of time to combine sport and studies.

The main results of the research conducted by Ana Capdevila show that the profile with a better academic performance corresponds to female students studying in private schools or state-subsided schools who play sports (even competitively) and with parents who have higher education and practice sport. In addition, the findings show that athlete

students have better study habits and spend less time on sedentary leisure activities than non-athlete students.

Other remarkable results from the study of the assistant professor in the Department of Education at the UJI have been the positive influence that the practice of sport of parents has on children's academic performance, and also in their sport practice, because if parents practice sport, almost 86 per cent of children do too. Similarly, the family plays a key role in facilitating that children can combine study tasks and sport. Their greater involvement in issues such as transport, food or rest increases performance.

Young athletes have scored higher on the test on study habits; especially in areas such as attitude and time schedule to study (they are more motivated to study and the reasons why they do it are more clear to them). This fact suggests the importance of arranging the free time when this time is occupied, in large part, by training and racing, and how profitable it is to invest time in active leisure instead of sedentary leisure activities, thus showing that sport at competition level improves performance and does not interfere with studies during adolescence.

The study involved 313 adolescents in the second cycle of compulsory secondary education in Castellón de la Plana, 124 of which were athletes (with a minimum commitment of 10 hours of sport per week) and 189 non-athletes. Students answered two questionnaires, the CHTE questionnaire on study habits and practice, and the PFYTL on physical activity and leisure. In addition, parents were administered a questionnaire and participants' academic marks were also taken into account in the research.

2.2.1 Objectives Of After School Sport Programmes

After – school sports programs covers a wider range of content when it comes to skills acquisition. The after- school sports activities had been designed to emphasize the teaching of skills and acquisition of knowledge through attitudes and focus on the unique needs of adolescent boys and girls at the senior high schools in Ghana. Base on the above statement, after- school sport programs can be seen as an aspect of physical Education that develops the entire human body psychological, physically, emotionally and socially. As stated by Bucher (1995), the objectives of intramural and extramural activities are compatible with the overall objective of Physical Education and also with those of education in general.

Some of these objectives may include the following:

- To provide the students at the institution with opportunities for release from tension and aggressions and to provide a feeling of achievement through sports participation especially the after- school sports programs, all of which are conducive to mental and emotional health.
- To provide the students at the institution with opportunities to facilitate a transfer of training, that is, to be able to use part of the knowledge to suit a new situation.
- To provide the students at the institution with opportunities for fun, enjoyment, and fellowship through participation in sports especially the after- school sports.
- To provide students with a variety of activities that will enhance life-long learning and participation.

Recently, there has been unprecedented support for after- school sports programs from a number of sources outside of the school system.

Mental Health Experts encourage sporting activities as a means for releasing tension. Recreation and sports leaders use sports and games to fill leisure hours, to release stress and to relax. Base on this support from those experts, and partially because of them the country seem to be experiencing growth in the popularity of after- school sports in particular for young and middle ages. The department has consistently maintained that after – school sports makes valuable contribution to students at all gradelevels, primary in the psychomotor domain, but also in the cognitive and affective areas. It is becoming more apparent with each passing year that school program must help students develop a vigorous healthy life- style, which include appropriate activities and attitudes towards learning for all ages.

According to David L/ Gallahue, (1993. Pg. 169), participation in intramural programme, frequently exposes teachers to increased liability. To reduce this exposure, it is important to have a written policy governing the conduct and supervision of these events. I will suggest that after this study this policy should be incorporated into the after-school sports curriculum and be implemented.

2.2.2 Organization Of After – School Sports Programmes

According to the National Association for sports and physical Education (2002), all students should receive basic instruction in motor skills and sports activities through comprehensive after-school sports programmes. Such progrmmes facilitate the skill and knowledge necessary to support an active, productive and healthy lifestyle. According to Bucher (1995), students in all phases of education have been steadily increasing. Involvement in the administrative aspects of intramurals and extra murals is happening in senior high schools where many schools have centers where student’s supervisors are on

the hand to establish programs, reserve equipment, and arrange for the gymnasium. The intramurals activities are directed by professional educators who have access to adequate facilities and equipment, ensure safety of participants, and be adequately funded. Student's unit managers have an important responsibility, because they provide input into selection of activities and policy development and enforcement. Capable officials are a must if the programme is to be run successfully.

They should have special qualifications, including knowledge of the activity, the participants, the goals of the programme, and the organization of the philosophy of competition. An important feature of the overall administration of an intramural or extramural programme is the grouping of students during activities which should be based on age- appropriate activities as well as consideration to skill and maturity level. Furthermore, there must be an establishment of a council. This is usually an elected council with representatives from participants, central administration, intramural staff's health department, and staff. This body is influential in the establishment of policy and practices for a broad after school activities.

2.2.3 The Timing of After- School Sport Programmes in Schools

According to Bucher, (1995. Pg.146) the time when intramural and extramural activities are scheduled will depend on the availability of facilities, season of the year, community, faculty availability, student's needs, and budget requirements. The most popular and convenient time in schools is late afternoon (after the normal classroom work). This period proved best for students in senior high schools. It is a time which is economical, does not require lights and has to be the outdoor available. It also ensures proper supervision of students to a greater extent.

2.2.4 Academic Benefits Of After – School Sport Programmes

The extant literature indicates that participation in after- school programs – in particular, those that offer both youth development activities and an academic component may lead to small gains in academic outcome. Research also provides tentative evidence that youth who spend more time in after- school sports programs particularly during adolescence may derive greater academic benefits than youth who spend less time. Perhaps most importantly, preliminary evidence shows that academically at risk youth may benefit more from participation in after- school programs than their higher achieving peers. Our ability to draw causal conclusions about the academic benefits of after- school sports programs is limited by methodological shortcoming in the extant literature, but, as a field it seems prudent to move forward based on our “best guesses” and take steps to ensure that all youth can access the potentially beneficial activities offered through high quality after- school programs.

According to Fashola and Salvin (1997) after- school sports at the S.H.S level should be for the purpose of offering students ways to develop specific skills, knowledge, and attitudes necessary to maintain a healthy and fitness level to function effectively in today’s society. After school sports programs also can help to improve the academic performance of participating students. For many students, their reading and math scores have improved in large part because after-school programs allows them to focus attention on areas in which they are having difficulties. Many programs connect learning to more relax and enriching activities, thereby improving academic performance as well.

–After-school programs also contribute to raising student’s self-confidence as well as academic performance. Both teachers and parents report that children who participate in

after school sports develop better social skills and learn to handle conflicts in more social acceptable ways” <http://www.ed.gov/pubs/parents/safe smart/>, 14/06/2013.

The participants in after school sports programs

- Show increased interest and ability in reading
- Develop new skills and interest
- Show improved school attendance, increased engagement in school, and reduced dropout
- Turn in more and better quality homework and can spend more time on task
- Are held back or placed in special education classes less frequently

Show higher aspirations for the future, including intention to compete in high school and go to college. (<http://www.niost.org>). Academic achievement is enhanced when students participate in afterschool activities. Educational research has concluded this statement to be true over and over again for many years. As a result, school districts throughout the country do whatever it takes to encourage, sponsor and facilitate afterschool activities for their students. In the face of daunting budget cuts or restraints, public and private schools continue to see afterschool activities as a high priority.

Greenwood Village, Colorado's Beacon Country Day School, founded in 1954, is an accredited, private, non-profit school for grades 1-8. It was selected a Blue Ribbon School by the United States Department of Education, designating it as a Nationally Recognized School of Excellence.

Beacon's principal, Tracy Rogers, believes afterschool activities are paramount to academic success for all students. She says, —Afterschool activities are most important to the academic experience. It develops the whole child. That's what we are really interested

in doing here, developing our students academically, physically, emotionally—all encompassing.”

Also serving the Greenwood Village area is the public school district, Cherry Creek, founded sixty years ago. It holds a highly respected reputation for academic performance throughout the country. According to Creek’s Superintendent Mary Chesley, “In Cherry Creek Schools, we are proud of our long history of academic success--the success of the district has produced a culture for learning.” Cherry Creek’s Director of Communication, Tustin Amole, states, “We have about 86% of our students right now participating in some kind of afterschool club, activity or sport’s program. We see these activities to be a direct correlation to student achievement and their academic success.”

Beacon’s Roger’s continues, “Most important to academics is the afterschool experience, especially when the activity is physical. Physical activities open the brain, the neurons in the brain—it’s just so conducive to learning. That’s why it’s a shame to do away with physical education in any school.”

Beacon offers various afterschool physical and mentally challenging activities for their students throughout the school year. They include piano lessons, chess club, dance, art, science enrichment programs, sports and Spanish. Additionally, Beacon plans two annual ski days for their students.

Cherry Creek’s School District offers a plethora of afterschool activities, too numerous to name. However, some of their afterschool accomplishments achieved by their students give a great indication of what they do offer. For example, during the 2012 school year, the Cherry Creek

High School Science Bowl team won the Colorado Science Bowl Championship and a trip to the National Science Bowl in Washington D.C. and for the sixth year in a row, Belleview Elementary was the top participant in the First American State Bank Fitness Festival.

In 2011, the National Education Association stated that academic performance gaps are often closed drastically through student's participation in afterschool activities. This same organization readily admits these after school programs are costly. The expense question for every school becomes a mere matter of academic excellence as a priority. The importance of extracurricular activities on college campuses is well established. The primary goals of extracurricular activities focus on the individual student level, the institutional level, and the broader community level. These activities exist to complement the university's academic curriculum and to augment the student's educational experience. According to a 1993 article by Alexander Astin, almost any type of student involvement in college positively affects student learning and development. Extracurricular activities provide a setting to become involved and to interact with other students, thus leading to increased learning and enhanced development. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. By identifying with a peer group, that group may influence a student's affective and cognitive development as well as his or her behavior.

As the development of the well-rounded individual is a principal goal of extracurricular activities on college and university campuses, the numerous experiences these activities afford positively impact students' emotional, intellectual, social, and interpersonal development. By working together with other individuals, students learn to

negotiate, communicate, manage conflict, and lead others. Taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management, and academic and intellectual competence. Involvement in activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion. Working outside of the classroom with diverse groups of individuals allows for students to gain more self-confidence, autonomy, and appreciation for others' differences and similarities.

Students also develop skills specific to their career path and imperative for future job success. Students have opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Extracurricular involvement allows students to link academic knowledge with practical experience, thereby leading to a better understanding of their own abilities, talents, and career goals. Future employers seek individuals with these increased skill levels, making these involved students more viable in the job market. Specifically, participation in extracurricular activities and leadership roles in these activities are positively linked to attainment of one's first job and to managerial potential.

Student involvement in extracurricular activities also positively impacts educational attainment. Ernest T. Pascarella and Patrick T. Terenzini's 1991 research indicates that extracurricular involvement has a positive impact on attaining a bachelor's degree and on educational aspirations. Students who are actively engaged are more likely to have higher educational ambitions than uninvolved students. After-school activities help youth develop social skills, improve academic performance, and help them build strong supportive relationships with adults other than their parents. Young children

benefit especially from the social skills development and improved academic skills. This leads to improved conflict management and better school attendance. Middle-school aged youth who continue to participate in after-school activities are more likely to be engaged in school and attentive in class and less likely to be involved in violent behavior at school.

Participation in after-school activities continues to be a benefit for student's right through high school. Adolescents in after-school programs are optimistic for the future and have more interest in school than peers who are unsupervised after school. After-school program participation also helps to keep youth from skipping school and experimenting with alcohol, drugs and sexual activity. In fact, the 1995 Westat, Inc. analysis of national data found that students who spend no time in after-school activities are 49 percent more likely to have used drugs and 37 percent more likely to become teen parents than students who spend one to four hours per week in after-school activities. After-school programs prevent pregnancy by promoting sound judgment, offering health education, and providing positive alternatives to sexual activity according to "Child Trends Research Brief," May 2002. Furthermore, if youth stay involved in after-school activities through adolescence, they are more likely to attend college, vote and volunteer as adults according to Zaff and Moore, et al. in the "Journal of Adolescent Research," in 2003.

There are two reasons that after-school activities have these positive benefits for adolescents. First, adolescents need guidance to grow into productive adulthood and after school programs and activities keep youth busy between 2 and 6 p.m., the times when adolescents are most likely to commit crimes, be crime victims, or participate in sexual

activity. Second, after school programs can provide extra time for career exploration, skill development, service learning and internships to prepare them for college and work. It is estimated that every dollar spent on after school programs will save taxpayers \$3 because of reductions in youth crime, teen parenthood and school dropout rates. This estimate is based on studies done across the country including Alabama, California, and Washington D.C. This cost benefit is in addition to the life-long love of learning, improved level of education, and contributions in civic life that results from participation in after-school programs and activities.

2.2.5 After School Sport Activities

According to Bucher (1995), the activities that constitute the intramural and extramural programme determine the amount of participation that results. Therefore, it is important that the right activities be selected. Some administrative guidelines that will help in the selection of activities are as follows:

- Activities should be selected in accordance with the season of the year and the conditions and influences that prevail locally.
- Activities should reflect the needs and interests of the student or the members of the organization.
- Core creational activities should be provided.
- Activities in the senior high school should be selected with special attention to the ability of the child.
- Consideration should be given to such recreational activities s field trips, dramatics, and handicraft.

- The activities included in the physical education school instructional program should be coordinated with the activities included in the intramural and extramural program. The latter should act as a laboratory for former.

2.2.6 Participation in After School Sports and Education

Much of the literature that seeks to find a link between sports and academic does so by building indirect bridges built up of non-cognitive strengths such as motivation. Still other studies find a strong link between sports especially after school sports and academic, but of a circumstantial kind. That is, one study found that Senior High School boys did better in school, but only because participating in sports made them want to go to college, and they therefore became more predisposed to meet certain academic requirements for doing so (Din, 2005). This so called positives effect of after school sports on academic appears to be especially beneficial for Africa – American students - athletes who a study of eight grade Africa- American boys. It was found that –sport participation (After-school sports) for these students was positively related to their aspirations to enroll in college preparatory programs in high school, to have definite plans to complete high school and enter college” (Din, p.2). Another study of Hispanic girls found that those –who participated in sports were found to be more likely to score well on achievement tests, to stay in high school and continue their education than their non-athletic peers” (Din, p.2).

However, in general and perhaps because there are less collegiate opportunities for senior high school females, this kind of positive impact of sports on academic is less documented among females (Din,2005). At present, Din (2005) appears to split hairs by calling the above positive effect a –Psycho-educational aspect” of influence, that is, part

non-cognitive and part cognitive (p.2). however, one study in 1996 did find that in the case of a specific high school course program “which used sports (After-school sports) to enhance academic achievement” the data reveal that “the program students out performed those in the control group on all of the applicable measures, including GPA and academic eligibility for after school sport activities” (Din 2005, 02).

This findings suggests that when after school sports are used as part of a targeted initiative to improve academics, they do improve academic standing.

Ryska (2003) pursues the issues of the influence of sports on academics in a slightly more subtle manner. He is concerned with “the hypothesized relationships between adolescents’ their involvement in after-school sports and how they think and act within the scholastic setting” (Ryska, 2003, p.156). “How they think and act” appears to consist of the constructs of “educational aspirations, academic self-esteem, and school-related achievement” (p.156), all constructs that can perhaps be classified as “Psycho educational” as they exist half – way between non-cognitive and cognitive constructs. Moreover, Ryska (2003) seeks to get at these constructs by exploring the relationship between how the students are involved in after school sports and how this translates into how they participate in academics. He therefore describes “the multivariate relationship between relevant sport involvement variables and scholastic competence perceptions among a sample of high school (Senior High School) students” (Ryska, p.156).

In national studies, sports participation has been associated with a wide range of positive outcomes of high students and young adults.

Education benefits for those participating in high school sports especially the after school sports are wide and varied and evident both during high school and at the post-secondary

level. Educational benefits related to high school sports participation include high grade point average (GPA) high rates of high school graduation, college enrollment, and adult educational attainment compared to non-athletes (Bailey,2006, Broh, 2002, Carlson, Scott, Planty, & Thompson,2005; Eccles& Barber, 1999, Marsh & kleitman,2003; snyder&spreitzer,1990; Troutman & Dufur, 2007).

In high school, those who participate in after school sports have higher grade points averages than non-participants (Ecclesetal; 1999; Broh, 2002, Marsh etal.,2003Fejgin, 1994). Ecclesetal used the Michigan study of Adolescent Life Transition.

CMSALT, <http://www.regdiscr.unich.Edu/msalt/home.htm>) which started with a 1983 sample of fifth and sixth graders from 10 school districts in south eastern Michigan, and resurveyed there students in 1990, 1992-93, 1995-96, and in 1999-2002. They found that high school athletes in team sports have higher GPAS in twelfth grade compared to non-athletes. Using the NELS:88 data, Broh, Marsh etal all and Fejgin found positive and significant effects of after school sports participation on high school grades.

Participation in high school sports especially the after school sports also is consistently related to enrollment in college after high school. Ecclesetal. (1999) and Marsh etal (2003) found a positive and significant relationship between sports participation and enrollment in College. Snyder etal. (1990) used the HS&B survey and found that college attendance was greater for participants in sports than those who did not participate. In their words, "...the athletic role enhances the academic role" (P.397).

Participation in high school sports especially the after school sports also increase chances of graduating from college Troutman etal. (2007) used the NELS:88 data to determine whether woman who participated in after school sports in high school were more likely to

graduate that women”...who played high school sports are more likely to graduate from college than their counterparts” (P.458). Compared Ho non-athletes, women who played sports had a statistically significantly higher chance of college completion in 6 years. Infact, their analysis of the NELs data showed that —the odds of college completion among females who play high school sports are 73c% higher than the odds of college completion among females who did not engage in interscholastic sports” (P.455).

2.2.7 The Need for Students to Participate In After School SportsProgramme (ASSP)

According to Kenyan (1999), the nature and degree of participation in sports is directly related to the degree of primary (active) and secondary (spectator) activity during the individual’s youthful age.

Robert (2000), classified sports into three sphered on the base of outcome attributes; sports of physical skills, strategy and change. He want further to state that participation in sports can be very broad especially the after school sports programmes (ASSP) will be greater or lesser depending on the bases of sex, age, social and other factors. Participation in sports may also be based on the level of interest in sports, be it primary or secondary. Basically, a person’s relation to sports at a certain point in time is dependent upon a complex interplay between hereditary and environmental factors, which include nature, mental and physical disposition, type of activity chosen and experience of success and failure on the skills.

Likewise, Kahn (1998) emphasized that the principles of educational sovereignty, the responsibility for after school sports in schools in the Federal Republic of Germany and the rest of the states. Various governments have noted the importance of after school

sports plays in the socio-political life of the country and therefore have shown an interest in helping to develop students' interest in sports as well as developing after school sport programmes. Governments are motivated to participate in sports programmes for such reasons as the physical fitness of the citizenry, maintenance of public order and affirmation of national prestige. This is the reason for which governments encourage individuals, club associations and institutions to take part in sports especially the after school sports (ASS).

Oduyale (1998) says that throughout, sports especially the after school sports programmes (ASSP) has been playing a very significant role in the education, socialization and welfare of man and the society. He cleared this view by quoting Rousseau, a French educator who had this to say, "If you would cultivate the intelligence of your pupils, you cultivate the power to govern and give his body continuous exercise". In relation to this, governments have seen participation sports at various levels of education to be very important. In the era of Sir Gordon Guggisberg in the 1920s, he emphasized in his educational policies the need for sports. His ninth principal for instance stated that, organized sports should form part of school life. McWilliams and Keamena-Poh, (2000), Sir Gordon Guggisberg went on to say that, no extension of schools would be sanctioned unless provision is made for playing fields.

2.2.8 Aims and Importance of Participation in After School Sports in Second Cycle Schools.

According to Odigo (1995), after school sports activities are designed to assist the physical and emotional development of students. These activities are carefully selected, guided and are to reflect the available facilities and meet the individual students needs

and capabilities. To stress the importance of after school sports participation in schools and colleges, Daughtery and Woods (1997) says the students' participation in sports provides time to train fully in order to acquire skills. In other words, participation in after school sports leads to acquisition of skills. At all levels of school competitions, students exhibit high competitive spirit because of the singular objective of excelling to gain selection into the school and regional teams. Almost all athletes really like the sport in which they compete, for the simple reason that after school sports provide them some gains especially academic work and physical benefits. Athletes, derive ego satisfaction, natural returns, attractive pay and other internal benefits.

2.2.9 After School Sports and Academic Performance in Senior High Schools

As the problem of relating athletics and academics at the college level becomes more serious, this concern has trickled down to the high school level as well (Din, 2005; Ryska, 2003; Ryska & Vestal, 2004; Zwart, 2007). A number of studies have been conducted to determine whether participating in sport activities had any impact on students' academic achievement" at the high school level (Din, 2005, p. 1). Din's (2005) study acknowledges that at present the literature reveals mixed results on this question and that the issue of the benefits of sports on academics remains "a topic of controversy" (p. 1). Much of the problem can be explained by the fact that literature is of an "uneven quality (that) provides no evidence to afford a clear understanding of the nature of the issue" (Din, p. 1). In the research, one study looked at whether or not girls' participation in after-school sports leads to higher test scores. The study found that only girls with "higher SES levels and higher levels of involvement were predictive of higher ACT scores" (Din, p. 2).

Another study looked at the effect of sports participation on the “educational expectations” of high school girls, and found “a positive relationship between... extracurricular participation and educational expectations” (Din, p. 2). As mentioned previously, much of the literature that seeks to find a link between sports and academics does so by building indirect bridges built up of non-cognitive strengths such as motivation. Still other studies find a strong link between sports and academics, but of a circumstantial kind. That is, one study found that high school boys did better in school, but only because participating in after-school sports made them want to go to college, and they therefore became more predisposed to meet certain academic requirements for doing so (Din, 2005). This so-called positive effect of sports on academics appears to be especially beneficial for African-American student-athletes who might otherwise have dropped out of high school. In a study of eighth grade African-American boys it was found that “sport participation for these students was positively related to their aspirations to enrol in college preparatory programs in high school, to have definite plans to complete high school and enter college” (Din, p. 2).

Another study of Hispanic girls found that those “who participated in after-school sports were found to be more likely to score well on achievement tests, to stay in high schools and continue their education than their non-athletic peers” (Din, p. 2). However, in general, and perhaps because there are less collegiate opportunities for high school female athletes, this kind of positive impact of sports on academics is less documented among females (Din, 2005). At present, Din (2005) appears to split hairs by calling the above positive effect a “psycho-educational aspect” of influence, that is, part non-cognitive and part cognitive (p. 2). However,

One study in 1996 did find that in the case of a specific high school course program “which used sports to enhance academic achievement” the data did reveal that “the program students outperformed those in the control group on all of the applicable measures, including GPA and academic eligibility for extracurricular activities” (Din, 2005, p. 2). This finding suggests that when after-school sports are used as part of a targeted initiative to improve academics, they do improve academic standing. Ryska (2003) pursues the issue of the influence of sports on academics in a slightly more subtle manner. He is concerned with “the hypothesized relationships between adolescents’ sports involvement and how they think and act within the scholastic setting” (Ryska, 2003, p. 156). “How they think and act” appears to consist of the constructs of “educational aspirations, academic self-esteem, and school-related achievement” (p. 156), all constructs that can perhaps be classified as “psycho educational” as they exist half-way between non-cognitive and cognitive constructs.

Moreover, Ryska (2003) seeks to get at these constructs by exploring the relationship between how the athletes are involved in after-school sports and how this translates into how they participate in academics. He therefore describes “the multivariate relationship between relevant sport involvement variables and scholastic competence perceptions among a sample of high school student-athletes” (Ryska, p. p. 156). In order to dig down into the proposed constructs, Ryska (2003) makes use of the construct regarding task-oriented versus ego-oriented students. These two types of students approach their work in different ways. While the task-oriented student “defines success in terms of self-reference 56 criteria including task mastery, fulfilment of one’s potential and skill improvement” an ego-oriented student “develops success perceptions according

to norm-referenced standards such as outperforming others and demonstrating superior ability with little effort” (Ryska, p. 156).

As a result, they are relatively uninfluenced by a loss of confidence. By contrast, ego oriented individuals with low confidence levels ~~are~~ significantly less likely to demonstrate positive achievement-related attitudes” (Ryska, p. 158). All of this ties together when the student-athlete moves into the academic realm. If he or she retains a strong self-perception as a competent athlete and continues to identify with their athletic role this may enhance their self-confidence even in academics. If, however, their self-identity as an athlete is too exclusive, that may be ~~linked~~ to negative academic-related outcomes” (Ryska, p. 157). According, then, to Self-Determination Theory, if the student-athlete has internalized and integrated the self-confidence provided to him by athletics into his sense of self that can transfer over to academics. The internalization can either be externally regulated, that is, motivated by reward or punishment, or interjected or developed through ~~a~~ self-imposed control of behaviour through internalized pressure” (Ryska, p. 157). The importance of Ryska’s (2003) study therefore is that it shows that ~~how~~ a student-athlete participates in high school sport is related to his or her scholastic competence in a manner consistent with the goal perspective and self-determination theories” (p. 164). If the sport participation is too exclusive, and ego-oriented, this leads to lower scholastic outcomes; if, however, a student-athlete is task-oriented and is able to generalize the confidence sports gives him or her, scholastic success can follow sports.

Socialization is another factor which may or may not alter the way in which sports translates into academics. Socialization refers to ~~the~~ perceptions, attitudes and behaviours which are acquired as a result of participation in organized sports” (Ryska,

2003, p. 165). Formerly, the sport socialization process impacted girls negatively, because being a girl and being an athlete were not associated with each other. However, changes in the “patterns of sport socialization” among girls have resulted in more positive outcomes for female student-athletes (Ryska, p. 165). As a result, more girls are reporting that participation in after-school sports made them feel “more positive about their bodies and perceived themselves as being more popular and easy to like” (Ryska, p. 163). While these results refer primarily to non-cognitive benefits, Ryska (2003) concludes that how sports is conducted at a high school can have a major impact on whether or not sports contributes to academic achievement. If the “psychosocial climate” of sport at a school serves to improve athletes’ “task motivation, athletic identity and personal autonomy” then this will lead to a positive relationship between sports and academics (Ryska, p. 166). Thus, coaches must take care to focus on task mastery, to give athletes some personal control over their training, and “encourage the development of self-identity among student athletes based on a balanced set of information sources” (Ryska, p. 166).

In addition to studying high school athletes, Ryska & Vestal (2004) have also examined whether or not college-level athletes are able to translate after-school sports participation into better grades. They argued that most of the literature on this issue has been equivocal and uncertain because, more often than not, “any academic advantage demonstrated by student-athletes represents a precursor to, rather than a result of, sport participation” (Ryska & Vestal, p. 102). Moreover, inconclusive results also stem from “attempting to explain this complex relationship on the basis of sport participation per se” (Ryska & Vestal, p. 102). In lieu of finding a direct link, therefore, he sought a bridge built on “goal-oriented behaviour” to connect sports and academics. Using achievement

goal theory, Ryska & Vestal (2004) referred to research that has identified various cognitive and behavioural correlates of motivational goal orientations among students including perceived causes of success and failure, self-perceptions of ability, and the use of strategies that facilitate goal-directed behaviour (Ryska & Vestal, p. 102).” Thus, the extent to which students focus on either learning new skills and improving upon previous performance or demonstrating their ability in a socially comparative manner can have a significant impact on the quality of their involvement in, and commitment to, the academic environment” (Ryska & Vestal, p. 102). Building on the above study, they again found that task-oriented as opposed to Ego-oriented athletes, because they define personal competence in terms of self-referenced standards of performance such as task mastery” (Ryska & Vestal, p. 102), performed better in sports, and are better able to transfer their level of competence into academics. Ego-oriented athletes and students, studies in both sports psychology and educational research have found, become prone to task avoidance, reduced effort, heightened anxiety, concentration disruption and withdrawal from the activity in the face of failure” (Ryska & Vestal, p. 103) if they perceive a decline in ability.

The importance of the task-oriented versus ego-oriented construct with regard to transferring athletic to academic skills is twofold. First, studies showed that learning and study strategies such as monitoring oneself, and engaging in goal-directed behaviour, leads to better academic achievement. Thus, students who are able to monitor their progress vis-à-vis a learning goal, as they work academically, do better. Additionally, strategic approaches to schoolwork appear to be related to the type of goal perspective adopted by students”, (Ryska & Vestal, 2004, p. 104). That is, students who are largely

task-oriented in class are more likely than their ego-oriented peers to engage in self-instruction, programmatic learning techniques, and higher-order information processing” (Ryska & Vestal, p. 104). The clinching fact to Ryska and Vestal’s confabulation of theory to find a bridge across athletics and academics is that “several theorists have contended that motivational goal orientations generalize across achievement contexts and remain relatively consistent whether demonstrated in school or sport” (Ryska & Vestal, p. 104). Thus, task-oriented athletes will be task-oriented students as well. Duda & Nicholls (1992), as quoted by Ryska & Vestal (2004), found strong evidence for the “generality of motivational goal perspectives across the domain of sport and academics among high school students” (Ryska & vestal, p. 104). Thus, “the criteria used by adolescents to measure personal success tend to remain consistent across the contexts of academics and competitive sport” (Ryska & Vestal, p. 104). In their study, Ryska & Vestal (2004) did indeed find that student-athletes who “identified with high task goals and low ego goals” made “greater use of academic strategies including information processing, time management, self-testing and concentration skills” and thus exhibited greater success as academics, when compared to their low-task, high-ego counterparts (p. 105). Overall, they term the tendency of task-oriented student-athletes to be able to transfer skills to academics a “priming effect” which allows them to “approach academic tasks in a strategic manner” (Ryska & Vestal, p. 113). The findings also found that, while males more readily transfer their approach to sport over to academics, females have an extra 60 step of coming to appreciate that how they approach sport can have a positive impact on how they strategize in academic matters. As a result of this discovered differential, “further research could use a sport socialization paradigm to determine the personal

significance that male and female athletes attach to their perceived level of competitive sport experience and its impact on the pursuit of other achievement activities” (Ryska & Vestal, p. 113). In sum, Ryska & Vestal (2004) conflate non-cognitive and cognitive measures to outline the structure of a convincing bridge by which some student-athletes are able to transfer their competitive achievement level in sport over to academics.

The anecdotal literature continues to establish regulations (Ostro, 2005; Hook, 2005) or determine the kind of effect which sports has on academics (Zwart, 2007), and a number of schools have begun to create programs like the Double Club (Cogill & Parr, 2006) in order to assist athletes in better balancing their lives between sport and academics. Also, Gardner’s multiple intelligence theory certainly presents educational theorists with a tool by which athletic prowess could be measured as one of the seven types of multiple intelligence, presumably either the spatial or the bodily-kinaesthetic types, and the problem of transfer solved by ignoring it (Nolen, 2003). But Ryska & Vestal (2004) convincingly demonstrated that what makes a good athlete also makes a good student, and that what are needed is not programs built on a false mind-body split, but a clear understanding of the desirable construct which creates a so-called —priming effect” for improved academic performance in athletes. Studies have been conducted concerning the relationship between extracurricular activities and academic performance. Total extracurricular activity participation (TEAP), or participation in extracurricular activities in general, is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism” (Broh, 2002, para. 8). Guest and Schneider (2003), in looking at the previous research on this subject said, —Researchers have found positive associations between extracurricular participation and academic achievement” (para. 2). Although researchers agree that extracurricular activities do, in fact, influence academic performance, the specific effect that

various activities produce is debated. One study, conducted by the National Educational Longitudinal Study, found that “participation in some activities improves achievement, while participation in others diminishes achievement” (Broh, 2002, para. 1).

Many extracurricular activities have proven to be beneficial in building and strengthening academic achievement, even if the activities are not obviously related to academic subjects (Marsh & Kleitman, 2002, para. 9). “A number of studies revealed that students participating in extracurricular activities did better academically than students who did not participate” (Marsh & Kleitman, 2002, para. 7). Researchers have particularly studied the relationship between extracurricular activities and academic performance in adolescents. One study found that “adolescents who participated in extracurricular activities reported higher grades, more positive attitudes toward school, and higher academic aspirations” (Darling, Caldwell, & Smith, 2005, para. 1). Darling, Caldwell, and Smith (2005) conducted a longitudinal study concerning extracurricular activities and their effect on various aspects of development, including academic performance. A survey containing a list of twenty different extracurricular activities was distributed to students; they were asked to check which extracurricular activities they participated in that year. Demographic questions, such as their favorite activity, gender, and ethnicity were asked in order to take the social factors and influences into account when calculating the results. The students were also asked what their academic goals were and their grade point average. The results showed that the students who participated in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all (Para. 23-35). Compared to other extracurricular activities, however, athletics does not appear to produce as strong a positive correlation. Darling et al. (2005)

found that students who did not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school, and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities in the middle (Para. 40). Guest and Schneider (2003) reported similar results, saying, “In all schools, participation in non-sports extracurricular activities has a stronger association with being seen as a good student than does participation in sports” (Para. 36).

The question that some researchers struggled with, however, is whether or not their research explains a cause-effect relationship. Studies report that it is not necessarily the participation in sports which is responsible for producing better grades, but it could be that “good” students are participating in sports. “More recent studies have indicated that there is a large selection bias of higher-achieving, “good” students into participation in extracurricular activities, including sports” (Broh, 2002, para. 3). Guest and Schneider (2003) found that “in higher-class communities, where a relatively large proportion of students go to college, non-sports extracurricular activities are likely to be seen as providing a foundation for further education and professional success” (Para. 13).

The impact that athletics has on academic performance has been debated over the years—some say the impact is positive, while others say it is negative. “Early analysis of the effect of participation in sports on academic achievement produced inconsistent evidence” (Broh, 2002, para. 3). Even today, there is inconsistent evidence, but most research tends to lean toward the idea that participation in athletics does, in fact, improve academic performance. The result of one particular study indicated that “with the exception of a few subgroups and outcomes, participation in sports is generally unrelated

to educational achievement.” Additional information from this study has found that playing sports in high school has no significant effect on grades or standardized test scores in the general student population” (Broh, 2002, para. 5). Although this particular study produced a negative relationship between sports and academic performance, many demonstrate a positive relationship. Broh (2002) believes that participation in interscholastic sports promotes students’ development and social ties among students, parents, and schools, and these benefits explain the positive effect of participation on achievement” (Para. 1). Longitudinal studies on school sports have suggested that such participation raises students’ grades and test scores” (Broh, 2002, para. 2). Stephens and Schaben performed a study looking at the number of sports each student played and its effect on academic performance.

They noticed that students who participate in at least one sport each year outperformed those who participated in one or less, in class rank, overall GPA, and math GPA (Stephens & Schaben, 2002, para. 6). They also noticed that the students who participated in more sports for many seasons had a higher level of scholarship than the [students] who had competed in only a few seasons or for only one year” (Stephens & Schaben, 2002, para. 7). Some research indicates that physical activity not only improves academic performance, but has an actual physical benefit for the mind. Shepard (1996) said, Regular physical activity might influence cognitive development by increasing cerebral blood flow, altering arousal and associated neurohormonal balance, changing nutritional status, or promoting the growth of interneuronal connections” (Para. 12).

Compared to other extracurricular activities, however, athletics does not appear to produce as strong a positive correlation. Darling et al. (2005) found that students who did not participate in any extracurricular activities showed the poorest adjustment as far as grades, attitude toward school, and academic aspirations, while non-sport extracurricular activities showed the most positive adjustment, with sports related extracurricular activities in the middle (Para. 40). Guest and Schneider (2003) reported similar results, saying, “In all schools, participation in non-sports extracurricular activities has a stronger association with being seen as a good student than does participation in sports” (Para. 36). The question that some researchers struggled with, however, is whether or not their research explains a cause-effect relationship. Studies report that it is not necessarily the participation in sports which is responsible for producing better grades, but it could be that “good” students are participating in sports. “More recent studies have indicated that there is a large selection bias of higher-achieving, “good” students into participation in extracurricular activities, including sports” (Broh, 2002, para. 3). Guest and Schneider (2003) found that “in higher-class communities, where a relatively large proportion of students go to college, non-sports extracurricular activities are likely to be seen as providing a foundation for further education and professional success” (Para. 13).

This literature review has examined the issue of whether or not participation in after-school sports can lead to improved academic outcomes for senior high school students (Din, 2005; 61, Ryska, 2003; Ryska & Vestal, 2004; Zwart, 2007). On the anecdotal level, many studies and reports indicated that highly counterintuitive nature of this proposition. Not only is school culture on both the high school and college level

embroiled in a debate over the primacy of athletics over academics, but a number of studies have documented how poorly student-athletes have done academically.

Moreover, the pressures created by the professionalization of sports at the collegiate and high school levels has not only demoralized the traditional values of sports culture, and all of the values-oriented benefits sports are said to give a person, but has lead to numerous abuses which further undermine the viability of the “student-athlete” construct. In the context of this highly negative environment, a number of researchers continued to argue that participation in sports can help some students achieve more academically. Most of these arguments have been based on what are termed the non-cognitive benefits of sports, not only that it builds character, but more importantly that sports, if not demoralized by win-only pressure, can build self-esteem, confidence and motivation which can and do transfer over into academic affairs (Comeaux, 2002; Ferris & Finster, et al., 2004; Olszewski & Kublius, 2004; Rishe, 2001). Moreover, the motivation to participate in sports on a higher level (for high school students, the motivation to move on to college or even professional sports), while deemed a pipedream by some researchers, nonetheless has been found to keep many students in school, especially African-American men. In most cases, if these student-athletes did not have their eye on college sports participation, they might have dropped out of high school. In this indirect manner, then, sports does lead to improved (if still substandard) levels of academic achievement. A number of other indirect impacts of sports on overall school graduation rates and the graduation rates of demographic subgroups of students are also marshalled in the literature to support the idea that sports supports academic success.

But the crux of the question remains, does participation in sports lead to better academic achievement on a strictly cognitive level? Many studies have found that sports participation is correlated with higher academic achievement. Reports that seek to determine if participation in sports actually makes participants smarter and thus better able to achieve academically are few however. Only Ryska (2003) and Ryska & Vestal (2004) presented a mixed construct (in the sense of mixing non-cognitive and cognitive strengths) to explain how participation in sports can actually sharpen a student's abilities when it comes to academics. If an athlete is task- and goal-oriented then he or she is much more likely to transfer their sense of confidence and motivation into any other life context, including academics, and, more pointedly, more likely to make use of studying and learning strategies that are proven to improve academic performance. By this bridge, then, task-oriented athletic behaviour translates into using strategies to improve academics, and actually does improve academic outcomes. This construct, combining motivation and intelligence, offered a strong positive link between a certain kind of participation in sport and high academic achievement among high school students.

CHAPTER THREE

METHODOLOGY

This chapter presents an overview of how the study was conducted, the data collection procedure, the instrument used in the collection of data and the statistical tools used in the analyses. The study is to determine whether participating in after-school sports had any effect on the academic performance of Nkonya Senior High School students in the Biakoye district of the Volta Region of Ghana. This chapter presents the procedure for the methodology as stated below:

3.0 Research Design

3.1 Population

3.2 Sample and sampling Technique

3.3 Instrumentation

3.4 Validity and Reliability of the Instrument

3.5 Data collection procedure

3.6 Data Analysis

3.0 Research Design

A research design is a detailed outline of how an investigation will take place. (www.businessdictionary.com/25-0606-2013). A descriptive research design was used for the study; the descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way.

(www.explorables.com/25-06-2013)

The descriptive research design was appropriate since it described the data and characteristics about the population or a phenomenon being studied.

3.1 Population

A population is any set of people or events from which the sample is selected and to which the study results will be generalized.

(www.sahs.utmb.edu/pel/inere/introtoreseach/wad/pop&samp.htm/25/06/2013).

The target population for the study were students from Nkonya Senior High School from which participants were selected for the study. The characteristics make-up of the school consists of a total of 1070 students; this number represents boys and girls. This school was chosen because it has among other schools in the district after school sports programme as part of its curriculum.

Therefore it provides the avenue for the aim of the study which sought to find out the relevance of after school sports programmes on students' academic performance.

3.2 Sample and Sampling Technique

A sample size is a group or events drawn from a population (www.sahs.utmb.edu/25/06/2013) while sampling technique is the process of selecting part of the elements in a population. (www.mgra.org.mo/journal/25-06-2013).

A purposive sampling technique was used by the researcher to select the general Arts students to represent the sample. Purposive sampling is one that is selected based on the knowledge of a population and the purpose for the study. (sociology.abomt.com/od/25-06-2013). One hundred students which form the general Arts students from the school were used for the study they were made up of 65 boys and 35 girls. The general Arts students were selected purposively because they are punctual and regular when it comes to after school sporting activities in the school. They form the largest class in the school and mostly boarders as compare to other classes which are dominated by day students

and they leave just after the bell goes for the end of the last period which marks the beginning of after school sports programme.

3.3 Instrumentation

A research instrument is a device use to select information in a qualitative field study or observation whiles instrumentation is the course of action (the process of developing, testing and using the instrument or devices).

(wiki.answer.com/09-06-2013)

A self-developed questionnaire was used for the study. A close-ended likert scale questions was used by the researcher to derive information from the students as well as the headmaster. The self-developed questionnaire was outline by the researcher and validated by the supervisor before administering to students to ensure validity of the instrument.

3.4 Validity and Reliability of the Instrument

According to Azila-Gbettor, (2010. Pg. 19) the word validity in research means the ability to produce findings that are in agreement with theoretical or conceptual values whiles reliability is refers to the consistency of a measurement. The instrument used to carry out this study was a self-developed questionnaire. The questionnaire was used on pilot base on two private schools within the district to authenticate its validity and reliability. There was a homogeneous result when the instrument was used in the two schools. Based on that, the researcher administered the questionnaire for the third time in one of the public schools in the district and the results proved that there was really validation and reliability of the instrument.

3.5 Data Collection Procedure

The researcher sought permission from the assistant headmaster (academic) to enable him have easy access to the school data processing office to collect examination report on students who were selected for the study.

3.6 Data Analysis Procedure

Chi square was used to analyzed the data from respondents. The grades of the students were collected before and after the sporting activities and analyzed during the study. These were accomplished by taking the difference between the scores for each of the students in the study so that an overall measure of the difference between scores would be obtained. In other words, the difference between each score for each one of the students was extracted and used to determine their significance. This was so because scores were collected from the same students during participating in after school sports and after participating in it. If the test statistics prove significant, the researcher concludes that there would be a statistically significant difference between the scores before and after participating in after school sporting activities.

CHAPTER FOUR

Results, Findings and Discussions

The purpose of this descriptive research design was to determine whether participating in after school sports has any influence on the academic performance of Nkonya senior high school students. In order to address the hypothesis, the chapter dealt with the results of the statistical analyses implemented.

4.1 Results and Findings

There was no significant difference in grade (G) scores of students participating in after school sporting activities and their academic performance.

To determine whether participating in after school sporting activities had a significant impact on grade (G) scores for the students that participated and their academic performance. Also included in the analysis was an examination of whether the type of sport the student participated in had an impact on the difference in grade (G) scores. The chapter is divided into sections. The first section presents the descriptive statistics of cross tabulation for each one of the variables in the study.

This includes subjects like Mathematics, Social Studies, Integrated Science, and English Language. Similarly, summary statistics which include the mean and standard deviation of the grade (G) scores were presented in the descriptive statistics section subjects of students

Table 1 present the characteristics of each respondents under study in mathematics. Taking a comparative look at the results of students before sporting activities and after the sporting activities, it is evident that most students performed creditably in their result after the sporting activities; an indication that most students who

do sports do very well in their examinations. Secondly it shows that sports are not a tool for poor performances among students. Table 1 showed a significant increase in grade score of students in mathematics.

Table 1: Chi square table on students' performance in Mathematics before and After Participating in after school sports

Grade	A1	B2	B3	C4	C5	C6	D7	E8	F9	Total
Before										
O	4	6	10	14	13	20	12	15	6	100
E	6	11	13	16	16	16	8	10	4	
After										
O	8	16	17	18	20	12	4	4	1	100
E	6	11	14	16	17	16	8	9	3	

Degree of freedom (df) = 8

Alpha Level (α) = 0.05

Significant level of df (8) at $\alpha = 0.05 = \pm 15.507$

The calculated value of $\chi^2 = + 17.557$

Table 2: Summary Statistics for Grade (G) Scores before and after Sporting Season In Mathematics

Item	N	M	SD
Before Sporting Season	100	5.45	3.64
After Sporting Season	100	4.04	3.89

The grade (G) scores during and after the sporting season were then broken down by subjects to examine the changes in grade (G) scores.

In Table 2, it was found that students that participated in after school sporting activities actually had a higher grade (G) scores after the sporting season has come to a close (after M = 4.04, SD = 3.89) compared to the before sporting season (before M = 5.45, SD = 3.64), with table 1 showing a cross tabulation of students performance before and after the sporting activities in mathematics. Here, one would see that the grade range of B2 and C5

for the students after the sporting activities were more, an indication that students again did well in their exams after they had participated in after school sports.

The calculated chi square (χ^2) value as shown above of students' grades was 17.557 which were more than the value gotten from the χ^2 table at degree of freedom (df) 8 which is ± 15.507 . Based on the findings, we therefore reject the null hypothesis and conclude that there is significant difference between before and after school participation in sport and academic performance.

Table 3: Chi square table on students' performance in Social Studies before and After Participation in after school sports

Grade		A1	B2	B3	C4	C5	C6	D7	E8	Total
Before	O	4	7	15	30	23	9	8	4	100
	E	7	10	18	26	20	9	8	2	
After	O	9	12	22	23	17	8	8	1	100
	E	6	9	19	27	20	8	8	3	

Degrees of freedom (df) = 7

Alpha Level (α) = 0.05

Significant level of df (7) at $\alpha = 0.05 = \pm 14.067$

The calculated value of $\chi^2 = + 11.101$

Table 4: Summary Statistics for Grade (G) Scores before and after Sporting Season in Social Studies

Item	N	M	SD
Before Sporting Season	100	4.40	4.36
After Sporting Season	100	3.88	4.07

Table 4 above showed that the performance of students in Social Studies that participated in sporting activities actually had a higher grade (G) scores after the sporting season has come to a close (after M = 4.40, SD = 4.36) compared to the before sporting

season (before M = 3.88, SD = 4.07), with table 3 showing a cross tabulation of students performance before and after sports programme in social studies. Here, one would see that the grade range of B2 and C5 for the students after the sports programme were more, an indication that students again did well in their exams after they had participated in after school sports.

The calculated chi square (χ^2) value as shown on Table 3 above, of students' grades was 11.101 which is less than the value gotten from the χ^2 table at degree of freedom (df) 7 which is ± 14.067 . Based on the findings, we therefore accept the null hypothesis that stated there is no significant difference between before and after school sports participation and academic performance of the students.

Table 5: Chi square table on students' performance in Integrated Science before and after Participation in after-school sports programme.

Grade		A1	B2	B3	C4	C5	C6	D7	E8	Total
Before	O	3	6	15	16	22	18	12	8	
	E	5	10	18	19	16	15	11	6	100
After	O	6	15	20	22	11	12	10	4	
	E	4	11	17	19	17	15	11	6	100

Degrees of freedom (df) = 7

Alpha Level (α) = 0.05

Significant level of df = 7 at $\alpha = 0.05 = \pm 15.507$

The calculated value of $\chi^2 = 13.916$

Table 6: Summary Statistics for Grade (G) Scores before and after the sporting activities in Integrated Science

Item	N	M	SD
Before Sporting Season	100	4.98	3.93
After Sporting Season	100	4.13	3.91

From table 6, the performance of students in Integrated Science showed that those who participated in after- school sporting activities actually had a higher grade (G) scores after the sporting season as this suggests lower mean and standard deviation (after M = 4.13, SD = 3.91) as compared to the before sporting season with (before M = 4.98, SD = 3.93),

with table 5 showing a cross tabulation of students performance before sports programme and after sports programme in Integrated Science. Here one would see that the grade range of B2 and C5 for the students after the sports programmes were more, an indication that students did well in their exams after they had participated in after-school sports.

The calculated chi square (χ^2) value as shown on Table 5 above, of students' grades was 13.916 which is less than the value gotten from the χ^2 table at degree of freedom (df) 7 which is ± 15.507 . Based on the findings, we therefore accept the null hypothesis and conclude that there is no significant difference between before and after participation in sport and academic performance.

Table 7: Chi square table on students' performance in English Language before and After participating in after-school sports

Grade	A1	B2	B3	C4	C5	C6	D7	E8	F9	Total
Before										
O	2	5	12	17	23	20	11	4	6	100
E	6	11	16	15	24	14	7	4	3	
After										
O	9	16	20	14	24	7	4	5	1	100
E	5	10	16	16	23	13	8	5	4	

Degree of freedom (df) = 8

Alpha Level (α) = 0.05

Significant level of df (8) at $\alpha = 0.05 = \pm 15.507$

The calculated value of $\chi^2 = + 30.218$

Table 8: Summary Statistics for Grade (G) Scores before and after Sporting Season in English Language

Item	N	M	SD
Before Sporting Season	100	5.14	3.95
After Sporting Season	100	3.96	4.00

The means and standard deviations of students performance before and after sporting activities with respect to the study of English language as found in table 8 are (before, M = 5.14, SD = 3.95) and (after, M = 3.96, SD = 4.00). By comparing the performance it can be deduced that students did better after sporting activities as the mean looked lower than that of before sporting activities. The performance by grade system of students in this category after sporting activities was better than that they obtained from before sporting activities.

The calculated chi square (χ^2) value as shown on Table 7 above, of students' grades was 30.218 which were more than the value gotten from the χ^2 table at degree of freedom (df) 8 which is ± 15.507 . Based on the findings, we therefore reject the null hypothesis and conclude that there is significant difference between before and after participation in sport and academic performance.

4.2 Discussion

Hartmann (2008) presented a comprehensive review of past studies done on the link between sports and academics. He found that the overwhelming majority of studies demonstrated a high degree of correlation exists between the two and that the correlation should not be questioned. In fact, isolating the causal factors connecting the two is the goal of more recent studies.

Hartmann (2008) stated that, *In terms of causal factors, for example, there is an ongoing debate about the extent to which the relationship is the result of being involved in high school athletes (thus suggesting that sports participation directly facilitates or enhances academic) as opposed to being the product of other, related social factors such as parental income or education (factors that are well known to determine much educational attainment and correlate highly with sports participation). In terms of variations, researchers have been examining how this relationship may be impacted by different types or levels of sport participation as well as how it may operate differently for diverse social groups or under different institutional conditions and configurations.* (p.6)

It is important to note that not all of the studies prove a correlation between sports involvement and academic achievement, only a majority of them do this. Miller, Melnick, Barnes, Farrell and Sabo (2006) found that in another study which examined demographic features in addition to “jock identity” and athlete status in relation to grades over a two year period, black female athletes reported lower grades but female athletes as a whole reported higher grades than non-athletes. In addition, athletes reported significantly more misconduct including skipping school and being sent to the principal's office).

Moreover, the findings supported the conclusion that although a preponderance of existing research has linked high school sports with positive academic effects, the strength and direction of the examined relation appears to be contingent upon gender and race in adolescence. In fact, the study offers evidence that the reason for weak or inconsistent findings among researchers on the topic may be that the relationship between

after-school sports participation and positive school outcomes are selective rather than causal; that is, those adolescents who do well in high school are also those who choose to participate in after-school sports.

In contrast, Melnick, Sabo and Vanfossen (1992) of the State University of New York found that after-school sports participation was significantly related to lower dropout rates for minority youth. Moreover, the researchers state that although after-school sports involvement does not correlate with greater academic gains in this group, it is helpful in keeping high risk youth engaged in the educational system. On the other hand, many studies continue to support the idea that after-school sports involvement has positive effects in relation to academic achievement. For example, as recently as 2008, an extra hour of involvement in physical activity does not affect performance and may have small gains in Grade Point Average (GPA). Taking time away from physical activity and adding it to academic subject learning does not help the GPA.

In another study at the University of Miami School of Medicine, Field, Diego and Sanders (2001) found that “students with a high level of exercise had better relationships with their parents (including greater disclosures and more frequent touching), were less depressed, spent more time involved in sports, used drugs less frequently, and had higher grade point averages than did students with a low level of exercise.”

Similarly, in support of the academic and sport involvement association, a study by Mitchell D. and Scheuer L. (2003) at the University of Central Florida including a million students in grades 5, 7 and 9 found a distinct linear correlation between students' academic achievement and standardized fitness measurement in these grades. A higher level of fitness was positively related to better grades.

These findings are also corroborated by Headley (2011) , who found that high levels of exercise were associated with better relationships with parents, less depression, more involvement in sport, less frequent drug use, and higher grade point averages. Better relationships with parents have been noted as important for adolescents' happiness. In another cornerstone study done by J.S. Coleman (1961), the famous sociologist who wrote a famous report on equality of education, found that boys were too preoccupied with star athletes.

Hauser and Lueptow (1978) replicated and extended the Coleman's study later to show that although athletes have higher GPAs by the end of their high school careers, they do not gain enough broad experiences in these years, and consequently their academic performance thereafter suffer a decline.

This finding questioned Coleman's results that athletics diverted resources away from academics as boys were more interested in sports, dates, and cars and girls were more focused on relationships. His support of athletics as improving competition among groups in contrast to academics that positions individuals against each other and creates inherent conflicts is implicit in his consideration of the social aspects of sports in education.

In fact, the search for the true causal factors, as these two studied variables can be mediated and affected by a plethora of other factors, lead recent researchers to emphasize the pro-social benefits of sports involvement that encourages young people such as, ~~in~~ increased interest in school, the need to maintain good grades to stay eligible, increased attention from adults like teachers and coaches, membership and interaction with

educationally oriented peers, college aspirations for sports participation.” (Hartmann, p.12).

It used to be a generally presumed notion that taking part in after-school sports activities affects (negatively) the academic performance of the students. The Educationists and social scientists have been working since long to determine the relationship between sports and education. The research reveals a positive impact of sports and physical activities on education; and also in the academic enhancement of its participants, and a far-famed saying ‘_Sound mind in a sound body’ referring to the potential quality of after-school sports in the intellectual development of its participants seems to be endorsed. The research studies substantiate a positive relation between after-school sports participation and mental health (Miller et al 2005; Darling et al 2005). It has been found that sports and physical activities raise the level of alertness (mental and physical) and improve intellectual functioning of the participants (Hills, 1998).

Several research studies maintain that absorption and better academic outcomes are usually proportional to time spent in sports activities (Shephard, 1997; Sallis, et al, 1999; Miller, et al 2005). Sports activities ameliorate the working capacity of crucial body systems and improve the degree of alertness among participants. After school sports activities not only leave a positive impact on mood, but also increase mental alertness (Hills, 1998) and it is quite apparent that physically and mentally alert students always perform better, achieve more (Taras, 2005) and like to remain present in their classes. It has been noticed that sportsmen/women show better results in Math, English (Broh, 2002), and science subjects (Nelson, 2006) particularly.

Studies based on longitudinal research of children which attempt to use methodologically sound co-relational data, showed that extracurricular (sport and physical) activity participation was positively related to Grade Point Average, educational aspirations, educational /occupational attainment, and standardized achievement test scores (Young, Helton, & Whitley, 1997). Corneließen and Christian (2007) working on the impact of participation in sports on educational attainments in Germany, gathered their required data from a sample of 6050 respondents including 3100 male and 2950 female representing different age groups. A total of 64% male and 44% female affirmed their participation in after-school sport activities in addition to usual school sports. 75% of male and 55% female among the sports participants group in the sampled population took part in the sports competitions one way or the other. The findings of their study reveal that youth sports participation is significantly correlated with their academic enhancement, in terms of attainment of a ‘higher school degree’ more successfully. The study further finds the evidence concerning a comparatively higher impact of sports on academic achievement among the female than the male.

Din (2006) conducted a study to ascertain the effects of sports activities on the academic development of its participants in high schools of rural areas. A total of 225 students from 5 different rural high schools of Kentucky area of the Appalachian Mountains region were taken as sample of the study. Post-sports season academic record and standing of the students taking part in sports, was compared to their pre-sports season academic record, in the subjects of English, Math, Sciences and Social sciences. The findings of the study done by Din indicate no significant impact of ‘school-sponsored’ sports activities on the academic enhancement of the students taking part in sports.

Three research studies were conducted to know the relation between after-school sports and academic performance. The result of two studies indicated that there is no positive and negative relation between participation in sports and academic performance while one study, which was conducted in Canada in 2000, indicated a negative association between participation in sports and standardized test scores (Daley and Ryan, 2000; Fisher, Juszczak and Friedman, 1996; Tremblay, Inman and Williams, 2000).

The role of after-school sports participation in the academic achievement of students has been a topic of debate for decades. Critics observe that sport activities deflect time away from the classroom, sports diverted talent from academic programs and the students who put their energies into sports are less likely to pursue academic objectives. They do not have time or energy to achieve excellence and satisfaction in both roles. Supporters of school sport programs argue that sport participation improves students' achievement, motivation, improves students' grades, keeps them in school, raises their educational aspirations, increased students' overall interest and commitment to schooling as well as their engagement in more student-teacher contact, more positive attitudes about schooling, and more parent-school contact. Some researchers suggested that further studies may be conducted on this topic because previous studies conducted on the topic were limited and their results were not clear (Din, 2006).

In previous years researchers have conducted several studies to know the relation of high school sports participation on academics but Broh (2002) said that little evidences are present on this topic. Some other researchers said that much research studies and debates have conducted on this topic but the impact of participation in sports on academic achievement of students is still not clear (Miller et al, 2005). In educational institutions,

after-school sport activities are not regarded as essential part of education and many people have believed that participation in after-school sports have negative effect on the education of the students (Arnett, 2006). It is also affirmed that relationship between participation in after school sports and academic achievements of students is a topic mostly discussed by the sportsmen, society members and researchers (Hartman, 2008). But during research on this topic majority of researchers were not able to control the race and gender of the participants. Moreover researchers were failed to know that relation between sports participation and academic achievement is permanent or casual (Broh, 2002).

In summary, the preponderance of the evidence from the studies reviewed shows how an involvement in exercise and sports in school-age students, especially adolescents, can provide numerous social benefits, which inevitably leads to better academic performance. As more evidence is amassed on the causal factors, it appears that after-school sports involvement has a greater than expected impact on school experience. The creation of sports centred schools, for example, or school districts' investments in resources that support students in a variety of sports then is a crucial component to well-being of the student body.

Finally, it is concluded that there is link between participation in after-school sports and academic performance and sports activities positively influence on the education of the youth. These activities are helpful for enhancing academic mission of the colleges, academic focus of the students and ability of the students to succeed academically. It is further concluded that participation in these activities improve the mental or cognitive

development of youth, grade point average and class tests results. These activities have positive influence on memory and students concentration in education.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

After school sports play a pivotal role in the make-up of young people, especially in the senior high school where students are much more mature and mentally developed. Where else can a young, impressionable youth learn values like discipline, responsibility, self-confidence, sacrifice, accountability, and above all be academically sound.

The chapter is divided into three sections. The first section will discuss the summary of findings of the study with respect to the results. The second section will discuss the conclusions and the final section will provide a guide for recommendation for further research in this field.

5.1 Summary

The creation of sports centered schools or school districts' investments in resources that support students in a variety of athletics then is a crucial component to well-being of the student body. Results from the study supported the hypothesis that after school sports play a key role in students' academic achievement. Based on the analyses of the chi square, it was concluded that there will be no effects on students score when they participate in school sports especially after school sports. From the above discussion and the statistical analysis conducted the findings of the study indicated that there was no significant difference in the performance of student with respect to their grade (G) scores before and after taking part in after school sports. The discussion of the literature with respect to those findings showed that there were a number of possible explanations for those findings. The explanation include self-image, motivation to graduate to play school sports especially the after school sports. There was some evidence found to support this

claims in addition to some that showed the overall results are mixed. This proposed explanation is difficult to defend in light of the data. It would have to be the case that this increase in improved brain function during periods of regular physical activity only occurred with respect to very specific activities and only occurred in a select sample of the overall population.

In contrast, Melnick, Sabo and Vanfossen (1992) of the State University of New York found that participation in sports was significantly related to lower dropout rates for minority youth. Moreover, the researchers state that although involvement in after school sports does not correlate with greater academic gains in this group, it is helpful in keeping high risk youth engaged in the educational system. On the other hand, many studies continue to support the idea that involvement in after school sports has positive effects in relation to academic achievement.

Aries et al (2004) reported that students struggle with time demands of completing requirements for school and academic performance with those of their chosen endeavors. Specifically, the authors found that the pressure to perform on the field caused student to perform below their abilities in the classroom (Aries et al, 2004). He further reported that there was an increase in the underperformance gap for college athletes as those students advanced through their academic careers.

5.2 CONCLUSION

This section discusses the findings and results as stated in chapter four. The study set to analyze the difference in grade (G) scores with respect to after school sports participation in addition to the difference in grade (G) scores with respect to participation in various subjects like Mathematics, Social studies and English language. With respect

to the difference in grade (G) scores in terms of participation in after school sports, the literature reported mixed results. The logic for both side of the debate is supported by the literature. Those two sides will be discussed with respect to the findings of the study. It is important to note that not all of the studies prove a correlation between sports involvement and academic achievement, only a majority of them do this. Moreover, the findings supported the conclusion that although a preponderance of existing research has linked high school sports with positive academic effects, the strength and direction of the examined relation appears to be contingent upon gender and race in adolescence. In fact, the study offers evidence that the reason for weak or inconsistent findings among researchers on the topic may be that the relationship between sports participation and positive school outcomes are selective rather than causal; that is, those adolescents who do well in senior high schools are also those who chose to participate in after school sports.

The findings from chapter four indicated that there was a significant positive difference in the grade (G) scores of participants before the after school sports compared with those same students after the sports. Additionally, the study stated that participation in after school sports resulted in a reduced probability of dropping out of school and an increased probability of finishing college. In fact, the search for the true causal factors, as these two studied variables can be mediated and affected by plethora of other factors, lead recent researchers to emphasize the per-social benefits of after school sports involvement that encourages young people such as, increased interest in school, the need to maintain good grades to stay eligible, increased attention from adults like teachers and coaches, membership and interaction with educationally oriented peers,

college aspirations for after school sports participation.” (Hantmann, P.12) The preponderance of the evidence from the studies reviewed shows how an involvement in after school sports can provide numerous social benefits, which inevitably leads to better academic performance. As more evidence is amassed on the consular factors, it appears that after school sports involvement has a greater than expected impact on school experience.

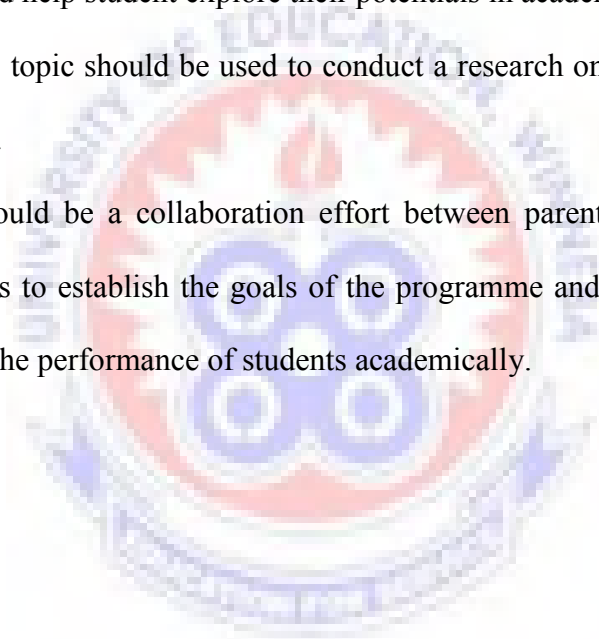
Findings from the study indicated that the organization of after school sports should be given a second consideration, establishing clear goals for their operation. This situation will help attract qualified instructors and further enable students enjoy participating in sporting activities and derived their full benefits. On the basis of the outcome and implications of the study, the following measures are being recommended as a way of contributing to the process.

5.3 Recommendations

The importance of after school sports with respect to students' academic performance in the senior high schools and also in the life of a young student is invaluable and therefore demands the needed attention of support from all. To this end the following recommendations are being made to help derive the benefits of after school sports if not all.

1. Parents should be educated on the benefits of after school sports. This will help in student's full participation without any hindrances from parents.
2. Further research could address the relationship between after school sports and academic performance of students with regards to gender.

3. I should further state that although this study is very good, my concentration on Nkonya Senior high school should also be carried on to other public and private senior high schools.
4. After school sports programmes provides a lot of benefits to students and because of this it should not be made a voluntary activity but efforts should be made to get the parents teacher association (P.T.A) approve of it as an integral part of the school curriculum. This will ensure the development of sporting facilities in the school and help student explore their potentials in academic fields.
5. The same topic should be used to conduct a research on individuals with varying disability.
6. There should be a collaboration effort between parents, school authorities and instructors to establish the goals of the programme and measures put in place to evaluate the performance of students academically.



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APPENDICES

APPENDIX 1

**QUESTIONNAIRE FOR ASSESSING THE AFTER SCHOOL
SPORTS PROGRAMME ON ACADEMIC PERFORMANCE OF
STUDENTS OF SENIOR HIGH SCHOOL AT NKONYA**

SECTION A

STUDENTS DEMOGRAPHIC BACKGROUND

Direction: Here are some items regarding your gender. Kindly provide the information as requested.

MALE

FEMALE

Research Question One:

Will after school sports have any impact on academic performance of the students.

QUESTIONNAIRE (STUDENTS)

(1) Do participating in after school sports affect your academic work?

Yes []

No []

(2) Do you hold the view that, participating in after school sports can boost your academic work?

Yes []

No []

- (3) How do after school sports affect your academic work?
- Positively []
- Negatively []
- Indifferent []
- (4) Is there any change in your academic scores whiles engaging in after school sports?
- Yes []
- No []
- (5) Will you like to continue participating in after school sports?
- Yes, because it will benefit me academically and physically []
- No, because it will not benefit me in anyway []
- Yet to decide []

Research Question Two (Students)

Will student's perceptions towards after school sports improve their academic performance?

- (1) What is your view on after school sports in the school?
- Very Good [] Satisfactory [] Very bad []
- Good [] bad []
- (2) Do you enjoy participating in after school sports?
- Yes []
- No []
- (3) How many times will you want to participate in after school sports?
- One [] Two [] Three [] Four []

(4) Will you encourage others students to take part in after school sports?

Yes []

No []

(5) Which time of the day do you enjoy taking part in after school sports?

Before school hours []

During school hours []

After school hours []

Any time []

SECTION B (The Headmaster)

Research Question Three

Will the headmaster support the organization of after school sport activities?

(1) What is your view on the organization of after school sports in your school?

Very good []

Good []

Satisfactory []

Bad []

Very bad []

(2) Will you encourage students to continue taking part in after school sports?

Yes []

No []

(3) Do you regularly visit the students during after school sporting activities?

Yes []

No []

(4) What is your view on after school sports and students' academic work?

Very good []

Good []

Satisfactory []

Bad []

Very bad []

(5) What is your view about the timing of the after school sports?

Very good []

Good []

Better []

Bad []

Very bad []



APPENDIX 2

LETTER TO THE HEAD OF THE SCHOOL

University of Education

P .O .BOX 25

Winneba.

Dear Sir,

PERMISSION TO CARRY OUT A STUDY IN THE SCHOOL

I am a graduate student from the University of Education, Winneba conducting a study on –Assessing the After School Sports Programme on Academic Performance of Students of Nkonya Senior High School”.

I am therefore asking permission to allow me to use the General Arts students as my respondents.

I pledge to uphold the confidentiality of any information collected will be used for the purpose of this study.

Yours faithfully,

.....
AB-DULAI RAHIM

APPENDIX 3

UNIVERSITY OF EDUCATION, WINNEBA

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, RECREATION

AND SPORTS

Dear Respondent,

I am carrying out a descriptive research in assessing the After School Sports Programme on academic performance of students of Nkonya Senior High School.

It is against this background that you have been selected to participate in the research by completing the questionnaire. It would thus be very helpful if you assist by answering the questionnaire as per instructions at the beginning of each section. You are required to provide the most appropriate answer in your opinion. Your responses will be kept confidential. In any case the questionnaire is anonymous.

Thank you.

Yours faithfully,

.....

PHYSICAL EDUCATION

Researcher.