

UNIVERSITY OF CAPE COAST

ATTITUDE OF STUDENTS OF THE UNIVERSITY OF CAPE COAST  
TOWARDS CO-CURRICULAR ACTIVITIES

BY

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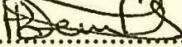
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## DECLARATION

### Candidate's Declaration

*I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.*

Candidate's Signature.......... Date.....29/07/13.....

Name: Hilda Belinda Dennis

### Supervisors' Declaration

*We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.*

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## ABSTRACT

The purpose of this study was to find out the attitudes of university of cape coast students towards co-curricular activities. The research design was descriptive in nature. The data were sampled from 680 respondents comprising of 600 level hundred to four hundred regular students, 30 hall administrators and 25 sports, entertainment committee members and 25 religious denomination executives. Questionnaires and interview guide were instruments used in collecting the data employing convenience and purposive sampling procedures which gave a reliability coefficient of .70. The ultimate results of the analysis of the data revealed that, students who participated in the study did not consider co-curricular activities important, hence had poor attitude towards it.

It was therefore recommended that the University of Cape Coast administration together with the dean of student step up on the education on co-curricular activities and making sure that all students participate in at least one co-curricular activity representing one credit hour in addition to the existing curriculum before a student graduate.

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## DEDICATION

Dedicated to my husband John Folly Bebe and son Zion Folly Bebe.



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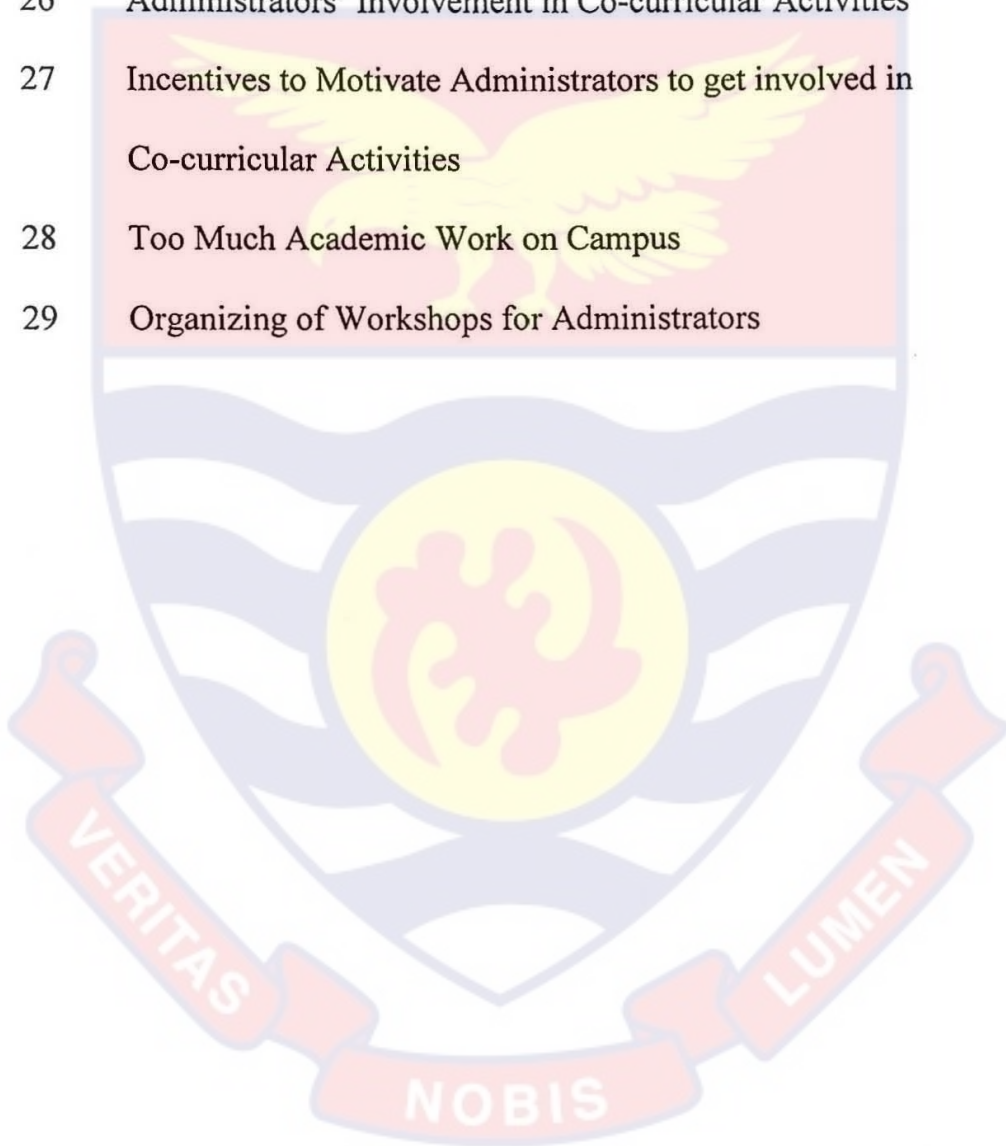
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## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

The education of an individual, important as it is, does not depend solely on academics but also on some involvement in activities like sports and music. This calls for students in Universities to involve themselves in both academic work and co-curricular activities in order to have a holistic form of education. Music, sports and other outdoor activities have influence on how students perform academically.

The way students choose to spend their leisure times can affect their academic performance; it is not only the traditional in-class instruction that impacts academic achievement. A study by the US Department of Education revealed that students who participate in co-curricular activities are three times more likely to have a grade point average of 3.0 or better than students who do not participate in co-curricular activities (Stephens & Schaben, 2002).

In addition to co-curricular or extracurricular activities, analyses revealed that regardless of students' background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades (Simon, 2001). Numerous studies have examined the factors that influence students' academic achievement, and many activities were found to have significant influence.

Students in universities all over the world find themselves among various groups of people who explore their physical, creative, social, political, and career interests with like-minded people. This may bring students into contact with people they share common interests and curiosity.

The most basic reason for joining a club or team is that it gives students something better to do than staring at the wall, wandering at the hall, or napping all afternoon. People who are involved and engaged in co-curricular activities in the school are less likely to become addicted to bad habits like smoking or drinking (Kuh, 2000).

The good news is that, the university's setting pays attention to life both inside and outside of the classroom. Academics come first, but co-curricular activities reveal a great deal about the individual. In addition to demonstrating one's interests, co-curricular activities can show that one is able to make a meaningful contribution to something, maintain a long-term commitment and make time for priorities.

The university experience is both in-the-classroom activities and outside-the-classroom activities. Inside-the-classroom activities are intended for reinforcing success in learning and understanding course objectives and content matter and are typically connected to clearly articulated institutional learning outcomes. Outside-the-classroom events can also help to reinforce the achievement of learning objectives but may not necessarily be a part of a specific curriculum or programme.

Often, the outside-the-classroom involvement includes membership in student clubs and organizations, volunteerism, athletic team participation, or campus leadership opportunities. An increased number of students participate

in the outside-the-classroom activities when the event is related closely or relevant to what students are learning in the classroom (Kuh, 2000).

Post-secondary research (Kuh, Kinzie, Schuh, & Whitt, 2005) indicates that students involved in campus-based outside-the-classroom programme as part of their college experience are more successful in their development and learning. Campus events closely connected to classroom learning are referred to as co-curricular activities (Chickering & Reisser, 1993). At many university institutions, involvement in co-curricular programmes, generically thought of as outside-the-classroom activities, is regarded as one of several strategies to help students meet their learning objectives and to achieve institutional learning outcomes. Co-curricular involvement does offer positive benefits to the university student experience.

A study by Cheng and Zhao (2006) titled 'Cultivating multicultural competence through active participation: Extracurricular activities and multicultural learning' found that students involved in co-curricular activities in the form of student organizations can maximize students' learning in multicultural competence. Thus, the role of co-curricular activities at public universities is critical.

For some students, the university is their only formalized post-secondary educational experience and, as a result, if classroom learning is complemented with co-curricular involvement, it can help to develop students for personal, professional and career success. Emphasis on co-curricular activities has been made because the ministry of education knows of the positive effect of students being all-rounder when they excel in academic and co-curricular activities (Abdul, 2005).

The education providers are responsible to educate the students to the demands and the needs of the nation. The education in the university level is the prime concern here. There are many divisions in education such as academic and skills, co-curricular activities are all part and parcel of education. Much emphasis is given to academic activity, as it is the deciding factor of a student's future.

Parents, teachers and all the other factors have made the academic factor in a students' educational life in schools as the most important. In the process, co-curricular activities are not taken seriously although the ministry has put stress on the matter that every student has to take part in co-curricular activities for the betterment of themselves. However, the participation in full force is yet to be accomplished (Abdul, 2005).

School is the platform for development, which includes mental and physical development. The concern here is that, studies have shown that students who participate in co-curricular activities are gaining benefits and it is not a mere waste of time and effort by all parties. The importance in education does not lie only on academics but also in all other fields which are required in educating students, which include skills and co-curricular activities.

Some empirical studies also brought out the fact that the students tend to demonstrate better communicative, cognitive, self managing and academic skills than those who do not participate in co-curricular, based on the teachers' perceptions (Abdul, 2005).

Leadership skills can also be traced to full participation in co-curricular activities. A large number of leadership development programmes, seminars

and books on the topics of leadership and leadership development suggest the need for leadership development in many organizations. The university seems like a logical and convenient setting for students to learn and experience leadership, either through curricular and/or co-curricular activities.

However, it has been suggested that leadership education often does not tie leadership theory and application together well (Meyer, 2003). Combining curricular and co-curricular activities may provide the needed opportunity to learn and practice leadership theory.

Co-curricular programme is a subject that cannot be mentioned without making reference to competency, effectiveness and skill. Competency building begins at school level. There is extensive literature on competency building and co-curricular activities. Green (1998) emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance.

### **Statement of the Problem**

Education of the university students consists of the planned curriculum and unplanned curriculum such as sports, music, debates and drama. These and many more activities help young people to learn lifelong lessons as important as those taught in the classrooms.

Unfortunately, there appears to be a creeping indifference by students towards co-curricular activities. The existence of co-curricular activities in the university programme has a potential of enriching students' experience, and

these activities must be kept alive. A co-curricular activity also has the potential to developing good citizenship and sportsmanship.

They instil a sense of pride in students, teach lifelong lessons of teamwork and self discipline and facilitate the physical and emotional development of the university student. Co-curricular activities are designed in a manner such as to help coaches and advisors to use teachable moments to create better young people.

As a student, I observed that a number of University of Cape Coast students have had stressful moments on campus due to heavy academic schedule, numerous weekend quizzes and several assignments. Reports from the offices of the welfare section, human resource division indicates that, at least one student die within the academic year from causes linked to depression and high level of tension especially during examination periods after investigations were conducted

It is in this light that the present research was conceived to unveil the factors that are directly or indirectly related to such disturbing cases. Many students are often seen engaged feverishly in their academic work and not giving much attention to activities that complement their academic work.

This issue is, therefore, an area of concern to all stakeholders and must be addressed critically. The problem is that, not much attention has been given by researchers to assess the role that co-curricular activities play in academic performance.

The present study was, therefore designed to find out the attitudes of University of Cape Coast students towards co-curricular activities so that measures can be adopted and adapted by the Universities in Ghana to ensure

that co-curricular activities are given enough attention to balance academic programmes.

### **Purpose of the Study**

The general purpose for this study was to find out the attitudes of students of the University of Cape Coast towards co-curricular activities specifically finding out the kinds of co-curricular activities that exist, the various resources and facilities available for co-curricular activities, the impact it makes on student's academic achievements, determine whether students are aware of the time allocated for it on the academic calendar and the measures authorities are putting in place to engage students in co-curricular activities.

### **Research Questions**

The following research questions guided the study:

1. What categories of co-curricular activities exist in the University of Cape Coast?
2. What resources are available for the University of Cape Coast students to educate themselves in co-curricular activities?
3. What are the attitudes of the University of Cape Coast students towards co-curricular activities?
4. In what ways do co-curricular activities enhance the achievement of student learning outcome?
5. What perception do students of University of Cape Coast have concerning the relationship between Co-curricular activities and academic achievement?

### **Significance of the Study**

The issue of co-curricular activities in our Ghanaian universities is not given much attention although it has a direct effect on students' academic work and their stay on campus. The findings of this research would help all stakeholders to have a good picture on the significant role of co-curricular activities in academic performance.

It may also help in the following areas: It may draw the attention of authorities in the University of Cape Coast to the importance of co-curricular activities as complements to the curriculum for students, thus, the authorities may have a basis for sourcing funding to improve the organisation of co-curricular activities. The findings of the study are a contribution to the literature on co-curricular activities in university settings in Ghana.

### **Delimitation of the Study**

This study was confined to the University of Cape Coast campus. It included students, lecturers as well as administrators who are directly or indirectly involved in the organisation of co-curricular activities on campus. It also included students who actively participated in co-curricular activities on campus. The concept of co-curricular activities in this study was delimited to activities on campus like sports, music and debates.

### **Limitations of the Study**

The study was carried out on the campus of the University of Cape Coast, and for that matter, findings may not necessarily relate totally to other

universities in Ghana. Also, the sampling of students was largely non-probabilistic. The use of a subset of the population to represent the whole population.

Thus, the findings of this study cannot be generalised over the entire student body. However, the results do provide an understanding of the attitude that students who participated in the study have about co-curricular activities.

### Definition of Terms

In an attempt to make this study a successful one, a number of terms likely to be used in this work is explained in the following. These terms includes Attitudes, Curriculum and Co-curricular and Hall administrators.

**Attitudes:** This study defines an attitude as the degree of students' likeness or dislikeness for co-curricular activities and their general positive or negative views towards co-curricular activities.

**Curriculum:** This refers to the all the programmes arranged by UCC for their students. It spells out the interest, abilities and attitudes that students are to acquire for their four year stay on campus.

**Co-curricular:** This study explains co-curricular activities as the outside the lecture hall activities that university students engage themselves for them to ease tension .These include all social activities like sports and musical activities on campus.

**Hall administrator:** The hall administrator refers to all lecturers who occupy administrative positions in the various halls of residence such as hall tutors, hall masters, hall counsellors, hall administrative secretary and hall wardens.

### **Organisation of the Rest of the Study**

The thesis is organised into five chapters. Chapter one introduces the study under the following sub-headings: Background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation, limitations, definitions of terms and finally the organisation of the whole study.

Chapter Two examines the complexities of the concept of co-curricular activities (CCA's) as well as methodological approaches of co-curricular activities. Chapter Three defines the study area, research designs, the population, sample and sampling procedure, instrumentation and data collection procedure as well as the statistical tools used for the study. Presentation and discussion of results of the study are captured in Chapter Four. Chapter Five concludes the study and highlights some policies as well as recommendations for further study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter reviews essential issues on the conceptual, theoretical concepts of co-curricular activities and empirical literature reviews. Some of the concepts discussed are curriculum, co-curriculum and motivation.

#### Conceptual Issues

##### Definition of Curriculum

One main function of a university is to bring up students in a way that will make them fit and be useful to themselves and their communities when they grow up. This is done through various learning programmes to help students acquire and develop desirable habits, skills and interests. These planned course work and activities constitute the curriculum of the university.

According to Webster (2001), it is appropriate to describe the curriculum of a university as the plan of entire teaching and learning activities of the university which aims at giving the students complete purposeful education and to bring out the potentials in the students and to develop desirable attitudes in them in order to make the individual useful for life. A good curriculum should therefore include activities that help the individual to

develop in all three domains of learning-cognitive, psychomotor and the affective domains.

Etymologically, the word curriculum is derived from the Latin word “Curere” (to run). Webster (2001) defined curriculum as:

- a) A course especially specified fixed course of study as in a college or university, as one leading to a degree.
- b) The whole body of courses offered in an educational institution or by a department thereof.

The Dictionary of Contemporary English (2008) also defines curriculum as:

- a) The subjects that are taught by a college or university
- b) The things that are studied in a particular subject.

However, educators have tried to give a broader and more compressive interpretation of Curriculum. Zais (1990) refers to curriculum as a plan for the education of learners. In its broadest sense, according to George (2000) curriculum is concerned not so much with prescribing the knowledge to be acquired as with the area of learning experiences to be organised by teachers both within and outside the school to enable students to adopt a positive attitude to learning, to acquire and apply knowledge and skills, and to develop their tastes and balanced sense of values.

Commonwealth Secretariat Education Programme (1993) refers to curriculum as the whole life and programme arranged by a college or university for directing the interest, attitude and abilities of the students towards effective participation, in the life of a community and a nation. It is considered, in fact, to be everything that transpires in the course of planning,

teaching and learning by a college or university. It may be seen as the sum total of all the experiences the learner undergoes, for which the university accepts responsibility. Curriculum can also be identified through both curricular and co-curricular activities in an educational system.

All the above definitions imply that curriculum is an umbrella term for a programme or course of activities designed for the attainment of educational goals. Curriculum can therefore be said to encompass a complex network of social, cultural, philosophical, moral, political and ideological issues.

### **Co-Curricular Activities**

Co-curricular activities (CCAs), previously known as Extracurricular Activities (ECA) are non-academic activities that all students must participate in. This policy was introduced by the Ministry of Education (1985), as a means to enhance social interaction, leadership, healthy recreation, self-discipline and self-confidence.

From the foregoing varied definitions of curricular, one could safely say that co-curricular is all organised college or university activities that aim at complementing what is learned in the classroom situation, usually, within normal classroom hours, in order to give the individual a sound total development. The university aims at the holistic education of the student in which case the cognitive, psychomotor and affective learning domains of the student are developed.

The Ministry of Education (1994) stated that co-curricular activities are those activities that take place outside normal school hours. The term co-curricular evolved from the term 'Extra-curricular'. In the past, all activities organised outside normal classroom hours were regarded as not part of the curriculum hence such activities as games, cultural festivals and drama were referred to as extra-curricular (extra activity to prescribed curriculum).

However, with the realisation that such activities go a long way in shaping the student to develop into a total being the term 'co-curriculum' is preferred since activities are now seen as integral part of the curriculum as enshrined in Ghana Ministry of Education's Curriculum Enrichment Programme (MOE, 1985).

Co-curricular activities are activities performed by students that fall outside the realm of the normal curriculum of school or university education. Co-curricular activities exist at all levels of education, from the junior high, senior high school, college to university education. Such activities are generally voluntary, mandatory, non-paying, social, philanthropic as opposed to scholastic, and often involve others of the same age. Students often organize and direct these activities under faculty sponsorship, although student-led initiatives, such as independent newspapers, are common (MOE, 1985).

The co-curriculum made its first appearance in American colleges in the nineteenth century. It complemented the curriculum as much as subverted it. The students found in it a kind of laboratory for practical and vocational interests. The first co-curricular activities were student literary societies (which had roots in the previous century at Harvard and Yale), debate clubs, and by mid-century, Greek letter fraternities and sororities. Students also

initiated and organized the early athletic programmers' on American college campuses.

Literary societies were on the decline by the turn of the twentieth century, and some educators felt that less desirable co-curricular activities were now distracting students from their curricular responsibilities. Inter-college athletics soon became the dominant element in the extra-curriculum in most American colleges and high schools.

Such activities as school newspaper and interschool sport programmes have been part of American high schools since the World War I era. Today's public high schools offer a comprehensive array of extracurricular activities to complement the curriculum. Activities that often involve some time commitment outside of the regular school day, such as band and choir, are also considered co-curricular activities.

Oliver (2000) stated in his book 'Curriculum Improvement' that most universities today are philosophically, at least, concerned with the total involvement of the students. He opined that there must be opportunities for leisure, creative expression and free association with teachers for physical activities. He said, though some activities take place outside campus, by their very nature, they are still part of the planned educational programme. He further stated "thus educational programme should seek to combine the world of books and classroom instructions with the world outside the classroom" (Oliver, 2000 p. 11).

Learning is redefined as "a comprehensive, holistic, transformative activity that integrates academic learning and student development" and provides well-documented justifications for this definition (NASSP Bulletin,

2004). This definition is appropriate as it complements the University's mission well and provides the theoretical foundation for including the programmes, activities and services provided at the campus which link in and out of classroom learning in our definition of co-curricular education.

According to Chickering and Reisser (as cited by Storey, 2010) co-curricular activities are those activities that are connected to the classroom that are intended for reinforcing success in learning and understanding course objectives and content matter and are typically connected to clearly articulated institutional learning outcomes. Because co-curricular activities exist outside the curricular setting, a silo effect may occur wherein curricular and co-curricular activities act as separate entities (Schroeder, 2005) contributing to student learning.

### **Types of Co-curricular Activities**

According to Chickering and Reisser (as cited by Storey, 2010), there are seven types of co-curricular activities. These include:

1. Library activities: Debates and discussion, subject-wise club, School Magazine, Dramatics, Study Circle, Story Writing, Seminar, Recitation, and Library Work.
2. Physical development activities: Games, Indoor and Outdoor Athletics, Mass Drill, Parade, and Scouting.
3. Aesthetic and cultural development activities: Music, Dancing, Drawing, Painting Sculpture, Dramatics, Exhibition, Fancy Dress, Folk

Dance, Folk Songs, and Variety Programme.

4. Civic development activities: Cooperative Bank, Cooperative Store, Assembly, Students' Council, Canteen, Celebration of Religious program, National and Social Festivals, and Organizing of School Panchayat Mock Parliament.
5. Social welfare activities: Social Study Circle, Social Services on Special occasions like Fairs, Festivals, Professions, Cultural Programmes, Assembly, Scouting, or Guiding, First Aid and Red Cross, and Social Survey.
6. Leisure time activities: Stamp Collection, Coin Collection, Collection of Copies, Photography, Reading, Needlework and Knitting.
7. Excursion activities: Picnic, Visit to Museum, Zoo, and Visit to exhibition centres.

In conclusion, seven main categories of co-curricular exist.

### **Theoretical Issues on Co-curricular Activities**

This section attempts to relate some theoretical issues to participation and attitudes of students towards co-curricular activities. A sound mind in a healthy body gives credence to the promotion of sports and games in the universities. This is because sports and games supplement development in other domains of learning to ensure the total development of the student.

The universities have since the inception of the Effect of Curriculum Enrichment Programme (1990) encouraged sports and games, debating, quiz competitions, cultural festivals and others as co-curricular activities to enhance

the learning of skills and knowledge for the total development of the individual.

## **Motivation**

Some psychologists contend that students need some level of motivation to learn or perform any activity. Motivation is thus important in student participation in university activities both inside and outside the classroom. Motivation is “an inner drive that prompts people to act in a certain way and it involves a number of psychological factors that start and maintain activity towards the achievement of personal goals” (Musaazi, 2002 p.13).

Generally, the attitude of students towards the participation of university activities including co-curricular activities depends largely on motivation:

### **Management Induced Motivational Theory**

According to McClelland, (cited by Stoner & Freeman, 1992), individuals are motivated to perform their work task in order to succeed or excel in competitive situations. This implies that people strive to do things better and more efficiently in order to achieve. Students are no exception to this theory.

Their participation in co-curricular activities such as debating and sports is due partly to their desire to achieve and excel. Besides this desire for excellence, there is also what could be referred to as ‘management induced

motivation'. This is what Lucey (1991) refers to as Incentive theory of motivation.

### **Incentive Theory of Motivation**

According Lucey (1991), the theory suggests the provision of incentives to individual in order to encourage students to perform an activity. Motivation in this respect implies that rewards should be given as a means of encouraging people to be aroused and committed to perform.

### **Tinto's Internationalist Theory**

Tinto (1997) posits that students' development can be associated with greater connections in their commitment to college opportunities such as inside- and outside-the-classroom activities and their desire to graduate. Tinto's Internationalist Theory (2004) supports the idea that the student's initial level of commitments, institutional and graduation goal also influences his or her level of subsequent commitments.

In turn, the greater the levels of both subsequent institutional commitment and commitment to the goal of graduation, the greater the likelihood the individual will persist in college. Page nine of Tinto's theory, intended for application in post-secondary education, suggests that institutions must identify ways for students to increase campus interactions, such as participating in outside-the-classroom learning experiences.

These experiences can help students gain knowledge and increase their persistence to continue learning through and beyond college graduation. Tinto (1997) stresses that in community colleges, greater classroom support is

necessary to encourage student's involvement with campus commitments. Community colleges specifically classroom have more support because outside-the-classroom experiences are not necessarily mandatory experiences for community college learners.

### **Astin's Theory of Involvement**

Understanding student learning through campus involvement can indicate how co-curricular activities help to develop students at the community college. Astin (1999) describes his Theory of Involvement as follows:

**Student involvement** refers to the quantity and quality of the physical and psychological energy that students invest in the college experience. Such involvement takes many forms, such as absorption in academic work, participation other institutional personnel.

According to the theory, the greater the student's involvement in college, the greater will be the student's amount to learning and personal development (pg 528-529). For many community college students, coordinating coursework with off-campus work, personal commitments, and commuting schedules is necessary.

Astin (1993) supports the role of student involvement on campus, including community college students, because student development seems to be facilitated if the student spends a considerable amount of time studying, attending classes, and using a personal computer, as well as engaging in academically related activities that would be inclined to elicit a high degree of student involvement: honours courses, interdisciplinary courses, study-abroad

programs, college internship programs, racial or cultural awareness workshops, independent research projects, class presentations and taking essay exams (pg 382).

Astin (1993) supplements the aforementioned thought with the belief that a wide spectrum of cognitive and affective outcomes is negatively affected by forms of involvement that either isolate the student from peers or remove the student physically from the campus: living at home, commuting, being employed off campus, being employed full-time, and watching television. (pg 395) Student development departments and personnel in community colleges have had to promote different types of co-curricular activities to meet the needs of an increasingly diverse study body.

Pasacarella and Terenzini (1991) support the idea that Astin's theory of involvement prioritizes how the individual plays a central role in determining the extent and nature of growth according to the quality of effort and involvement with the resources provided by the institution (pg. 51). This quality and effort of institutional resources can either create or enhance a need for increased exposure to student development departments and its trained personnel.

### **Models for Managing Co-Curricular Activities among University Students**

Co-curricular activities are an important part of primary and secondary school education and more importantly the tertiary educational level. Co-curricular activities and services provided by an educational institution for its students have active participation and are outside of their main core studies.

According to Kankakee School District Board, (2003), these activities should be educationally beneficial in bringing about the development of hard and soft skills in the students. They have long been viewed as valuable aids for the development of students in the areas of leadership, desirable character traits, teamwork, social and work skills and good citizenship. The Co-curricular Activities Branch (CCAB) of Singapore's Ministry of Education aims to build in students, character, team spirit and responsibility through co-curricular activities conducted in schools (Ministry of Education, Singapore, 2003).

Co-curricular offer a channel for learning that is different from the more structured environments of the classroom, technical workshops, or computer and science laboratories. Much of the student's development and learning during co-curricular activities takes place in the less formal environment in which it is conducted.

Co-curricular activities offer learning situations in which students have to apply their skills and knowledge to enable related tasks and goals to be completed. They will also need to apply appropriate inter and intra-personal skills in the accomplishment of those tasks. During this process, the students develop important life-skills for their immediate and future benefit. Important life-skills may include communication effectiveness, social skills, personal management and effectiveness, problem solving and work ethics.

Co-curricular activities form an important developmental medium for the teaching of life-skills in schools. The effectiveness of managing co-curricular activities may vary among schools because of circumstances related to available resources, administrative support and teachers' leadership. Some

important factors to the effective management of co-curricular activities are proposed and discussed.

Hersey and Blanchard's Situational Leadership model is presented as a framework to guide teachers in their leadership behaviours when managing co-curricular activities. The suggested leadership framework is related to the developmental levels of students in accomplishing co-curricular activities related tasks.

### **Benefits of Co-Curricular Activities to Education**

Co-curricular activities according to Chickering and Reisser (as cited by Storey, 2010) have the following benefits:

1. Co-curricular activities support the academic mission of the university. They are not a diversion but rather an extension of a good educational programme. Students who participate in activity programmes tend to have higher grade-point averages, better attendance records lower dropout rates and fewer discipline problems than other students generally.
2. Co-curricular activities are inherently educational. Activity programmes provide valuable lessons for practical situations, such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programmes, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

3. Co-curricular activities foster success in later life. Participation in high school activities is often a predictor of later success in the university, a career and becoming a contributing member of the society.
4. Co-curricular activities offer a channel for learning that is different from the more structured environments of the classroom, technical workshops, or computer and science laboratories. Much of the student's development and learning during co-curricular activities takes place in the less formal environment in which it is conducted. Co-curricular activities offer learning situations in which students have to apply their skills and knowledge to enable related tasks and goals to be completed. They will also need to apply appropriate inter and intra-personal skills in the accomplishment of those tasks. During this process, the students develop important life-skills for their immediate and future benefit. Important life-skills may include communication effectiveness, social skills, personal management and effectiveness, problem solving and work ethics.

It is generally agreed that co-curricular activities occupy a very important place in the instructional programme of university. Educationists, psychologists and sociologists all give great importance to these activities for them to help foster student's psychosomatic and social development. They also foster creative ability and provide opportunities for expression. "Co-curricular activities as an integral part of university programme lead themselves to enriching student's learning and an increase enlivening academic atmosphere" (Gorkhali, 1985, p. 44).

Students acquire many subtle learning like human values, beliefs, manners and thinking pattern through hidden curriculum which is also

manifested in co-curricular activities. Co-curricular activities being valuable tools of such learning experiences should not be taken lightly and implemented haphazardly.

According to International Debate Education Association (IDEA), co-curricular activities prepare students practically for the future. The normal curriculum can only go so far as to teach and educate students about academic theories. But students whose only experience of school or college is one of rigid academic study may not be able to apply what they have learned in practice. If the co-curriculum was given an equal footing in student life there will be an improvement in the student ability to grasp things as a whole, because students will have received a more rounded education.

Co-curricular activities are particularly good at providing opportunities for students to work in teams, to exercise leadership, and to take the initiative themselves. These experiences make students more attractive to universities and to potential employers.

Most co-curricular activities are physically active, getting the student out from behind their desk and making them try new things. This is healthy and ensures that students are exposed to practical tasks, not just what is taught in class. The outcome of giving the co-curriculum the same status as the curriculum will therefore be well balanced individuals.

Future politicians, for example, will not only thrive on law or social studies, but will also become fluent in multiple languages, learn to tango and perform several calculus operations simultaneously, while also experiencing

service through community work. Such are the more profound benefits of the co-curriculum being integrated into the syllabus (McGowan, 1998).

Having a wide range of experiences prepares people better for the future, especially in today's uncertain world. The broad education that the co-curriculum can provide is better preparation for life in a society where an individual may change career several times in their life. Students must therefore have a fundamental grasp of multiple skills.

For instance, athletes who had their career cut short due to mishaps might venture into business, having had co-curricular experience of entrepreneurship as part of their education. Speech and debate clubs might give a doctor or engineer the communication skills to move into broadcasting, teaching, or even politics. Placing more emphasis on the co-curriculum thus ensures a variety of possibilities for young people to choose from instead of being side lined.

Students have a right to a broad education. Why should a science student have to give up music, or a social studies major not get opportunities for sport? Many children have talents in all sorts of different areas, and it is wrong to force them to specialize too early.

A career is not the only part of an adult's life, school needs to make sure they have interests and skills that will help them in their family and leisure lives too. Through equal balancing of academic and co-curriculum, however, the students have the chance to exercise their rights and the opportunity to be multi-talented.

According to Wiles and Bondi (2003) Lopsided individuals are not the key to the future, instead by recognising each individual by their talents there exist higher possibilities for young people to learn and to grow in their studies.

Many students do not take advantage of the co-curricular opportunities they are currently offered. They may instead waste their time lazing around, or maybe even making trouble. These young people do not know what they are missing; if they could be made to try other activities they would surely enjoy them and gain a lot of benefit.

If the co-curriculum was given formal importance, with students required to undertake at least one activity, then more people would try new things, and never discover they like them (MacElroy, 1990).

Normal co-curricular programme is quite affordable for schools, colleges and universities of all kinds. State schools in Singapore and many public universities in the USA are able to offer strong co-curriculums, and elsewhere many state-funded institutions have thriving extra-curricular activities (Cole, 1990).

Most co-curricular pursuits are not expensive to run, and those activities that might be more expensive, such as military cadet groups and science clubs, can often apply to outside agencies for funding. Staff often gives their time free, because they believe the activities are worthwhile for the students and enjoyable for themselves to run, and many groups can also be supported by unpaid volunteers from the wider community.

Many towns today do not have a strong civil society, and in more rural areas there may be no groups at all for young people to join outside school. If schools and colleges do not provide opportunities for youngsters to broaden their experiences, then students will not get them at all. Boosting the place of the co-curriculum in schools is one way of addressing this weakness in modern society, as it will equip young people with the civic spirit, initiative and organising skills to set up their own clubs, teams and activity groups when they leave education.

A successful co-curriculum often depends on building links between the university and the wider community, bringing local enthusiasts in to work with students, and sending students out to work on community projects, help in schools, perform for local audiences (Nesan, 2009).

### **Effective Management of Co-curricular Activities**

Several important factors need to be present for co-curricular activities to be effectively managed. They are:

1. Clear goals for the conduct of the co-curricular activities.
2. Appropriate activities organised and conducted to realise those goals.
3. Adequate resources provided to conduct and support co-curricular activities.
4. Teacher co-curricular activities fit.
5. Relevant teacher training and support.
6. Effective leadership by teachers.

## Clear Goals for Co-curricular Activity

Each co-curricular activity must have clearly established goals as to how it intends to add value to students' education and training. Sports co-curricular activities may establish performance goals like winning a competition or developing student athletes' sports skills. An example of such performance goal setting is to have athletes in sport co-curricular activities (Example, track & field events) to set targeted personal best performances in identified competitions or within a period of time.

Alternatively, the co-curricular activities group may wish to achieve a top four placing in the zone or national championship. In either case, when goals are set, they provide individualisation in planning and development or on a group basis. A performing arts and cultural group may aim to provide an enriching educational experience to students through the learning of related skills and eventually, performing for audiences.

In this case, a stated goal is having every participant of the co-curricular activities perform in a school's programme or production at least once in their four years of participation. This approach can provide a guiding vision and focus for teachers and students.

A co-curricular activities related to an academic subject may extend the knowledge imparted from the classroom to the practicality of solving community needs and problems. Whatever the co-curricular activity, if its goals are clearly defined to the stakeholders, it will provide guiding vision to both teachers and students to take the appropriate action to realise them.

Clearly stated goals can also help to focus energy and resources through the appropriate channels.

### **Appropriateness of Co-curricular Activity**

Well-defined goals establish the basis for the type of activities that should be organised and conducted in co-curricular activities. If the goal is to win a particular sports championship, then the physical, mental and technical preparation of the team will be the focus in getting ready a match-fit team.

On the other hand, co-curricular activities established to perform community service will concentrate on targeting appropriate external or internal groups that can benefit from the students' assistance and service to their needs at home, in the environment or at a personal level.

Sometimes, the activities conducted, or lack of it, may not be consistent with what the co-curricular activity group professes to do. For example, sports co-curricular activities may have among their objectives the promotion of the sport within the school.

However, most of the resources in terms of time, equipments and manpower may be channelled towards the elite school team and consequently, mass sport promotion is neglected.

Co-curricular activities programmes may incorporate relevant activities that address some national issue or specific concern. For example, the value of ethics and fair play can be proactively promoted through co-curricular activity

group discussions on current and other issues spread over a specific period of time throughout the school years and not just left to chance.

Such discussions can lead to essay writing in class. Through this, students become more aware of community and national issues through co-curricular activities participation. The management of co-curricular activities should be guided by an appropriate management framework or philosophy.

For example, in Singapore, the School Excellence Model (SEM) is used by school leadership in the management of the school and its programmes. Hence, the co-curricular activities programme must be aligned with the overall management framework adopted by the school. This will ensure that activities of the co-curricular activities are consistent with the school's vision and strategic thrusts.

### **Adequate Resources for Co-curricular Activity**

Co-curricular activities cannot be organised and conducted without sufficient resources being allocated to them. Essential resources include sufficient funding through various monetary sources, provision of hardware (equipment, computers and rooms), technical resources (coaches and related expertise), and venues for its activities. When resources are withheld or lacking, the activities cannot be optimally organised in terms of frequency and scope, which will then affect the participation and motivation of students.

For co-curricular activities to be beneficial and true to their goals, the provision of adequate resources is an important factor. Hence, it is important

that school administrators provide relevant and required resources to support the different groups well.

School administrators can share resources and expertise with other schools with similar activities or that are in close geographic proximity, Schools can share with each other their experiences and expertise, hardware and facilities so that collaborative synergy is realised.

This potential synergy between schools was recognised by the then Acting Minister of Education for Singapore when he advised schools to collaborate in co-curricular activities so that resources can be shared and optimised between them (Singh, 2003).

Use of resources and facilities that are located conveniently near the school should be solicited. Parents and alumni's expertise on a paid or voluntary basis can and should be fully utilized. Therefore, appropriate resources can be sought and harnessed by the school to enable it to fully realize its co-curricular activities, goals and programmes.

### **Teacher Co-curricular Activities Fit**

The teacher plays an important role in the success of any co-curricular activity. The interest and leadership of the teacher is crucial to developing a vibrant and active co-curricular activity that caters for the needs of the students.

When the teacher is committed to an area of interest, he/she will be more likely to provide the effective leadership required to drive the co-

curricular activity. The influence exerted by the teacher through his/her expertise and commitment is a valuable motivation to students.

Therefore, a good fit between teacher and co-curricular activity will have a higher probability of success than one of poor fit. While it will be difficult to ensure all round fit, the management should try to assign teachers to co-curricular activities in which they have an innate interest. Where this is not possible, relevant support in the form of training, education and guidance should be provided.

However, although the rendered support may improve the teacher's expertise and competence to manage the co-curricular activity, the enhanced competence, by itself, does not ensure commitment on the part of the teacher. The inherent expertise and competence must be married with a sense of commitment so that the relevant co-curricular activities can be taken to a higher level through purposeful, innovative and creative approaches. Therefore, in the long term, it is prudent for school leaders to attempt to succeed in the teacher fit activities so that both elements of competence and commitment can mutually enhance the productivity of the teacher.

### **Teacher Training and Support**

When a teacher is put in charge of a co-curricular activity for which he/she may not have the required expertise, support will be required in terms of providing relevant training and/or support personnel. The areas of training that the teacher can undergo to improve his/her competence in managing the co-curricular activities are in related knowledge and skills, and managerial leadership skills.

The skills to be acquired can be technical in nature (gardening skills for green and landscaping club) or administrative (team/group management). When a member of the staff undertakes relevant training, their confidence in managing the co-curricular activities can improve, thus impacting positively on the students.

In a survey reported by Yeo (1995) in 'The Straits Times', 55% of teachers reported that they felt ECA duties were stressful. The stress and its negative effect on performance may be explained by a mismatch of professional ability and the job demands of managing unfamiliar co-curricular activities. Hence, the need to provide training and development in areas related to management is as important as training in instructional and curriculum areas.

Co-curricular activities are more likely to serve with commitment and passion than external service providers whose philosophy and approach may not be congruent with that of the school's. A teacher who is a qualified coach and appropriately given the soccer co-curricular activity would be more aware of his/her role in the holistic development of his/her charges than a contracted service provider whose approach might be motivated more by outcomes rather than the quality of the process.

It is imperative that school leaders remember that one of the goals of co-curricular activities is to develop in students a passion in their area of interest, which they will continue to pursue long after they complete their formal schooling. Providing the relevant training to teachers can also assist the school in reducing costs of running the co-curricular activities.

Universities that procure services from external parties, either from individuals or companies, operate their co-curricular activities programmes at a much higher cost than if they were to manage it themselves. There may be areas where the relevant expertise lies outside of the school's pool of teaching resources. In such cases, schools are compelled to procure from external parties but should explore strategies to be less reliant on them.

The organisational approach should be to provide the required co-curricular activities services from within, or in partnership with strategic stakeholders (Example, alumni and parents), and, only when such avenues are lacking, should they engage external resources that could provide the best economic value and service quality in their programmes.

### **Effective Leadership by Teachers**

Effective leadership is important to the success of any organisation and activity. The co-curricular activities teacher needs to exert the appropriate leadership to motivate the students to engage in the activities of the co-curricular activities.

He/she should, as in most effective and transformational leadership take the students to a higher level of personal skill and confidence in their co-curricular activities. Students participating in their respective co-curricular activities under the leadership of the teacher should benefit intellectually, socially, emotionally and in the relevant skills.

Maxwell (2001) described leadership as "all about understanding players (students), bringing them together, and getting them to work together

as a team to reach their potential"(p.53). Appropriate and effective leadership is, therefore, important to the successful management of schools.

However, effective leadership here does not mean that the teacher directs all activities all the time, but acts according to the circumstances of the students' abilities and the complexity of the task. Recognition of the demands of the situation and the appropriate leadership behaviour to use can be an effective strategy in managing co-curricular activities.

Alan-Ch'ng, and Kunalan, (2003) suggest the use of the Situational Leadership Model by Hersey, Blanchard and Johnson (1996) as a framework for the management of co-curricular activities. Of course, there are other models of management and teachers are encouraged exploring and applying these other models. However, the framework suggested here is simple and has been widely practiced in corporate organisations.

There are a number of models designed for teachers irrespective of where you are to help manage co-curricular activities. Among them is discussed below.

### **The Situational Leadership Model**

Situational leadership can refer to an individual who is able to adopt different leadership styles depending on the situation to influence a group of individuals to meet team goals. The term "situational leadership" is used to refer to the model that was designed by Paul Hersey and Ken Blanchard.

This model allows leaders to analyse the needs of the situation they are encountering, and then make strategic decisions about the most appropriate

leadership style to use. It has proved popular with managers over the years because it passes the two basic tests of such models: it is simple to understand, and it works in most environments for most people (Chimaera, 2003).

Situational leadership has been recommended for use in managing teachers in schools (Blanchard, Zigarmi & Zigarmi, 1987). Principals in their leadership roles are expected to lead a team of teachers of varying abilities, commitment and motivational levels. The framework of the model forms a guide to principals when performing their leadership roles. Some of those leadership tasks include guiding a beginning teacher to enhancing performance in others.

Similarly, this leadership model was suggested in the management and development of work groups (Carew, Parisi-Carew & Blanchard, 1986). Co-curricular activities groups are no different. They constitute a group of students with similar interests in a particular area. Members within any co-curricular activities will have different abilities, motivation and commitment to the group and its objectives. The group has to be managed by teacher(s) and their student leaders.

The use of the situational leadership strategies can be helpful in making the co-curricular activities experience of the students more meaningful. The framework could also allow the teachers to better manage the varied abilities and developmental levels of the members.

This approach was suggested as a possible framework for managing co-curricular activities in technical institutes of education (Ch'ng, 2002). Technical education students vary widely in their academic and task maturity.

There are some who have high levels of abilities and motivation whereas there are others who lack either or both the knowledge and the drive to be actively engaged in any particular co-curricular activities.

Teachers managing the co-curricular activities with such varied students abilities and commitment have a challenging task. However, with a framework as a guide, their leadership effectiveness could be enhanced by adopting the appropriate strategy under specific situations to lead co-curricular teams.

Educationists say that co-curricular activities help children develop their personality; for psychologists it sublimates their instincts and gives vent to their pent-up feelings; and sociologists maintain that it helps them in the words of Dunhill (1961 p. 34) “to act civically, to live as friendly neighbours and to develop a sense of responsibility through accepting responsibility.”

Dunhill (1961) states that better achievement in co-curricular activities not only give satisfaction to the students but it also infuses a sense of pride in their school. This tone or school spirit in his view should unduly help every activity or pastime undertaken by the pupils of the school. Co-curricular activities play an important role in the lives of university students.

Thus, several studies have been conducted in various countries on the status and effects that co-curricular activities can have on students. In one of those studies conducted by Zill (1995), he concluded that students who participated in co-curricular activities reflected positively in their academic performance and some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social

development, academic achievement, and participation in activities related to delinquency.

In one study, Sillicker and Quirk (1997) examined the effects of extra-curricular activity participation on the academic achievement of high school students. Participants consisted of 123 high school students who participated in interscholastic soccer during the first quarter of the school year but were not involved in any extracurricular activity during the second quarter.

The results of the studies indicated that participants had higher grade point average in the first quarter (Example, during soccer season) than in the second quarter (outside soccer season) and the student attendance was also found higher during the soccer season. Situational leadership is based on interplay of these factors (Hersey, Blanchard & Johnson, 1996):

- a) Amount of guidance and direction the leader (teacher) gives;
- b) Amount of socio-emotional support the leader (teacher) provides;

Marsh (1992) examined the effect of total co-curricular activities participation during the students' last two years in high school. He collected data on 10,613 students from the second cycle of the Singapore high school and beyond. His study found total extra-curricular activity participation to be significantly related to 13 of the 22 outcome variables studies.

Total co-curricular activity participation was positively correlated with global self-concept, academic self-concept, taking advanced aspirations, parental involvement, and absenteeism, senior-year education aspirations, academic track, college attendance, parental aspirations and senior

occupational aspirations. In general, the studies conducted on high school athletes showed generally positive effects on co-curricular involvement on academic achievement.

### **Impact of Co-curricular Activities on Learning Outcome**

The involvement of the parents and co-curricular activities are the factors which have an important influence on students and how well they perform in their academics. There are different ways which can be chosen by the students to spend their free time and this will affect their studies positively or negatively depending upon the activity they choose.

A research conducted by the education department of the United States of America discovered that the students who actively contribute in the co-curricular activities are more likely to have a Grade Point Average (GPA) of 3.0 or more as compared to those who are not involved in co-curricular activities (Stephens & Schaben, 2002).

Another study also revealed that regardless of the fact that students who belong to different areas, their achievements in past, the home participation, the involvement in positive activities etc, positively improve their GPA in the examination (Simon, 2001).

Various studies and research have explored different factors which can influence students' academic performance, and many to Bringing Up Girls in Science (BUGS), which is for young girls and parents at the University of North Texas: "the upbringing and the environment of the home are the most important factors which influence the academic achievements of the students." 1) An association seems to exist between the activities chosen by students and

their academic achievements.

One of the main controversies that exist nowadays is the effect of television watching on the academic achievements of the students. The amount of television viewing and parental involvement are not the only factors which can affect the achievements of the students but also the effects of community activities and sports have association with the performance of the students.

The administration of different schools are interested to find out whether there is association between student academic performance and the involvement in the co-curricular activities which shows that to some extent there does exist relationship between student performance and the involvement in co-curricular activities (Stephens & Schaben, 2002). These activities have influence on students' academic performance but on the other hand there also exists the debate that whether these activities effect positively or negatively.

The growth of co-curricular activities was not so very fast in the beginning (Millard, 1930). Then gradually the educationist started realizing that these activities do have some influence on the behaviour as well as on the performance of the students.

In the beginning, the co-curricular activities were observed as recreational and were discouraged (Marsh & Kleitman, 2002). Recently the educationists and the administration of different educational institutions started realizing that the co-curricular activities have positive influence on the skills enhancement and the academic performance of the students (Marsh & Kleitman, 2002).

The effect of the sports activities and athletics on the study has been debatable over the years. Few say it has positive effect while others say it has negative impact on the studies. Recent studies on the impact of the sports activities on the studies produced the results which seem to be inconsistent (Broh, 2002). We can also see the inconsistent studies in recent years but most of the research has shown the idea that the sports activities does effect positively on the academic performance of the students.

The conclusions of one study stated that involvement in sports activities is generally not associated to the educational attainment of the students. Moreover this study also showed that participation in sports activities in high school level does not improve grades and performance in academics (Broh, 2002). Many other studies produced positive association between sports activities and academic performance as compared to this study which provided negative association between these two factors.

Broh (2002) thinks that involvement in sports activities enhances students' development and social bond among them, their parents, and schools, and these are the factors which produce positive impact on their performance in their studies. "Longitudinal studies on school sports have suggested that such participation raises students' grades and test scores" (Broh, 2002).

Research has shown that the involvement in sports activities does not guarantee good marks in the examination but it may be possible good students are involved in sports related activities. Recent studies have shown that there exists selection bias of good students who participate in the co-curricular activities as well as sports (Broh, 2002).

## **The Impact of Television Viewing on the Academic Performance of Student**

Although television watching cannot be considered as a co-curricular activity but as far as this study is concerned, television watching has been considered as co-curricular activity. Many studies have classified television watching as leisure activity. More time you spend on the co-curricular activities and other structured activities and less attention towards watching television results in good grades and scores in the examination (Marsh & Kleitman, 2002).

### **The Role of Administrators in Co-Curricular Activities in Education**

Most co-curricular activities that take place in the university is largely not organised or facilitated by administrators. Sports which are organised as inter-university competitions are the very ones that are being facilitated by university administrators.

This has been the case in the University of Cape Coast till now. Staff of the University both in academic and administrative staff were basically employed for main curriculum purposes. Curriculum refers to subject areas such as English, Mathematics, and Science. Most administrators have one of these areas to be in charge. These and many reasons are why students are found alone sometimes when it comes to co-curricular activities.

This in any case does not still give room for students to be left alone in the co-curricular activities. Time has come for administrators to get involved in organising some of these co-curricular activities in order for the students to attach some importance to it. The issue of motivation for administrators has to be addressed in order to have all hands on deck to improve upon the situation of co-curricular activities in the university.

Moreover, the menace of having students die out of stress from academic work must be addressed. A number of researches have been carried out to enumerate the role of the university administrator in co-curricular activities. This will serve as a guide for this work to discuss this area well for future reference. Formerly, the basic school and senior high school experienced a kind of co-curricular activities that was fully administered by school teachers and district organizers. According to Garham (2005), their administration was usually guided by the following rules:

1. Students participating in the programme represent the school District.
2. Students exercise some degree of freedom in the selection, planning, or control of the programme.
3. The programme includes both preparation for performance and performance before an audience or spectators.
4. Co-curricular activities are not part of the regular school curriculum, are not graded, do not offer credit and do not take place during classroom time.

This is the direct opposite to that of the university. Since students have some level of control based on their experience, then a little guidance would

be required by administrators in order to ensure sanity and fairness especially in sports (Marsh, 1992). Moreover, co-curricular activities on campus are not graded so students find it easy to ignore them owing to this fact. Student leaders also owe it as a duty to ensure smooth campus life and stress free, so they could be involved in the fight to make co-curricular activities part and parcel of campus life.

### **Factors Hindering Participation in Co-Curricular Activities**

On 31<sup>st</sup> March, 2008, the ACPA convention conducted a research to identify the factors that prevent university students from participating in co-curricular activities on campus. The study conducted by American College Personnel Association, ACPA (2008) was guided by research questions like: what motivates students to participate in co-curricular activities? what prevents students from participating? and are there certain student characteristics that relate to participation behaviour?

One can therefore say that students need some level of motivation in order for them to get involved with co-curricular activities. Motivation exist in several forms this includes time allocation and administrative involvements. This is one way or a source of motivation for the students to feel obliged to be partakers of what is needed for them to perform without realising that they are helping themselves especially in their academic achievements.

Certain students may also have peculiar reasons for not participating in co-curricular activities. Some may be that they do not find the existing co-curricular activities as interesting as they would have wanted it to be. Another reason may also be time constraint which hinders students from participating

especially in the University of Cape Coast where lectures and quizzes are organised over some weekends making it difficult for students to get involved.

Other concerns raised by the ACPA (2008) explain how student's characteristics also which hinders them from participating fully. It may include students with physical disability such as blind and cripple students on University of Cape Coast campus who are not environmentally friendly. No structures have been put in place for them to be able to participate in some games. With the exception of the main library, all other structures are hostile to these vulnerable students.

### **Empirical Framework**

Competency building begins at basic school level. There is extensive literature on competency building and co-curricular activities. Green (1998) emphasized that the contents of competency building will finally ensure that the workforce produced will possess the proficiency and literacy that is required for a good performance. A study carried out by Russell, Peter, Donald and Robert (2000) found that co-curriculum involvement in high school produces honesty and fair play needed to prevent delinquency and crime.

According to Rose (2000), repeated records of high school students across the United States have shown that those students who become heavily involved in co-curricular activities tend to be model students and seldom get involved in delinquency and crime. Previous studies reveal that, students' involvement in co-curricular activities makes them likely to stay in school and improve retention rates.

A study done by Davalos, Shavez, and Guardiola (1999) showed positive effect of co-curricular activities on students' leading to low dropout in school for Mexican-American youths. These results support the argument that co-curricular activity involvement may provide individuals with a sense of belonging that may contribute to higher retention rates for these individuals (Oliver, 2000; Zill, 1995). The Education Digest (George, 2000) stated that research has shown that student participation in co-curricular activities is reflected in improved academic achievement.

A report on The Condition of Education, United States Department of Education, and National Centre for Education Statistics in 1995 found that participation in co-curricular activities may affect academic performance, attachment to school and social development. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education (Arkansas Activities Association, 2001).

According to Education Week, Washington (Anonymous, 2001), new data from the U.S.A show that participating in curriculum activities link to better performance in school. Modi, Konstantopoulos and Hedges (1998) found that gifted students appear to spend their time out of school participating in constructive activities.

John and Robert (1997) indicated that engagement in school co-curricular activity is linked to decrease rates in early dropout in both boys and girls. An article featured in the Cedar Rapids Gazette "Activities Support," in

2000 stated that school activity programmes cost very little yet provide students with many important benefits.

Breithaupt and Charles (1996) studied the relationship between students' attitude of co-curricular activities and their participation in these activities in high school in Texas (USA). Students' characteristics were studied in relation to the amount of time spent in school activities. It was also noted that Grade Point Average (GPA) was the best predictor for student's participation in school activities. Gender of students was insignificant for participation in co-curricular activities.

In the study, students also indicated that they participated to have fun, improve skills, for social reasons and for the excitement competition provided them. Those who failed to participate said it was because of lack of opportunity. Both participants and non-participants admitted that co-curricular activities motivated them to perform better academically.

Spady (2001) made a study on the effect of extent of individual involvement in co-curricular activities on academic achievement. He suggested that students may achieve at higher levels because of their greater extent of involvement in co-curricular activities. The extensive involvement may contribute to the ability to perform several roles simultaneously and may increase the likelihood of their future success or educational attainment. Numerous studies have been conducted concerning the relationship between extracurricular, co-curricular 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).

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”. 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).

Many extra-curricular 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, pg 41). “A number of studies revealed that students participating in extracurricular activities did better academically than students who did not participate” (Marsh & Kleitman, 2002, p.34). 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). Darling, Caldwell, and Smith 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 favourite 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.

Numerous studies indicate that extracurricular activities do, in fact, promote academic performance in students. However, are the extracurricular activities themselves, regardless of outside or social influences, responsible for this impact on academic performance? Guest and Schneider (2003) conducted research on what influence various social factors on the relationship between extracurricular activities and academic performance.

They found that most of the studies previously conducted on the relationship between these two factors had not taken into account the meaning that participation in extracurricular activities held for individual participants within distinct social contexts. They believed that every school and community assigned certain values to the various activities, putting more importance on some over others. The value that is placed on each activity affects the relationship between that specific activity and academic performance (Guest & Schneider, 2003).

Guest and Schneider (2003) concluded that there are three factors which influence this relationship. These factors are the “what,” the “where,” and the “when”. The “what” suggests that “the type of participation or activity undertaken influences developmental outcomes” (pg 53). The “where” suggests “that the school and community context in which extracurricular activity takes place matters” (pg 54).

Finally, the “when” suggests “that the developmental and historical context in which extracurricular participation takes place influences both how it is valued and its effects on subsequent development” (Guest & Schneider, 2003, p.55). All three of these factors work together to influence the relationship between students’ participation in extra-curricular activities and their academic performance, because each one places a different value both on activities and academics.

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, p. 117). 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).

Although this particular study produced a negative relationship between sports and academic performance, many demonstrate a positive relationship.

Broh (2002 p. 118) 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”. “Longitudinal studies on school sports have suggested that such participation raises students’ grades and test scores” (p.119).

Stephens and Schaben (2002) performed a study looking at the number of sports each student played and its affect 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). 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” (p. 69).

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 associate neuron-hormonal balance, changing nutritional status, or promoting the growth of interneuron connections”(p.64).

Compared to other extra-curricular 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.

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 not participation in sports” (p.57).

### **The Value of Co-Curricular Activities for the University Student**

Co-curricular activities may not be tested or graded, but they educate and benefit students in ways that classroom activities cannot. Co-curricular activities pursuits are integral to the educational programme and whether or not they carry academic credit have legitimate links to regular courses and to the purposes of middle level and high schools (Klesse & D'onofrio, 2000). They underpin the goal of teaching students to be responsible and fulfilled human beings with opportunities that develop character, critical thinking, social skills, and talents (NASSP, 1996).

Co-curricular activities also provide students with a network of peers and adults who have interests and talents similar to their own. Students who participate have the chance to excel individually, be part of a group, and gain real-life lessons about the importance of teamwork, responsibility, commitment, and hard work (Educational Research Service, 1990). Participation in co-curricular activities improves an adolescent's chances of

avoiding such risky behaviours as dropping out, becoming a teenage parent, engaging in delinquency, smoking, or abusing drugs or alcohol through three mechanisms, according to Zill (1995).

- Time displacement: the widely held notion that if a young person spends a great deal of time in beneficial or harmless activities, he or she will not have time to get into mischief.
- Commitment building: the argument that participation in constructive activities, by developing skills, creating aspirations, and providing rewarding experiences, strengthens a young person's commitment to conventional institutions, such as school, and traditional career pathways.
- Group pressure: the idea that participation in teams, clubs, or other group activities promotes a sense of membership or belonging.

### **Expanding the Curriculum**

Co-curricular activities are an extension of, not a diversion from, a good educational programme and support the academic mission of the school. Students who participate in activity programmes tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems than students who don't participate (National Federation of State High School Associations [NFHS] 1999).

Students who participate in co-curricular activities not only do better academically than students who do not but also develop other facets of their personalities in the process. Self-esteem, self-confidence, social cooperation, and leadership skills are just a few of the cognitive factors that are affected.

Co-curricular activities allow students to blend aspects of their academic learning into personal actions (Allison, 1979).

Co-curricular activities may be one of the reasons many students stay in school or find personal meaning for their middle level and high school years. Students who are involved in co-curricular activities are able to extend and enrich previously learned academic skills through competitions and real-world simulations.

In the co-curricular setting, they may also develop and practice artistic, musical, and climb, such activities as team sports create bonds that cut across racial lines. For example, 76 percent of all White and African-American student athletes say they became friends with someone from another racial or ethnic group while playing sports (Lapchick, 1996).

### **The Effectiveness of Co-curricular Activities on Academic Achievements of Students**

According to the research made by the Foundation University Islamabad Pakistan, most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is all-round development of the students. So it is logical to think that co-curricular activities are the integral part of educational system.

Kumar (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all round development of children. Mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities.

They further added that for social, physical and spiritual development co-curricular activities are pre-requisite. Co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of educational institution (Wikipedia).

These were not regarded as co-curricular activities but due to their recognition of their importance, now these are called co-curricular activities. Whether these activities have any relation with academic achievement or not, these are important in their own right due to many reasons. Many educationists believe that these active increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self disciplined and confident.

Marsh and Kleitman (2002) tested whether participation in co-curricular activities influence academic outcomes even when the effects of a student's ability, school, personal and family characteristics, and numerous other factors are controlled.

They found that joining more co-curricular activities and spending more time participating in them is associated with higher grades, more difficult courses selected, more time spent on homework, more colleges applied to, a higher likelihood of starting and finishing college, and a higher final degree earned, even when other factors are controlled.

Size of the sample for this study was 12,084 students which further increased the reliability of the results. Broh (2002) stated that researchers have found positive associations between co-curricular participation and academic achievement.

Darling (2005), compared the students who participated in co-curricular and who did not participate in these activities and commented as, “students who participated in school-based co-curricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in co-curricular activities at all”.

Thompson and Austin (2003) found no significant relationship between co-curricular activities and the academic grades Mahoney (2003) found a positive relationship between co-curricular activities and interpersonal competencies, high aspiration and better attention level. Hollway (2002) studied effect on motivation and found it positive too. Similarly Bauer and Liang, (2003) showed positive effect on critical thinking, social and personal maturity.

### **Disadvantages of Co-Curricular Activities**

A number of concerns have been discussed about the value co-curricular activities place in the individual's life and the university as a whole. However, a few issues have the potential to discredit it and must be fully addressed. These include pressure, frustrations, physical stress and time wasters on the part of the student.

#### **Frustration**

According to Scholars, no matter the age, students can become frustrated if they are overworked with school, friends, family and co-curricular activities. Older students sometimes juggle jobs as well. Students need time to

study, relax with peers and join family time. Anytime students struggle to find a balance in life, parents should look at their co-curricular involvement.

Students might also be frustrated that they do not have time to grow their talents. If students put too much focus on a few, specific abilities, they might not develop into well-rounded people. To avoid this disadvantage, Scholars suggests giving students other options and encourages other interests, so that they do not feel an overwhelming pressure to succeed at just one thing.

### **Physical Stresses**

Another disadvantage of co-curricular activities is physical stresses. Students might not always know how to articulate their physical problems, but Scholars suggests looking for common ailments. In younger children, over scheduling most often takes the form of irritability, avoiding eye contact and tantrums.

With students, look out for mood swings, recurrent sickness such as stomachaches and complaints about the activities themselves. The activities might cause physical pain, such as leg cramps or headaches. In such cases, seek medical treatment to ensure your students' complaint does not warrant further attention.

### **Pressure**

Besides scheduling of the school's main curriculum, co-curriculum also need some time on the timetable in order for students to have enough time to engage themselves in. This will help eliminate unnecessary pressure from students. Time for co-curricular must not conflict with the main curriculum.

This includes many other reasons why most students would not want to engage in co-curricular activities.

### **Time Wasters**

A lot of co-curricular activities require much time, so some students consider it as time waster. It must therefore be guided by a facilitator to ensure that it does not become a form of time waster. The student or the school administrator must apply some organizational skills to include all activities. Even though students involve themselves in co-curricular activities, they must be sure that their focus does not shift from their academics.

Co-curricular activities can distract a students' attention from focusing on their academic activities, which can be very harmful. Some institutions also force their students into co-curricular activities, which take the fun out of such activities.

### **Emerging Issues from the Literature Review**

It is well noted that co-curricular activities is part and parcel of university students' life. It therefore needs to be given the needed attention it requires in order to bring the balance that the university graduate needs for the corporate world.

The study has revealed a number of findings indicating that co-curricular activities are widely discussed the world over and has made valuable contributions to all institutions especially the universities. The present study was therefore designed to find out the attitudes of students towards co-curricular so that the university of Cape Coast authorities will have

a basis for instituting measures to promote students participation in co-curricular activities.



## CHAPTER THREE

### METHODOLOGY

#### Overview

The chapter describes the research design, population, sample and sampling procedure. The research instruments, pilot testing, validity and reliability, data collection procedures are also described. Moreover, issues regarding validity of the research instrument are discussed.

#### Research Design

This research explored, analysed and interpreted the attitudes of the University of Cape Coast students towards co-curricular activities. The descriptive research design was used for the study. According to Best and Kahn (1993), a descriptive research “is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing” (p. 113).

They further stated that, “descriptive research deals with the relationships between variables, the testing of hypotheses or answer research questions concerning the current status of the subject of the study and the development of generalizations, principles, or theories that have universal validity, it is also concerned with functional relationships” (p. 144).

The descriptive survey explains and answers the questions of ‘what’, ‘why’, ‘how’ and ‘where’. It goes on to examine why the observed patterns exist and what they imply. Though it does perfect work on qualitative research, such studies are seldom limited to a merely descriptive purpose (Babbie, 2007).

Also according to Gay (1992), descriptive research is the type which specifies the nature of a given phenomenon. Descriptive design is versatile and practical in the sense that it identifies present conditions and points to recent needs. It also provides information on which sound decisions are based.

Descriptive survey design (using the cross-sectional) was adapted in this study applying both qualitative and quantitative research methodologies. The study used structured closed-ended questionnaire as the main instrument to collect data alongside observation, as qualitative approach which were quantified into values for interpretation.

Descriptive survey design according to Amedahe and Gyimah (2003) makes use of various data collection techniques involving observation, interview guide, questionnaire, attitude scale and examination of teaching documents.

According to Knupfer and McLellan (2001), “descriptive research does not fit neatly into the definition of either quantitative or qualitative research methodologies, but it can utilize elements of both, often within the same study (p. 11)”. When in-depth, narrative descriptions of cases are involved, the researcher uses description as a tool to organize data into patterns that emerge

during analysis. Those patterns aid the mind in comprehending a qualitative study and its complications.

This study reported summary on data such as measures of frequencies and percentages. Hence, it fits into a descriptive survey design. Survey research commonly includes that type of measurement but often goes beyond the descriptive statistics in order to draw inferences. Descriptive studies can yield rich data that lead to important recommendations.

Fraenkel and Wallen (1993) listed the following as advantages of descriptive research:

1. It provides good numbers of responses from numerous people.
2. It provides a meaningful picture of events and seeks to explain people's perception and behaviour on the basis of information obtained at a point in time.
3. It can be used with greater confidence with regard to particular questions which are of special interest and values to a researcher.
4. In- depth follow-up questions can be asked and items that are not clear can be explained.
5. It is very easy to analyze the responses obtained from the respondents.

They also provide the following demerits:

1. Answers can vary greatly depending on the exact wording of the questions or statements.

2. It can produce untrustworthy results because they may delve into private and emotional matters that respondents may not be completely truthful about.
3. One major weakness of descriptive research is that answers to descriptive research do not enable us to understand why people feel, think or behave in a certain manner, why programs pose certain characteristics, why a particular strategy is used at a certain time and so forth. As a result, our understanding of situation, group of phenomenon is limited.

In spite of these demerits, the rationale for choosing this design was to enable more respondents to be questioned fairly quickly and observed at less cost and also since questions are structured, there would be less influence from dynamics of interpersonal variable such as personality influences. Also it allows for greater degree of accuracy, reliability, standardizations of measurement and the uniqueness of the study; much information can be obtained from individual respondents of the population. Finally, not so much is involved, in terms of time and energy.

### **Population**

The target population consisted of two categories of people namely regular undergraduate students and hall administrators of the University of Cape Coast. Undergraduate students were selected because they constitute the main group of students which constitute main stream.

Hall administrators were also selected because they are the first point of contacts with students and are better informed about academic performance of students. The accessible population was sampled from level 100 to 400 students of the University of Cape Coast (UCC) and some selected lecturers who serve as hall administrators from all the halls of residence on campus. These students were selected because it was envisaged that since they are students of the university, they will have firsthand experience about student's attitude towards co-curricular activities.

The Hall administrators (Hall Tutors, Hall Masters, Hall Counsellors, Hall Administrative Secretary and Hall Wardens) were selected for the study because they are in the hall of residence with the students and are better informed about students' academic activities and non-academic activities of students.

The reason behind this sampling is that these lecturers serve in various capacities in the hall of residence of students and have specific information about all activities that takes place in the halls. This was meant to help the researcher elicit specific information from them. The total number of questionnaires which were administered to students was 600 and thirty hall administrators.

Interview guide was also prepared for a group of students who were sports, entertainment and Religious denominations' executives. Twenty-five interview guides were for sports and entertainment committee members and 25 religious denominations' executives on campus.

### Sample and Sampling Procedure

Two sampling methods were used to arrive at the sample based on convenience, proximity or closeness at hand (Kannae, 2004). Convenience and purposive sampling technique were used. Besides, the researcher had established a good rapport with most students and hall administrators and was also familiar with them and could get access to their facilities and support. The sample size for the study was considered according to the effect size, power, the significance level, and the number of variables used in the study (Stevens, 1996).

According to the literature, small effects are difficult to detect and in practice researchers would generally not invest in studies where small effects exist. The sample size was 680 out of 15,924 total student population. These comprised of 4,210 first year students (Level 100), 3,509 second year students (level 200), 4,278 third year students (level 300) and 3,927 fourth year students (Level 400).

A convenience sample is simply one where the units that are selected for inclusion in the sample are the easiest to access. It helps in gathering useful data and information that would not have been possible using probability sampling techniques, which require more formal access to lists of the population. Because some members of the population have no chance of being sampled, the extent to which a convenience sample regardless of its size actually represents the entire population is not guaranteed. That is why a sample size of 600 out of 15,924 students was considered adequate. Recruiting a non-probability sample is always a priority for researchers (Fowler, 1984).

Convenient sampling was used to sample undergraduate students. This is because they consisted of the largest population on the university campus. Sometimes known as Accidental sampling, grab or opportunity sampling. Convenience sampling (Powell 1997) is a non-probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The subjects were selected just because they were easiest to recruit for the study and the researcher did not consider selecting subjects that are representative of the entire population.

In all forms of research, it would be ideal to test the entire population, but in most cases, the population is just too large that it is impossible to include every individual. This is the reason why most researchers rely on sampling techniques like convenience sampling, the most common of all sampling techniques.

Many researchers prefer this sampling technique because it is fast, inexpensive, easy and the subjects are readily available. This sampling technique is also useful in documenting that a particular quality of a substance or phenomenon occurs within a given sample. Such studies are also very useful for detecting relationships among different phenomena.

Purposive sampling technique was used to obtain the 30 hall administrators. Purposive sampling technique was used to select the hall administrators because of their advantage of experience and appropriateness for the study. Again, the total numbers of hall administrators in the six halls are sixty (60).

This implies that a sample of 30 out of 60 represents 50% of the hall administrators which is largely representative. In purposive sampling, the

researcher handpicks the cases to be included in the sample on the basis of judgment of their typicality and uniqueness or their particularly knowledgeable about the issues under study.

Thus, in purposive sampling, also known as judgmental sampling, the researchers purposely choose subjects whose opinions are thought to be relevant to the research topic (Amedahe & Gyimah, 2003). In other words, it is based on deliberate choice and excludes any random process (Stout, Marden & Travers, 2000).

According to Frankel and Norman (2003), purposive sampling is a non-probability sampling method and it is used because those to be selected have the requisite information.

### **Instrument**

The main instruments that were employed in this study were questionnaires and semi-structured interview guide. The questionnaire was made up of two main sections based on the research questions. There were separate questionnaires for students and hall administrators. To ensure anonymity, respondent's identities were not required. The interview guides were also used for some of students in the sports and entertainment committee and religious denominations' executives.

### **Questionnaire**

In all, two questionnaires were designed to elicit attitudinal responses from undergraduate students and hall administrators. The instruments were constructed with the guidance from the supervisor. The questionnaires selected

for the study were open-ended and closed-ended. The open-ended questionnaires enabled the respondents to express their views whilst the closed-ended ones offered options for the respondents to choose the appropriate one that apply to them using their own expressions.

The questionnaires were formulated with the objectives and research questions in mind. The closed-ended students' questionnaire was made up five main sections, namely personal data as section A, Categories of co-curricular activities as section B, Resources available for co-curricular activities as section C, Students' attitudes as section D, and finally Co-curricular activities and academic performance as section E.

The hall administrators' questionnaire also made up four sections. The section A as General information on lecturers, Administration and co-curricular activities as section B, Lecturers' participation in co-curricular activities as section C and lastly Lecturers' perception on co-curricular activities.

The background data collected gave a clearer picture of their stand concerning co-curricular activities. This also represented the opinions/voice of students and lecturers at each level in the University of Cape Coast making the sample a lot more representative. Both questionnaires were scored as a: Agree, b: Agree, c: Disagree, d: Strongly disagree and e: None. There were also yes or no responses scored as (a) and (b) respectively.

### **Interview Guide**

Informal interviews were conducted with selected subjects in the sample. These included 25 sports and entertainment committee members in all

six halls of residence and 25 religious denominations executives on University of Cape Coast campus. They were interviewed individually and recorded. Member-check was then used to validate the data.

These were randomly selected for the study. Eight religious groups were randomly selected from out of 25 recognised groups. These are GHAMSU (Ghana Association of Methodist students Union), PENZA (Pentecost Students Association), AGCM (Assemblies of God Christian Ministry), PAX ROMANA (Catholic Students Union), NUPSG (National Union of Presbyterian Students in Ghana), GNASS (Ghana National Adventist Students), International Light House Chapel Students and GMSA (Ghana Muslim Students Association).

The interview guides were necessary because they were capable of providing more detailed information on the study. It also counter checked whether the written responses departed from the responses in the questionnaire that helped in cross checking validation to support the material collected through the questionnaire.

### **Pilot-Testing of Research Instruments**

Before the administration of the final (main) questionnaires, a pilot test was conducted using convenient sampling to identify any challenges likely to hinder the smooth conduct of the study. This was to test the validity and reliability of the instrument.

The instrument was first given to experienced researchers and people with expertise in attitude of students in co-curricular activities and research to

peruse and critique. They made useful suggestions and recommendations for improvement of the study.

In all, 30 respondents were used for the pilot test for both students and hall administrators. Also before going to the selected university, to seek the views of those students and hall administrators, the researcher wrote for permission from the administration of that university and required an introductory letter from the Institute for Educational Planning and Administration (IEPA).

The research instruments were piloted at University College of Education, Winneba to enable the researcher to moderate the questionnaire, identify available and credible sources of data and ascertain any challenges likely to hinder the smooth conduct of the study.

### **Validity and Reliability**

Validity is a measure “ of the extent to which research conclusions effectively represent empirical reality or whether constructs devised by researchers accurately represent or measure categories of human experience” (LeCompte & Preissle, 1993, p. 323). It is a demonstration that a particular research instrument in fact measures what it purports to measure (Durrheim, 1999). Validity measures taken in this study was based on these conceptions and notions of validity.

In order to validate my research instruments, I consulted the people involved in students’ co-curricular activities such as sports coaches and patrons of societies. The purpose was to gain insight into what teachers and

lecturers were expected to do, so that the researcher developed the instruments accordingly. Durrheim (1999) suggests that the researcher approach others in the academic community to check the appropriateness of his or her measurement tools.

To ensure that the content chosen was within the prescribed domain of the study, test items were given to some lecturers to cross check and contribute to the attitudinal areas that were tested in this study.

Reliability on the other hand refers to the extent to which a measuring instrument; a questionnaire, a test yields the same results on repeated applications (Durrheim, 1999). It means the degree of dependability of a measuring instrument. In this study, the split-half method was used to check the reliability of the instruments, because it was a “more efficient way of testing reliability” and was less time consuming (Durrheim, 1999, p. 90).

The split-half method requires the construction of a single test consisting of a number of items. These items are then divided or split into two parallel halves (usually, making use of the even-odd item criterion). Respondents' scores from these halves were then correlated using the Spearman-Brown formula used in reliability testing. The value of the reliability coefficient was .70. This value indicates a good degree of reliability of the instrument as asserted by (Fraenkel & Norman, 2003).

### **Data Collection Procedure**

The Institute for Educational Planning and Administration of the University of Cape Coast was contacted for a written letter of permission to

conduct the study in UCC. After the permission was granted, selected students and hall administrators were contacted in person, briefed on the importance of the study and their consent was sought for participation in the study. The data collection procedure determined the outcome of the study. It was therefore imperative to adopt a standard workable method of collecting the relevant data to ensure that the results of the study were acceptable.

A short introduction preceding the research instrument required the respondents (students and hall administrators) to participate voluntarily in the study. To ensure the anonymity of the respondents, no identification was required of them in answering the survey instrument and the open-ended and closed-ended questions.

The instruments were hand-delivered to all the participants by the researcher. The researcher after giving out the questionnaires, informed respondents that he will be available in the department for some days and this gave the respondents the chance of asking questions for clarification on the items of the questionnaires and at the same time gave room to conduct the study. At the end of 10 weeks, 576(98.5%) out of 600 questionnaires for students were retrieved, while 27(90%) out of 30 questionnaires for hall administrators were also retrieved.

### **Data Analysis**

This study used a mixed-method (both qualitative and quantitative) to analyze data. Knupfer and McLellan (2001) stated that; any measured quality has just the magnitude expressed in its measure and quantities are of qualities. According to an International Program for Development Evaluation Training

(2007), whether you choose qualitative data or quantitative data, you will find your data collection and data analysis will overlap. Tesch, cited in Fara, Brown and Mangione (2002), also indicated that, ‘a process of data analysis is eclectic; there is no ‘right way’.

Creswell, cited in Fara Jr, et al. (2002), also noted that, “unquestionably, there is not one single way to analyze qualitative data; it is an eclectic process in which you try to make sense of the information. The study was interested in exploring the attitude of University of Cape Coast students towards co-curricular activities.

The completed questionnaires were collected from the students and hall administrators; and a data file was prepared using the statistical computer application software called the Statistical Package for Some Solutions (SPSS) by assigning identity numbers to each case. The choice of the Statistical Product for Service Solution (SPSS) version 16.0 software package over the other packages was because;

1. That is the software package the researcher is familiar with
2. Of large sample size to use manual calculation

The SPSS version 16.0 was used to compute frequencies and percentages necessary to describe the attitude of University of Cape Coast students towards co-curricular activities. This was also used to answer the research questions;

All respondents were given serial numbers to facilitate coding and analysis. The determination of positive and negative perception was based on

Kubiszyn and Borich (2004) assertion that “higher weights are associated with positive beliefs and practices towards calculator use and lower weights with negative beliefs and practices towards calculator use”(p.112). The data collected from the respondents was categorized and analysed. Conclusions from relevant related literature captured along to authenticate the findings of the study.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **Introduction**

This chapter presents the results of the study and discusses the background characteristics of the respondents (undergraduate students and hall administrators) in their attitudes towards co-curricular activities. A review of the level of participation of different students groups that is entertainment chairman or chairperson and Sports chairman or chairperson, as well as hall administrators (staff) involvement or attitudes in co-curricular activities is done. The chapter ends with a summary of the major findings.

#### **Background of the Respondents**

In all, 600 students and 30 hall administrators participated in the study. Of the 600 undergraduate students sampled, 576 representing 98.5% valid questionnaires were retrieved from the students. Also 27 questionnaires representing 90% were retrieved from the 30 hall administrators sampled. The first part of the data comprised summaries of the responses made on the variables of the study.

These include summaries on year level of students, sex, the programmes students' offer, the faculties of the respondents and the number of years administrators have been working in the university. It was considered important to consider the preliminary analysis (background information) about

the respondents in this study because such information would help in determining the extent to which the data they provided could be depended upon.

### Summary of the Data Obtained on Students

#### Levels of Students

The levels profiles of all students are given in Table 1.

**Table 1: Distribution of Levels of Students**

Year levels of Students	Frequency	Percentage
Level 100	169	29.3
Level 200	165	28.0
Level 300	145	25.1
Level 400	91	15.1
No response	6	2.5
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

From the findings in Table 1, out of the 576 respondents, 570 (98.9%) students responded to this question. One hundred and sixty-nine (29.3%) of the students were in level 100, 165 (28.0%) in level 200, 145 (25.1%) in level 300 and 91 (15.1%) are in level 400. This shows that students of all levels of students in the University participated in the study.

### Distribution of Students by Sex

Out of the total students sampled for the study, 328 (60.1%) were male and 218 (39.9%) female. This has been discussed in the table below. The summaries are shown in Table 2.

**Table 2: Distribution of Students by Sex**

Sex	Frequency	Percentage
Male	328	56.9
Female	218	37.8
No response	30	5.2
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

### Participation in Co-curricular Activities by Programme of Study and Faculty

Tables 3 and 4 do show the proportion of students on various programmes and faculties who participated in the activities of co-curricular activities in University of Cape Coast. The discussions are as follows:

**Table 3: Frequency of Participation by Programme**

Programme	Frequency	Percentage
B.Ed. Science	46	7.9
B.Ed. Arts	48	8.3
B.Ed. Social Science	66	11.4
B.Ed. Mathematics	28	4.9
B.Ed. Home Economics	38	6.5
Population Health and Family life	26	4.8
BSc Agriculture	13	2.2
Bachelor of Commerce	53	9.2
B.A Arts	39	6.7
BSc Nursing	16	2.7
Business Management Studies	38	6.5
B.A. Social Science	37	6.4
Molecular Biology and Biotechnology	19	3.3
BSc Computer Science	18	3.2
Doctor of Optometry	18	3.2
BSc Biochemistry	28	4.8

**Table 3 cont'd**

B.Ed. Social Studies	5	0.8
BSc Water and Sanitation	12	2.0
No response	28	4.8
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

The frequency distribution of respondents by programme offered shows that participants in co-curricular activities in the university came from almost all the programme. However, the level of participation by each programme varies.

**Table 4: Students Participation by Faculty**

Faculty	Frequency	Percentage
Faculty of Education	217	37.6
Faculty of Arts	68	11.8
Faculty of Social Sciences	40	6.9
School of Business	105	18.2
School of Physical Sciences	40	6.9
School of Biological Sciences	68	11.8
School of Agriculture	15	2.6
No response	23	3.9
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

From the findings in Table 4, out of the 576 respondents, 551 (95.7%) students responded to this question. All the respondents were taken from almost all the faculties and schools in the university. However, the level of participation by each faculty varies.

### Summary of Data Obtained on Hall Administrators

**Table 5: Distribution of Hall Administrators by Status**

Status	Frequency	Percentage
Lecturer	10	37.1
Senior lecturer	4	14.8
Professor	1	3.7
No response	12	44.4
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field survey, 2012

The data on Table 5 reveals that, 10 (37.1%) are Lecturers, 4 (14.8%) are Senior lecturers, one (3.7%) is a Professor and 12(44.4%) did not indicate their statuses. The professional status of the administrators in the university suggests that one needs to attain a certain level of education before surviving in the working profession of the university. The status of these administrators is lecturer, senior lecturer, associate professor and professor.

### Sex of the Hall Administrators

Out of the 27 administrators sampled for the study, 24 responded to this question, 18 (66.7%) were male, 6 (22.2%) female and 3(11.1) did not indicate their gender. The summaries are shown in Table 6.

**Table 6: Distribution of Administrators by Sex**

Sex	Frequency	Percentage
Male	18	66.7
Female	6	22.2
No response	3	11.1
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field survey, 2012

### **Attitudes of Students towards Co-curricular Activities**

Participation of students in co-curricular activities depends on their perception and their attitude towards these activities. Students' attitudes may vary depending on how he or she perceives the effect of participation in co-curricular activities on their academic performance.

When students think that, participation in co-curricular activities will enhance their academic work, they will develop positive attitude towards it and their level of participation will be high. On the other hand, students who view co-curricular activities as waste of time may develop negative attitude towards them and therefore will be reluctant to get involved in these activities with the result that their level of participation will be low or nil.

Sports committee members, entertainment committee members and religious executives were interviewed to seek their opinion on co-curricular activities. They all gave the explanation that co-curricular activities are activities that gives students pleasure and entertainment. In order to find out

more about the perception of student's co-curricular activities and their consequent involvement, the attitude of students towards co-curricular activities was also investigated.

**Table 7: Importance of Co-curricular Activities by Students**

Responses	Frequency	Percentage
Strongly disagree	206	35.8
Disagree	107	18.6
Neither agree nor disagree	24	4.2
Agree	94	16.3
Strongly agree	63	10.9
No response	82	14.2
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

From the findings in Table 7, out of the 576 respondents, 494 (85.8%) students responded to the question. Two hundred and six (35.8%) respondents strongly disagree that co-curricular activities are important part of campus activities, 107 (18.6%) disagree, 24 (4.2%) neither agreed nor disagreed that co-curricular activities are important, 94 (16.3%) agreed that co-curricular activities are important and 63 (10.9%) also strongly agree that co-curricular activities are important part of campus activities but 82(14.2%) did give any response. It can be concluded from the data that, the majority of the respondents held the perception that co-curricular activities is not one of the

important activities on campus. Table 8 also discusses students' participation in co-curricular activities.

**Table 8: Students Participation in Co-curricular Activities**

Responses	Frequency	Percentage
Strongly disagree	176	30.6
Disagree	160	27.7
Neither agree nor disagree	19	3.3
Agree	106	18.4
Strongly agree	49	8.5
No response	66	11.5
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

From the findings in Table 8, out of the 576 respondents, 510 (88.5%) students responded to this question. One hundred and seventy-six (30.6%) strongly disagreed that it is necessary to get involved in co-curricular activities on campus, 160 (27.7%) disagreed, 19 (3.3%) neither agreed nor disagreed that it is necessary to get involved in co-curricular activities on campus, but 106 (18.4%) of the students agreed that it is necessary to get involved in co-curricular on campus and 49 (8.5%) also strongly agreed that it is necessary for students to get involved in co-curricular activities on campus but 66(11.5) did give any response.

Again, from the data, it is seen that the majority of the students does not see it necessary for students to participate in co-curricular activities on

campus. Attempts were made to find out from the students if their schedule for lectures and other academic activities allow them to participate in co-curricular activities and Table 9 discusses it.

**Table 9: Students Academic Schedule**

Responses	Frequency	Percentage
Time for participation	193	33.5
No time for participation	330	57.3
No response	53	9.2
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

Out of the 576 respondents, 523 (90.8%) students responded to this question, 193 (33.5%) said 'Yes' their schedule for lectures and other academic activities allow them to participate in co-curricular activities whilst 330 (57.3%) said 'No' their schedule do not allow them to participate in co-curricular activities, but 53(9.2%) did not give any response.

This is one of the reasons why students do not find it necessary to get involved in co-curricular activities and also find it as unnecessary activity on campus. Attempts were also made to find out from the students if there is any time allocated for co-curricular activities on campus and Table 10 discusses it.

**Table 10: Time Allocated for Co-curricular Activities**

Responses	Frequency	Percentage
Time for co-curricular activities	229	39.8
No time for co-curricular activities	306	53.1
No response	41	7.1
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field survey, 2012

Out of the 576 respondents, 535 (92.9%) students responded to this question, 229 (39.8%) of the students said 'Yes' there is time allocated for co-curricular activities whilst 306 (53.1%) said 'No' there is no time allocated for co-curricular activities while 41(7.1%) gave no response.

This is one of the reasons why students do not find it necessary to get involved in co-curricular activities and finds it as unnecessary activity on campus. The hall administrators were also asked about their perception on their attitudes towards co-curricular activities and how they view student's attitudes towards co-curricular activities.

**Table 11: Administrators' Support of Co-curricular Activities**

Responses	Frequency	Percentage
Administration support	19	70.4
No administration support	6	22.2
No response	2	7.4
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

Out of the 27 hall administrators sampled, 25 (92.6%) hall administrators responded to the question. The majority 19 (70.4%) of the respondents said 'Yes', the university administration support co-curricular activities whilst 6 (22.2%) said 'No', the university administration did not support co-curricular activities but 2(7.4%) did not indicate any response. The administrators were also asked if the university had allocation for co-curricular activities on the university calendar for each semester and Table 12 discusses that.

**Table 12: Allocation of Co-curricular Activities on the University Calendar**

Responses	Frequency	Percentage
Calendar support co-curricular activities	16	59.3
Calendar do not support co-curricular activities	5	18.5
No response	6	22.2
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

Out of the 30 hall administrators sampled, 21 (77.8%) hall administrators responded to this question. The majority 16 (59.3%) of the respondents said 'Yes', the university administration had allocated time for co-curricular activities on the calendar for each semester, 5 (18.5%) also said 'No', the university administration had not allocated time for co-curricular activities on the calendar for each semester while 6 had no response.

This contradicts the views held by students, and this may be as result of students not being aware of this development or information or the university administration had this in its academic guidelines or policy but did not implement it.

### **Participation of Students in Co-curricular Activities**

This section deals with how students participated in co-curricular activities. The study will also find the extent to which students involve themselves in co-curricular activities and Table 13 discusses it.

**Table 13: Students' Perception of Co-curricular Activities**

Responses	Frequency	Percentage
Most of the time	118	20.5
Some of the time	273	47.4
Seldom	117	20.3
Never	17	2.9
No response	51	8.9
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

From the findings in Table 13, out of the 576 respondents, 525 (91.1%) students responded to this question. One hundred and eighteen (20.5%) respondents said that, they see students most of the time participating in co-curricular apart from lecture activities, 273 (47.4%) said, they sometimes saw students participating in co-curricular activities, 117 (20.3%) also said, they seldom saw students participating in co-curricular activities apart from lecture activities, 17 (2.9%) said, they never saw students participating in co-curricular activities apart from lecture activities on campus while 51(8.9%) gave no response. Students were asked about their personal involvement in co-curricular activities and Table 14 presents the outcome.

**Table 14: Students' Participation in Co-curricular Activities**

Responses	Frequency	Percentage
Most of the time	84	14.6
Some of the time	247	42.9
Seldom	82	14.2
Never	101	17.5
No response	62	10.8
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

From the findings in Table 14, out of the 576 respondents, 514 (89.2%) students responded to this question. Eighty-four (14.6%) respondents said that, they most of the time participated in co-curricular activities, 247 (42.9%) said,

they sometimes participate in co-curricular activities, 82 (14.2%) said, they seldom participated in co-curricular activities, 101 (17.5%) said, they had never participated in co-curricular activities but 62 (10.8) gave no response. This may be as a result of student's tight academic schedule and no allocation of co-curricular activities on the university academic calendar.

### Co-curricular Activities and Academic Performance

This section also deals with the relationship between participation in co-curricular activities and academic performance. It will also find out the extent to which student's participation in co-curricular activities affect academic performance as suggested by Feltz & Weiss, (1984).

**Table 15: Importance of Co-curricular in Relation to Academic Performance**

Responses	Frequency	Percentage
Strongly disagree	161	30.0
Disagree	174	30.1
Neither agree nor disagree	43	7.3
Strongly agree	48	8.2
Agree	108	18.3
No response	42	7.2
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012.

From the findings in Table 15, out of the 576 respondents, 534 (92.7%) students responded to the question. One hundred and sixty-one (30.0%) of the

students strongly disagreed that co-curricular activities are important for academic performance, 174 (30.1%) disagreed that co-curricular activities are important for academic performance, 43 (7.5%) neither agreed nor disagreed that co-curricular activities are important for academic performance, 48 (8.3%) strongly agreed that co-curricular activities are important for academic performance, 108 (18.6%) also agreed that co-curricular activities are important for academic performance but 42 (7.3%) gave no response. To conclude, most of the students held the view that co-curricular activities are not important for academic performance. Table 16 also discusses the impact of co-curricular activities on academic performance.

**Table 16: Impact of Co-curricular Activities on Academic Performance**

Responses	Frequency	Percentage
Strongly disagree	140	24.3
Disagree	201	34.8
Neither agree nor disagree	39	6.8
Strongly agree	47	8.2
Agree	100	17.4
No response	49	8.5
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012.

The data at Table 16 reveals that, out of the 576 respondents, 527 (91.5%) students responded to this question. One hundred and forty (24.3%) of the students strongly disagree that co-curricular activities have an impact on academic performance, 201 (34.8%) of the students disagreed that co-curricular activities have an impact on academic performance, 39 (6.8%) of

the students neither agreed nor disagreed that co-curricular activities had an impact on academic performance, 47 (8.2%) of the students strongly agreed that co-curricular activities have an impact on academic performance, 100 (17.4%) of the students also agreed that co-curricular activities have an impact on co-curricular activities while 49(8.9%) gave no response.

This shows that most of the students hold the view that participating in co-curricular activities does not have any impact on students' academic performance. This view, also contradicts the research conducted by Rose (2000) that, students who participate in co-curricular activities, perform well academically.

Students were further asked whether there was any relationship with co-curricular activities with learning outcomes and Table 18 presents the outcome of the results. The discussions are as follows:

**Table 17: Perceptions of Students on the Relationship Between Co-curricular Activities and Learning Outcomes**

Responses	Frequency	Percentage
Strongly disagree	143	24.8
Disagree	177	30.8
Neither agree nor disagree	43	7.5
Strongly agree	49	8.5
Agree	114	19.7
No response	50	8.7
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The data at Table 17 reveals that, out of the 576 respondents, 526 (91.3%) students responded to this question. One hundred and forty-three (24.8%) of the students strongly disagreed that co-curricular activities have a relationship with learning outcome, 177 (30.8%) of the students disagreed that co-curricular activities had a relationship with learning outcome, 43 (7.5%) of the students neither agreed nor disagreed that co-curricular activities had a relationship with learning outcomes, 49 (8.5%) of the students strongly agree that co-curricular activities have a relationship with learning outcomes, 114 (19.7%) of the students also agreed that co-curricular activities have a relationship with learning outcomes but 50(8.7%) gave no response.

This shows that most of the students hold the view that co-curricular activities do not have any relationship with learning outcome. This view, also contradicts the research conducted by Education Week, Washington (Anonymous, 2001) that co-curricular activities have a relationship with learning outcome. Hall administrators were further asked to see if there is any relationship with co-curricular activities with learning outcomes and Table 18 discusses the findings.

**Table 18: Importance of Co-curricular Activities by Administrators**

Responses	Frequency	Percentage
Strongly agree	13	48.1
Agree	10	37.0
Neither agree nor disagree	1	3.8
No response	3	11.1
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

From the findings in Table 18, out of the 27 hall administrators sampled, 24 (88.9%) students responded to this question. Thirteen (48.1%) of the administrators strongly agreed that co-curricular activities have relationship with academic performance, 10 (37.0%) agreed that co-curricular activities have relationship with academic performance, 1 (3.8%) of the administrators neither agreed nor disagreed that co-curricular activities have relationship with academic performance while 3(11.1%) did not respond.

Sports committee members, entertainment committee members and religious executives were interviewed to seek their opinion on the relationship between co-curricular activities and academic work. They gave reasons that co-curricular activities creates a platform for broadening students' knowledge base which help them to perform better, instil some sense of discipline in students and these virtues reflect in their academic work and said there is no relationship between the two.

### **Categories of Co-curricular Activities**

Co-curricular activities are those activities that are connected to the classroom development that are intended for reinforcing success in learning and understanding course objectives and content matter and are typically connected to clearly articulate institutional learning outcomes. Students were asked to mention the types of co-curricular activities that are recognized on campus and how often students participate in those co-curricular activities.

**Table 19: Number of Co-curricular Activities Available**

Number	Frequency	Percentage
Only one	85	14.7
Only two	167	28.8
Only three	122	21.2
Only four	96	16.7
Only five	16	2.8
Only six	16	2.8
Only seven	1	0.2
No response	73	12.7
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

It is observed from Table 19 that, 85 (14.7%) of the students said they have only one co-curricular activity on campus, 167 (28.8%) students said they have two co-curricular activities on campus, 122 (21.2%) students said they have three co-curricular activities on campus, 96 (16.7%) said there were four co-curricular activities on campus, 16 (2.8%) said there were five co-curricular activities on campus, 16 (2.8%) said they have six co-curricular activities on campus, one (0.2%) also said they had seven co-curricular activities on campus while 73 (12.7%).

This findings show that, there were co-curricular activities in University of Cape Coast (UCC) campus. Students were further asked to state or mention the type of co-curricular activities that they often see students participating in and Table 20 discusses the outcome.

**Table 20: Co-curricular Activities**

Co-curricular Activities	Frequency	Percentage
Sports	260	45.2
Music	147	25.5
Drama	67	11.7
Debates	35	6.0
Religious activity	11	1.9
No response	56	9.7
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The data on Table 20 reveals that, out of the 576 respondents, 520 (90.3%) students responded to this question. Two hundred and sixty (45.2%) said that they saw students participating in sports, 147 (25.2%) said that they see students participating in music, 67 (11.7%) said that they saw students participating in drama, 35 (6.0%) said that they saw students participating in debate, 11 (1.9%) also said that they saw students participating in religious activity and 56(9.7%) gave no response.

#### **Factors Affecting Students Participation in Co-curricular Activities**

Students may have peculiar reasons for not participating in co-curricular activities. They do not find the existing co-curricular activities as interesting as they would have wanted it to be. Another reason may also be time constraint which hinders students from participating in it. Students were

asked about the availability of adequate resources materials for co-curricular activities in the university and Table 21 discusses the outcome.

**Table 21: Availability of Adequate Resource Materials**

Response	Frequency	Percentage
Available	166	28.8
Not available	361	62.7
No response	49	8.5
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

From the findings in Table 21, out of the 576 respondents, 527 (91.5%) students responded to this question. One hundred and sixty-six (28.8%) of the students answered 'Yes', the university has adequate resource materials for co-curricular activities whilst 361 (62.7%) answered 'No', the university did not have adequate resource materials for co-curricular activities, but 49(8.5%) did not respond.

In summary, the majority of the students said the university does not have adequate materials for co-curricular activities and this is worrying issue. When resources are withheld or lacking, the activities cannot be optimally organized in terms of frequency and scope, which will then affect the participation and motivation of students.

Therefore, appropriate resources should be sought and harnessed by the university to enable it to fully realize its co-curricular activities' goals and

programmes. Students were further asked to mention the type of resources available on their campus and Table 22 discusses the responses.

**Table 22: Resource Materials Available on Campus**

Resource Material	Frequency	Percentage
School field	292	50.8
Basketball field	137	23.8
Musical instruments	39	6.7
Public Address system	34	5.9
No response	74	12.8
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The data in Table 22 reveals that, out of the 576 respondents, 502 (87.2%) students responded to this question. Two hundred and ninety-two (50.8%) of the students said that they had school field on campus, 137 (23.8%) of the students said that there is a basketball field on campus, 39 (6.7%) of the students said that they had musical instruments on campus, 34 (5.9%) of the students also said they had public address system on campus, lastly 74(12.8) did not respond.

### **Adequate Resources Materials for Co-curricular Activities**

Co-curricular activities cannot be organized and conducted without sufficient resources being allocated to them. The researcher wanted to know from the students if the university has adequate resources for co-curricular activities on campus and Table 23 shows the situation.

**Table 23: Adequate Resources for Co-curricular Activities**

Response	Frequency	Percentage
Adequate	166	28.8
Not adequate	361	62.7
No response	49	8.5
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The finding from Table 23 reveals that, out of the 576 respondents, 527 (91.5%) students responded to this question. One hundred and Sixty-six (28.8%) said that 'Yes', the university had adequate resources available for co-curricular activities whilst 361 (62.7%) students said 'No'; the university had inadequate resources for co-curricular activities but 49(8.5%) had no idea. The data reveals that the university does not have adequate resources for co-curricular activities.

However, this may not sound credible because students do not actively get involve, they think it contributes immensely to their less participation. When resources are withheld or lacking, co-curricular activities cannot be optimally organized in terms of frequency and scope, which will then affect the participation and motivation of students (Singh, 2003). Students were again asked to state any department, if there was any department responsible for the provision of resources for co-curricular activities and Table 24 shows their responses.

**Table 24: Availability of Resources for Co-curricular Activities**

Response	Frequency	Percentage
Available	210	36.4
Not available	272	47.2
No response	94	16.3
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The finding from Table 24 reveals that, out of the 576 respondents, 482 (83.7%) students responded to this question. Two hundred and ten (36.4%) students agreed that there is a department responsible for the provision of resources for co-curricular activities whilst 272 (47.2%) of the students also said there is no department responsible for the provision of resources for co-curricular activities, but 94(16.3%) had no idea. This shows that most of the students do not even know if there is a department or a faculty in charge of providing resources for co-curricular activities in the university.

The students who knew there is a department in charge of providing resources for co-curricular activities mentioned Music and Theatre Studies Department, Department of African Studies and Department of Health, Physical Education and Recreation as the departments in charge.

### **Participation of Hall Administrators in Co-curricular Activities**

The involvement of hall administrators in co-curricular activities in the university was also investigated. This aspect of the study aimed at assessing

hall administrator's level of support or participation, attitude and the incentives they received in their involvement in co-curricular activities.

**Table 25: Administration Support for Co-curricular Activities**

Support	Frequency	Percentage
Through organizing campus athletics	11	40.8
Through academic calendar	4	14.8
Through religious activities	4	14.8
Through Patrons	2	7.4
No response	6	22.2
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

The data in Table 25 reveals that, out of the 27 respondents, 21 (77.8%) administrators responded to this question. Eleven (40.8%) of the administrators said they support co-curricular activities through organizing campus athletics competition, 4 (14.8%) of the administrators said they supported co-curricular activities through the academic calendar, 4 (14.8%) of the administrators said they supported co-curricular activities through religious activities, 2 (7.4%) of the administrators said they supported co-curricular activities through serving as patrons on the various committees or associations but 6(22.2%) gave no response.

The findings are consistent with Garham's (2005) research which showed that for school co-curricular activities to function well, school

authorities and administration should support. The hall administrators were further asked to state how often they observe their colleagues involving in co-curricular activities and Table 26 discusses that.

**Table 26: Administrators' Involvement in Co-curricular Activities**

Response	Frequency	Percentage
Sometimes	14	51.9
Most often	1	3.7
Seldom	5	18.5
Never	4	14.8
No response	3	11.1
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012.

Table 26 shows that, out of the 27 respondents, 24 (88.9%) administrators responded to this question. Fourteen (51.9%) of the hall administrators agreed that some of the administrators sometimes involve themselves in co-curricular activities, one (3.7%) of the hall administrators agreed that some of the administrators most often involve themselves in co-curricular activities, 5 (18.5%) of the hall administrators agreed that some of the administrators seldom involve themselves in co-curricular activities, 4 (14.8%) of the hall administrators agreed that some of the administrators had never engaged themselves in co-curricular activities but 3(11.1%) of them did give any response. In summary, most of the hall administrators sometimes engaged themselves in co-curricular activities.

**Table 27: Incentives to Motivate Administrators to get involved in Co-curricular Activities**

Response	Frequency	Percentage
There are incentives	3	11.1
No incentives	21	77.8
No response	3	11.1
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

The data in Table 27 reveals that, out of the 27 respondents, 24 (88.9%) administrators responded to this question. Three (11.1%) of the hall administrators said 'Yes', they got some incentives which motivated them to engage themselves in co-curricular activities whilst 21 (77.8%) of the hall administrators also said 'No', they did not get any incentives which will motivate them to engaged themselves in co-curricular activities, but 3 (11.1%) had no idea.

#### **Problems of Co-curricular Activities Identified by Respondents**

One can say that students need some level of motivation in order for them to get involved in co-curricular activities. Motivation exists in several forms; this includes time allocation and administrative involvements. Students identified heavy academic schedule as one of the major issue that discourages them from participating in co-curricular activities and Table 28 shows their concern.

**Table 28: Too Much Academic Work on Campus**

Response	Frequency	Percentage
Strongly agree	179	31.0
Agree	145	27.2
Neither agree nor disagree	64	10.0
Strongly disagree	58	11.0
Disagree	79	13.6
No response	51	8.8
<b>Total</b>	<b>576</b>	<b>100.0</b>

Source: Field Survey, 2012

The findings in Table 28 reveal that, out of the 576 respondents, 525 (90.8%) students responded to this question. One hundred and seventy-nine (31.0%) of the students strongly agreed that there was too much academic work on campus which would not allow them to engage in co-curricular activities, 145 (27.2%) of the students agreed that there was too much academic work, 64 (10.0%) neither agreed nor disagreed, 58 (11.0%) strongly disagree that there was too much academic work and 79 (13.6%) also disagreed that there was too much academic work on campus for them to engage themselves in co-curricular activities but 51(8.8%) did not respond. The hall administrators were also asked if the university authorities organized workshops for them on the need to get involved in co-curricular activities.

**Table 29: Organizing of Workshops for Administrators**

Response	Frequency	Percentage
Sometimes	6	22.2
Most often	0	0
Seldom	7	25.9
Never	13	48.2
No response	1	3.7
<b>Total</b>	<b>27</b>	<b>100.0</b>

Source: Field Survey, 2012

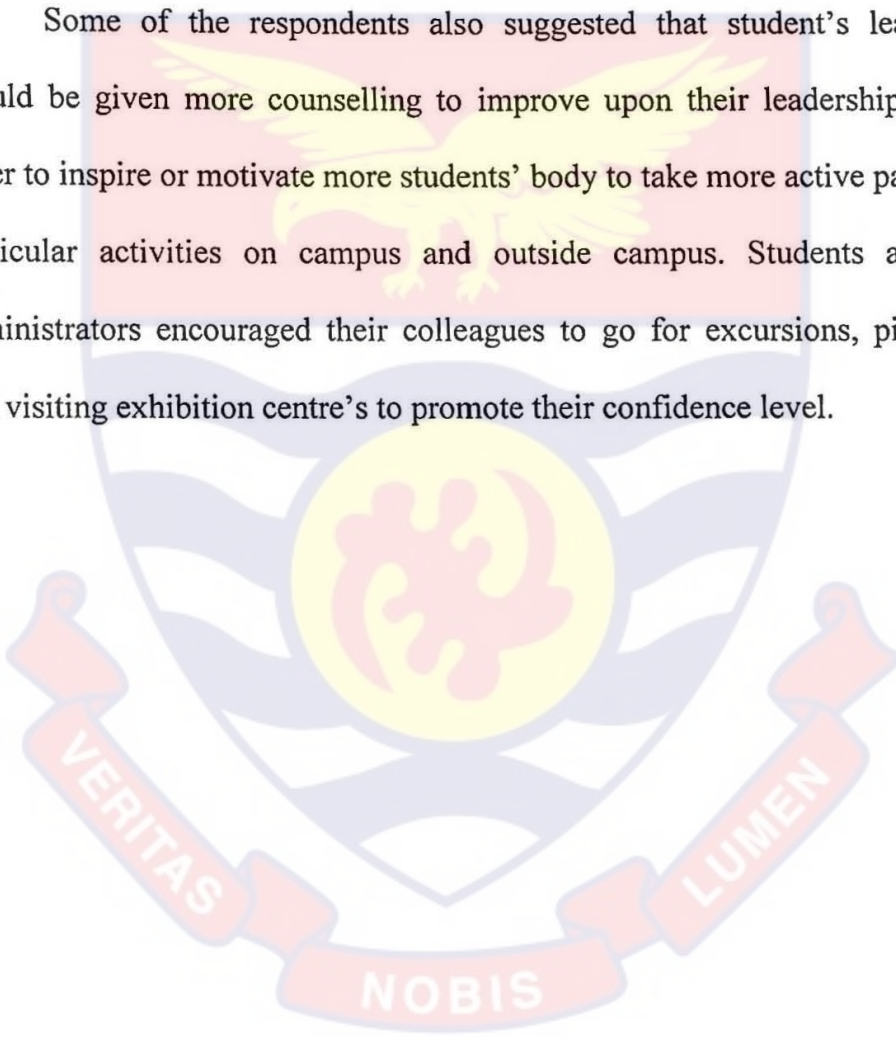
The data in Table 29 reveals that, out of the 27 respondents, 26 (96.3%) hall administrators responded to this question. Six (22.21%) of the administrators said the authorities sometimes organized workshops for them, 7 (25.9%) said they seldom organized workshops for them, 13 (48.2%) also said the university authority had never organized any workshop on the need for them to get involved in co-curricular activities while one (1%) had no idea. Half of the respondents 13 (50.0%) indicated that they never participated in any workshops concerning the development of co-curricular activities in the university.

### **Suggestions from the Respondents**

The respondents gave some useful suggestions that may help whip up the interest of students and hall administrators increase their attitudes towards co-curricular activities. Students and hall administrators alike recommended provision of incentives and rewards to motivate both students and hall administrators to get involved in co-curricular activities.

Another common suggestion from both students and hall administrators was on the education on the relative importance of co-curricular activities. The hall administrators and students again were unanimous in suggesting that necessary equipment should be provided to enhance the attitude and participation of students and administrators in co-curricular activities.

Some of the respondents also suggested that student's leadership should be given more counselling to improve upon their leadership role in order to inspire or motivate more students' body to take more active part in co-curricular activities on campus and outside campus. Students and Hall administrators encouraged their colleagues to go for excursions, picnicking and visiting exhibition centre's to promote their confidence level.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Overview of the Study

This chapter gives an overview of the research problem and methodology, it provided a summary of key findings and relates some of the findings to theories discussed in the literature review. It also discusses conclusions reached and makes appropriate recommendations for policy purposes. The chapter ends with suggestions for further research.

#### Summary

The study investigated the attitudes of university students towards co-curricular activities. The findings were based on the research questions. Using a simple descriptive survey, the researcher sampled the views of Six Hundred students and thirty lecturers who serve as hall administrators of University of Cape Coast. Interviews were conducted for 25 sports, entertainment committee members and 25 also for religious denominations' executives were the instruments for collecting data. The questionnaire was pre-tested for its reliability and the reliability coefficient.

Convenience and Purposive sampling method was used to arrive at the sample population based on convenience, proximity or closeness (Kannae, 2004). Purposive sampling technique was used to select the lectures and

students because of their advantage of experience and their appropriateness for the study while convenience was used to sample the students. Of the 600 undergraduate students sampled, 576 representing 96% valid questionnaires were retrieved from the students and out of 30 hall administrators, 27 questionnaires were retrieved representing 90% from the Hall administrators. Simple percentages were used to analyse the data.

The researcher distributed the instruments personally to the respondents. Statistical Package for Social Sciences version 16.0 was used to facilitate the data analysis. Descriptive statistics like frequencies and percentages were used. Conclusions from relevant related literature were captured along to authenticate the findings of the study. The results of the study also indicated among other things the following key findings.

### **Summary of Key Findings**

1. There are five main categories of co-curricular activities in UCC campus.
2. There were inadequate resources and facilities for Co-curricular activities in the University of Cape Coast.
3. Students did not attach any to importance towards co-curricular activities.
4. Students perceive that participating in co-curricular activities does not have any impact on academic performance.
5. Students were not aware of the time allocated for co-curricular activities on the main time table.

## Conclusions

From the analysis made so far and the discussions so far advanced in the study, the following major conclusions were drawn: Co-curricular activities that exist in University of Cape Coast campus are sports, music, drama, debates and religious activity. Also, the resource materials available on University of Cape Coast for co-curricular activities are school playing field, basketball court, musical instruments and public address system.

Again, students who participated had poor attitude towards co-curricular activities on University of Cape Coast campus. Students who participated in the study believe that a co-curricular activity does not enhance their academic work. Moreover, non-participation in co-curricular activities was largely due to the poor attitudes that the students sampled had about such activities rather than the opportunities to participate in such activities.

## Recommendations for Practice

Following the analysis made from the study and the conclusions drawn there from, the following recommendations are made for practice.

1. It is recommended that general education of university students about the importance of co-curricular activities in their full development should be intensified by the administration together with the dean of students.

2. The university administration should provide co-curricular related facilities and their relevant equipment or sports facilities to promote students interest in co-curricular activities.
3. The university administration should reward students who excel in co-curricular activities and also reward staff who participate in co-curricular activities by giving them some allowances on to encourage other students and staff to participate in these activities.
4. The university time table should be well structured to make provision for both students and staff to participate in co-curricular activities. Also, students and lecturers should be reminded of the time for co-curricular activities on the normal time table to enable every student participate fully.
5. One credit hour of participation in at least one co-curricular activity could be added to the schools' curriculum as a requirement before the award of degree.

It is the conviction of the researcher that these measures, when implemented, will boost student's participation in co-curricular activities in the University.

### **Suggestions for Further Research**

The study was restricted to only students of University of Cape Coast in the Central Region of Ghana. To generalize the findings to all Universities in Ghana, there is the need to study the attitude of students towards co-curricular activities. There is also the need to extend the sample to cover all

Universities over Ghana to either confirm or disprove the findings contained in the study. A study could also be conducted on the relationship between co-curricular activities and academic achievements of university students.



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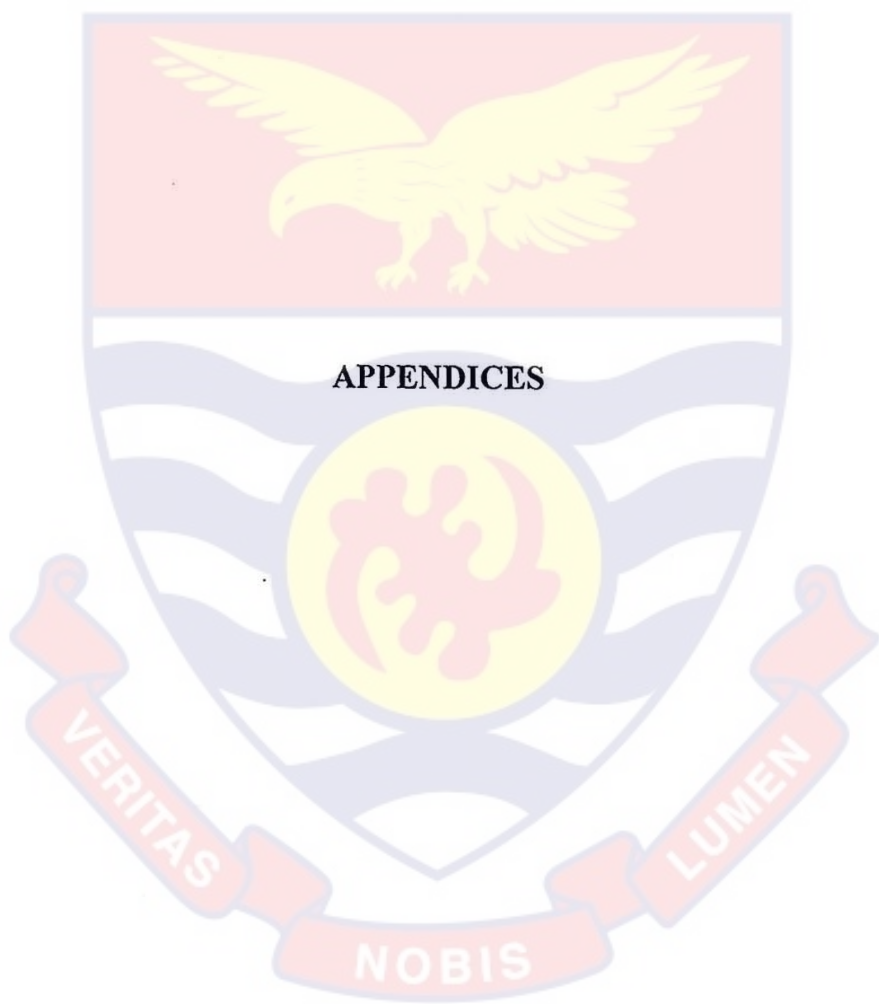
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## APPENDIX A

### UNIVERSITY OF CAPE COAST

#### Institute for Educational Planning and Administration (IEPA)

#### (Questionnaire for Students)

This questionnaire is part of the study about attitudes of university students towards co-curricular activities in Ghana. Your response to the following questions will be of immense help towards the actual findings of this work. The individual's identity is not required to ensure anonymity. Indicate the option applicable to you by a tick [☐]

#### SECTION A: PERSONAL DATA

1. What is your programme level?

- |   |   |
|---|---|
| a. Level 100 [ <input type="checkbox"/> ] | b. Level 200 [ <input type="checkbox"/> ] |
| c. Level 300 [ <input type="checkbox"/> ] | d. level 400 [ <input type="checkbox"/> ] |

2. What is your sex?

- |                                      |  |
|--------------------------------------|--|
| a. Male [ <input type="checkbox"/> ] | b. Female [ <input type="checkbox"/> ] |
|--------------------------------------|--|

3. Which programme do you offer?

- |   |   |
|---|---|
| a. B.Ed Science [ <input type="checkbox"/> ]        | b. B.Ed Arts [ <input type="checkbox"/> ] |
| c. B.Ed Social science [ <input type="checkbox"/> ] | d. Other: .....                           |

4. Indicate the faculty in which you belong?

- |  |   |
|--|---|
| a. Faculty of Education [ <input type="checkbox"/> ] | b. Faculty of Arts [ <input type="checkbox"/> ] |
| c. Faculty of Business [ <input type="checkbox"/> ]  | d. Other.....                                   |

## SECTION B: CATEGORIES OF CO-CURRICULAR ACTIVITIES

5. How many co-curricular activities have you recognised on this campus?

- a. 1[    ]                      b. 2[    ]  
c. 3[    ]                      d. 4[    ]  
e. Other.....

6. Which one of these activities do you often observe students participate in?

- a. Sports [    ]              b. Music        [    ]  
c. Drama [    ]              d. Debates     [    ]  
e. Other.....

7. How often do you observe or see students participating in other activities apart from lecture activities?

- a. Most of the time [    ]              b. Some of the time [    ]  
c. Seldom                      [    ]              d. Never                      [    ]

8. Approximately what percentage of the students do you normally see participating in these co-curricular activities?

- a. None                      [    ]              b. 25%                      [    ]              c. 50% [    ]  
d. 75%                      [    ]              e. 100%                      [    ]

9. Do you also participate in some of these co-curricular activities?

- a. Most of the time [    ]              b. Some of the time [    ]  
c. Seldom                      [    ]              d. Never                      [    ]

10. Do you organise them by yourself?

- a. Most of the time [    ]              b. Some of the time [    ]  
c. Seldom                      [    ]              d. Never                      [    ]

## SECTION C: RESOURCES AVAILABLE FOR CO-CURRICULAR ACTIVITIES

11. Does the university have adequate resources available for co-curricular activities?

a. Yes [ ]

b. No [ ]

12. Which of these resources do you have on your campus?

a. School field [ ]

b. Basketball field [ ]

c. Musical instruments [ ]

d. P.A system [ ]

e. Other.....

13. Is there any department responsible for provision of resources for co-curricular activities?

a. Yes [ ]

b. No [ ]

14. If yes, state the name of the department responsible for these resources.

.....

15. Does the department make these resources available for the students to use?

a. Most of the time [ ]

b. Some of the time [ ]

c. Seldom [ ]

e. Never [ ]

## SECTION D: STUDENTS' ATTITUDES

16. Do you consider co-curricular activities also an important part of campus activities?

a. Strongly Agree [ ]

b. Agree [ ]

c. Disagree [ ]

d. Strongly Disagree [ ]

e. None [ ]

17. Do you find it necessary to get involved with the co-curricular activities on campus?

- a. Strongly Agree [ ]    b. Agree [ ]    c. Disagree [ ]  
d. Strongly Disagree [ ]    e. None [ ]

18. Is there any time allocated for co-curricular activities on campus?

- a. Yes [ ]    b. No [ ]

19. Does your schedule for lectures and other academic activities allow you to participate in other campus activities?

- a. Yes [ ]    b. No [ ]

20. If yes, do you make use of it?

- a. Yes [ ]    b. No [ ]

21. If no (question 19), do you wish some time would be allocated for co-curricular activities on campus?

- a. Strongly Agree [ ]    b. Agree [ ]    c. Disagree [ ]  
d. Strongly Disagree [ ]    e. None [ ]

22. I think there is too much academic work for me to involve myself with co-curricular activities.

- a. Strongly Agree [ ]    b. Agree [ ]    c. Disagree [ ]  
d. Strongly Disagree [ ]    e. None [ ]

23. I find all other groups on campus boring.

- a. Strongly Agree [ ]    b. Agree [ ]    c. Disagree [ ]  
d. Strongly Disagree [ ]    e. None [ ]

24. I think co-curricular activities should be made compulsory as part of the requirements of education.

- a. Strongly Agree [ ]    b. Agree [ ]    c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

25. I think co-curricular activities help promote leadership skills within the student.

a. Strongly Agree [ ] b. Agree [ ] c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

### SECTION E: CO-CURRICULAR ACTIVITIES AND ACADEMIC PERFORMANCE

26. I am aware that co-curricular activities are important for academic performance.

a. Strongly Agree [ ] b. Agree [ ] c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

27. Co-curricular activities have significant impact on academic performance.

a. Strongly Agree [ ] b. Agree [ ] c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

28. I am aware that co-curricular activities have a relationship with learning outcome.

a. Strongly Agree [ ] b. Agree [ ] c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

29. I think the administration should begin to attach more importance to student's participation in co-curricular activities.

a. Strongly Agree [ ] b. Agree [ ] c. Disagree [ ]

d. Strongly Disagree [ ] e. None [ ]

30. I also think that university students need education on the value of co-curricular activities to their entire education.

- a. Strongly Agree [ ]      b. Agree [ ]      c. Disagree [ ]  
d. Strongly Disagree [ ]      e. None [ ]



## APPENDIX B

### UNIVERSITY OF CAPE COAST

#### Institute for Educational Planning and Administration (IEPA)

#### (Questionnaire for Hall Administrators)

This questionnaire is part of the study about attitudes of university students towards co-curricular activities in Ghana. Your response to the following questions will be of immense help towards the actual findings of this work. The individual's identity is not required to ensure anonymity. Indicate the option applicable to you by a tick [☐]

#### SECTION A: GENERAL INFORMATION

1. What is your professional status?

- |                        |                              |                    |                              |
|------------------------|------------------------------|--------------------|------------------------------|
| a. Lecturer            | [ <input type="checkbox"/> ] | b. Senior lecturer | [ <input type="checkbox"/> ] |
| c. Associate Professor | [ <input type="checkbox"/> ] | d. Professor       | [ <input type="checkbox"/> ] |

2. What is your present position?

- |               |                              |                       |                              |
|---------------|------------------------------|-----------------------|------------------------------|
| a. Dean       | [ <input type="checkbox"/> ] | b. Head of Department | [ <input type="checkbox"/> ] |
| c. Other..... |                              |                       |                              |

3. What is your sex?

- |         |                              |           |                              |
|---------|------------------------------|-----------|------------------------------|
| a. Male | [ <input type="checkbox"/> ] | b. Female | [ <input type="checkbox"/> ] |
|---------|------------------------------|-----------|------------------------------|

4. Which faculty or department do you belong?

- |                              |                              |                    |                              |
|------------------------------|------------------------------|--------------------|------------------------------|
| a. Faculty of Education      | [ <input type="checkbox"/> ] | b. Faculty of Arts | [ <input type="checkbox"/> ] |
| c. Faculty of Social science | [ <input type="checkbox"/> ] | d. Other.....      |                              |

5. How long have you been teaching in this university?

- |             |                              |                  |                              |            |                              |
|-------------|------------------------------|------------------|------------------------------|------------|------------------------------|
| a. 2- 4yrs  | [ <input type="checkbox"/> ] | b. 5-7yrs        | [ <input type="checkbox"/> ] | c. 8-10yrs | [ <input type="checkbox"/> ] |
| d. 11-13yrs | [ <input type="checkbox"/> ] | e. 14yrs or more | [ <input type="checkbox"/> ] |            |                              |

## SECTION B: ADMINISTRATION AND CO-CURRICULAR ACTIVITIES

6. Does the administration support co-curricular activities in this university?

- a. Yes [ ]      b. No [ ]

7. How does the administration support co-curricular activities?

a. Through organising of campus athletics [ ]

b. Through academic calendar [ ]

c. Religious activities [ ]

d. As Patron [ ]

e. Other.....

8. Does the administration have allocation for co-curricular on the calendar for each semester?

- a. Yes [ ]      b. No [ ]      c. Other.....

9. If Not, do you suggest that it would be included?

a. Strongly Agree [ ]      b. Agree [ ]      c. Disagree [ ]

d. Strongly Disagree [ ]      e. None [ ]

10. Do you think that co-curricular activities have any relationship with academic performance?

a. Strongly Agree [ ]      b. Agree [ ]      c. Disagree [ ]

d. Strongly Disagree [ ]      e. None [ ]

## SECTION B: LECTURERS PARTICIPATION IN CO-CURRICULAR ACTIVITIES

11. Does the faculty have any obligation to be part of co-curricular activities on campus?

- a. Sometimes [ ]      b. Most at times [ ]      c. Seldom [ ]      d. Never [ ]

12. Do you wish that more attention is given to co-curricular activities on campus?

- a. Strongly Agree [ ]      b. Agree [ ]      c. Disagree [ ]  
d. Strongly Disagree [ ]      e. None [ ]

13. Do you have any association on campus that you supervise or are involved in?

- a. Yes [ ]      b. No [ ]

14. How often do you observe other administrators being involved with students and co-curricular activities?

- a. Sometimes [ ]      b. Most often [ ]  
c. Seldom [ ]      d. Never [ ]

15. Do you think that students are to focus only on their academic alone?

- a. Strongly Agree [ ]      b. Agree [ ]  
c. Disagree [ ]  
d. Strongly Disagree [ ]      e. None [ ]

16. Do some of your colleagues also support the idea that students should focus on academics?

- a. Yes [ ]      b. No [ ]

17. If yes, do they give reasons?

- a. Yes [ ]      b. No [ ]

18. What reasons do they normally give?

.....

.....

.....

19. Does the faculty normally organise workshops for administrators on the need for them to get involved into co-curricular activities?

- a. Sometimes [    ]                      b. Most often [    ]  
c. Seldom [    ]                      d. Never [    ]

20. Are there any incentives to motivate administrators to get involved?

- a. Yes [    ]                      b. No [    ]

21. If yes, specify.....  
.....

### SECTION C: LECTURERS AND CO-CURRICULAR ACTIVITIES

22. The administration has an obligation to promote co-curricular activities on campus?

- a. Strongly Agree [    ]                      b. Agree [    ]                      c. Disagree [    ]  
d. Strongly Disagree [    ]                      e. None [    ]

23. Do you think the administrators need enough motivation to get involved in co-curricular activities?

- a. Yes [    ]                      b. No [    ]

24. What do you think should be done to encourage students to make co-curricular activities part of campus activities?

- a. It should be made compulsory [    ]                      b. Workshops should be organised for students [    ]  
c. Administrators should get involved [    ]  
d. Time should be allocated for it [    ]  
e. Others.....

25. Do you think that more activities should be organised to get students involved?

a. Yes [    ]                      b. No [    ]

26. Are you aware that students need co-curricular activities in order to make them better leaders in the nearest future?

a. Yes [    ]                      b. No [    ]

27. Would you say that more funds are needed to organise co-curricular activities?

a. Yes [    ]                      b. No [    ]

28. Do you think that students already have enough time but they do not utilise it.

a. Yes [    ]                      b. No [    ]

29 Do you have any suggestions for the university administration?

a. Yes [    ]                      b. No [    ]

30. If yes, give the suggestions below.

.....

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## APPENDIX C

### UNIVERSITY OF CAPE COAST

#### Institute for Educational Planning and Administration (IEPA)

#### (Interview Guide for Students)

This questionnaire is part of the study about attitudes of university students towards co-curricular activities in Ghana. Your response to the following questions will be of immense help towards the actual findings of this work. The individual's identity is not required to ensure anonymity. Indicate the option applicable to you by a tick [✓]

#### Sports & Entertainment Committee Members

Interviewee.....

Date.....

Department.....

Years of experience in your school.....

Position/Rank.....

1. What do you think co-curricular activities are?

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2. What are some of the co-curricular activities on the campus?

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3. Would you say that it is important that students get involved in co-curricular activities? Why or why not?

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4. What in your opinion are some of the co-curricular activities on campus?

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5. What benefits do students gain from involving themselves in co-curricular activities?

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6. What do you think that are the relationships existing between co-curricular activities and academic work?

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6. What would you suggest should be done to promote co-curricular activities?

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.....

7. What do you think are some effects on students because of their non-involvement in co-curricular activities?

.....

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.....

.....

8. What measures should be put in place for students to get serious with co-curricular activities?.....

.....

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.....

.....

10. Are you aware of any government policy that supports students' participation in co-curricular activities in Ghana?

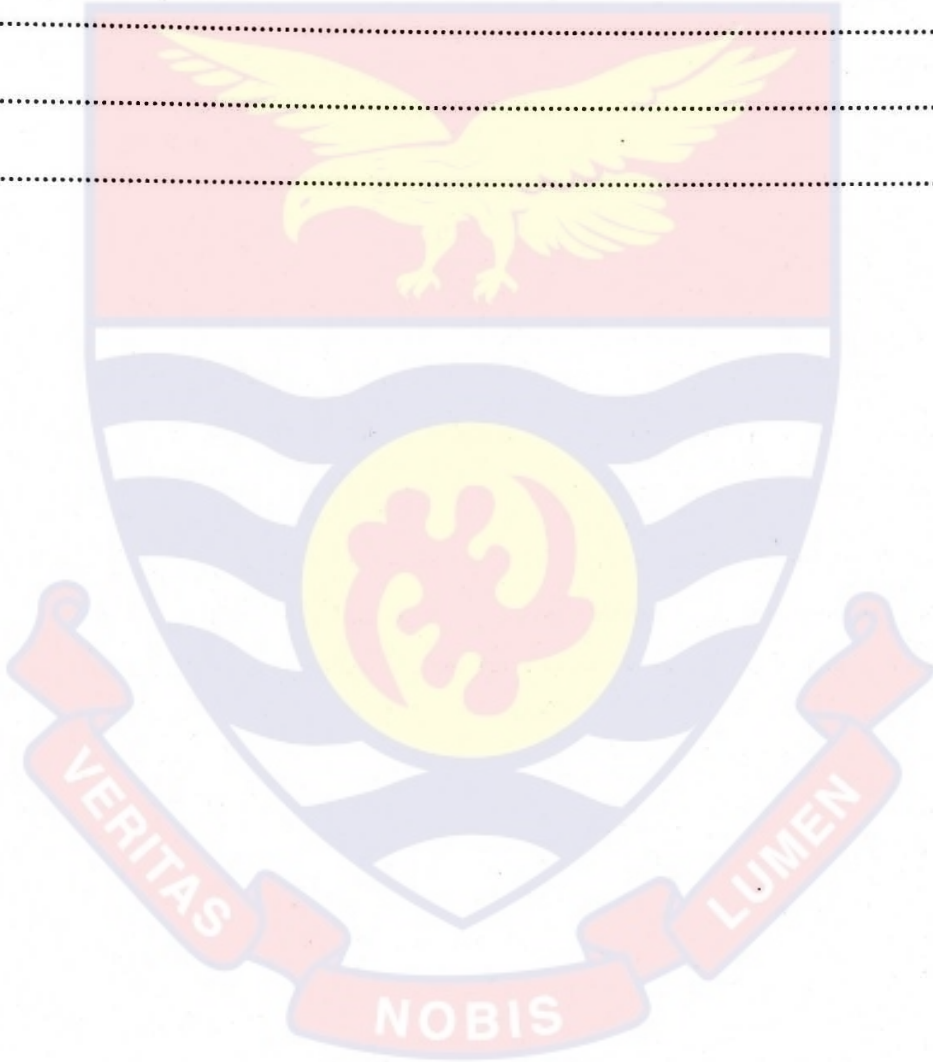
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## APPENDIX D



UNIVERSITY OF CAPE COAST  
FACULTY OF EDUCATION  
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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Cape Coast  
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Our Ref: EP/144/V.3/19

October 21, 2011

### LETTER OF INTRODUCTION

The bearer of this letter **Hilda Belinda Dennis** is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. She requires some information from your outfit for the purpose of writing Thesis as a requirement of M.Phil. degree programme.

We should be grateful if you would kindly assist her to gather the information from your outfit.

Kindly give the necessary assistance that Ms. Dennis needs to collect the information.

While anticipating your co-operation, we thank you for any help that you may be able to give her.

  
Prosper Nyatuame (Mr.)  
Assistant Registrar  
For: **DIRECTOR**

RA\*