

The Impact of Extra Lessons on the Academic Performance in Senior Secondary School Civic Education

AKOSUBO-OGORI, EBIMIERE (Ph.D.) KEBBI, JANET. AMASINGHA (Ph.D)
Department Of Educational Foundations, Faculty Of Education, Niger Delta University, Wilberforce Island, Bayelsa State

Abstract: *This study investigated the impact of extra lesson on students' academic performance in public senior secondary one civic education. A quasi-experimental research design was used and the study was guided by two research questions and two hypotheses. A sample of 130 public senior secondary one students in Kolokuma/Opokuma Local Government area of Bayelsa State was drawn from a population of 924 senior secondary one students from ten schools using the purposive sampling technique. The instrument used for this study was tagged "Civic Education Achievement Test" (CEAT). The instrument was validated based on face and content validity by subject matter experts and a test expert in measurement and evaluation. Kuder Richardson method was used to establish an internal consistency of 0.85 coefficient for the instrument. Data was analysed using mean and standard deviation to answer the research questions while t-test was used to test the null hypotheses at 0.05 level of significance. The result showed that extra lesson increase students' academic performance in Civic Education. It was recommended that extra lesson should be promoted because of the time used in each subject is limited due to the number of subjects to be covered in a day and also the issue of large class should be handled so students can learn properly.*

Keywords: *Extra lesson, Academic Performance, Civic Education, Bayelsa State.*

I. Introduction

Education universally is the transfer of knowledge or concepts from the teacher to the learner for the primary goals of the development of a total man. Teaching and learning have gone through tremendous changes for improved results. In as much as education is a concern, the result or the product is the most important aspect of education. Different teaching and learning methodologies have been introduced with researchers still carrying out studies for more effective techniques of teaching and learning.

The term "extra" means additional or increase in a particular area. Hornby (2015) defines extra as, more than it should be or expected to be or a thing that is added to something for effectiveness. Etymologically, the word "extra" is derived from the Latin word meaning 'outside.' Therefore, extra lesson is teaching and learning beyond the conventional classroom arrangement and involves more deliberate and in-depth focus on subject matter already discussed in the conventional classroom. A lesson is an experience gotten from a course of learning or something that has imparted a form of experience on the learner through a medium.

Extra lesson refers to instruction outside the walls of a classroom (Sundqvist, 2009). Many activities are referring to the field of learning outside the classroom. These include, for example, out-of-school, extracurricular, non-formal, informal, naturalistic, self-directed, non-instructed and autonomous learning etc. According to Benson (2001), the extra lesson is any kind of learning that takes place outside the classroom and involves self-instruction, naturalistic learning or self-directed naturalistic learning.

Therefore, the extra lesson is an additional time spent in teaching or learning a particular subject, trade or skill after the normal class period assigned for that lesson. In teaching and learning, continuous, repetitions, citations create a long-lasting impression on the lesson.

To improve learning, parents and guidance engage their children and wards to participate in extra lessons as a means of improving their academic achievement. It is in this vein that Kim and Lee (2010) opined that, it is the ineffectiveness of the conventional class lessons that has been used as a determinant of extra lessons.

Academic performance is one of the most mentioned phases in education, especially amongst students, teachers, parents, guidance and government. This phrase, academic achievement/performance is the measuring tool of the

standard or quality of education if it is falling on improving. Academic achievement/performance is measured by the students' level of mastery of instructions.

Aibinuomo (2019) sees academic achievement as scores or grades from a standardized test and the total ability and outcome of a student's performance. Academic achievement and performance according to the Encyclopaedia (2017), is the outcome of education which is the extent to which the student and/or teacher achieve their educational goals. According to Lawrence and Vimala (2012), academic achievement is the level which a student has attained in a given area of study in a formal education that measures knowledge through test, grade points, scores, examination, degree, and so on that is whatever the measuring instrument is, that gives a positive report on the students' performance. As opined by Lopez (2017), academic performance is a person's excellent performance in a given area of study. Good (2012), sees academic achievement as skills and knowledge obtained in a test or examination of a school subject prepared by a teacher. Orluwene and Igwe (2015) defined academic achievement/performance is the standard of measurement used to ascertain the level of students' achievement in the course or schools' educational objectives. Academic achievement is a performance in acquiring the goals of education (Bossaert, Douman, Buyse & Verchueren, 2011).

Academic performance is the expression of the total of knowledge the learner acquires in the course of education. Therefore, academic achievement can be referred to as scores or grades from standardized test and the total academic ability of and outcome of students' performance and the result that shows the extent to which a student has attained a particular task.

Nurturing the individual with the right education for useful living in the environment the individual may find him/herself, is the total aim of basic education. In 2004, the Federal Government of Nigerian instituted Education For All (EFA) in pursuit of the Millennium Development Goals (MDGs), that Universal Basic Education (UBE) be available for free. That is 6 years of primary education, 3 years of junior secondary education and 3 years of senior secondary. The senior secondary programme is intended for students between the ages of 14 – 17 and this age range is the character formation stage which needs to be effectively utilized for moulding the right values in the student.

Civic Education is one of the subjects offered in the senior secondary school level of education for the development of character, social responsibility and self-discipline. The subject is meant to cultivate citizens to participate in the public life of the government and democracy to use their rights and discharge their responsibilities with the necessary knowledge and skills. It is aimed at educating the students' with the norms, right morals, core values and attitude of the society where the students' finds themselves, preparing students to be active members of the society by effectively participate in the processes of socio-economic and political development of the society. Civic education is aimed at inculcating and developing the social values in the citizens which includes; social norms for nationalism, patriotism, democratic process and to be acquainted with the rule of law. As stated by Nwagu (2017), the goals of civic education in Nigeria should be:

1. Develop the right knowledge, skills, attitude and values to enable the student to participate actively in developing and sustaining the emerging democracy;
2. Inculcate the knowledge and desire to protect; be proud of, the rights of citizens in the local, national and international communities; and
3. Develop an attitude to love and identify oneself as a Nigerian with all her national and cultural symbols.

According to the National Policy on Education (2014), education shall bring about change in the intellectual and social development of an individual. With this aim, the subject provides the competence to enable one to be active and responsible, to be critical citizens with the right knowledge of human right education, duties etc. Civic education is considered as one of "Group A" Core subject offered in the senior secondary education. Therefore, civic education gives the students the knowledge that empowers him or her to be active citizens and allows them to change the world around them.

As cited in the National Policy on Education (2014), some changes and innovation should gear towards reducing the class in which the student is taught both in the primary and secondary education to not more than 35 and 40 students respectively.

There have been several studies that examined extramural learning and different researchers have found out that learning outside the conventional classroom have been beneficial to students' academic performances (Wong & Nunan, 2011; Dornyei, 2005; Benson, 2001; and Richards, 2015). The study of Chuk (2012) concluded that extra lesson is highly significant to students' academic performance. Also, extramural activities they are

engaged in influences students' proficiency. Olsson (2011, 2015, and 2016) concluded in different studies on the impact of extramural English on students' written proficiency using 37 students as his sample size and concluded that extramural lessons influenced students' academic performance.

II. Statement of the Problem

Teaching and learning process is said to be complete when students' academic performance is high. It has been revealed through studies that a large class impedes students' academic achievement because teachers cannot effectively manage large class size. The most challenging problem in our educational system is the increasing enrolment rate and the declining infrastructure for adequate teaching and learning, thereby making the interaction between the teacher and the student difficult. No meaningful knowledge can be achieved where a teacher, in most cases, is in charge of more than 80 students in a class. Therefore, in the quest for effective teaching and learning for high standard and quality academic achievement, there is need to investigate the impact of extra lesson on public senior secondary school students' academic achievement in civic education.

III. Objectives of Study

This study tends to investigate the impact of extra lesson on public senior Secondary School students' academic achievement in Civic Education. In specific terms, the objectives of this study include:

1. To find out the impact of extra lesson on the academic achievements of male and female Senior Secondary School Student in Civic Education.
2. To determine the extent to which extra lesson can influence the academic achievement of public senior secondary students' in experimental and control groups in Civic Education.

IV. Research Questions

The following research questions are posed to guide this study:

1. To what extent does extra lesson influence the academic achievements of male and female students in Civic Education in public senior secondary schools?
2. To what extent does extra lesson affect the academic achievement in Civic Education of public senior secondary students in Experimental and Control Group?

V. Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant effect of the extra lesson on the academic achievement of male and female students of Senior Secondary Schools in Civic Education.
2. There is no significant effect of the extra lesson on the academic achievement of Experimental and Control students of Senior Secondary Schools in Civic Education.

VI. Research methodology

The research design adopted in this study is quasi-experimental pre-test post-test randomized control group. The population for this study comprised of all public Senior Secondary School one students' in Kolokuma/ Opokuma Local Government Area of Bayelsa State. A total of 924 SSS 1 students made up the population of this study. The sample of the study is 130 using Taro Yemen's formula to draw up the minimum sample which is forty (40); the sample size of 130 was drawn randomly from 10 public secondary schools in Kolokuma/Opokuma Local Government Area of Bayelsa State. The instrument used for this study is the Civic Education Achievement Test (CEAT) using Senior Secondary School 1 Civic Education Syllabus which of two sections. The first section, A consists of demographic data which are: name of school and gender while Section B consists of ten (10) multiple choice objective questions, with four (4) options A-D. Each question weighs 10 marks making it a maximum score of 100%. The duration of the test is 30 minutes. A subject expert vetted the validity of the instrument. The syllabus was a guide for developing the instrument. The reliability of the instrument was determined by using a Kudar-Richardson method to ascertain the internal consistency of the instrument; the instrument was given to twenty (20) students outside the area of the study and the same instrument was re-administered after two (2) weeks. An internal consistency reliability coefficient of 0.85 was obtained which means the instrument is highly reliable. Mean and the standard deviation were used to answer the research question, while independent sample t-test was used to test the hypotheses at 0.05 level of significance.

VII. Results

Research Question One: To what extent does extra lesson impact on academic achievement of public senior secondary schools male and female students’ in Civic Education?

Table 1: Mean and standard deviation scores of male and female students’ on the impact of an extra lesson in civic education.

GENDER	MALE					FEMALE				
	N	PRETEST		POST TEST		N	PRETEST		POST TEST	
		X	SD	X	SD		X	SD	X	SD
EXPERIMENTAL GROUP EXTRA LESSONS	30	123.65	29.49	158.24	35.25	40	130.54	36.33	176.38	38.55
CONTROL GROUP, NO EXTRA LESSONS	28	124.03	21.76	124.41	23.45	32	129.13	35.88	129.43	37.67

Table 1 shows the mean responses of male and female student’s pre-test and post-test scores that received extra lesson(experimental group) as 123.65 and 158.24 given a mean difference of 34.59 and an increase of 0.38 for the males and 130.54 and 176.38 with an increase of 45.84 for the females respectively. The mean responses of pre-test and post-test of male and female students who were not given an extra lesson (control group) are 124.03 and 124.41 for the male and 129.13 and 129.43 for the females respectively. The pre-test and post-test of males in the control have an increase of 0.38 while the females have an increase of 3.0. The responses show that the males and females in the experimental group performed better than the males and females in the control group.

Research Question Two:To what extent does extra lesson influence the academic performance in Civic Education of students’ in the Experimental group and Control group?

Table 2: Mean and standard deviation scores of pre-test and post-test of experimental and control groups on the impact of extra lesson on academic performance in civic education.

GROUPS	N	PRETEST		POST TEST	
		X	SD	X	SD
EXPERIMENTAL GROUP GIVEN EXTRA LESSONS	70	152.85	37.34	198.43	36.33
CONTROL GROUP, NOT GIVEN EXTRA LESSONS	60	156.21	36.15	129.13	35.88

Table 2 above reveals that the experimental group who were given an extra lesson in civic education performed better with a post-test mean score of 198.43 as against a pre-test mean scores of 156.85 with an increase of 45.58 while the control group had a pre-test of 156.21 and a post-test of 129.13. This result showed that the experimental group gained more which can be attributed to their extra lesson.

Hypothesis One: There is no significant effect of an extra lesson on the academic achievement of male and female students’ of public senior Secondary School in Civic Education.

Table 3: t-test analysis on the impact of an extra lesson in the academic performance of male and female students in civic education.

GENDER	N	X	SD	LS	DF	t-cal	t-crit	Decision
EXPERIMENTAL GROUP GIVEN EXTRA LESSONS	40	158.24	35.25					
CONTROL GROUP, NOT EXTRA LESSONS	30	176.38	38.55	0.05	68	2.05	1.97	Significant

Table 3 reveals that the calculated t-value 2.05 is greater than the critical t-value of 1.97. Therefore, the hypothesis was rejected because there is a significant impact of extra lesson on male and female junior secondary students' academic achievement in civic education.

Hypothesis Two: There is no significant impact of extra lesson on the academic performance of Experimental and Control groups of public senior secondary Civic Education.

Table 4: t-Test analysis of the impact of extra lesson on students' academic performance in civic education.

GROUPS	N	X	SD	LS	DF	t-cal	t-crit	Decision
EXPERIMENTAL GROUP GIVEN EXTRA LESSONS	70	198.43	38.42					
CONTROL GROUP, NOT GIVEN EXTRA LESSONS	60	156.29	36.24	0.05	128	6.42	1.96	Significant

Table 4 revealed that the calculated t-value of 6.42 is greater than the critical t-value of 1.96. Therefore, the null hypothesis is rejected. It showed that an extra lesson has an impact on students' academic performance in civic education.

VIII. Conclusion

The study concluded that extra lesson improves students' academic performance. This is as a result of a mostly large class size where students' difference cannot be identified. The time allocated to each subject is limited compared to the number of subjects to be covered in a day. This is a major constraint for proper learning. The aspect of one-on-one teacher-student relationship is achieved with an extra lesson. Adequate and appropriate time spent in extra lesson enhances student performance due to repetition and re-enforcement of learning concepts. Extra lessons increase students' proficiency in subjects as revealed in this study, therefore, it should be encouraged.

Recommendations

1. The school system should encourage extra lessons for all students' after school hours for retention.
2. Parents/guardian should endeavour to provide for extra lessons for their children /wards to limit the time spent on television, the internet, phones etc.
3. The government should provide for short-term extra lesson classes for students' since some parents cannot afford the resource.
4. The issue of a large class should be taken care of by providing more classrooms to reduce large class size to 35 or 40 students as recommended by national policy.

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