

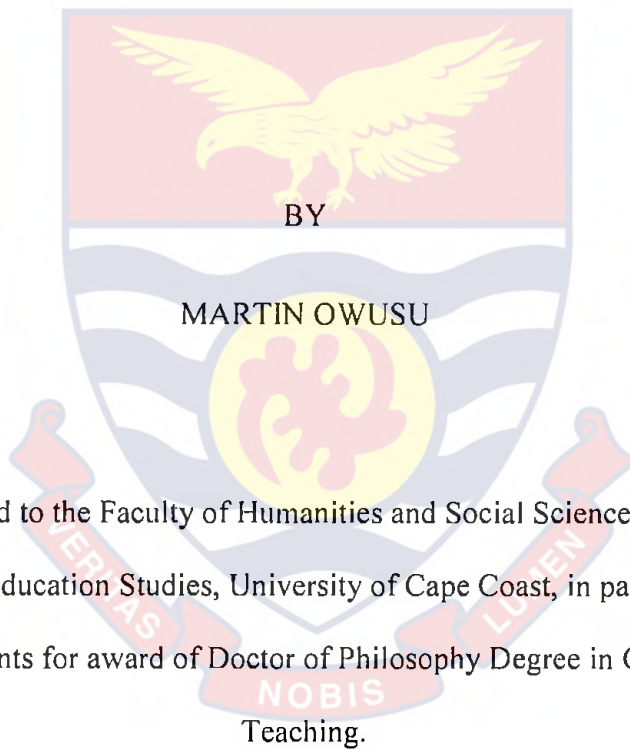
**ROLE OF CO-CURRICULAR ACTIVITIES IN PROMOTING MORAL  
EDUCATION IN SENIOR HIGH SCHOOLS IN SUNYANI  
MUNICIPALITY**



**2016**

UNIVERSITY OF CAPE COAST

ROLE OF CO-CURRICULAR ACTIVITIES IN PROMOTING MORAL  
EDUCATION IN SENIOR HIGH SCHOOLS IN SUNYANI MUNICIPALITY



Thesis submitted to the Faculty of Humanities and Social Sciences Education of the College of Education Studies, University of Cape Coast, in partial fulfilment of the requirements for award of Doctor of Philosophy Degree in Curriculum and Teaching.

MAY 2016

## 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.....25/04/17

Name: Martin Owusu


### 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.

Principal Supervisor's Signature.....

Date.....25/04/2017

Name: Prof. Theophilus Ossei-Anto

Co-supervisor's Signature.....

Date.....25/04/17

Name: Rev. Prof. Seth Asare-Danso

## ABSTRACT

This study explored the role of co-curricular activities in promoting Moral Education of Senior High School Students in the Sunyani Municipality. Case study research design was employed in the study. The sample size for the students who answered the questionnaires was 316 while the teachers were 203. Key informants who were drawn from 17 clubs participated in Focus Group Discussion. Questionnaires, Focus Group Discussion and Observation guides were used to gather the requisite data for the study. The simple random, census and purposive sampling procedures were used to select students, teachers and key informants respectively. The data analyses were done with frequencies, percentages, means as well as standard deviations. The qualitative data were analysed thematically. It was found out that various co-curricular activities championed by religious and social clubs are implemented in the Senior High Schools in the study area. The level of participation for heads of schools and coordinators of clubs was low. However, teachers and students highly patronised the co-curricular activities. Students learn plethora of moral lessons from co-curricular activities. Co-curricular activities are also capable of instilling into participants all the moral competences listed in the seven vector of Chickering's Psychosocial Development Theory. Co-curricular activities are faced with student, administrative, school and curriculum related challenges. It was among other things recommended that stakeholders of Education should come out with a policy guideline on the types of co-curricular activities that should be implemented in the school system.

## KEY WORDS

Co-curricular activities

Moral Education

Religious clubs

Social clubs

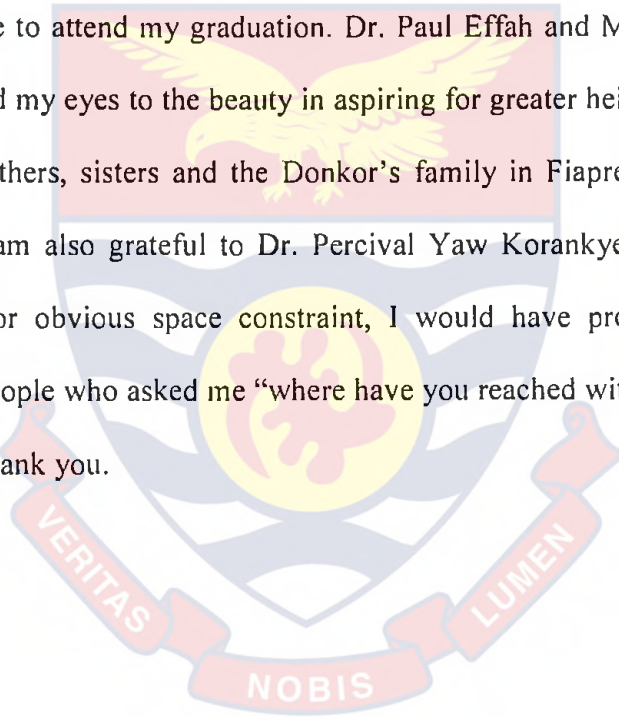
Participation

Challenges



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## DEDICATION

To my lovely wife Stella Owusu and daughter Glory Eduah Owusu



## TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
KEY WORDS	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
LIST OF TABLES	xi
LIST OF FIGURE	xiii
CHAPTER ONE: INTRODUCTION	1
Background to the Study	1
Statement of the Problem	3
Purpose of the Study	5
Research Questions	5
Significance of the Study	6
Delimitation	7
Limitations	7
Operational Definition of Terms	8
Organisation of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	10
Conceptual Review	11
The Concept of Moral Education	11
The Concept of Co-curricular Activities	15



Criteria for Exploring the Effectiveness of a Program	19
Theoretical Framework of the Study	25
Chickering's Psychosocial Development Theory	25
Student Involvement Theory	27
Co-curricular Activities in Schools	30
How Co-curricular Activities Promote Moral Education	35
Challenges of Using Co-curricular Activities to Promote Moral Education	41
Moral Teachings Students Learn from Co-curricular Activities	47
Empirical Review	49
Summary of Literature Review	59
<b>CHAPTER THREE: METHODOLOGY</b>	<b>60</b>
An Overview	60
Research Design	60
Population/Context	64
Sample and Sampling Procedure	65
Data Collection Instruments	67
Validity and Reliability of Instrument	71
Ethical Issues	73
Data Collection Procedure	75
Data Processing and Analysis	76
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	<b>78</b>
An Overview	78
Analysis of Data from Teachers	78

Research Questions One: What types of co-curricular activities are implemented in promoting Moral Education in Senior High Schools in the Sunyani Municipality?	82
Student's View on Co-curricular Activities that are Implemented Effectively	85
Observation Report on the Types of Co-curricular in Schools	88
Report on the Focus Group Discussion (FGD)	89
Research Question Two: What is the level of participation of Senior High School key stakeholders (Head teachers, Teachers and Students) in the Sunyani Municipality in co-curricular activities?	92
Students' Responses on the Level of Participation	95
Observation Report on Level of Participation	98
Report on the Focus Group Discussion	99
Research Question Three: What moral lessons are learnt from the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?	102
Students' Perception on Moral Teachings they Learn from Co-curricular activities	115
Observation Report on Moral Values Students learn from Co-curriculum	125
Report on the Focus Group Discussion	126
Research Question Four: What are the challenges associated with the promotion of Moral Education through the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?	128

Students' view on the Challenges Associated with Promotion of Moral Education Through the Implementation of Co-curricular Activities	136
Observation Report on Challenges Associated with Co-curriculum	144
Report on the Focus Group Discussion	145
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	148
Summary of Research Process	148
Summary of Key Findings	149
Conclusions	150
Recommendations for Practice	151
Suggestions for Further Research	152
REFERENCES	153
APPENDICES	168
A Questionnaire for Teachers	169
B Questionnaire for Students	177
C Focus Group Discussion Guide	185
D Observation Guide	189
E Reliability for Teachers Questionnaire	190
F Reliability for Students Questionnaire	211
G Consent Form for Heads of Institution	231
H Krejcie and Morgan Sampling Table	232

LIST OF TABLES

Table		Page
1	Research Questions and Methodology	64
2	Population of the Schools	65
3	Population of Students and Sample Selected	67
4	Cronbach's Alpha for items that fell under the Research Questions	72
5	Background Characteristics of Sampled Teachers	79
6	Background Characteristics of Sampled Students	80
7	Co-curricular Activities in Senior High Schools Teachers view	82
8	Co-curricular Activities in Senior High Schools Students' View	86
9	Level of Participation in Co-curricular Activities Teachers' view	93
10	Level of Participation in Co-curricular Activities Students' View	96
11	Role of Co-curricular Activities in Promoting Moral Education Teachers' View	103
12	Developing Competence Teachers' View	105
13	Managing Emotions Teachers' View	107
14	Moving Through Autonomy Toward Interdependence ( Teachers)	108
15	Developing Mature Interpersonal Relationships, Teachers' View	109
16	Establishing Identity, Teachers' View	110
17	Developing Purpose, Teachers' View	112
18	Developing Integrity, Teachers' View	113
19	Students' View on Role of Co-curricular Activities in Promoting Moral Education	116

20	Developing Competence	117
21	Managing Emotions	119
22	Moving Through Autonomy Toward Interdependence	120
23	Developing Mature Interpersonal Relationships	121
24	Establishing Identity	122
25	Developing Purpose	123
26	Developing Integrity	123
27	School-related Challenges	129
28	Learner-related Challenges	131
29	Curriculum -related Challenges	132
30	School-related Challenges	137
31	Learner -related Challenges	138
32	Curriculum -related Challenges	140



LIST OF FIGURE

Figure		Page
1	Promotion of moral education through co-curricular activities	22



## CHAPTER ONE

### INTRODUCTION

#### Background to the Study

Teaching as an art and science takes a whole lot of forms. There is the formal classroom interaction and one whereby students learn on their own through the informal way either in classrooms or outside the class. In the same way, moral teachings could be learnt in different ways. Stakeholders of education have very good reasons for designing the school curriculum. No matter how one looks at the issue of curriculum implementation, the general aims of the curriculum could be achieved if only the stakeholders play their respective roles and also understand how it should be implemented. Co-curricular activities are sometimes referred to as extra-curricular, extra mural, hidden curricular, covert curricular and so on (Tan & Pope, 2007). The different and numerous names given to it clearly reflect the different levels of importance attached to it. How it is considered and referred to definitely has an impact on how it is implemented. For instance something that is hidden or considered extra will have different connotations when it is considered as integral part. In any case, co-curricular activities are primarily designed to augment and support the normal classroom instructional processes in the school system.

The issue of morality especially among Ghanaian youth has become a matter of great concern to most Ghanaians. The reported incidence of armed robbery, rape, prostitution, teen-age pregnancy, occultism, lesbianism, pedophilia, homosexuality, indecent dressing in schools and the society as a whole has led to a wake-up call on all Ghanaians to assist in reducing if not

eradicating these acts completely since they threaten the future of this country.

All the three main religions in Ghana namely African Traditional Religion, Christianity and Islam demand from members, a high sense of morality.

Probably, a major avenue through which a greater number of young people can be taught issues bordering on morality is the teaching and learning of Religious and Moral Education (RME) in schools. Unfortunately, this subject has suffered major setbacks in the Ghanaian curriculum over the years.

Mensah (2009) evaluated the RME curriculum for Senior High Schools and found out that the aims of teaching the subject were being attained, teaching

learning materials were unavailable and the fact that the subject was not examined externally demoralised the students. Out of the 62 Senior High Schools in the Brong Ahafo Region, only 10 offered RME. These 10 schools

were mainly mission schools that saw morality to be very important facets of education. It was evident that none of the schools in the study area taught

Religious and Moral Education as subject. The fate of the 52 schools who do not teach RME is not known. In order to provide an all-round education in

which learners are prepared to face any crisis in life with moral dignity and to become useful and loyal citizens of the country, schools in the country put in

place mechanisms and programmes in place in their various schools. This understanding reflected in the school motto, rules and regulations, anthem,

games, social clubs and in fact all co-curricular activities. Educational institutions do not only seek to prepare their students, to merely pass

examinations or enter a profession, but also aims at creating a tolerant, balanced, independent individual with the right attitude of mind and spirit and

a desire to help others. In fact, there are numerous researches (examples Tan,



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& Pope, 2007; Nesan, 2009; Marais, 2011; Sultana, 2012) that indicate that students who partake in co-curricular activities usually have better attendance, high academic performance, and are more successful in later life than students who don't take part, Klesse (as cited by Klesse & D'onofrio, 2000). Thus students in the Senior High School are encouraged to involve themselves in various forms of co-curricular activities. Due to the important role that morality plays in the Ghanaian society, there is the need to explore better ways of promoting it. This study attempts to explore the role that co-curricular activities play in promoting Moral Education in the Senior High School system.

### **Statement of Problem**

The television, the internet, the radio and other modern gadgetry undermine moral values. The result is that humanity is confronted with the challenge of increase in crime rate and moral decadence (Owusu & Asare-Danso, 2014). Unless mankind finds effective and appropriate methods to teach its people morality, there is a danger of morality getting out of hand. Morality could be learnt through both formal and informal ways. No matter how stakeholders of education deliver it, Tangwa (2006) notes that "as human beings, we carry the whole weight of moral responsibility and obligations for the whole world on our shoulders" (p. 388). It is therefore incumbent on all stakeholders to look for possible appropriate strategies of solving moral problems in the society especially by way of creating the opportunity for students to cultivate moral values. A preliminary investigation I have conducted in some five Senior High Schools gives a very worrying impression. The five schools have recorded various incidence of indiscipline

in the schools and over the years many students have been suspended, deboardinised, withdrawn, repeated for various forms of crimes they committed. The diversity in the rate of indiscipline among the students in the study area informed the choice of the area. Whiles one of the schools was experiencing very low rate of immoral practices the others kept on increasing.

These challenges in some of our Senior High Schools require a more practical way of teaching moral education to improve the moral stance of the students. According Daniyal, Nawaz, Hassan, and Mubeen (2012), co-curricular activities help to a large extent for the development in the academic, social, mental, and character of students, and every students should be provided with the opportunity to take part in at least one healthy and positive activity. This implies that one potent avenue for the promotion of Moral Education is the implementation of co-curricular activities in Senior High Schools.

Some scholars in other parts of the world namely Tan and Pope (2007), Nesan (2009), Marais (2011) and Sultana (2012) have researched into the implementation of co-curricular activities focusing on its effectiveness, level of teachers' involvement and how it affects performance of students. According to Mayhew and King (2008), school teachers use a variety of approaches to teach students to reason more effectively about issues with a moral dimension and achieve mixed results. Fortunately or unfortunately, far fewer empirical studies have examined how these activities generate these positive results (Kirlin, 2003; McFarland, 2009).

The context and methodology of these researches differ from each other. In fact, none of the literature I have come across deal with the role of

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implementation of co-curricular activities in promoting Moral Education in Ghanaian settings. The quest to explore a possible appropriate as well as effective ways of solving moral problems among Senior High School students have spurred this research work to be carried out.

### **Purpose of the Study**

The purpose of the study was to explore the role co-curricular activities play in promoting Moral Education of Senior High School Students in the Sunyani Municipality. The following specific objectives guided the study:

1. find out the types of co-curricular activities implemented in promoting Moral Education in Senior High Schools in the Sunyani Municipality.
2. unearth the level of participation of Senior High School key stakeholders (Head teachers, Teachers and Students) in the Sunyani Municipality in co-curricular activities.
3. find out the moral lessons learnt from the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality.
4. investigate the challenges associated with the promotion of Moral Education through the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality.

### **Research Questions**

The following research questions were formulated to guide the study:

1. What types of co-curricular activities are implemented in promoting Moral Education in Senior High Schools in the Sunyani Municipality?

2. What is the level of participation of Senior High School key stakeholders (Head teachers, Teachers and Students) in the Sunyani Municipality in co-curricular activities?
3. What moral lessons are learnt from the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?
4. What are the challenges associated with the promotion of Moral Education through the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?

### **Significance of the Study**

This study was geared towards providing information on the extent to which co-curricular activities could be used as an avenue for promoting Moral Education in Senior High Schools. It could therefore serve as a guide to the practice of promoting Religious and Moral Education as a subject in the Senior High School level. The study could also serve as a guide to policy makers and curriculum planners by way of providing the needed professional training for teachers and other stakeholders to enhance the implementation of co-curricular activities in order to achieve effective promotion of Moral Education. It will also be useful to headmasters and proprietors of Senior High Schools who wish to promote Moral Education in their schools. Religious bodies will also benefit from it since they all aim at solving moral problems in the society. Finally, the study could contribute to research on co-curricular activities and how they help in the teaching and learning of morality.

## **Delimitation**

In setting the boundaries for this study, I concentrated on in-school co-curricular activities. All co-curricular activities that are planned, organised, supervised and implemented within the premises of the selected schools were studied. The study also focused on only moral education and not religious education in the Senior High Schools. The moral lessons were assessed based on the parameters or vectors set by Chikerings' psychosocial theory namely managing emotions, achieving competence, becoming autonomous, freeing interpersonal relationships, establishing identity, developing integrity and clarifying purposes. Details of these moral issues would be discussed in the literature review section. Co-curricular activities promote vitality, positive thinking, enthusiasm and team spirit which in turn, contribute to personality development. Co-curricular activities "facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development" (Khan & Iqbal, 2014, p. 2169). This study concentrated on only the moral development aspect of the co-curricular activities.

## **Limitations**

At the time of data collection, some of the respondents for the questionnaires failed to cooperate as they filled the questionnaire half-way. So their questionnaires could not be added to the data. This notwithstanding, the teachers' questionnaire achieved 82.52% return rate while students' questionnaire achieved 86.81%. All the teachers in the selected Senior High Schools were supposed to partake in the study. It could have been better if the data collection had achieved 100% return rate. The data could have been

enriched if all the targeted respondents were involved. All the same since the return rate was high, the effect of this is infinitesimal. The use of participant observation might have made some students put up good behaviour. However, since they did not know what I was looking for, my presence did not affect their behaviour so much. To deal with this, Focus Group Discussion and questionnaires were administered to fill any pot holes the use of observation might have created.

### **Operational Definition of Terms**

For the purpose of this study, operational definitions have been given to the following terms:

1. Co-curricular activities- activities that are implemented within the confines of the school system to augment academic work
2. Moral Education- inculcation of moral lessons into students life guided by scientific principles
3. Municipality- a city or town which is governed by its own locally-appointed officials, local government and headed by Municipal Chief Executive with a population of not less than 100,000
4. Role- particular function that something performs.

### **Organisation of the Study**

The study was organised into five main chapters. The first chapter dealt with the general introduction of the study, covering the background to the study, statement of the problem, purpose of the study, research questions, and significance of the study, delimitation of the study, limitations of the study and organisation of the study. Chapter Two of the study dealt with the review of related literature. It covered the theoretical/conceptual framework of the

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study. It also had a section for empirical review under which studies related to the research were reviewed. Chapter Three also dealt with the methodology which included: research design, population, sample and sampling procedure, research instrument, validity and reliability of instrument, data collection procedure, as well as data analysis. Chapter Four of the study dealt with the presentation of results and discussion of the study. The final chapter, Chapter Five, covered the summary of the research process, conclusions based on the findings, recommendations for practice and areas for further study.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This section of the study attempted to look at what some scholars have written concerning the problem under study. The Chapter discusses the review of related literature with the view of identifying gaps, looking at related research works and to help develop theoretical and conceptual framework for the study. The review was organised under the following sub-headings:

- i The Concept of Moral Education
- ii The Concept of Co-curricular Activities
- iii Criteria for Exploring the Effectiveness of a Program
- iv Chickering's Psychosocial Development Theory
- v Student Involvement Theory
- vi Co-curricular Activities in Schools
- vii How Co-curricular Activities Promote Moral Education
- viii Challenges of Using Co-curricular Activities to Promote Moral Education
- ix Moral Teachings Students Learn from Co-curricular Activities
- x Empirical Review and
- xi Chapter summary

The selection of these topics as basis for the review of related literature was informed by the problem and the research questions formulated to guide the study.



## Conceptual Review

### The Concept of Moral Education

According to Peters (1970), Education is Moral Education if we are to include the pursuit of good morals and not just confine it to codes and more general dealings with other men. Peters went further to say that a minimum task of moral education is surely to equip people so that they will not be perpetually bored. Confining moral education to the inculcation of codes will be problematic due to the relativity in morality. In this case, moral education should strive to promote autonomy and not to infringe on the freedom of those who go through it. Marique (1970) also posits that the general aim of moral education is right conduct and action in conformity with the standards and ideals of sound morality. It is to prepare the children and the youth for good life and to live up to standard moralities. In the same vain, moral education, sometimes understood as character building or value education is designed to influence the character and well-being of the younger generation in a positive manner (Knowles & McLean, 1992; Ryan & Lickona, 1992). The younger generation have the future of the country they live in, in their hands meaning, if the older ones refuse to teach them morality their future is bound to be ruined with rampant crime.

Gustafson (1970) in his book “Education for Moral Responsibility” states that “what we seek in moral education is to develop or influence persons in such a way that their action is morally responsible” (p. 14). Thus, moral education should impact positively on the learner and make him or her stand in the position to be a responsible person. When someone goes through Moral Education, it should reflect in the actions and in-actions of that moral agent.

According to Hirst (1974), “the school must therefore express a clear content structure that in both content and manner of exercise, that is rationally defensible and appropriate for moral learning” (p. 104). This means that content and methodology in the school systems should help the learners to be moral. The methodology that comes to mind first is definitely the formal, classroom ones namely: lecture, demonstration, question and answer, brainstorming, debate and so on. Even though these methods are tried and tested in teaching Moral Education that of the informal methods cannot in any way be downplayed since they may be the most effective for this computer age at certain point in time.

Loubser (1971), argues that since schools are about learning and organisation specially designed for promotion of learning, they might be in the more favourable position to promote moral development especially development of moral reasoning. This attest to the fact that the role of the school in promoting Moral Education cannot in anyway be overemphasised. In fact, if the country wants to teach her children to have socially acceptable habits in specific situations, the right way is to teach Moral Education in schools.

In a related development, a pastoral letter issued by the Catholic Church of United States stated that an education that quickens the intelligence and enriches the mind with knowledge but fails to develop the will to direct it to the practice of virtue may produce scholars but it cannot produce good men (as cited by Marique ,1970). Thus, the education that fails to address issues on morality and religiosity fail to lead to holistic development of the individual to face challenges in the society. The exclusion of moral training from the

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educative process is more dangerous because it will send pupil into life with false ideas which cannot be corrected easily. In fact, an education that tries to incorporate moral element is the best for citizenship. “A recent public opinion survey shows that 79% of the American people are in favour of the public school teaching morals and moral behaviour. However, there is no clear consensus about what moral content should be taught and how it should be taught” (Levy, 1991, p. 737). A study released by U.S. News and World Report found that “teaching children values and discipline ranked the highest among issues Americans considered most important to reforming our schools” (Jones, Ryan, & Bohlin, 1998, p. 11). The situation might not be different from the Ghanaian context because inasmuch as the human being is free, the human being is subject to moral laws. These moral laws must be inculcated through rational means and by applying educational principles of which the implementation of co-curricular activities remains one of the avenues.

The subject matter of the Moral Education curriculum, how it is taught and pacing, the subject matter to be taught and the school organisation needed are all clearly related to the total social structure within which any school as an institution is set. In fact “very rarely does a school attempt to change the moral code of a society” (Musgrave, 1978, p. 128). The school system tries to uphold the moral fabric of the society and that the school is a miniature of the larger society. The school creates an enabling atmosphere for the teaching and learning of Moral Education through the various stakeholders such as peers, teachers, administrators, parents, Non-Governmental Organisations and more importantly subjects and the programmes it runs. The younger ones in the school system learn from the older ones likewise the older ones learn from the

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among the youth in the country. The function of schooling is to guide and control the formation of habit and character on the part of the individual as well as to develop his capabilities, so that the individual will become an efficient member of society. Moral Education, then, refers to helping children acquire those virtues or moral habits that will help them to individually live good lives and at the same time become industrious, responsible members of their communities. In this view, moral education contributes to the students as individuals, and also to the social cohesion of a community as a whole entity (Maribeth, 1990). It is incumbent on the society to promote Moral Education among the youth since the society itself stands to benefit from its successful implementation. In this case, “the object of much contemporary Moral Education in so-called free countries is to make moral men-in-the-street into morally well-informed citizens, but to some extent, and even in non-democratic societies, the process of growing to adulthood inevitably poses questions...” (Musgrave, 1978, p. 56). In some cases, the process of nurturing individual to be morally educated as the individual grow into adulthood becomes defective. This is the more reason why even though the society tries to implement various curricular programmes related to moral education, still faces upsurge in crime rates. Unless these bottlenecks are curtailed the efforts of the stakeholders in upholding strong moral values will be in futility.

### **The Concept of Co-curricular Activities**

Co-curricular activities are sometimes referred to as extra-curricular, extra mural, hidden curricular, covert curricular and so on (Tan & Pope, 2007). The different and numerous names given to it clearly reflect the different levels of importance attached to it. How it is considered and referred

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to definitely has an impact on how it is implemented. For instance, something that is hidden or considered extra will have different connotations when it is considered as integral part of the school system. In any case, Co-curricular activities are primarily designed to augment and support the normal classroom instructional processes in the school system. Sultana (2012) posits that co-curricular activities are considered as an important part of child development. It is a new way of imparting education through scientific blends on the part of education. It is a new invention for the new generation to grow up a child with excellence. Co-curricular activities form a vital link in the total pattern of educational experiences. These experiences comprise inside as well as outside class-room experiences to cover all facts of growth pattern and ensure balanced development of the child and good citizenship for the country. The author continues to say that schools are selected to play its major role. But many schools are found not arranging various types of co-curricular activities due to different problems. Consequently, many students are deprived of participation in these co-curricular activities. It is therefore necessary that school authorities and parents/guardians are sensitised about its importance at the school level.

Co-curricular activities are defined as activities that enhance and enrich the regular curriculum during normal school days. They are also referred to as extracurricular, extra-class, non-class, school-life, and student activities (Tan & Pope, 2007). Despite the lack of a precise term, co-curricular activities seem more student-centred than the regular classes. In the organisation of co-curricular activities, students assume responsible positions of leadership; students' spontaneous interests and immediate needs determine

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affiliations and experiences; and the teacher-supervisor is often a mentor or guide rather than an instructor (Stevens, 1999). The implementation of co-curricular activities is more liberal and informal as compared to the normal classroom instruction. This ensures learner-centeredness as learners learn at their own pace. The learner centeredness is not all-good as sometimes students may cultivate bad morals instead of the good ones when the activity is not well supervised.

According to Sultana (2012), the modern meaning of curriculum is very wide and comprehensive. It includes the totality of experiences of the child that is acquired inside and outside the school. However, the curriculum meant for them is not sufficient enough to fulfil the over-all development. To see this crisis, the formal education of the school houses many activities as a part of education for the all-round development of the child and their personality. As these activities are significantly joined with the curriculum, it is called co-curricular activities, which can help in the physical, mental, moral, social, emotional, aesthetic and spiritual development of an individual. The co-curricular activities are now an integral part of the educational system at school. Few years back, it was taken as extra-curricular activities which were not given much emphasis as it is given today. But this situation gradually underwent a change. The school is charged by the society to give various training to youths to make them socially and economically efficient. Nesan (2009) has a similar view and underscored the important role that co-curricular activities play in education. For him, there are two divergent viewpoints regarding co-curricular activities, some in favour and some opposed. One of the arguments in favour is that these activities prepare learners practically for

the future because they get used to working in teams, exercising leadership and taking initiative. The normal curriculum has limitations, with the result that learners who only experienced rigidly academic study may not be able to apply theoretical knowledge in practical situations. He added that another benefit is that quite a number of activities have a strong physical (as opposed to mental) bias. Learners have to abandon their desks and face new challenges. By giving equal weight to co-curricular and formal academic activities the school system can turn out more versatile and well-balanced individuals who are more competent. Students' co-curricular experiences (e.g., participation in student organisations, project teams, or community service) supplement their formal instruction and have also been shown to be related to ethical development. Research has demonstrated that involvement in co-curricular experiences in general (Burt, Carpenter, Fineffi, Harding, Sutkus, Holsapple, Bielby, & Ra, 2011), co-curricular experiences featuring diversity (Mayhew, Seifert, & Pascarella, 2010), and co-curricular service activities (e.g. Boss, 1994; Pratt, 2001; Wright, 2001) can lead to increases in ethical development. However, there has been little widespread effort directed towards leveraging these experiences in the curriculum. This reflects exactly the situation in Ghana as issues pertaining to co-curricular activities are relegated to the background in schools.

As most students do participate in co-curricular activities that have an ethics component, researches highlight the potential for better leveraging students' co-curricular experiences. Students report that they learn and think critically about ethics through their co-curricular involvement (Burt, et al., 2011), but they note that those experiences often happen with little connection

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to formal curricula and with limited school support. These experiences could have more influence if they were integrated into the formal curriculum or if school authorities or other stakeholders participated in or served as advisors for student organisations. In this case, the success or otherwise of the implementing co-curricular activities depends on collaborative efforts between the students and other key stakeholders of education. From the foregoing literature from other parts of the world it is obvious that co-curricular activity (when well implemented) is an effective tool in moral education. Of interest to this research is to find out from a Ghanaian school how it is being implemented and its level of effectiveness in ensuring high moral standards in schools.

### **Criteria for Exploring the Effectiveness of a Programme**

The first research question in this study attempts to unearth the types of co-curricular activities that are implemented in the selected Senior High Schools by assessing their effectiveness. It is thus worthwhile to look at what effectiveness means and some criteria for measuring effectiveness of a programme. This section of the study talks about these issues.

Effectiveness refers to effects of a program or policy under more real-world conditions (Flay, 1986; Greenberg, 2004). When the school organises a programme or sets a policy to be implemented, it is expected that by the end of the programme the students or any other participant will be impacted positively. Participant will be in the best position to tell whether they have really benefited or not. Sadler (1996), also added that effectiveness means “how well something works or whether it works as intended and meets the purposes for which it is designed” (p. 37). This is clearly talking about the



fidelity of the implementation of the programme that is being studied. In fact, most of the stakeholders in the school system have in mind and sometimes on paper the aims and objectives of implementing the curriculum. These objectives are sometimes achieved and another time they end in fiasco. This study will look at the extent to which the purpose for which co-curricular activities are instituted and implemented are achieved with respect to promoting moral education. Young and Levy (1999), see “effectiveness” as “a matter of contribution that institutions make to solving the problems that motivate actors to invest the time and energy needed to create them”(p. 3). Are co-curricular activities worthy of investing time, money and other resources in? This is not a matter of the efficiency of the programme but just to find out how worthwhile it is to spend the already inadequate school resources on these co-curricular activities.

Furthermore, Baker and McLelland (2003) said something similar when they posited that with respect to effectiveness components, when considering policy implementation, it should be based on the policy application (practice), the meeting of objectives (performance), the proficiency with which the objectives are met, and the achievement of goals (purpose). Effectiveness studies focus on important factors such as the quality of implementation, which will affect programme outcomes when delivered under naturalistic conditions. Furthermore, issues regarding programme fidelity and adaptation as programmes are “taken to scale” may contribute further variation in the expected outcomes (Elliott & Mihalic, 2004; Flay, 1986). Effectiveness trials test whether programmes or policies are effective under “real-world” conditions or in “natural” settings. Effectiveness trials may also establish for

whom, and under what conditions of delivery, the programme or policy is effective (Flay, 1986). Effectiveness trials are heavily dependent on the relationship between the host environment and the research team, such that the measurement must be harmonious with the mission and vision of the host institution (Flay, Biglan, Boruch, Castro, Gottfredson, Kellam, & Ji, 2005). This means that ethical issues concerning the conduct of research must be discussed and considered strictly in order not to violate the mission and visions of the Senior High Schools in which the research work is going to be carried out. Failure to comply with the ethics of the research is likely to pose danger to the participants and this may force them to give wrong information or decide not to participate in the study at all.

It is obvious that in terms of perspectives on effectiveness in the literature, four categories can be identified: procedural; substantive; transactive; and normative (Flay, 1986; Baker & McLelland, 2003, Theophilou, Bond, & Cashmore, 2010). With these ideas as basis, the instrument for data collection was crafted to take cognisance of all these very important issues such as relevance, sustainability and fidelity of implementation of co-curricular activities. Basically, it considers how students in the Senior High School become morally educated persons by participating in co-curricular activities, the inevitable role played by stakeholders and how the stakeholders are to surmount the barriers of implementation in order to ensure its effectiveness. The interrelation of the main variables in this study is clearly indicated in figure 1, which displays the conceptual framework of the study.

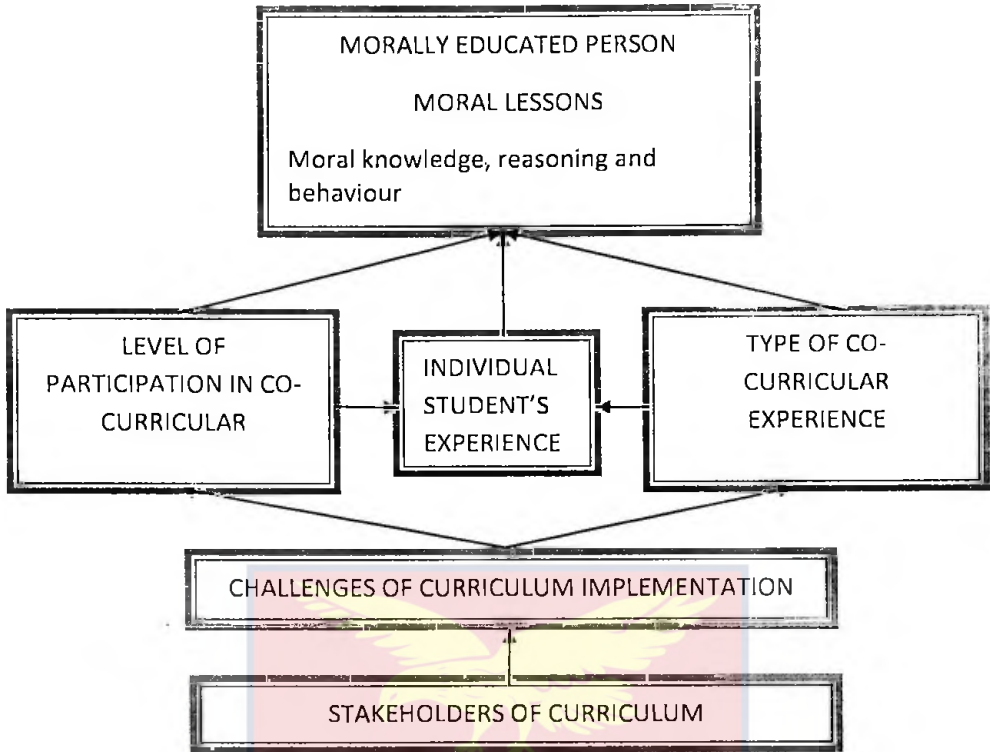


Figure 1: *Promotion of moral education through co-curricular activities*

Source: *Researcher's construct*

The school system offers very rich experiences to students through the implementation of both formal and informal curriculum. The formal curriculum offers the students opportunity to develop moral competences through the teaching and learning of Religious and Moral Education and other subjects in the classroom settings. The informal curriculum also offers students similar experiences through the implementation of co-curricular activities. Thus a combination of formal curricular experience and co-curricular experiences makes up individual student's experience. Importantly, the student's experience is translated into knowledge of morality, moral reasoning and moral behaviour which reflects students' moral education. These variables depend largely on the moral lessons that are embedded in the activities they engage in. Some researchers have established that the

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implementation of co-curricular activities helps to promote moral education of students (Burt et al; 2011; Boss, 1994; Pratt, 2001; Wright, 2001). When the level of participation and the types of co-curricular activities implemented are placed on equal footing, it is there that they will be able to support the student's moral education up to an appreciable level. When one of them weakens, then, the student is bound to have very weak knowledge in morality, moral behaviour and moral reasoning (set of cognitive skills an individual uses in considering how to resolve moral dilemmas, Elm, Kennedy, & Lawton, 2001). The challenges form part of the foundation of both participation and types of co-curricular activities implemented. When the challenges are not well curtailed by stakeholders, they are likely to prevent the students from participating in the types of co-curricular activities implemented. This could be caused by protracted barriers of curriculum implementation such as lack of funding, stakeholder apathy, lack of logistics and qualified personnel, nature of programme, attitudinal barriers and so on.

There is a close relationship between the level of participation and type of co-curricular experiences which determines the level of students' moral education. When the students participate highly in the types of co-curricular activities implemented it strengthens the individual student's experiences which make their level of moral education high. The student's moral knowledge, reasoning and behaviour become lower when these two entities fail to collaborate but fall apart. This in all cases is attributed to the role stakeholders play in the implementation of curriculum. It is when they (teachers, students, community, government, Non-governmental Organisations etc.) play their roles well that the gap between level of participation in co-

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curricular experiences and type of co-curricular experiences would be adequately bridged. With this, the barriers of curriculum implementation are curtailed making it effective. In a study conducted by Wilhelm in 2004, one's participation in one or more extra-curricular, co-curricular, volunteer, or community organisations or activities on a weekly basis did not show any relationship to higher levels of moral reasoning in this study nor did the number of hours per week that individuals participated. Although only marginally significant, there was an inverse relationship between the level of moral reasoning and the hours individuals participated in extracurricular, co-curricular, volunteer, or community organisations or activities (Pearson coefficient = -.055). According to Wilhelm (2004), one reason for this inverse relationship may be that participation in such activities may expose students to richness-of-life experiences. The quality of those experiences and students' sensitivity to those qualities may affect moral reasoning. Another reason for this inverse relationship may be related to maintaining balance in one's life; in other words, too much participation in such activities may inhibit ethical maturation. In this case, "further inquiry using a qualitative approach into the intrinsic values of richness-of-life experiences is warranted" (Wilhelm, 2004, p. 120). The current study attempted to find out the role that effective implementation of co-curricular activities plays in the promotion of moral education among students. In fact, it pays particular attention to the level of participation of key stakeholders like students and teachers. It will also assess the implementation process by unearthing the challenges/barriers of the implementation of co-curricular activities. The types of co-curricular activities implemented and the moral lessons student learn from them were dealt with.

### **Chickering's Psychosocial Development Theory**

The psychosocial development theory which was propounded by Chickering remains a well-known realistic theory of student's personal development. What make this theory very relevant is the variables that it deals with. These variables are applicable especially in designing the questionnaires since they centre on the students moral development.

According to Chickering (1969), students develop traditionally along seven vectors namely: managing emotions, achieving competence, becoming autonomous, freeing interpersonal relationships, establishing identity, developing integrity and clarifying purposes. Managing emotions means the individual is able to control his/her disposition or temperament in such a way that other people around the individual feel comfortable to relate with the person. The society expects its members to manage their emotions to make them compactible with other peoples' emotions. The theory also talks about achieving competences and becoming autonomous. The students are to develop physical, spiritual and intellectual competences that will make them take autonomous moral decisions in their everyday life. Thus they should be able to make right moral decisions with little or no guidance from teachers. This invariably will make them relate freely with people they come into contact with. The development of integrity among students is very important as this is needed in the field of work as well as every facet of their life. The development of integrity requires that the student is able to clarify the purpose of his/her existence especially with respect to values. When the student is able

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to clarify his values then it becomes more likely to make the right moral decisions.

Chickering (1969) indicated that out of the seven vectors, three of them: achieving competence, becoming autonomous and managing emotions are connected directly to the student success in college and represent integral and critical developmental tasks that students must cope with during these years. The author continued to postulate that college students increased confidence in themselves, as well as “increased trust in their abilities” (Chickering, 1969, p. 34). It is the development of this confidence in student that helps them to take autonomous moral decisions in the society. Again, it is worth noting that “a sense of competence stemmed from the confidence that one can cope with what comes and achieve goals successfully” (Chickering & Reisser, 1993, p. 53). Individual students and the society they live in have various goals they have set to achieve. These goals are set in connection with making individual develop some competences. Kniefelkamp, Widick, and Parker (1978) pose the question that does the implementation of co-curricular activities in the school system help the individual students to engage the student in making choices, require interaction with diverse individuals and ideas, involve students in direct and varied experiences, involve students in solving complex intellectual and social problems and make objective self-assumptions? The current study will assess co-curricular activities as implemented in the Senior High Schools to find out if these competencies are embedded in the activities. Chickering’s psychosocial development theory will serve as a guide to determine the areas to consider in the attempt to find out

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how co-curricular activities help in teaching moral education especially within  
the parameters of the components of the theory.

### **Student Involvement Theory**

One of the research questions for this study attempts to find out the level of involvement of students in co-curricular activities. It is very necessary on the part of the researcher to unearth what scholars have said about student involvement. Student involvement refers to the quantity and quality of physical and psychological energy that students engage in school experience (Astin, 1999). Such involvement can take many forms, such as absorption in academic work, participation in extracurricular activities, and interaction with faculty and other institutional personnel. Importantly, the more the student involve in school activities, the greater will be the student's learning and personal development (Astin, 1999). Astin studied and wrote extensively in the area of student involvement in schools (Astin, 1984; Astin, Korn & Green, 1987). Astin referred to the academic experience in a broad sense that encompassed both classroom learning and out-of-class experiences. His theory was predicated on five basic assumptions:

1. involvement refers to the investment of physical and psychological energy in various objects.
2. involvement occurs along a continuum.
3. involvement has both quantitative and qualitative features.
4. the amount of student learning and personal development associated with any educational programme is directly proportional to the quality and quantity of student involvement in that programme.



5. the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1984, p. 298). Astin's theory presented a paradigm for viewing student participation in co-curricular activities, stressing the concepts of commitment and time. Involvement was an active concept that required the student to invest time and energy. Programmes that motivate students to make such a commitment were the most successful. Marais (2011) conducted a study with a specific purpose of determining students' perceptions of their participation in co-curricular activities during teaching practice periods in schools. The research was qualitative and driven by the following research question: What are student teachers' perceptions of the significance of their participation in co-curricular activities for their own professional development? The aims of the research under review were to determine students'/teachers' perceptions of the following: (1) the nature of co-curricular activities; (2) the value of co-curricular activities for learners; (3) the value of students'/teachers' participation in co-curricular activities for their own professional development; (4) the effectiveness of teaching practice as presented in an out-distant learning context; and (5) students'/teachers' recommendations regarding their participation in co-curricular activities by means of out-distant learning. Semi-structured and open-ended questions were used to gather data from the participants. Results confirmed the importance of active participation in co-curricular activities in order to prepare students for their teaching career.

Do students in Senior High School involved themselves in co-curricular activities? Granted that they do, what is their level of commitment to the precepts of it? What are the causes of students' apathy in participating in

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co-curricular activities? These questions and others would be answered by the end of this study. The level of participation of learners determines how effective the curriculum implementation will be. This is applicable to both hidden and formal curricula. It follows that students level of participation in co-curricular activities is crucial in this study since only those who take part are likely to benefit from it. Zhang (2001) assessed the level of involvement in co-curricular activities among students. It was found that three out of four students allocate at least some time each week to co-curricular activities. But evidence from the 2010 National Survey of Student Engagement suggests that for most students the time commitment is light. When students were asked how many hours a week they devote to out-of-class activities, the most common answer was 1-5 hours. Among the 3,328 students responding to the question on the NSSE survey, only 24% reported spending more than 10 hours per week – similar to the number having no co-curricular involvement at all. Only 7.3% of students give more than 20 hours, and only 3.2% give more than 30 hours per week. It was also found that level of engagement varies from school to school. Nonetheless, in the study area, most satisfied students are also those who are most heavily engaged in co-curricular activities. This supports the point made earlier that it is the participants that benefit from the activities they take part.

Educators acknowledge the relevance of learners' participation in co-curricular activities to learner upbringing (Kariyana, Maphosa, & Mapuranga, (2012). The responsibility lies in the hands of various stakeholders within the confines of the school to package co-curricular activities in such a way that they become attractive and convenient to aid easy learner participation. It is

co-curricular activities in order to have the necessary motivation to participate in it.

### **Co-curricular Activities in Schools**

It is worthy to note that students learn faster when they participate in an activity. So activity oriented lessons yield much positive results than that of a boring lecture from a teacher devoid of any practical activity (Turner & Patrick, 2004). It is on this basis that some schools do have time in their curriculum implementation for students to engage in co-curricular activities. Co-curricular activities fall outside the realm of the normal curriculum implementation. Time and again, a range of activities in the form of classes, social clubs, culture, cadet corps, and sports activities is made available to students which might occur during normal school hours, lunch break or mostly voluntary are offered throughout the school system from the pre-primary to the tertiary level. Some examples of co-curricular activities include sports, music lessons, choir practice, debate, worships or religious study, benevolent fundraising, theatricals, science clubs, even hobbies such as gardening, crafts, cooking competitions, poetry recitals and dancing (Marais, 2011). In the current study, school co-curricular activities refer to other school activities that are offered together with the academic curriculum within the confines of the school. In this case, activities that students participate in when they leave the school premises to the community are not part of the activities being studied. This is the more reason why the current study did not discuss the role of parent in the implementation of the co-curricular activities. It is the activities that are interspersed with the formal activities on the school time table that is relevant

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to the researcher. Even though one may be referring to these same activities, some refer to such activities as extra-curricular activities, suggesting that they are addendum to the formal or core curriculum of the school system (Kariyana, Maphosa, & Mapuranga, 2012). In any case, the name that is given to these activities determines the importance the school attached to them.

Co-curricular activities are implemented for the benefit of the students. It is therefore important that students participate actively in the activities. Co-curricular involvement refers to non-academic experiences sponsored, guided, or reinforced by the school authorities. These co-curricular experiences include, but are not limited to, participation in learner organisations, intramurals, interschool athletics, drama/cultural clubs, and community service programmes, Evans, Forney and Guido-DiBrito (as cited in Wangai, 2012). These scholars have made co-curricular activities too broad to encompass community service programmes. The community is also involved in co-curricular activities because they sometimes patronise it. Where co-curricular activities are obligatory, they are viewed as a means to enhance social collaboration, leadership, healthy recreation, self-discipline and self-confidence. As reiterated earlier, in some instances, co-curricular activities take place during normal curriculum hours and sometimes not, in which the latter case they require time commitment beyond the regular school day (Marais, 2011). No matter the time, whether co-curricular activities are implemented-out of school or in-school, participant tend to benefit immensely from it. For instance, Wagner (1999) postulates that co-curricular activities encourage personal accomplishments and the development of interpersonal skills. Adolescents who participate in these activities have opportunities to

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undertake meaningful roles and responsibilities. Eventually, the enormous benefits students accrue from these experiences can be an important shielding factor for those growing up under morally vulnerable conditions like the one we are experiencing in the country.

It is an undeniable fact that Co-curricular activities play pivotal role in curriculum; these activities broaden experiences and enrich intellectual domains of the students (Ghazanfar, 2015). These co-curricular activities may or not carry educational credits, have legitimate links to regular courses and to the purposes of academic work in schools. 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). This is well-articulated because co-curricular activities contribute immensely to the curricular experiences that high school students are exposed to. The most important thing to me is how they are able to promote moral education in the Senior High Schools. In other countries, it has been proven to be a very effective way of promoting moral education and achieving high performance (Jamalis & Fauzee, 2007; VanDuyne, 2004; Mohaney, Cairos, & Farwer, 2003) may be due to the importance that the stakeholders attach to it. Curriculum implementation takes different trends in various countries and even activities offered differ from school to school (Marais, 2011). This calls for a comprehensive exploration of how the implementation of co-curricular activities helps in teaching and learning of moral education in Senior High Schools.

According to Mehmood, Hussain, Khalid, and Azam, (2012), for every society to develop, it requires that its citizenry become mentally and

physically healthy persons who have qualities like creativity, hard work and honesty. In order to develop such qualities, one needs training and practice in the school system. The use of textbook alone cannot develop such desirable qualities in the student. These qualities could be nurtured through the implementation of co-curricular activities as well. Co-curricular activities are, therefore, a series of activities interspersed with the school programme, which help to bring out all round development of the students outside the subjects for examination schedule. Some of the subjects taught in the Senior High Schools like Social Studies attempt to expose students to these moral teachings. However since the teaching of moral education is not the prime motive of the subject, other alternative effective ways must be explored. In fact, only Catholic Mission Schools in the country teach Religious and Moral Education in the Senior High Schools and this means that the rest are left on their own without any formal teaching of the subject. It is not known, at this juncture, how the students would learn these qualities.

Marais (2011) posited that co-curricular activities offered after or during school hours can be an excellent opportunity for those who take part in it to discover new meaning in life rather than waste time lazing around or maybe even making trouble out of world-weariness. Co-curricular activities engage the students and keep them busy with very lucrative activities. Many of the activities attempt to develop very significant life skills which normally help them to become useful to the society they find themselves in. After all, schools should aim for a comprehensive curriculum that develops a student psychologically, physically, communally and morally so that they are able to fit in society and the world of work at large (Kariyana, Maphosa, &

Mapuranga, 2012). The most important aspect of these domains, even though the rest are all important, is the moral aspect since a genuine education ought to have effects, right or wrong, on moral decisions of those who go through it (William, 1970; Hirst, 1974).

Most of the conventional and almost all contemporary educationists acknowledge that education is not just the memorisation of certain facts, figures and skills but it is all-round development of the students who pass through that programme. It follows that it is logical to think that co-curricular activities are the integral part of educational system (Kumar, 2004; Bashir, 2012). According to these scholars, indications have been made in various scholastic books, commission reports and educational plan regarding the policy, programme, activities and importance of these activities. They further added that for social, physical and spiritual development, co-curricular activities are prerequisite. The type and the population of a school have relationship with the levels of participation of the students in co-curricular activities. Miller (2007) found that, on average, students in small high schools participate in co-curricular activities at a higher rate than do their counterparts in large high schools. Especially noteworthy is the higher percentage of students in larger high schools who, relative to those in smaller schools, show no participation in any school activities. The largest schools had about five times as many available co-curricular activities as the small schools, but evidence suggests that students in large schools do not take advantage of these opportunities (Shoggen & Shoggen, 1988). Although small schools may not provide a wealth of activities, the average student in a small school has a greater degree of involvement in the activities available.

In schools, both conscious and unconscious efforts are made to educate students morally. The conscious effort takes the form of inclusion and implementation of moral education topics in the syllabus while the unconscious effort may take place in the form of co-curricular activities. A lot has been written on the relationship and impact of co-curricular activities on the moral education of the Senior High School student. This section deals with what some scholars have to say.

Co-curricular activities help to a large extent for the development in the academic, social, mental, and character of students, and every student should be provided with the chance to take part in at least one healthy and positive activity (Daniyal, Nawaz, Hassan, & Mubeen, 2012). The school system when managed well, and the curriculum is well implemented, can achieve a lot of aims. However, the extent to which individual student benefit from the curriculum depends largely on so many factors. This is applicable to co-curricular activities. The focus of this study is to unearth how feasible co-curricular activities as an approach can be used in the teaching and learning of moral education in senior high schools. This is because there is a growing concern and discussion about the need for schools to do more to foster character development and to educate the youth on values. This has raised very hot debate and it is attracting much attention among educators and policy makers (Jones, Ryan, & Bohlin, 1998). In the senior high schools, students are very vulnerable to immoral behaviours. It is indispensable to find ways of teaching moral education in order to curtail delinquency among them. For example, 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 (Rose, 2000). Again, in a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of the said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline (Sitra, & Sasidhar, 2005). This is a study conducted in a developed country. Much is not known as to the situation in a developing country like Ghana.

According to Mwisukha, Njororai and Onywera (2003), the school system has failed to ingrain key values of morality and democracy because it focuses on academic achievement as an end in itself. Co-curricular program offers activities of interest to all students in the school. Students are encouraged to participate fully in the athletic, artistic, social and traditional life of the school. Involvement in the school's co-curricular program facilitates students to make new friends and develop talents and interests outside of the regular school curriculum. In this regard, educational experiences should not only include formal knowledge to help the students to develop intellectually and mentally but also impart lots of other experiences for their social, physical and spiritual development (Winston, Bonney, Miller & Dagley, 2008). It follows from this point that co-curricular activities impact on various spheres of life. So the type of activity that takes place in the school will determine which sphere of life the co-curricular activity is likely to impact. Inasmuch as the individual student participate fully in co-curricular activities, then the

person is very likely to benefit from it. With this, Russel, Peter, Donald and Robert (2000) found that co-curricular activities involvement in high school produces honesty and fair play needed to prevent delinquency and crime. Ghanaians cherish honesty and fairness as key moral teachings in the society. Students who go through co-curricular activities that teach these virtues are very likely to practice them in their day-to-day life. Thus when the school is able to organise successful co-curricular programmes for vulnerable students, then a very good attempt is being made to create an environment that helps students develop a sense of commitment to the school community (Terenzini, Springer, Pascarella, & Nora, 1995).

There is a correlation between co-curricular activities and personality traits. This has been found to be a strong relationship (Thomas & Morrison, 1995). The researchers found the mean difference of participant and non-participant groups to be significant and the t-test was used to verify this difference. Thus, they reported that there was a relationship between athletics and personality traits (Maribeth, 1990, Leslie 1992, Thomas & Morrison, 1995). Personality traits like tolerance, patience, honesty and endurance are all cultivated in the athletic competitions. Despite the fact that scholars are struggling with getting a precise term, co-curricular activities seem more student-centered than the regular classes. In co-curricular activities, students assume responsible positions of leadership; students' spontaneous interests and immediate needs determine affiliations and experiences; and the teacher-supervisor is often a mentor or guide rather than an instructor (Stevens, 1999). Here, the teacher does little whiles greater part of the activity is performed by the students. The opportunity that they are

offered to go through the activity exposes them to the cultivation of leadership skills since they appoint their own leaders.

According to Leung and Chan (2011), in addition to enhancing the learning effectiveness of students, co-curricular and experiential learning activities are widely used to enrich students' practical exposures, hands-on experiences, and other soft skills like problem-solving, presentation and interpersonal communication, and self-discipline and management skills. Moral teachings that deal with interpersonal relationships and self-discipline are very important in training an individual to become useful citizen of the country. When the individual is able to live well with his/her fellows, and also live a self-discipline life, then most of the social vices in the community would be curtailed. This will invariably ensure peaceful co-existence of peoples from diverse background. This is the major reason why the 32nd Annual Phi Delta Kappa Gallup Poll of the Public's Attitudes Toward Public Schools (2000) found 46% of public school parents believing that co-curricular activities were as important as core academic subjects. Adeyemo (2010) postulates that besides creating a school culture and promoting school spirit, co-curricular activities have been found to have a relationship with students' academic performance, development of responsibility, discovering their abilities and interest, self-discipline and leadership skills. This study focuses on the moral education aspect of the numerous importance that the implementation of co-curricular in Senior High Schools contribute to the upbringing of the students. Christopher (1998) reported that sports develop manners and sense of justice among school students and provide an opportunity of practice in playground and in social life. The results of the study show that the students who

participate in co-curricular activities behave differently from those who don't participate in these activities. This means that those who participate in co-curricular activities cultivate moral teachings from it.

Another studies that was conducted also found out that students who participate in co-curricular activities, including athletics, derive a host of benefits such as better grades, a higher likelihood of college attendance, a lower likelihood of dropout, higher educational aspirations, more satisfaction with schools and teachers, higher life satisfaction, broader conventional peer networks, less involvement in delinquent behaviours, and less drug and alcohol use (Crosnoe, 2002; Eccles, Barber, Stone, Hunt, 2003).

Indeed, Mastufski and Keeter (1999) found in their study that 91% of police chiefs agree that greater investment should be made in co-curricular programmes to help young people today. They explained in this regard that ultimately it is the wider community through the Government who will be required to pay for the effects of more crime and increasing welfare in the long term. Thus, the overall consensus was that co-curricular programmes not only bring many advantages to the individual students involved but that they also have a key role to play in helping the country to overcome problems relating to juvenile crime and health as well as welfare issues. These same students are bound to be the future leaders making this an inevitable investment. In fact this is a very key issue for the community as these co-curricular programmes are able to teach the discipline and moral values which could not be taught during a normal classroom session (Jamalis & Fauzee, 2007).

Scholars and youth policy advocates contend that when students in Senior High Schools who are mainly youth participate in high-quality co-

curricular activities, such as sports and school clubs, it gives them the opportunity to use the adolescents' leisure time productively and can also provide distinct opportunities for growth and development (Eccles & Gootman, 2002; Holland & Andre, 1987; Larson, 2000). High quality here means that there are cases that the implementation or better still the co-curricular activity in itself is not of good quality. It is therefore necessary to find out which co-curricular activity in the Senior High School is more appropriate in teaching Moral Education.

Other possible explanations for the benefits of participation in school clubs as a specific co-curricular activity for the youths include the opportunity to form relationships with supportive adults, the increased sense of belonging, and the chance to participate in an activity that supports autonomy and a sense of making a difference (Eccles & Gootman, 2002). Thus, a lot could be said about the significance of co-curricular activities in the school system. Of interest to this study is to unearth how feasible it is to use co-curricular activities as a main vehicle for the teaching and learning moral education.

It is not far from the truth to posit that co-curricular activities are very advantageous in promoting moral education of school children within the parameters of the school system. Among these quite specific advantages, Witt (2001) identified three rationales for co-curricular activities: i) the growing needs for child care, ii) concern co-curricular activity has for improving educational achievements, and iii) the linkage between co-curricular program development and school reform agendas, meaning that students can improve their educational achievement through the after-school agendas that help to overcome unhealthy lifestyles and attitudes. Other researchers in connection

with this reiterated that as a whole, co-curricular activity has a key role in reducing unhealthy activities among adolescence that might cause longer-term problems for the community as a whole (Feldman & Matjasko, 2005; Fredricks & Eccles, 2006). In a very simple way, Ashaari (1996) has also suggested that well planned co-curricular activities can develop positive attitudes, fun and healthy lifestyles for children. Moral education is all about developing positive attitude towards one another in the society making it incumbent on the stakeholder of education to put all the appropriate resources in place in order to ensure smooth implementation of co-curricular activities. This needs a very careful planning.

Furthermore, co-curricular activities have stronger impact on developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among male secondary school students than female secondary school students. In fact, co-curricular activities have significant impact on personality development of secondary school students (Mehmood, Hussain, Khalid, & Azam, 2012). These very important moral teachings are cultivated from participating in co-curricular activities because the activities are embedded with these skills and developing them requires that learners go through it successfully. Mohaney, Cairos, Farwer (2003) found a positive relationship between co-curricular activities and inter-personal competencies, high aspiration and better attention level.

### **Challenges of Using Co-curricular Activities to Promote Moral Education**

Goswami and Stillman (1987) conducted a study on the problems of co-curricular activities. The study shows that though provision for physical activities is very important for adolescents but only 60% provisions were

found in the sample schools. The study also reveals that many of the schools have no playground to conduct co-curricular activities. On the other hand, she found that many schools have not yet been able to introduce some important co-curricular activities.

Holland and Andre (1987) conducted a study of the facilities of co-curricular activities and extent of participation in the secondary schools. They found out that financial crisis of the schools was very crucial and there was a lack of trained teachers. Co-curricular activities were still to get scientific place in the school's time table. Most of the schools keep a period for co-curricular activities just to carry out the direction of the departmental authorities. Nevertheless, the schools arrange annual sports, cultural functions and competitions and students take part with full enthusiasm. But if they are given better facilities they would show better performances. This study, clearly informs that the implementation of co-curricular in schools are most likely to face challenges. The current study will look at the situation in the Ghanaian Senior High School juxtaposing it with the existing findings in other part of the world.

Similarly, VanDuyne (2004), in a study on the co-curricular activities in the girls' high schools and their impact on the students' life, has seen that there were no properly trained teachers and experts for organising sufficient number of these activities in these high schools. In many schools in the study area, there was no provision for equipment needed for different co-curricular activities. This seems to be a common problem of every school. The main findings were lack of pupils' participation, lack of adequate staff, lack of encouragement, lack of interest in students, lack of proper playground. With

respect to these two studies, the researchers concentrated on challenges. This informed one of my research questions as the situation might be similar in Ghana.

The implementation stage of curriculum may encounter some challenges. When stakeholders fail to deal appropriately with the challenges, the curriculum will not be able to achieve the aims for which it was designed. Better still; challenges can impede the impact of curriculum on its products. The implementations of co-curricular activities in Senior High School also have its fair share of the challenges.

It is very important for stakeholders to finance education. Asiedu-Akrofi (1978) stated that “one of the progressive things about African Education is the general belief that moneys invested in education will yield great dividends in the future” (p. 124). Asiedu-Akrofi believed that people need not worry about moneys invested in education. In his view, this would surely yield much fruit in the future when the educated would contribute to nation building, industrial development, scientific and technological improvement by using the skills and expertise they would have acquired during the course of being educated. Thus, the output of the products of basic and secondary schools as well as University training leads to the improvement in a people’s living standards; good homes, good feeding and sound health maintenance and above all sound moral judgement. This is well said but still the struggles persist with respect to financing education in Ghana. One of the key challenges of implementing co-curricular activities is sourcing for adequate funding for co-curricular activities in schools. Antwi (1992) wrote that the major problem facing schools in Ghana as elsewhere in Africa has



been without exception, the consequence of inadequate financial support. Adequate funding is required to provide accommodation for rapidly increasing enrolment, ensure an adequate supply of qualified teachers, develop library holdings sufficient to support students' learning, develop infrastructure and to provide financial assistance in the form of scholarships and loans to well qualified students whose limited personal resources make it impossible for them to undertake their studies among others.

In order to offset some of the costs associated with co-curricular activities, many schools and school districts have turned to alternate revenue sources. One option has been to institute user fees for students participating in these activities (Pepe, & Alice, 1984). Fees are either set at a flat rate or students are charged per activity of participation. These fees place the financial responsibilities of participation back on the participants and their families. This means that the participation in co-curricular activities depends on how much the students have to foot the participation fees. Those who do not have enough money to pay for it have no choice than staying away of it. Rozelle (2006) also suggested that another alternative source of school revenue to support co-curricular activities comes from fundraising associated with parent groups and booster clubs. So in the end, the costs go back to the parents. Accordingly, parents who see co-curricular activities as important will finance them adequately while those who see it as useless activity will refuse to fund it. It is worth noting that although the number of students participating in co-curricular activities has been well established, the cost associated with providing school activities remains another variable in the debate. Money used to pay for co-curricular activities can come from state and local taxes, as well

as other revenue sources like user fees and fundraising efforts of parent groups and booster clubs (Weber, 2008).

Despite what appears to be overwhelming support for co-curricular activities, there are still opponents who criticise the place of these activities in schools. Critics believe the sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels (Camp, 1990, p. 272). Even, critics of co-curricular activities claim schools need to focus their time and energy on academics. They believe co-curricular pursuits merely serve as a distraction to the academic role of schooling (Weber, 2008). The implementation of co-curricular activities requires very committed staff to supervise students' participation in order to avoid accidents and even turning it into a mere form of entertainment instead of creating learning experience. It is possible for poor management of co-curricular activities to yield the students cultivation of immorality. When teachers and other stakeholders refuse to manage them well, the aims for which they were instituted is likely not going to be achieved. Black (2002) and VanDuyne (2004) stated that many opponents believe time spent participating in co-curricular activities detracts official academic pursuits. Other people explicitly believe that "identification with an extracurricular activity may displace identification with the school or that, at some point; too many extracurricular activities may leave too little time to pursue academic activities such as homework" (Branch, 2003, p. 22). In Senior High Schools, the syllabus is considered to be over-loaded as many of the schools organised extra classes for their students. At the end of the period of study certificates are awarded based on students' academic performance and not proficiency in

any co-curricular activity. After all, students are admitted into tertiary institutions based on their academic qualification.

According to Sultana (2012), the curriculum in various schools becomes over loaded both for the teachers and the students. Courses are supposed to be completed within the specified time allotted by the curriculum experts. Owing to over burden, both students and teachers have no time to give proper attention to co-curricular activities in the school. One period is enough for the smooth implementation of to-days broad based and all-encompassing co-curricular activities. In this case, even though diverse commissions, curriculum experts and policy makers may talk about its importance nonetheless its practical application still remains absent in the curriculum. Many students fail to participate in these annual sports, cultural functions and some other competitions organised by the school due to lack of satisfaction. Co-curricular activities should be made entertaining enough to whip up the interest of the participants. Failure to sustain their interest could serve as a barrier or better still make the activities threatening for the students.

In addition, Nesan (2009) identifies the following arguments against co-curricular activities in schools: Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum. Obtaining recognised qualifications is more essential than co-curricular activities. Higher education institutions place a greater importance on the curriculum than on the co-curriculum when selecting students, and so do employers when recruiting workers. Society does not require masters of many skills, but specialists in selected fields. The main thrust to prepare for gainful employment should therefore go into specialisation for that purpose.

This means that the student will come out as narrow minded person. It all depends on the kind of student that the school system wants to produce. If it is that the school wants its products to be versatile in this fast changing world, then this argument will not hold. There is also the position that making co-curricular activities compulsory will take the fun out of them and strip them of their benefits. If learners are forced to take part, they will be less enthusiastic and may therefore spoil the activity with their recalcitrance. These arguments are not convincing and are reasonably well answered by the arguments in favour of co-curriculum activities (Marais, 2011).

### **Moral Teachings Students Learn from Co-curricular Activities**

School indiscipline has been, over the time, an issue of concern for educators and we can even state that it has become a huge concern among educators, policy-makers and public opinion in general, owing to the outbreak of aggressiveness among peers, violence within teacher-student relationship and vandalism as well. Indiscipline is a behavioural disorder that is classified as an act of delinquency just like, lying, stealing and playing truancy or running away from home. It is often the cause of a lot of mental, emotional and also physical damages such as damage to property in homes as well as in schools (Freire & Amado, 2009). There have been numerous cases of indiscipline among students in Senior High Schools in Ghana. In this case, co-curricular activities should be implemented in order to curtail this indiscipline among students.

The distinguishing contribution of good schools is outstanding instructional process, which help students to develop competences such as confidence, learn about teamwork, leadership, responsibility and successful

relationships. As an important community resource, schools could offer wider opportunities for individuals and their families to take part in sports and cultural activities. Good schools have an understanding of the students. They are places that could identify and address emerging problems before they become more serious (Balls, 2008). The implementation of co-curricular activities is a major avenue for the school to perform these very inevitable roles. These moral and social competences are all embedded in co-curricular activities. However the level of effectiveness of a particular co-curricular activity in promoting moral education of students depends largely on the importance attached to it and how it is implemented.

It has also been established by researchers that co-curricular activities can lead to increases in ethical development (Boss, 1994; Pratt, 2001; Wright, 2001). Participants of various co-curricular activities that are implemented within the confinement of the school develop a lot of values. Values such honesty, fairness, decency and so on, are embedded in co-curricular activities and so students who participate in them learn these values. Even in order to be chosen to lead the implementation process, one needs to possess some good qualities. Thus opportunity is offered to other participants to develop these qualities.

According to the National Education Policy (2009) of Government of Pakistan, (as cited by Khan & Iqbal, 2014, p. 2169), education systems should inculcate into students the spirit of patriotism and builds their character, social justice, quality of tolerance, democracy in order to know their culture and history. For the school to be seen as successful in terms of achieving these goals, stakeholders of curriculum implementation should as it were, strengthen

the various structures that they have in the school especially in the area of organising co-curricular activities to develop moral competencies in students who pass through them. Ahmad (2011) has listed number of values of co-curricular activities like educational value, psychological values, development of social values, development of civic values, physical development values, recreational values and cultural values. These values go a long way to shape the character of the students who go through them. The student is bound to have very rich and vast experiences when they participate in a number of co-curricular activities. Hanson (as cited in Marzano, Waters, Brian, & McNulty, 2005) postulates that schools also have their own unique cultures that are shaped around a particular combination of values, beliefs and feelings. These school cultures, highlight what is of paramount importance to them as they strive to develop their knowledge base in a particular direction, such as producing outstanding football teams, disciplined classrooms, high SAT scores, and skilled auto mechanics. It is these cultures that determine the type of co-curricular activity that is organised in the school.

### **Empirical Review**

This section of the review attempts to look out for relevant related studies that has being conducted on implementation of co-curricular activities. So far, none of the studies I have come across was conducted in Ghana. This means that even though many schools in Ghana have various co-curricular activities, the area has being given little or no scholarly attention. The following are some of the studies.

Researchers have their focus for embarking on a particular study. This is informed by the kind of problem under study. In any case, they try to go

through relevant related literature in order to unearth gaps to be filled. These gaps become the main focus of the study at stake. The various findings that emanated from the review of related literature were used as a plumb line to find out whether the new findings confirmed the existing literature. Here, people are made aware of new things that have been found and the old knowledge that has been confirmed. This section of the study attempts to look at some of the studies that have been conducted. It is noteworthy to state that most studies of co-curricular activities have focused on specific leisure perspective models or theories and have given their attention to obstructions to participation and sedentary habits and lifestyles (Ng, 1984; Salman, 2001). The student has to participate in the activity before he/she can benefit from it. The focus on the barriers to participation is very important because it is only when researchers and other stakeholders have been able to come out with the barriers that they will be able to curtail them for successful co-curricular implementation in schools. The more successful the implementation of co-curricular activities is, the more likely students will avoid sedentary lifestyle that will end up in contracting heart related diseases.

Jamalis and Fauzee (2007) conducted a study with the main objective of investigating students' intrinsic and extrinsic motivations, benefits accrued in participating in obligatory co-curricular activities and the implications of these activities towards students' academic performances. The study employed a qualitative interview approach with 15 university students who during their time in high school education had been involved in co-curricular activities in the study. The researchers invited students involved in co-curriculum activities to participate in the study. A letter of consent was signed by the respondents

before the interviews took place and interviews were tape-recorded. Consequently, the interviews were transcribed and the researchers conducted thematic content analyses of the collective whole. The results of the study indicated that most of the students participated in co-curricular programmes because of their interest in gaining new knowledge and self-improvement, which they argued emerged from their own interests. It was also evident from the study that although co-curricular activities are obligatory, this sample of students got involved mainly because of their own intrinsic interest (integrated regulation). Notwithstanding these findings, two important factors emerged from the study, an indication that socialising with friends and developing a leadership role were key to the students' participation in co-curricular activities. The results also suggested that co-curricular activities do not affect the students negatively on their academic work as long as they are able to manage their study timetable effectively; in fact it rather had positive and lasting effect on their academic work.

Saleem (2010) also embarked on a pilot survey to find the real time state of affair regarding co-curricular activities in schools at Peshawar and its environs. The study found out that a greater number of the private schools lacked co-curricular activities such as sports, excursions and scouting altogether. The whole spectrum of the school system was found to be confined to the teaching of the subjects of the curriculum and the social activities of the pupils were relegated to the background as they were seen to be an encroachment on academic culture and mere side shows. Time tables of both public and private schools were devoid of Physical training and sports period, specified funds allocations and even venues for such activities. The attitude of



the headmasters and teachers of many schools were in favour of academic activities only and co-curricular activities were considered as waste of instructional time and efforts hence of no significance. However, responses from some of the public schools were positive and co-curricular activities were being patronised appropriately. This is quite similar to the Ghanaian situation as some schools see co-curricular activities as integral part of the school system while others see it as unnecessary and hence refuse to give it the needed support for smooth implementation to take place.

Schools offer after school activities for the benefit of the children. Wangai (2012) embarked on a research intended to find out whether the current environment in secondary schools provided learners with the opportunity to discover their talents, develop, nurture and make careers out of them in their future life. The main objective of the study was to examine the determinants of the development of student's talents in co-curricular activities in secondary schools. The objective of the study was to establish the impact of funding, infrastructural facilities, teachers' roles and parental involvement on development of student's talents in co-curricular activities in secondary schools in Mwatate District, Kenya. The study employed descriptive survey design to unearth how various factors influenced the development of co-curricular talents among students in secondary schools in Mwatate District. The research hypotheses were tested using the response of the students against teachers and principals. A sample size of 170 students from 17 schools and 17 co-curricular teachers in the district was chosen for the study. The researcher also randomly selected three second cycle schools principals as key informants for the study. Questionnaires were used to collect data from the three

respondents independently. The data were analysed using both qualitative and quantitative methodologies. Thematic content analysis was used to analyse the qualitative data, while descriptive statistics was employed to analyse the quantitative responses. Computer software was used during the hypotheses testing. The findings showed that 60% of students stated that funding for co-curricular activities was inadequate which impacted negatively on their involvement in co-curricular activities. Also, 71% of students felt that there were no adequate co-curricular infrastructural facilities in their schools. Seventy-six percent of students thought that there was no positive parental participation in co-curricular activities. The researcher gave the following recommendations: each of the co-curricular activity organised in the selected schools should be budgeted for and adequately funded to ensure that all students have an opportunity to participate; the curriculum for teacher training should include professionalism in implementing co-curricular activities; parents should be sensitised in identifying, nurturing and developing their children's co-curricular talents; talented and gifted children should be offered career guidance on co-curricular activities regularly in the school system (Wangai, 2012). The use of both qualitative and quantitative methodologies was very appropriate since the study employed interview guide and questionnaire in the data gathering process.

A series of challenging incidence related to morality over the last years have helped forge today's consensus on the need to clarify and clearly communicate standards of behavior. These incidences have generated significant discourse and succeeding research dealing with morals and ethics. Wilhelm (2004) conducted a study to assess how academic, cultural, and

demographic variables could have effect on college students' levels of moral reasoning at a medium size Midwestern university. The students' school of enrolment; major; religious inclination; and participation in extra-curricular, co-curricular, volunteer, or community organisations showed no relationship to higher levels of moral reasoning. The study indicated a modest inverse correlation between moral reasoning levels and the hours individuals participated in extra-curricular, co-curricular, volunteer, or community organisation activities. Generally, business students, regardless of their major course, were not susceptible to lower levels of moral reasoning. The extent to which co-curricular activities could impact on moral reasoning is highly dependent on the importance attached to it and how it is implemented. This is the more reason why the current study finds it prudent to assess how co-curricular activities are implemented in the selected senior high schools.

Also, according to Sultana (2012), co-curricular activities are considered as an imperative part of child development. It is a new way of teaching children through scientific blends on the part of schooling. It is a new innovation for the new generation to grow up a child with brilliance. Co-curricular activities form an important link in the total pattern of educational experiences. These experiences encompass inside as well as outside classroom experiences to cover all facts of growth pattern and ensure balanced development of the child and good citizenship for the country. Schools are selected to play its major role. But many schools are found not organising various types of co-curricular activities due to different problems. Consequently, many students are deprived from participating in these activities. This study therefore, sought to bring to the notice of the students,

school authorities and parents/guardians about the importance of co-curricular activities at school level. Co-curricular activities are very important but various schools do not implement them due to the bottlenecks attached to their implementation. In some schools attempts has been made to salvage them but others leaves much to be desired.

Again, Sitra, and Sasidhar (2005) hypothesised that co-curricular activity is a very significant and forms essential part of an education system. It is the co-curriculum aspect of the education that prepares and moulds the student to be holistic. Nonetheless more emphasis has generally been given to the formal curriculum aspect resulting from the students' inability to link the excellence in performance academically to the active participation in co-curricular activities. Their study was conducted to analyse the teachers' perception of the relationship between the participation of students in co-curriculum and their competency skills. Four main competencies were dealt with specific attention on communication skill, cognitive skill, academic excellence and self-management skill, and tests were carried out based on these four skills. A field survey by way of questionnaire was carried out in five schools whereby 392 teachers were given the questionnaire. A total of 252 teachers responded, comprising 64.2%. Analyses of the data were done using SPSS. The analysis showed that those students who actively participate in co-curricular activities were found to be more competent. The results of the study corroborated and supported earlier studies on this subject. Correlation analysis was done to determine the relationship between the dependent variable and the independent variables. Then regression analysis was carried out to analyse the equation model between these variables. Chi square tests

were also carried out to examine whether students' efficiency was independent or dependent on some of the demographical variables.

In addition, a study was designed to find out the impact of co-curricular activities on personality development of Secondary School Students. The objectives of the study were to find out the impact of co-curricular activities on developing confidence, honesty, sociability, sympathetic attitude, sense of responsibility, social obligation and adaptation among secondary school students. The study was delimited to sports, oratories, debates, scouting, girls' guiding and athletics. The secondary school students of district Attock were population for the study. A sample of 480 students was selected randomly from 24 secondary schools. A likert scale type of questionnaire having 35 items was developed. The study was designed to measure 7 personality traits of secondary school students. Each trait was measured with the help of 5 items. The data were analysed using inferential statistical models. Hypotheses were tested by Pearson product correlation and t-test. On the basis of data analysis, it was found that co-curricular activities have significant impact on selected personality traits (Mehmood, Hussain, Khalid, & Azam, 2012).

To add, Kariyana, Maphosa, and Mapuranga (2012) sought to establish educators' views on the influence of learners' participation in school co-curricular activities on their academic performance. The study adopted a case study design that utilised both quantitative and qualitative approaches. Data were solicited from educators in both private and public schools in one educational district in the Eastern Cape Province of South Africa. A convenient sample of forty teachers participated in the study. The study

employed a semi-structured questionnaire to collect quantitative data and phenomenological interviewing to gather qualitative data. Quantitative data collected were coded and analysed through a blend of both descriptive and inferential statistics. Qualitative data were analysed using content analysis method. The study found that educators held positive views about the participation of learners in co-curricular activities as they felt the participation was beneficial in numerous ways. Educators were also of the view that values imparted through participation in co-curricular activities were important in the learners' academic performance. The study also established that learners' involvement in co-curricular activities did not always guarantee learners' success in academic studies. This study gave recommendations regarding learners' participation in co-curricular activities.

Shelly (2011) wrote an article that presented evidence designed to expand scholarly knowledge of how high school co-curricular activities generate the positive effects that previous scholarship has found. According to the researcher, studies of empowerment across various fields identify a sense of autonomy, self-belief, self-expression, the ability to work together with diverse others, and a critical social consciousness as key factors that can enable people to achieve things. The evidence presented here from four state student council association workshops suggests that co-curricular activities may create the conditions in which students can learn a sense of autonomy, self-belief, self-expression, and, to a limited extent, the ability to work with diverse others. Therefore, the causal mechanism that this study recommends future Large-N studies test is that co-curricular activities cause students to

gain these traits, which then translates into the gains in civic behaviours and other positive outcomes.

Mayhew and King (2008) found out that College instructors use a variety of approaches to teach students to reason more effectively about issues with a moral dimension and achieve mixed results. This pre-post study of 423 undergraduate students examined the effects of morally explicit and implicit curricular content and of selected pedagogical strategies on moral reasoning development. Using causal modelling to control for a range of student background variables as well as Time 1 scores, 52% of the variance in moral reasoning scores was explained; they found that these scores were affected by type of curricular content and by three pedagogical strategies (active learning, reflection and faculty student interaction). Students who experienced more negative interactions with diverse peers were the least likely to show positive change in moral reasoning as a result of participating in any course. Implications for the design of intervention studies were also discussed, including the need to attend to selection and attenuation effects. Thus, the effectiveness of co-curricular activities depends largely on how it is implemented. When it is handled by professionals it is likely to generate positive result. Fortunately or unfortunately, far fewer empirical studies have examined how these activities generate these positive results (Kirlin, 2003; McFarland, 2009). Activities should be highly structured, with rules of conduct, adult direction, and required regular participation. Unstructured activity like “hanging out” is associated with lower grades, poorer works habits, higher levels of antisocial behaviour, and poorer emotional health (Gilman, Meyers, & Percz 2004; Mahoney & Stattin 2000). While helpful,

these studies beg a new set of critical questions. One can easily accept that a structured activity is preferable to hanging out but presume that some structures are better than others, and these studies do not explain about structure as they have defined it translates into gains for students. McFarland (2009) offers perhaps the only in-depth examination of the “how” question. In his comparison of student councils in three high schools, he finds that members of student councils demonstrate higher levels of positive civic outcomes when the councils themselves have a membership that reflects the diversity of the student body, serves the diverse students of the school equally, has influence over school policies and has relatively open membership requirements. From these results, he reasons that student councils may generate positive effects through allowing students to act as representatives of people not like themselves, bringing them into contact with other motivated people, and developing skills like organising groups and events, public speaking, and debating. The findings of the current research would be compared with what is found in the empirical review to see the emerging new ones and the one that confirms the older findings.

### Chapter Summary

This section of the study dealt with relevant related literature. Important concepts in the study were explained comprehensively. Literature on concepts like co-curricular activities in schools, Moral Education, were reviewed. Chickering’s Psychosocial Development and the Student Involvement theories were also reviewed. Studies that have been conducted over the years on co-curricular activities in schools were reviewed to form the empirical bases for the study.



## CHAPTER THREE

### METHODOLOGY

#### **An Overview**

Methodology helps one to know how the research will be carried out by outlining the various procedures the researcher will use (Rajasekar, Philominathan & Chinnathambi, 2006). It is thus a very important section of carrying out researches in that the researcher makes choices of approaches, data gathering procedures, instruments and so on and attempts to justify the choice made. This section of the study deals with the methodology adopted for the study.

#### **Research Design**

In order to address the research questions posed for this study, case study research design was employed to conduct the study. Case study method has been selected to investigate the activity on the grounds that it can reveal the many factors that impinge on any potential transfer value from one context to another. Also, it is suited to the empirical investigation of a contemporary phenomenon in a real setting with no obvious demarcation between the phenomenon and the context in which it is embedded (Yin, 1989). Goldby (1994) argues that case study is not a separate research method because it incorporates different approaches that allow the phenomenon and setting to be criss-crossed for perspicuity in order to achieve a synoptic view. Goldby thinks that 'case study is appropriate where it is not yet clear what are the right questions to ask' (Goldby, 1994, p. 12), making it necessary to combine predetermined with emerging themes in the way the particular case is researched. The strengths of the case study approach are in the degree of

breadth and depth that can be obtained in complex real-world situations and also in examining natural situations and the opportunity it provides for deep and comprehensive analysis (Avison, 1993).

The use of this research design is justifiable in so many ways. A few of them have been postulated as follows. According to Cohen, Manion, and Morrison (2007), case studies can penetrate situations in ways that are not always susceptible to numerical analysis. Even though it is not wrong to employ statistical tools in analysing data in case studies, data that do not lend themselves to statistical analysis are appropriately dealt with qualitative methods of analysis. With this, Robson (2002) comments that case studies “opt for analytic, rather than statistical generalisation, that is, they develop a theory which can help researchers to understand other similar cases, phenomena or situations” (p.183). The role of co-curricular activities in promoting Moral Education in the Sunyani Municipality is being assessed by the current study in order to warrant a wider survey in other parts of Ghana.

Also, case studies can establish cause and effect. Indeed, one of their strengths is that they observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects (Cohen, Manion, & Morrison, 2007). When the researcher gets close to the situation through the use of more qualitative approaches like gathering data through interviews and observations, the context is most likely to be utilised. Sturman (1999) argues that “a distinguishing feature of case studies is that human systems have a wholeness or integrity to them rather than being a loose connection of traits, necessitating in-depth investigation” (p. 103). Furthermore, he stated that contexts are unique and dynamic hence case studies investigate and report the

complex dynamic and unfolding interactions of events, human relationships and other factors in a unique instance. In fact, it offers the opportunity to look at a case or phenomenon in its real-life context, usually employing many types of data (Robson, 2002, p. 178). The current study was an exploratory case study that attempted to find out the feasibility of using co-curricular activities in promoting Moral Education among Senior High School students in the Sunyani Municipality. Other researchers added the following as the strengths of conducting a case study research:

1. the results are more easily understood by a wide audience (including non-academics), as they are frequently written in everyday, non-professional language.
2. they are immediately intelligible; they speak for themselves.
3. they catch unique features that may otherwise be lost in larger scale data (e.g. surveys); these unique features might hold the key to understanding the situation.
4. they are strong on reality.
5. they provide insights into other, similar situations and cases, thereby assisting interpretation of other similar cases.
6. they can be undertaken by a single researcher without needing a full research team.
7. they can embrace and build in unanticipated events and uncontrolled variables Nisbet and Watt (as cited in Cohen, Manion, & Morrison, 2007, p. 256).

Despite the numerous strengths of a case study as a research design, there are also shortfalls that need to be looked at. Shaughnessy, Zechmeister,

and Zechmeister (2003) suggested that case studies “often lack a high degree of control, and treatments are rarely controlled systematically, yet they are applied simultaneously, and with little control over extraneous variables” (p. 290). This, they argue, renders it difficult to make inferences to draw cause-and-effect conclusions from case studies, and there is potential for bias in some case studies as the therapist is both the participant and observer and, in that role, may overstate or understate the case. Case studies, they argue, may be impressionistic, and self-reporting may be biased (by the participant or the observer). Lastly, there are other weaknesses of case study design. Some of them are that, the results may not be generalizable except where other readers/researchers see their application, they are not easily open to cross-checking, and they are prone to problems of observer bias, despite attempts made to address reflexivity (Nisbet & Watt as cited in Cohen, Manion, & Morrison, 2007, p. 256). This is known already and this makes their control easier. How all these challenges associated with the use of case study as a research design were controlled and dealt with comprehensively under the discussion on ethical issues section of the study.

In this research, data were collected, analysed and inferences drawn, using both qualitative and quantitative approaches or methods (Tashakkori & Creswell 2007). At one stage of the study, quantitative approaches were used while at another stage, the qualitative approaches were employed. When the need arose to combine both qualitative and quantitative approaches at the same time, they were used. These methods at the same time helped to conduct an accurate description of activities, processes and persons in an objective

manner (Amedahe, 2002). Table 1 gives a summary of the methodology section of the study.

Table 1-*Research Questions and Methodology*

Research Questions	Research Design	Method	Analytical Tool
1. Research question One	Case study	Focus Group Discussion,(FGD ) Questionnaire and Observation	Thematic analysis, Means and standard deviations
2. Research question Two	Case study	Questionnaire, FGD and observation	Means and standard deviations Thematic analyses
3. Research question Three		Questionnaire, FGD and observation	Means, standard deviations and thematic analyses
4. Research question Four		Questionnaire, FGD and observation	Thematic analysis, Means and standard deviations

Source: Researcher's Construct

### Population/Context

Polit and Hungler (1995) described a population as the entire aggregation of cases that meets a designated set of criteria. In this case, whatever the basic unit, the population always comprises the entire

aggregation of elements in which the research is interested. The population of the study comprised all teachers totalling 246 and students numbering 6573 in the Senior High Schools in Sunyani Municipality. Teachers were selected because of the important roles that they play in the implementation of curriculum. The students were considered in the study because they were the direct beneficiaries of curriculum implementation. Table 2 displays the population of each of the Senior High Schools selected for the study.

Table 2-*Population of the Schools*

Schools	Population	Characteristics
	Teachers/students	
School one	90 teachers/ 2,815 students	mixed/boarding, public
School two	61 teachers/1,987 students	mixed/day, public
School three	44 teachers/ 852 students	Single sex(girls), mission
School four	42 teachers/ 813 students	Single sex(boys), mission
School five	9 teachers/106 students	Private

Source: Researcher's Construct

### Sample and Sampling Procedure

One can make certain inferences about the characteristics of the population from which a sample is drawn by observing the characteristics of that sample. Sampling enables the researcher to study a relatively small number of units in place of the target population, and to obtain a representation of the whole target population. In fact, "samples are expected to be representative. For that reason, samples are expected to be chosen by means

of sound methodological principles” (Sarantakos, 1997, p. 140). To control a possible difference in the co-curricular activities in particular school type, respondents were selected from all the school types namely day, boarding, private, public, mission, non-mission, mixed and single-sex. In all, five schools were selected. The five schools had a population of 6,573 students and 246 teachers. In determining the sample size for the study, the table for determining sample size from a given population suggested by Krejcie and Morgan (as cited in Sarantakos, 1997, p. 163) was used. This table designed by Krejcie and Morgan, specifies the populations and the corresponding sample sizes to be chosen. The number of students that were involved in the study depended on the number of people in the schools. Here, 364 students out of the 6,573 were selected for the study. This could help to increase the representativeness of the sample for onward generalisation.

A census was conducted with teachers and students were selected using the simple random sampling procedure. “This type of sampling gives all units of the target population an equal chance of being selected” (Sarantakos, 1997, p. 141). The sample units were selected by using the table of random numbers. “Obviously this method is more convenient and less time consuming...” (Sarantakos, 1997, p. 142). The students’ attendance register served as sample frame during the use of the table of random numbers. Thus, each student in the accessible population was given a unique number. By the use of the table of random numbers, respondents were selected. Lines and letters of the alphabet were drawn across the numbers on the table of random numbers. Any student whose number was crossed by the lines or the letters of the alphabets was chosen to serve as respondent. The key informants were

purposively selected. Table 3 shows the targeted population of the students and teachers and the targeted sample size chosen.

Table 3-*Population of Students and Sample Selected*

Schools	Number of students	Sample size
School one	2815	156
School two	1987	110
School three	852	47
School four	813	45
School five	106	86
Total	6573	364

Source: Field data (2016)

For the teachers, the targeted population was 246 and so all the teachers were selected for the study. However, 203 teachers were accessible and therefore participated fully in the study.

### **Data Collection Instruments**

The range of approaches that were used to gather data that served as basis for making inferences, interpretations, descriptions and explanations were as follows: According to Gay (1992), all research studies involve data collection. The data of the study was collected through the use of questionnaire, Focus Group Discussion (FGD) and Observation Guide.

### **The use of questionnaire**

Sidhu (1984) says that a questionnaire is a form prepared and distributed to secure responses to certain questions. It is a systematic



compilation of questions that are submitted to a sampling population from which information is desired. A set of questionnaire were used because, it is advantageous whenever the sample size is large enough to make it uneconomical for reasons of time or funds to interview every subject in the study (Osuala, 2005). It is very convenient to gather large quantity of data within a short time when the researcher uses questionnaires. McBurney (2007) gave two basic categories of questionnaires as closed-ended and open-ended questions. There was an introductory part that stated the purpose of the study and solicited for maximum cooperation from the respondents. It also gave an assurance of confidentiality of the data that were to be gathered. Instructions as to how to complete the questions were given at this stage. The questionnaire items were grouped into five sections with the first part dealing with the socio-demographic background information of the respondents and the rest of sections catering for each of the research questions. Items on the socio-demographic background were closed-ended questions while the items on the research questions were both open-ended and closed-ended. Items on the research questions were in the form of three, four and five point Likert scale. One open-ended item was crafted for the third and fourth research questions in order to elicit the points that were not captured among the close-ended items. In all, 87 items each were crafted for teachers and students' questionnaires.

### **Focus group discussion**

One very important method that was employed in gathering the data for the study was the Focus Group Discussion (FGD). A focus group is said to be an organised discussion—though structured in a flexible way of between 6 and 12 participants. It usually lasts for one or two hours, and provides the

opportunity for all the respondents to participate and give their opinions. Dominant and submissive relationships which develop within the group, as well as side conversations, can be controlled. Smaller group and those with a narrower range of characteristics tend to be more coherent (ROCARE/ERNWACA, n.d.). Targeted groups were engaged in discussion to find answers to the research questions that have been formulated to guide the study. The respondents were asked a number of questions from the moderator guide in order to remain focused on the important issues pertaining to the study. Kumar (1987) also postulates that focus group discussion (FGD) is a rapid assessment, semi-structured data-gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator.

Focus group discussions were conducted for some key informants, mainly patrons and executives of the various social clubs and committees that were directly involved in the implementation process of co-curricular activities in the Senior High Schools selected for the study. The sizes of the groups ranged from 6 to 12 respondents, depending on the number of people in the group. FGDs were conducted for these groups because their views and opinions on certain issues were required. These issues were the level of participation (11 items), types of co-curricular activities implemented (11 items), moral lessons learnt from co-curricular activities (12 items) and challenges they faced in implementing co-curricular activities (6 items). Tape recordings were used to capture the interactions and the necessary information. However, since recorders could not be relied on completely, note taking was also done. Research assistants served as aid in this direction. Their

roles were to operate the tape recorder and also observe the non-verbal aspect of the communication process. Gall, Borg and Gall (1996) advised that it is helpful to vary in some way the approach used to generate the findings the researcher intends to corroborate. The use of multiple data-collection methods contribute to the trustworthiness of the data (Glesne, 1999). These are the main reasons why FGD and questionnaires were combined in the data gathering process. Also, FGD was relatively quick inexpensive, excellent for obtaining background information, flexible; client can participate in the discussions if appropriate, and lastly it is easier to accommodate contingencies by changing scenarios in mid-stream if necessary.

### **The use of observation guide**

In this study, Observation Guide was also used for the data collection exercise. According to Sarantakos (1997), “observation is one of the oldest methods of data collection” and “it literally means ... a method of data collection that employs vision as its main means of data collection”(p. 208). A structured non-participant observation was used. The four research questions informed the issues that were observed during the observation sections. The co-curricular activities that were implemented in the various Senior High Schools were observed and notes taken on all the information that were needed to answer the research questions. Observations were conducted through attendance of some meetings of some social clubs in the institutions. The application of observation was geared towards making up for the deficiencies that might occur with the use of only a questionnaire and FGD.

Cohen, Manion, and Morrison (2007) posit that the unique characteristic of observation as a research process is that it offers a researcher

the opportunity to gather ‘live’ data from naturally occurring social circumstances. Thus, the researcher can look directly at what is taking place at that time rather than just relying on second-hand accounts given by another person. The use of instantaneous awareness, or direct understanding, as a principal mode of study in this case has the prospective to yield more authentic data than would otherwise be the case with intervened or mediated methods. Even though sometimes the presence of the researcher can frighten or make the participant to behave in an unusual way, what people do may differ from what they say they do, and observation provides a reality check (Robson, 2002). The researcher was able to gather first-hand information from the participants, as they involved themselves in the co-curricular activities. “Observation also enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, exempted or go unnoticed” (Cooper & Schindler, 2001, p. 374). How students behaved during the data gathering especially at their meeting times were observed to gather the necessary information on the role that the implementation of co-curricular played in promoting moral education among the students.

### **Validity and Reliability of Instrument**

The research instruments were subjected to validity and reliability test. The instruments were given to experts to ascertain their face and content validity. The suggestions given by the experts were used to effect the necessary changes to improve upon the instrument. Thereafter, a pilot test of the instruments was conducted whereby the Questionnaires, Focus Group Discussion Guide and Observation Guide were administered in selected schools in Berekum municipality. This area was chosen for the pilot testing

because it had similar characteristics in terms of learning environment and school type when compared with what pertains in the Sunyani Municipality. The students also bore similar characteristics in terms of age and socio-economic background. The teachers from both areas had similar characteristics in terms of qualifications. Cronbach's alpha was established for the items that fell under each research question. Very useful suggestions were given by some of the teachers who completed the questionnaire. For example, some words they were finding difficult to understand were changed to aid easy understanding. The arrangements of the keys to the answering of the questionnaires were changed. All these actions were taken to ensure that the instrument would be capable of collecting quality and useful data for the study. Table 4 shows the Cronbach's Alpha for the various research questions that were posed for the study.

Table 4-Cronbach's Alpha for items that fell under the Research Questions

Items on Research questions	Cronbach's Alpha for teachers	Cronbach's Alpha for students
Research question one	.835	.864
Research question two	.789	.758
Research question three	.931	.929
Research question four	.911	.911
Cronbach's Alpha for all items	.765	.772

Source: Field data (2016)

The details of the output from the reliability test for teachers and students' questionnaires are found at the appendix section of this work. The

corrected item, total correlation and Cronbach's Alpha if item deleted figures could also be found at the appendix. None of the corrected item-total correlation gave a negative value meaning all the items were valid. The Cronbach's Alpha for the various research questions as well as the total for all the items exceeded .700. According to De Vellis (1991), such a reliability coefficient is said to be respectable. Therefore, the instrument was considered reliable and appropriate to collect the relevant data to answer the questions posed. Also, Fraenkel and Wallen (2000, p. 17), posited that "For research purposes a useful rule of thumb is that reliability should be at .70 and preferably higher". With this, the instrument could be said to be of good quality capable of collecting useful data for the study. The queries that came out of the item analyses were catered for. The reliability of the instruments was determined using Statistical Product for Service Solutions (SPSS) version 22.

### **Ethical Issues**

According to Cohen, Manion, and Morrison (2007), "a major ethical dilemma is that which requires researchers to strike a balance between the demands placed on them as professional scientists in pursuit of truth, and their subjects' rights and values potentially threatened by the research" (p. 53). A researcher is supposed to employ the most appropriate methodology in conducting the research so as to ensure validity and reliability of the findings and recommendations of the research. In the attempt to achieve this, the researcher should do no harm to the participants. The following are the areas that were looked at in trying to uphold the ethics of this research:

### **Informed consent**

The respondents are to have individual autonomy, that is, research subjects have the right to be informed about the nature and consequences of research in which they are involved. Proper respect for human freedom was ensured by giving respondents the opportunity to agree voluntarily to participate—that is, without physical or psychological coercion and also their agreement was based on full and open information Christians (as cited by Mosavel, Simon, Van Stade, & Buchbinder, 2005). Regarding this, Headmasters were made to append their signatures to a consent letter before the data gathering processes started.

### **Deception**

In emphasising informed consent, social science codes of ethics uniformly oppose deception. Deliberate misrepresentation is forbidden in research. The straightforward application of this principle suggests that researchers conduct data gathering free of active deception Christians (as cited by Mosavel, Simon, Van Stade, & Buchbinder, 2005). Respondent are to offer information on what is being studied willingly and not through coercion. They were made to understand that information that was gathered would be used for the purpose for which they were gathered, that is academic and not anything else.

### **Privacy and confidentiality**

Ethics in qualitative studies insist on safeguards to protect people's identities and those of the research locations. Confidentiality must be assured as the primary safeguard against unwanted exposure. All personal data ought to be secured or concealed and made public only behind a shield of

anonymity. Professional etiquette uniformly concurs that no one deserves harm or embarrassment as a result of insensitive research practices Christians (as cited by Mosavel, Simon, Van Stade, & Buchbinder, 2005). In the analyses pseudonyms were used where necessary and respondents were not required to give their names during the data gathering. They were not coerced to give their personal private information. The Headmasters and their Assistants were given copies of the instruments for their perusal in order to make sure that the data collection process and the information required would not infringe on the rights of the respondents, and also create ethical problems to the schools. After they had gone through, they signed a consent form to indicate their acceptance to offer the requisite information for the study. In order not to disrupt their lessons, teachers were made to complete their questionnaires during break time and special arrangements were made for the students to be engaged in the data collection after closing. To aid utmost co-operation from the respondents, the researcher was introduced to the respondents by the Assistant Headmasters and teachers.

### **Data Collection Procedure**

In order to ensure a high return rate, the instruments were administered personally by the researcher. Before data collection, copies of an introductory letter from the University of Cape Coast were presented to the heads of Senior High Schools where the study was conducted in order to create rapport between the researcher and teachers and students who served as respondents for the study. A discussion was held with teachers of the various schools selected for the study to agree on a convenient time to administer the instrument. Permission to administer questionnaires and conduct FGD for



research purposes was sought from the relevant authorities. Respondents were informed of privacy and confidentiality. Participating educators who could find time as requested were engaged to gather the required data. Informed consent was sought from the participants who completed consent forms after the purpose of the study and conditions of participation has been explained to them (Kariyana, Maphosa, & Mapuranga, 2012).

### **Data Processing and Analysis**

To address the research questions that were formulated to guide the study, the type of statistics that was employed in the analysis of the data was descriptive. Specifically, the data were analysed through the computation of frequencies, percentages, standard deviation and means distributions. This was done with the use of computer software called Statistical Product and Service Solutions version 22. The data for teachers and students were analysed separately. The data were analysed under four headings as indicated in the four research questions. The qualitative data were analysed using the thematic approach of data analyses. Thematic data analysis, according to Kusi (2012), is an analytical strategy that requires the researcher to organise or prepare the data, immerse himself in and transcribe the data, generate themes and code the data and describe them.

Also, Van Manen's (1990) analysis technique of 'selecting and highlighting' was applied to all transcripts. This approach required reading and re-reading transcripts to identify statements and phrases that reveal what the responds' experiences are like. These statements, or emerging themes, were highlighted and coded using either a key word or words from that statement. As themes reoccur, or become common amongst students' recall of

their experiences, essential or main themes were developed in order to grasp the true meaning of the experiences of the participants. In conducting this analysis, steps were taken to ensure confidentiality of the data and the anonymity of the key informants were protected through the use of pseudonyms. The informants' reflections in the discussion were used in the analysis. The next section focuses on the results and discussion.



## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### Introduction

This section of the study presents output from the analyses of the data that were gathered for the study. It also discusses and makes inferences from the results of the study. Results are presented in tables. The purpose of this study was to explore the role co-curricular activities play in promoting Moral Education in Senior High School Students in the Sunyani Municipality. With this purpose as a guide, four research questions were formulated to guide the study. The results and the discussion were done based on the four research questions posed for the study.

A Focus Group Discussion (FGD) and Observation guide as well as a set of questionnaire were employed to gather the requisite data. The data from the questionnaire were analysed through the computation of frequencies, percentages, mean, standard deviation distributions. Thematic content analyse were employed to analyse the open-ended items in the questionnaire and data from observation and the FGD.

#### Analysis of Data from Teachers

Table 5 displays the frequencies and percentages of the items designed to elicit the background information of the teachers. It deals with their gender, number of years of teaching and the type of school they teach in. This was to provide a fair idea about the background characteristics of the teachers in the Senior High Schools who served as respondents.

Table 5-Background Characteristics of Sampled Teachers

Variable	Subscale	No.	%
Gender	Male	146	71.9
	Female	57	28.1
Number of years of teaching	0-5 years	41	20.2
	6-10 years	60	29.6
	11-years and above	102	50.2
School type	Day	58	28.6
	Boarding	35	17.2
	Both day and boarding	110	54.2

Source: Field data (2016)

The return rate of the questionnaire was 82.52 %. Out of the 246 questionnaires sent out 203 of them were retrieved. All teachers in the selected Senior High Schools were targeted to serve as respondents. Out of the 203 teachers who participated in the study, 71.9% were females while 28.1% were males. The teaching profession in the area of study is male dominated. It is not known why female teachers prefer to teach at the lower classes such as the Junior High Schools. Transfer of teachers is not frequent in the Senior High Schools as it can be seen in the Junior High Schools due to areas of specialty in various subjects. This might be the reason why most of the respondents had taught in the schools for 11 years and above. Twenty point two percent of the teachers had taught for less than 5 years while 29.6% have

being at post for 6-10 years. It can be noted that in terms of years, majority of the respondents had got very rich experience in the Senior High School system, thus putting them in a good position to offer the requisite quality data for the study. Also, teaching in a boarding school is likely to offer the teacher the opportunity to have a closer and longer period of interaction with the students they teach. Here, only 28.6% were teaching in the day school only. A greater number of the respondents taught in both boarding and day schools. They represented 54.2% of the teachers' sample size.

Table 6-Background Characteristics of Sampled Students

Variable	Subscale	No.	%
Gender	Males	214	67.7
	Females	102	32.3
School	Day	88	27.8
	Boarding	143	45.3
	Day and boarding	85	26.9
Age of students	11-15 years	2	.6
	16 to 20 years	303	95.9
	21 years and above	11	3.5

Source: Field data (2016)

Students form integral part in the education enterprise especially when it comes to the issue curriculum implementation. They are the target group and all efforts are directed at them to effect the necessary changes in their lives. In this case, one cannot research into co-curricular activities without considering the student who the activities are designed and implemented for. This section

of the study deals with the responses of the Senior High School students who participated in the study. Students' questionnaire achieved a return of 86.81%. A few number of students filled their questionnaire half way and so it was impossible to use such data.

From Table 6, out of the 316 students who participated in the study, 67.7% were males while 32.3% were females. The male dominance in education continues to reflect in the Senior High School. According to Mehmood, Hussain, Khalid and Azam (2012), Co-curricular activities had substantial impact on character development in secondary school students. Co-curricular activities had stronger correlation with developing adaptation, self-confidence, honesty, sociability, sympathetic attitude, social obligation, sense of responsibility among male secondary school students than female secondary school students. Granted that this is true in the Ghanaian situation, then, co-curricular activities are likely to promote Moral Education in boys' schools than in girls' schools.

Boarding schools had ample time to implement many co-curricular activities than day schools. This is because students are confined in the school. Day schools try to push their co-curricular activities into after school hours but this meet the displeasure of parents. Here, 27.8% was in the day school, 45.3% in the boarding and 26.9% were in both day and boarding school. Majority of the respondents were in the boarding school since only 27.8% were in the day school. This is very heart-warming since most of the students had the opportunity to engage in a plethora of co-curricular activities and as such, were in the better position to tell how the activities promoted Moral Education among them. It was also found out that majority of the respondents (95.5%)

fell within the age range of 16 to 20 years. People who fell between this age range, that is, the adolescent age, are very vulnerable in terms of moral issues. Granted that the implementation of co-curricular activities were very effective way of promoting Moral Education, then the Senior high School could be the best place that stakeholders should ensure successful co-curricular activities implementation.

**Research Questions One: What types of co-curricular activities are implemented in promoting Moral Education in Senior High Schools in the Sunyani Municipality?**

The first research question for the study attempted to find out the types of co-curricular activities that were implemented in the five selected Senior Secondary Schools in order to promote Moral Education. Teachers should be in the best position to determine which co-curricular activities were implemented effectively in the school because of the special roles that they played during the implementation process. Table 7 deals with the items that were designed to answer the first research question.

*Table 7-Co-curricular Activities in Senior High Schools Teachers' View*

Co-curricular activities	Mean	Std. Deviation
School worship	4.56	.78
Religious clubs eg. SU, Young Christian Association	4.25	1.04
Debate clubs	4.08	.75
Cadet corps	3.93	.87
Sporting competitions	3.89	1.01
Quiz competitions	3.89	.90

Entertainment	3.80	.80
Science clubs	3.75	.99
Civic Education Club	3.47	1.16
Drama troupe	3.45	1.08
Special day celebrations eg. Speech and prize-giving days	3.43	.92
Cultural programmes	3.37	1.05
Musical Programmes	3.05	.91
Durbars	3.00	.99
Dancing group	2.79	.98

Source: Field data (2016)

Scale: 1= Uncertain      2= Not Effective      3= Less Effective

4= Effective      5= Very Effective

Mean of means=3.39      Average Standard Deviation= .95

Generally, it could be noted that all the types of co-curricular activities in Table 7 were implemented to promote Moral Education in the selected Senior High Schools. Teachers in the various schools supported this view with certainty. The mean of means for the fifteen items was 3.39. When this mean is run to the nearest whole number, it falls into the scale 3(less effective). This means that even though these co-curricular activities are implemented, most of them are less effectively organised. The reasons for this were catered for by the forth research question which attempted to unearth the challenges associated with the implementation of co-curricular activities. A look at the individual items painted the following picture.



From Table 7, the most effective type of co-curricular activities that promote Moral Education were the religiously inclined ones. The school worship topped the items with a mean of 4.56 and a standard deviation of .78. This means that according to the respondents, school worship was very effectively implemented. The mean for this item falls into the scale 5 (very effective). This view was vehemently supported due to the fact that the standard deviation is lower than the average standard deviation of .95. The school worship was directly followed by religious clubs such as the Scripture Union and Young Christian Associations in the schools. This item achieved a mean of 4.25 with standard deviation of .87. This indicates that majority of the respondents were of the view that religious clubs were effectively organised to promote Moral Education. It was observed that the Mission schools had religious clubs more than Non-mission schools. Even the names of the clubs, rules and their mottos clearly attested to the fact that they were formed to promote Moral Education. Thus, for social, physical and spiritual development, co-curricular activities are prerequisite (Kumar, 2004; Bashir, 2012).

Teaching and learning guided by the curriculum is implemented either through sports and games, clubs and societies, uniformed bodies, or participation in activities outside of the school (Mohar, 2015). Debate clubs, cadet corps, sporting competitions, quiz competitions, entertainment and science clubs achieved means ranging from 3.75 to 4.08. When the means are run to the nearest whole number, they fall into the scale 4 (effective). It can be concluded that most of the teachers have the view that the aforementioned co-curricular activities existed and were effectively organised. In this case, it is

logical to think that co-curricular activities form integral part of educational system in the study area (Kumar, 2004; Bashir, 2012).

Civic education clubs, Drama Troupes, special day celebration like speech and prize giving days, cultural programmes, musical programmes, Durbars and Dancing groups obtained means ranging from 2.79 and 3.47. These means fall into the scale 3 (less effective). It can therefore be concluded that even though these co-curricular activities are found in the various Senior High Schools selected for the study, they are less effectively organised. Dancing groups was the item that achieved the lowest mean and as such, the most less effectively implemented in the schools. The teachers might have looked at it from the point of view that in terms of promoting Moral Education in Senior High Schools, Dancing groups may have a minimal impact.

In conclusion, various types of co-curricular activities are organised in the selected schools with school worship and religious clubs being the most effectively organised and Dancing Groups less effectively implemented in the promotion of Moral Education.

### **Student's View on Co-curricular Activities that are Implemented Effectively**

Table 8 deals with the types of co-curricular activities that are implemented effectively in the Senior High Schools selected for the study. People in their own way give different terminologies to refer to co-curricular activities. They are sometimes referred to as extracurricular, extra-class, non-class, school-life, and student activities (Tan & Pope, 2007). Despite the lack of a precise term, co-curricular activities seem more student-centred than the regular classes. Normally, the type of co-curricular activities found in a

particular school depended largely on the school type namely, boarding, day, mission, non-mission, mixed or single sex, public or private.

Table 8-*Co-curricular Activities in Senior High Schools Students' View*

Co-curricular activities	Mean	Std. Deviation
School worship	4.28	1.10
Religious clubs eg. SU, Young Christian association	4.26	1.08
Debate clubs	4.01	1.07
Quiz competitions	3.84	1.12
Entertainment	3.84	1.13
Science clubs	3.67	1.20
Cadet corps	3.58	1.06
Sporting competitions	3.29	.97
Musical programmes	3.00	1.22
Drama troupe	2.96	1.23
Civic Education Club	2.82	1.25
Dancing group	2.82	1.14
Special day celebrations eg. Speech and prize-giving days	2.70	1.17
Durbars	2.60	1.23
Cultural programmes	2.54	.96

Source: Field data (2016)

Scale: 1= Uncertain                      2= Not Effective                      3= Less Effective

4= Effective                              5= Very Effective

Mean of means=3.35

Average Standard Deviation= 1.13

## Observation Report on the Types of Co-curricular in Schools

There are hundreds of co-curricular activities that can be chosen from, the organisations, societies and clubs available at the schools. The student can take drama, singing or dancing lessons, volunteer in their community, publish short stories in magazines, writes a column for the local newspaper and conduct routine fundraising for a good cause. If they also do anything else that requires commitment and productivity, then they are already engaged in co-curricular activities (Inglehart, 2000). In the case of Senior High Schools in the study area, it was observed that school type was a very prominent factor that determined the type and number of co-curricular activities implemented in the school. Mission schools had more religious and social clubs than non-mission schools. Also, boarding schools had more co-curricular activities than day schools. In all, social and religious clubs topped the implementation of various co-curricular activities in the various Senior High Schools. Some of the clubs that were present in the schools were Cadet, Cultural Troupe, Adolescent reproductive health, Ghana Red Cross Society, Debate Club, Robotic Club, Science and Mathematics Club, Pen Club, Youth for Life, Project Citizen, Ananse Reach Concepts, Shalom Club, Civic Education Club and so on. Various Christian associations were there namely, Harvest Foundation, Assemblies of God, National Union of Presbyterian Students, Praises and Worship Team, Methodist Student Union, Legion of Mary, Young Christian Students, Catholic Student Union, Shepherds Rod Foundation, Adventist Youth Club, Don Bosco Youth for life, Scripture Union just to mention a few. Apart from these religious club meetings where students have their own programmes, the whole student population was made to conduct

church service once a week except in the mission schools where students are supposed to attend morning devotion every morning. Sporting activities was also a very important co-curricular activity on the various campuses.

These religious clubs took their members through a whole lot of activities namely, prayer meetings, Bible studies, Bible quizzes, debate, praises and worship, sword drill, talks on social issues, homiletics, leadership seminars, donations and charity exercises to the less privileged in the community, sing songs, choreography, counselling sections, and so on. The social clubs also took their participants through activities such as debate and seminars on topics in their specialty areas (example Adolescent Reproductive Health Club gives talks on chastity). I witnessed a training programme for regional inter school electronic constitution game quiz in one of the Senior High schools. The training was conducted by officers from the National Commission on Civic Education.

### **Report on the Focus Group Discussion (FGD)**

Students and teachers involved in the implementation of co-curricular activities were engaged in FGD. Key informants who were basically club executive and patrons formed part of the discussion groups. When the participants were asked to talk about the programmes/co-curricular activities they have been organising in their school, it was posited that their programmes differed from term to term. The activities they engaged in comprised worship, homiletics, singing, training on first aid, bible quiz, talks, science exhibitions, seminars, fairs, constitutional games, project citizen, debate, aerobics, presentations, retreats, revivals and so on. It was indicated that these programmes were organised both outside and inside campus just that it was

very difficult for them to get permission to organise programmes outside their own campus.

It was found out that the students focused on particular types of co-curricular activities. The programmes they organised depended upon their objectives for setting up the club. Some of the clubs also were very versatile in terms of programme organisation. For example, one of the participants elucidated that 'yes! we focus on science and mathematics oriented activities just as our name suggest'. Another group member pointed out that 'we focus much on morals and spiritual upbringing of students so any activity that will help us to achieve this, we focus on them'. The reasons for paying attention to particular types of co-curricular activities were that they wanted to 'instil the spirit of team work, confidence, and discipline in the members, promote the act of debate solely and because some activities help the student to lead responsible lives'. A member of the Ghana Red Cross Society said that 'this is because it is an international society which focuses on one activity'. The activities they organise according to them were the most important part of the clubs and so they tailor their programmes to achieve what they were mandated to promote. The students also considered the funding and interest of students in focusing on particular activity. It was also added that 'this is to enable the youth become better individuals in the future'.

Students were also asked to mention some specific types of co-curricular activities that promote Moral Education. They suggested 'sporting competitions, bible quiz, cultural activities (drama troupe), religious activities, worship, entertainment, bible sharing, spiritual advice and retreats'. All the groups involved in the FGD considered the promotion of Moral Education

when choosing the type of programme to be organised with the reason of 'improving on the moral life of students and giving their school a good reputation'. One member of a club intimated that 'fostering moral education is one of the clubs main aims'. Another member said that 'our main aim is to help the youth become better individuals so we consider problems affecting the youth that prevent them from being upright in life'. The reason for the focus on moral education stems from the fact that most of the clubs were religious organisations. These clubs have the inculcation of the moral values as their prime motive for establishing the clubs.

When they were asked to tell which type of co-curricular activity was the best in terms of promoting moral education, the students mentioned worship, seminars, presentations, performances and bible studies. The aspects of the co-curricular activities that promoted moral education were bible teachings, sermons, religious songs and prayers. In fact, according to the respondents all co-curricular activities were important in the school system. The following were the importance of co-curricular activities that the students gave: 'they help in the promotion of holistic living; they all aim at making student confident, honest and truthful'. They also 'develop our individual intellect and gifts, helps to us to be active, and because they promote good moral behaviours'. Some of the respondents thought otherwise. They said 'some of the activities waste time and have their negative effects overriding the positive aspect'. It was not probed further to find out which of these co-curricular activities were having negative impact on the students mainly because this was not part of the study.

It could be concluded that various co-curricular activities that are championed by religious, social and academic clubs are implemented in the Senior High Schools. These clubs and societies were optional and so students' interest and the type of programmes they organise determines the strength of their membership. The schools also organise some activities such as sport, games and entertainment that were always compulsory to all students. Most of the co-curricular activities were organised within the confinement of the school.

**Research Question Two: What is the level of participation of Senior High School key stakeholders (Head teachers, Teachers and Students) in the Sunyani Municipality in co-curricular activities?**

Mastufski and Kceter (1999) found in their study that 91% of police chiefs agree that greater investment should be made in co-curricular programmes to help young people today. It is one thing implementing a programme and it is another to make sure the programme impact on those who participate in that programme. The level of participation of students surely will determine how the programme will make the requisite changes in their lives. It is necessary to find whether students participate fully in the co-curricular activities that are organised. Teachers serve as programme supervisors, patrons and members and so will be in the best position to tell the level of involvement of the students. Table 9 looks at the items designed to assess the level of participation of students in co-curricular activities.



Table 9-*Level of Participation in Co-curricular Activities Teachers' View*

Co-curricular activities	Mean	Std. Deviation
School worship	2.62	.64
Sporting competitions	2.56	.58
Religious clubs eg. SU, Young Christian association	2.47	.76
Quiz competitions	2.44	.68
Special day celebrations eg. Speech and prize-giving days	2.33	.77
Entertainment	2.29	.73
Science clubs	2.26	.74
Debate clubs	2.26	.75
Civic Education Club	2.00	.73
Cadet corps	1.97	.67
Cultural Programmes	1.96	.60
Musical Programmes	1.96	.66
Drama troupe	1.81	.71
Durbars	1.63	.69
Dancing group	1.63	.71

Source: Field data (2016)

Scale: 1= Not at all      2= Low      3= High

Mean of means=2.15      Average Standard Deviation=0.69

The level of participation of students in the selected Senior High Schools is usually low. This is a fact because the fifteen items achieved a mean of means of 2.15 with average standard deviation of 0.69. The mean fall

into the scale 2(low) showing there is a low level of participation in the various co-curricular activities implemented in the schools. Students are at the receiving end of any instructional process. Importantly, the more the student's involvement in school activities, the greater will be the student's learning and personal development (Astin, 1999). A look at the items individually painted the following picture.

In the area of student's involvement, school worship and sporting activities are the most patronised co-curricular activities. School worship and sporting activities obtained 2.62 and 2.56 means respectively. These co-curricular activities are compulsory for every student to participate in it. It is no wonder students' participation level was high. Religious clubs like Scripture Union and Young Christian Associations are not compulsory; the level of participation of students is appreciable probably due to the immense benefit associated with it. Religious clubs attained a mean of 2.47. The mean fall into the scale 2 (low) when run to the nearest whole number. It follows that participation in it is generally low.

Quiz competitions, special day's celebrations like speech and prize giving days, entertainment, science clubs, debate club and civic education clubs obtained means ranging from 2.00 to 2.44. This indicates that majority of the respondents were of the view that the students' level of involvement in these co-curricular activities were usually low. There might be a reason for the apathy in participating in these activities. These may be due to challenges with the implementation process and or students viewing the activities as not beneficial. The forth research question attempts to unravel these challenges.

Also, cadet corps, cultural programmes, musical programmes, drama troupes, durbars and dancing groups were the lowest in terms of the level of participation. The means for these items ranged from 1.63 to 1.97. These means fall into the scale 2(low). According to Astin (1984) “the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement” (p. 298). Various co-curricular activities exist and are implemented in the selected Senior High Schools but the level of involvement of students was usually low. Zhang (2001) assessed the level of involvement in co-curricular activity among Purdue students. It was found that three out of four Purdue students allocate at least some time each week to co-curricular activities. Nonetheless, Purdue’s most satisfied students are also those who are most heavily engaged in co-curricular activities. Thus, the findings of this study which depict low patronage in co-curricular activities contradict the finding of Zhang (2001).

According to the teachers, out of the 15 co-curricular activities in Table 9, only two had high level of participation. It can therefore be concluded that students’ participation in co-curricular activities was very low and as such, they were selective in terms of their involvement. The characteristics of the co-curricular activities that have high patronage need to be studied in order to come out with what motivate them to involve themselves in.

### **Students’ Responses on the Level of Participation**

Various co-curricular activities are implemented in Senior High Schools. The levels of participation in the activities vary from activity to another activity. Students are at the centre stage of curriculum implementation

and so their participation is very crucial. Table 10 deals with the level of participation of students.

Table 10-*Level of Participation in Co-curricular Activities Students' View*

Co-curricular activities	Mean	Std. Deviation
School worship	2.80	.44
Religious clubs eg. SU, Young Christian association	2.69	.53
Sporting competitions	2.47	.63
Entertainment	2.45	.65
Science clubs	2.34	.68
Quiz competitions	2.34	.73
Debate clubs	2.27	.76
Special day celebrations eg. Speech and prize-giving days	2.18	.88
Musical programmes	2.14	.73
Cadet corps	2.05	.73
Civic Education Club	1.90	.75
Drama troupe	1.83	.86
Cultural programmes	1.82	.79
Dancing group	1.71	.75
Durbars	1.68	.77

Source: Field data (2016)

Scale: 1= Not at all      2= Low      3= High

Mean of means=2.18      Average Standard Deviation=0.71

The level of participation of students in the various co-curricular activities implemented in the selected school was mostly low. A mean of

means of 2.18 indicate that the students saw their level of participation as low. The mean of means fall into the scale 2 (low) with an average standard deviation of 0.71. School worship and religious club were the most attended co-curricular activities with high means of 2.80 and 2.69 respectively. It is worthy to note that school worship is compulsory in the Senior High Schools; however joining of religious clubs and association was optional. It is not known at this juncture why students participated highly in religiously inclined co-curricular activities. This was a very unanimous view as the standard deviations of the items were low (.44 and .53).

Christopher (1998) reported that sports develop manners and sense of justice among school students and provide an opportunity of practice in play ground and in social life. The results of his study showed that the students who participate in co-curricular activities behave differently from those who did not participate in these activities. This is the case that the level of participation in sporting competitions was low. Probably, the students saw religiously inclined co-curricular activities as important and as such participated fully. Also, the level of involvement in entertainment, science club, quiz competition, debate club, special day celebrations, musical programmes and cadet corps was generally low. The items achieved means ranging from 2.05 to 2.47. Apparently, they all fell into the scale 2 (low). Basically, students considered the benefits they might get from a particular activity before involving themselves in it. With the optional co-curricular activities, there was low patronage as they saw it as not been interesting and beneficial. Durbars, dancing groups, cultural programmes, drama troupes and civic education clubs

had very low means of 1.68 to 1.90 indicating low students' participation level.

### **Observation Report on Level of Participation**

Generally, the turn out for students engaged in co-curricular activities in the day school was very low. The day institutions hardly got high patronage for their programmes even though majority of the students expressed interest to join. It was observed in a private, mission, and day school that attendance to social clubs was relatively low but very high in terms of general co-curricular activities such as sports and school worship. With the exception of clubs where students could join by their free will, the rest of the co-curricular activities were compulsory for all students. Students were highly involved in these co-curricular activities.

With respect to the boarding schools, participation in co-curricular activities was very high. Students had ample time to engage in club activities as well as other co-curricular activities. Here too, some co-curricular activities were optional while some were compulsory. The level of participation in club activities was very high since members were guided by stringent rules. For example out of the 60 choristers in one of the Senior High Schools, 55 of them were present for choir practice. The members showed high level of seriousness at the meeting. The level of participation of students in a particular co-curricular activity depended upon how interesting the activities were and the importance students attached to them. For example prayer meetings attracted high patronage than 'pick and act'. There were cases where even non-members of some clubs decided to join in programmes they found interesting and beneficial to them. Some students were found to be in multiple clubs

making it difficult for them to attend meetings whenever there was a clash in the time meetings were held. On the whole, the level of participation in the various co-curricular activities was very high except that day students' level of participation was low.

### **Report on the Focus Group Discussion**

The FGD participants were asked questions pertaining to the level of participation of their programmes. According to majority of the respondents, the level of patronage was very high. Members were actively involved in their programmes. They gave reasons for the high patronage such as 'the programmes help to develop critical thinking, certificates are awarded to members, programmes are educative and entertaining, we have interest in them because they help us to gain moral life'. These were a few reasons why participation in co-curricular activities was very high. Some other respondents said participation was moderate. They gave the following reasons: 'we don't have the encouragement and motivation to participate in the programmes, the programmes the group organise are not interesting enough, and members are always concerned with academics'. It follows that most of the co-curricular activities attracted high patronage while a few of them had moderate level of participation. The level of participation for most of the headmasters and coordinators were very low. They failed to grant the students permission to organise programmes both outside and on-campus. Headmasters and coordinators did not show interest in the clubs' activities. Headmasters and coordinators were not seen around especially during weekends when most of the activities took place. One of the respondents insinuated that 'he is not supportive at all; he does not equip us with gadgets and financial aid'.

Members of the various clubs supported the activities of the clubs through offertory, contributions from members and dues that members paid periodically. Obviously, these funds were not enough and so they sought support from the school to carry out their programmes. This was the case that some of the headmasters failed to give them the necessary support. The absence of the headmaster and the coordinator meant that there was no one to supervise the activities of the various clubs or better still, serve as patron or guide (Stevens, 1999) except their own executives. It would be a herculean task for headmasters to show up for meetings especially in the missions' schools where one could count more than 15 social and religious clubs in a school. However, periodically some of the headmasters and mistresses attended group meetings to give them a talk on topical issues. Apart from serving as facilitator and resource persons, a respondent intimated that 'the headmistress provided us with basic materials like books, and laptops for our research'. For this group, the headmistress was very supportive to them and this served as an encouragement to them. They were given opportunity to organise both internal and external programmes. It was only one group which gave this information. The rest of the clubs did not receive the needed support from their heads and coordinators. In relation to this issue, Mohar, (2015) wrote that leadership skills are nurtured through co-curricular activities but these skills need to be more orderly constructed. In fact, the executives of the various clubs got the opportunity to learn leadership skills by steering the affairs of the clubs but they needed guidance from school authorities.

It was found out that teachers patronised the activities of the various clubs. They also served as facilitators. One of the respondents posited that



'some teachers honour our invitation to certain programmes and give great speeches; they believe our programmes are educative'. Teachers served as patrons of the clubs. The Physical Education teachers also served as coordinators of the sporting activities in the selected senior high schools. They were assisted by the members of the sport committee. In fact, the most effectively coordinated co-curricular activities were sports, games and school worship. The school worship was also coordinated by the school chaplains. Majority of the groups said that teachers participation in their activities were very high. Notwithstanding this, a few of the clubs bemoaned that teachers' participation was very low. In the words of one of the respondents, 'they do not support the organisation in any way'. In some of the schools, teachers showed less commitment to the clubs' activities.

The participants in the FGD were asked to tell their impressions about the programmes they organised in terms of the level of participation of members. Majority of the respondents said it was very effective. It was only one club that indicated that their 'programmes are not highly patronised'. The most highly patronised co-curricular activities were quizzes, religious activities, worship, science clubs, sporting activities and project citizen (a programme that deals with research into social vices). They explained the benefits of high patronage in these activities as follows: 'they promote socialisation, they have connections with academic work, they are educative, and everything done for God is considered very important'. The citing of these activities as the most highly patronised co-curricular activities confirms the data gathered from the use of the questionnaires. In the data that were gathered with questionnaire, school worship and religious clubs were the most highly

patronised co-curricular activities among the students. This was the case for both students and the teachers involved in the study. Also, the co-curricular activities that attracted low patronage were aerobics which the students had problem with the timing and the difficulty involved in rising up early in the morning for meetings. They also cited cultural activities as boring activity and time consuming. Entertainment was also considered a non-profitable activity.

At this juncture, it could be concluded that the stakeholders involved in the implementation of co-curricular activities in the Senior High Schools were Headmasters, Coordinator and members of the various clubs. The level of participation for heads of schools as well as coordinators of clubs was low. However, teachers and students who served as members of the clubs highly patronised the activities that were implemented. The level of participation in an activity differed from one activity to the other. Compulsory ones were highly patronised while optional ones attracted people based on how interesting and students' attitude towards them.

**Research Question Three: What moral lessons are learnt from the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?**

For every society to develop, it requires that its citizenry become mentally and physically healthy persons who have qualities like creativity, hard work and honesty (Mehmood, Hussain, Khalid, & Azam, 2012). A genuine education ought to have effects, right or wrong on moral decisions of those who go through it (William, 1970; Hirst, 1974). In order to develop such qualities, one needs training and practice in the school system. Co-curricular activities are sure ways of developing these qualities. It has also

being established by researchers that co-curricular activities can lead to increases in ethical development (Boss, 1994; Pratt, 2001; Wright, 2001). All these researches were not conducted in Ghana and for that matter it is important to find out what the case looks like in the Ghanaian terrain. It is in this wise that the third research question was formulated to find out how the implementation of co-curricular activities help to promote some specific moral values in the society.

Table 11-*Role of Co-curricular Activities in Promoting Moral Education, Teachers' View*

	Mean	Std. Deviation
Co-curricular promote moral upbringing of students	3.20	.57
Students benefit from co-curricular activities in this school	3.16	.63
Co-curricular activities help students to be responsible	3.13	.62
The objectives for organising co-curricular activities are achieved	2.81	.62

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.08

Average Standard Deviation=.61

Co-curricular activities promote the enhancement of students' values such as kindness, compassion, cooperation, self-reliance, and rational aspects of the other values. This also will directly contribute to the effort of bringing into being future leaders who have high and noble values; and can contribute to the peace, harmony and development of the nation and society (Mohar,

2015). Items in Table 11 are general statements on how co-curricular activities promote Moral Education. Largely, most of the respondents agreed with the items in Table 11. The items achieved a mean of means of 3.08 and an average standard deviation of .61. The mean of means fell into the scale 3 (agree). This indicates a support for all the items. Concerning the item “co-curricular activities promote moral upbringing of students in Senior High schools,” 3.20 mean was achieved, meaning that majority of the respondents agreed with the statement. This confirms the assertion that students learn and think critically about ethics through their co-curricular involvement (Burt, et al., 2011), but they noted that those experiences often happened with little connection to formal curricula and with limited school support.

Again 3.16 and 3.13 were the means achieved for the item: “students benefit from co-curricular activities in this school” and “co-curricular activities help students to be responsible” respectively. Here too, the respondents agreed with both statements. This confirms the assertion that co-curricular activities underpin the goal of teaching students to be responsible (Adeyemo, 2010) and fulfilled human beings’ aspirations to develop character, critical thinking, social skills, and talents (NASSP, 1996). Apart from the various benefits that teachers saw co-curricular activities to offer, the respondents reiterated that the objectives for implementing co-curricular activities were achieved (2.81 mean). This was the item that had the lowest mean, as some of the teachers thought some of the objectives were not achieved. The standard deviation of this item was higher than the average standard deviation giving an indication the respondents had varied opinions.

According to Chickering (1969), students develop traditionally along seven vectors namely: managing emotions, achieving competence, becoming autonomous, freeing interpersonal relationships, establishing identity, developing integrity and clarifying purposes. These variables served as a guide in dealing with the promotion of Moral Education through the implementation of co-curricular activities. The items were analysed under the ambit of the seven vectors suggested by Chickering namely developing competences and so on. Table 12 deals with developing competences.

Table 12-*Developing Competence, Teachers' View*

Qualities	Mean	Std. Deviation
Cooperating with other people	3.29	.58
Communicating effectively	3.29	.53
Interpersonal competence	3.25	.55
Self-discipline	3.19	.59
Ability to tune in to another person and respond appropriately	3.18	.57
Ability to choose from a variety of strategies to help a relationship flourish or a group function	3.09	.56
Ability to align personal agendas with the goals of a group	2.98	.55

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.18

Average Standard Deviation=0.56

The implementation of co-curricular activities in the Senior High schools no doubt promotes the development of various moral competencies. This is so because items bothering on this achieved a mean of means of 3.18. This mean fall into the scale 3 (agree) showing that a greater number of the respondents agreed with all the statements purported to find out how co-curricular activities promote these competencies. This is line with Leung and Chan (2011)s' submission that to enhance the learning effectiveness of students, co-curricular and experiential learning activities are widely used to enrich students' practical exposures, hands-on experiences, and other soft skills like problem-solving, interpersonal communication, self-discipline and management skills.

With respect to cooperating and communicating effectively with other people 3.29 mean was obtained for both items. This indicates that the respondents agreed that the implementation of co-curricular activities helped students to communicate and cooperate with their fellow students as well as teachers effectively. The respondents also agreed with the view that co-curricular activities helped to develop personal competences, self-discipline, ability to tune in to another person and respond appropriately and to choose from a variety of strategies to help a relationship flourish or a group function. The means for these items ranged from 3.09 to 3.25. The standard deviations for these items were very close to each other ranging from .53 to .58. This depicts a unanimous viewpoint from the respondents on the how co-curricular activities help to develop attitude and moral competencies among Senior High School students. It was also clear that co-curricular activities helped students to develop the ability to align personal agenda with the goals of a group. This

item had the lowest mean of 2.98 when compared with the other items in Table 12.

Table 13-*Managing Emotions, Teachers' View*

	Mean	Std. Deviation
Ability to escape anger, Anxiety, depression, desire, guilt, and shame	3.56	.65
Ability to learn appropriate channels for releasing irritations before they explode	3.07	.49
Healing emotional wounds before they infect other relationships	2.92	.62

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.18

Average Standard Deviation=0.59

It is usual for individuals to experience strong emotions like anger, sadness, shame, guilt, anxiety and so on in their day-to-day life. When these emotions are not properly managed, they may end up with very distractive behaviours. Even though it is difficult to control and manage emotions, the enormous benefit we accrue when it is properly managed warrant that frantic effort should be put in it. Table 13 looks at how co-curricular activities help students to manage their emotions. The teachers agreed with all the items under this theme since the mean of means was 3.18. It was clear that according to the teachers, co-curricular activities had the capacity to develop the ability to escape anger, anxiety, depression, desire, guilt, and shame. Teachers strongly agreed with this statement. It could also help to develop the ability to learn appropriate channels for releasing irritations before they explode and

lastly help to heal emotional wounds before they infect other relationships. The means for these items ranged from 2.92 to 3.56. In terms of managing emotions of students, co-curricular activities were able to help students to escape anger, anxiety, depression, desire, guilt, and shame more than they could heal emotional wounds.

Chickering (1969) indicated that out of the seven vectors, three of them: achieving competence, becoming autonomous and managing emotions were directly connected to the students' success and represented integral and critical developmental tasks that students must cope with during these years.

Table 14, dealt with the items that fell under how co-curricular activities helped students to move through autonomy toward interdependence.

Table 14-*Moving Through Autonomy Toward Interdependence (Teachers)*

	Mean	Std. Deviation
The ability to be mobile and work independently	2.99	.41
The ability to organise activities and solve problems in a self-directed way	2.93	.53
Respecting the autonomy of others	2.90	.53

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=2.94

Average Standard Deviation=.49

There are cases where individuals in the society are expected to take autonomous moral decisions and other instances where they are to ensure interdependence and cooperation. Both competences form integral part in determining how well the individual becomes morally educated. This section



focused on how well the implementation of co-curricular activities in the selected schools helps to make the student autonomous. In connection with this, it was obvious that it helped students to develop the ability to be mobile, work independently, organise activities and solve problems in a self-directed way and respect the autonomy of their fellow students. These items attained a mean of means of 2.94. This mean falls into the scale 3 (agree) showing clearly that majority of the respondents agreed with the statements. Studies of co-curricular empowerment across various fields identify a sense of autonomy, self-belief, self-expression, the ability to work together with diverse others, and a critical social consciousness as key factors that can enable people to achieve things (Shelly, 2011).

Table 15-*Developing Mature Interpersonal Relationships, Teachers' View*

	Mean	Std. Deviation
The ability to work together with diverse people	3.54	.60
Tolerance and appreciation of differences	3.24	.62
The ability to choose healthy relationships	3.05	.51
Capacity for intimacy and making lasting commitments based on honesty	2.97	.49
Responsiveness and unconditional regard.	2.86	.50

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.13

Average Standard Deviation=0.54

Socialisation remains a very important facet of life in the Ghanaian communities. People are to relate well with their fellow members of the

society. People hail from different socio-political backgrounds and there is the dire need to ensure peaceful coexistence among them despite the differences. Do co-curricular activities help students to develop mature interpersonal relationships? This section of the study attempted to answer this question. From Table 15, teachers saw co-curricular activities as very effective tool for helping students develop the ability to work together with diverse people. People who come from different cultural and socio-economic background get the opportunity to interact with each other. The respondents strongly agreed with this statement. Also, they agreed with the issues of co-curricular activities helping to instil tolerance, appreciation of differences, ability to choose healthy relationships, capacity for intimacy and making lasting commitments based on honesty (Russel, Peter, Donald & Robert, 2000), responsiveness and unconditional positive regard. The means obtained for these items ranged from 2.86 to 3.24. It was indicative that the means fall into the third scale (agree) meaning most of the supported the statements. Thus, when the school is able to organise successful co-curricular programmes for vulnerable students, then a very good attempt is being made to create an environment that helps students develop a sense of commitment to the school community (Terenzini, Springer, Pascarella, & Nora, 1995).

Table 16-*Establishing Identity, Teachers' View*

	Mean	Std. Deviation
Self-acceptance and self-esteem or self-confidence.	3.28	.52
Clarification of self-concept through roles and life-style.	3.13	.54

Comfort with body and appearance.	3.08	.58
Comfort with gender and sexual orientation.	2.91	.70

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.10 Average Standard Deviation=0.59

Students should establish their identity in order to realise their weaknesses and strengths, so as to manage them. Students should develop self-esteem and acceptance, clarify self-concept through roles and life-style, and be comfortable with body, appearance, gender and sexual orientation. According to Chickering and Reisser (1993), a student who has a well-built personality can handle feedback and criticisms from other people. Very low esteem may prevent a student from being initiative and creative in their day-to-day lives. In connection with the issue of developing identity, the respondents agreed with all the items slated to elicit information on it. A mean of means of 3.10 and average standard deviation of .59 were achieved. Developing comfort with gender and sexual orientation had the lowest mean of 2.91 while developing self-acceptance and self-confidence had the highest mean of 3.28. This clearly shows that regarding the establishment of identity, co-curricular activities are able to develop self-acceptance and confidence more than comfort with gender and sexual orientation.

Table 17-*Developing purpose, Teachers' View*

	Mean	Std. Deviation
Ability to clarify goals	2.98	.50
Ability to make plans	2.96	.37
Persistence despite obstacles	2.94	.55

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=2.96 Average Standard Deviation=0.47

Developing the sense of purpose requires that the student develops commitment to the future and becomes more experienced at making and following through on decisions, even when they may be challenged. It involves developing a sense of life inclination. It involves the creation of goals, and is influenced by the personal and lifestyle of the student (Evans, Forney & Guido-DiBrito, 1998). Developing purpose was assessed under the ambit of clarifying goals, making plans and being persistent despite meeting obstacles. The respondent avowed to all the items. A mean of means of 2.96 and average standard deviation of 0.47 were realised for the three items. Here, being persistent despite obstacles in life recorded a mean of 2.94 while clarifying goals recorded the highest mean of 2.98. It is evident that ability to plan was the most unanimous view since it had the lowest standard deviation of .37. It is right to conclude that the implementation of co-curricular activities according to the teachers is a sure way of helping the students to develop purpose.

Table 18-*Developing Integrity, Teachers' View*

	Mean	Std. Deviation
Cleanliness and decency	3.24	.64
Maintaining self-respect	3.19	.60
Ability to follow core values rigidly	3.05	.55
Chastity	2.75	.73

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.06

Average Standard Deviation=0.63

The quality of being honest and having strong moral principles is very important when talking about the moral education in the society. Developing integrity according to Chickering and Reisser (1993) consists of three stages which flow in sequential order, but are able to intersect. The three stages are improving moral values, personalizing value, and developing congruence. The first process which is humanising values, incorporates the change from a cold, inflexible value system to one which is more well-adjusted with the comforts of others matched with the interests of the individual. When this is accomplished, the student begins to accumulate a core group of individual values which are resolutely held, however the beliefs of others are taken into consideration and appreciated. Developing congruence encompasses carrying out activities in line with beliefs.

Items under developing integrity achieved a mean of means of 3.06 and an average standard deviation of 0.63. This mean fall into the scale 3(agreed) meaning the respondents agreed with all the items in Table 18. Cleanliness and decency recorded the highest mean of 3.24 whereas avoiding

sexual immorality (chastity) recorded the lowest mean of 2.75. This is dependent on the type of co-curricular activity one is talking about but generally, according to the teachers, co-curricular activity was a more effective tool for promoting cleanliness and decency than it does for chastity, maintaining self-respect and ability to follow core values rigidly among Senior High School students.

Actually, the implementation of co-curricular activities in the Senior High schools promote the development of all the seven vectors of Chickering Psychosocial Development Theory namely, managing emotions, achieving competence, becoming autonomous, freeing interpersonal relationships, establishing identity, developing integrity and clarifying purposes with different level of effectiveness. In all, developing competence and managing emotions had the highest mean of means of 3.18 each with moving through autonomy toward interdependence being the lowest (2.94 mean of means).

Co-curricular activities facilitate the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development (Khan & Iqbal, 2014, p. 2169). Even though co-curricular activities are help to develop various potentials as stated above, this study concentrated on only the moral development aspect of it. The third research question dealt with moral lessons that are learnt from the implementation of co-curricular activities. Tables 19 to 26 provided the views of students on this issue.

An open-ended item was crafted to elicit deeper information on the moral teachings that students could learn through the implementation of co-

curricular activities. The teachers stated that co-curricular activities helped students to develop the 'ability to offer selfless service to society, endurance, the desire for peace, humility, self-motivator, leadership skills, clear conscience, team work spirit, and respect for cultural differences'. About ladies, it was added that 'it helps the ladies especially to dress decently since there is a competition among them'. These are points coming from teachers and so it is not all that exhaustive. However, these moral teachings are very crucial in the life of every citizen of this country. The implementation of co-curricular activities served as a platform that ensured balance between educational achievement and development of generic skills in students. Co-curricular activities are the embodiment of knowledge characteristics and values contained in the curriculum. What is developed in the co-curricular activities does not only emphasize well-adjusted knowledge featured with spiritual and human values, but also the balance between the formal characteristics of academic curriculum with informal characteristics of co-curricular activities (Mohar, 2015).

### **Students' Perception on Moral Teachings they Learn from Co-curricular Activities**

The benefits of teen involvement in co-curricular activities go well further than just filling up an already-busy schedule and having another line to add to the school application. Benefits of co-curricular activities include having a sense of team spirit and belonging, personal pride and an understanding of the value of fair play, as in sporting competitions, an increased sense of honesty and trustworthiness, and most significantly, the prevention of drug and substance abuse – among others (Inglehart, 2000). The

study postulates that repeated records of high school students across the United States have shown that those students who become seriously involved in co-curricular activities tend to be exemplary students. This section centres on moral teachings students learn from co-curricular activities from the view of students who are the main beneficiaries of co-curricular implementation.

Table 19-*Students' view on Role of Co-curricular Activities in Promoting Moral Education*

	Mean	Std. Deviation
Co-curricular activities help students to be responsible	3.36	.79
I benefit from co-curricular activities (programmes) in this school	3.29	.92
Co-curricular promote moral upbringing of students	3.29	.61
The objectives for organising co-curricular activities are achieved	2.94	.74

Source: Field Data(2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.22

Average Standard Deviation=0.77

Table 19 centres around the general statements posed to students to find out the role of co-curricular activities in promoting Moral Education of Senior High School students. The respondents agreed with all the items. A mean of means of 3.22 was obtained for the four items. Thus students benefit from co-curricular activities because it makes them morally responsible. The students also supported the view that the objectives of implementing co-curricular activities were duly achieved.



One of the seven vectors that Chickering (1969) talked about was developing competence. This was the first vector and it entails a lot of moral values that needs to be inculcated into the Senior High student. Table 20 deals with the issues that form part of the development of competences. Ahmad (2011) has listed number of values of co-curricular activities like educational value, psychological values, development of social values, development of civic values, physical development values, recreational values and cultural values. These competences are needed in school as well as in the corporate world.

Table 20-Developing Competence

	Mean	Std. Deviation
Cooperating with other people	3.52	.65
Self-discipline	3.46	.64
Communicating effectively	3.44	.71
Ability to tune in to another person and respond appropriately	3.15	.70
Interpersonal competence	3.09	.84
Ability to choose from a variety of strategies to help a relationship flourish or a group function.	3.07	.71
Ability to align personal agenda with the goals of a group	3.05	.74

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.27

Average Standard Deviation=0.71

The implementation of co-curricular activities in the Senior High schools helped the participants to cooperate with other people. This item had the highest mean of 3.52 and a standard deviation of .65. According to Marais (2011), where co-curricular activities are obligatory, they are viewed as a means to enhance social collaboration. Corporation is inevitable in terms of team building among students.

In a study conducted by Sitra and Sasidhar (2005), a great majority of the respondents (92%) said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline. This study also corroborates the finding of Sitra and Sasidhar (2005). Most of the students agreed (3.46 mean) with the fact that co-curricular activities help them to be self-discipline.

Co-curricular activities also helped students to communicate effectively (Ng, 1984), develop the ability to tune in to another person and respond appropriately. It also develop interpersonal competence, ability to choose from a variety of strategies to help a relationship flourish or a group function and lastly the ability to align personal agendas with the goals of a group. The respondents agreed with all these items. The mean score for ability to align personal agendas with the goals of a group is comparatively lower than all the items meaning co-curricular activities is able to promote the other competences in Table 20 more than the ability to align personal agendas with the goals of a group.

Emotions are fragment of the human system that needs to be controlled. Those who are not able to control their emotions fall prey to morally related challenges in the society. For example, one should be able to

control his/her anger in order not to start fighting with his/her colleagues. Do co-curricular activities help students to manage their emotions? Table 21 displays the descriptive statistics on this issue.

Table 21-*Managing Emotions*

	Mean	Std. Deviation
Ability to escape anger, Anxiety, depression, desire, guilt, and shame	3.02	.82
Healing emotional wounds before they infect other relationships.	3.00	.81
Ability to learn appropriate channels for releasing irritations before they explode	2.94	.78

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=2.99

Average Standard Deviation=0.80

It is obvious from Table 21 that co-curricular activities promote the ability to escape anger, anxiety, depression, desire, guilt, and shame. The students were also able to heal their emotional wounds before they infect other relationships and learn appropriate channels for releasing irritations before they explode to something unpleasant. These items obtained 2.94 to 3.02 mean scores. They all fall into the scale 3(agree).

Individuals in the society are expected to take autonomous moral decisions at some point in time and then at another time depend on the others in taking decisions. This means that students body as a microcosm of the society must also move through autonomy toward interdependence. Table 22

focus on how participation in co-curricular activities helps students to move through autonomy toward interdependence.

Table 22-*Moving Through Autonomy Toward Interdependence*

Moral values	Mean	Std. Deviation
Respecting the autonomy of others	3.25	.69
The ability to be mobile and work Independently	3.10	.81
The ability to organize activities and solve problems in a self-directed way	3.07	.77

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.14

Average Standard Deviation=0.75

From Table 22, it was found out that majority of the respondents agreed with the fact that co-curricular activities helped them to respect the autonomy of other people, offering them the opportunity to participate in an activity that will support autonomy and a sense of making a difference (Eccles & Gootman, 2002). The respondents' involvement in co-curricular activities again helped them to work independently and organize activities and solve problems in a self-directed way. In this case, co-curricular activities may create the conditions in which students can learn a sense of autonomy, self-belief, self-expression, and, to a limited extent, the ability to work with diverse others (Shelly, 2011).

In Senior High schools, students come across people from diverse socio-economic, religious, ethnic and political backgrounds. There is therefore the need to foster peaceful co-existence between them. This requires that

students learn to tolerate each other and ensure healthy relationships among themselves.

Table 23-*Developing Mature Interpersonal Relationships*

Moral values	Mean	Std. Deviation
Tolerance and appreciation of differences	3.55	.67
The ability to choose healthy relationships	3.43	.72
The ability to work together with diverse people	3.18	.68
Capacity for intimacy and making lasting commitments based on honesty	3.07	.69
Responsiveness and unconditional regard	2.87	.77

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.22

Average Standard Deviation=0.71

Wagner (1999) postulates that co-curricular activities encourage personal accomplishments and the development of interpersonal skills. In connection with developing mature interpersonal relationships, the students agreed with all the items under this issue. They strongly agreed (3.55 mean and .67 standard deviation) with the issue of co-curricular activities promoting tolerance and appreciation of differences. The respondents supported this fact very vehemently because the standard deviation for the item lower compared to the average standard deviation. Other moral teachings that students learnt from co-curricular activities were ability to choose healthy relationships, work together with diverse people, intimacy, making lasting commitments based on

honesty, responsiveness and unconditional regard. These items attained means scores ranging from 2.87 3.42. All these means fall into the scale 3(agreed).

When students go through a variety of co-curricular activities in the school, it can help them understand their own identity. Table 24 deals with establishing identity.

Table 24-*Establishing Identity*

	Mean	Std. Deviation
Self-acceptance and self-esteem or self-confidence.	3.52	.68
Clarification of self-concept through roles and life-style	3.18	.69
Comfort with body and appearance	3.16	.79
Comfort with gender and sexual orientation.	3.07	.83

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.23

Average Standard Deviation=0.75

The respondents strongly agreed with the issue of co-curricular helping to develop self-acceptance and self-confidence. This item obtained a mean score of 3.52 and a standard deviation of .68. The respondents also agreed that co-curricular activities helped students in the clarification of self-concept through roles and life-style, made student comfortable with their body, appearance, gender and sexual orientation. These items achieved a mean of means of 3.23, showing that majority of the respondents agreed with the statements.

Table 25, deals with how co-curricular activities help to develop sense of purpose. Chikering (1969) theorised that student develop a sense of purpose

through the experiences they go through in the school system. Students are able to clarify their goals in life, make plans and remain persistence despite obstacles. Regarding these items, 3.27 mean of mean score was achieved, falling into the scale 3(agree).

Table 25-Developing Purpose

	Mean	Std. Deviation
Ability to clarify goals.	3.45	.69
Ability to make plans.	3.28	.70
Persistence despite obstacles	3.09	.75

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.27

Average Standard Deviation=0.71

Integrity is needed in corporate work, as well as day-to-day life. Even in family life and relationships one needs to uphold integrity, in order to be trusted. The last but very important vector of Chikering deals with the development of integrity as stated in Table 26.

Table 26-Developing Integrity

	Mean	Std. Deviation
Cleanliness and decency	3.50	.65
Maintaining self-respect	3.47	.76
Chastity	3.27	.92
Ability to follow core values rigidly	3.25	.71

Source: Field data (2016)

Scale: 1= Strongly Disagree 2=Disagree 3=Agree 4=Strongly Agree

Mean of means=3.37

Average Standard Deviation=0.76

decency, self-respect and ability to follow core values very rigidly among Senior High School students. Development of cleanliness and decency had the highest mean of 3.50 and a standard deviation of .65. Students strongly agreed with the fact that co-curricular activities promote these moral teachings. Ability to follow core values rigidly had the lowest mean score of 3.25. Thus, students agreed vehemently that co-curricular activities helped them to follow core values rigidly (standard deviation .71).

As human beings living in society, we carry the whole weight of moral obligations for the whole world on our shoulders and what we seek in moral education is to develop or influence persons in such a way that their action is morally responsible (Gustafson, 1970; Tangwa, 2006). The school as a microcosm of society puts measures in place to teach the students moral education and this is a responsibility that needs to be offered the highest form consideration. Whatever courses students are taken through, if we fail to teach them moral education, they will have negative impact on the society. This is the case the Ghanaian societies are faced with upsurge in crime rate. From the horses own mouth, implementation of co-curricular activities was one of the most effective ways of inculcating morality into students. The students were asked to state some of the moral teachings they learn from co-curricular activities and this is what they had to say. They stated 'respect, socialisation among peers from other schools, confidence, punctuality, conscious building, tolerance, justice, co-operation, healthy body and personal hygiene, comporment and attitude of sharing'. It was added that students learn 'communicating skills, discipline, cleanliness, role-taking and leadership



skills'. A student from a girls' school said that 'we learn to appreciate what we have and also be responsible women'. These are general moral teachings that students learn from participation in co-curricular activities. It can now be concluded that co-curricular activities are sure way of promoting Moral Education of students (Burt et al, 2011; Boss, 1994; Pratt, 2001; Wright, 2001). Some of the social and religious clubs would be considered to find out what moral teachings they instil in students.

### **Observation Report on Moral Values Students learn from Co-curriculum**

Mohar (2015) conducted a study to assess the inculcation of values in co-curricular activities from the virtues module. It was found out that the Virtues Module in co-curricular activities is able to inculcate values in students' lives. Actually, students learnt a plethora of moral teachings from the implementation of co-curricular activities. The moral teachings they learnt depended largely on the type of co-curricular activities being implemented. For example the cadet group which was found in all the Senior High Schools observed strict discipline and punctuality. The Christian and Islamic based clubs taught their members moral teachings from their religions. Basically, their attention was given to developing students' spirituality more than moral lives. Moral teachings such as charity, humility, good leadership skills, tolerance, loving each other, forgiveness, sharing, comportment, co-operation, socialisation, love patients and self-control were learnt from the activities. They also learnt how to co-exist peacefully, hard work, honesty, determination, punctuality, dedication, patriotism, respect, God-fearing and forgiveness. With regards to the promotion of Moral Education of Senior High

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Schools through the implementation of co-curricular activities, the various social clubs championed it.

It was found out that students also engaged in immoral behaviours during the implementation of some of the co-curricular activities. For example in sporting competitions, some students engaged in singing of profane songs and taking alcoholic drinks. Some took it as an opportunity to run away to town to do their own things there. There were cases where students fought among themselves, especially when they thought there were bad officiating. Students need to be guided against such immoral practices.

### **Report on the Focus Group Discussion**

According to Sultana (2012), the modern meaning of curriculum is very wide and comprehensive, including the totality of experiences of the students acquired both inside and outside the school system. The formal curriculum meant for them is not sufficient enough to fulfil the over-all development. To deal with this crisis, the education system houses many co-curricular activities as part of education for the all-round development of the students and their personality. When these activities are significantly joined with the formal curriculum, they can help in the physical, mental, moral, social, emotional, aesthetic and spiritual development of an individual. It is against this background that questions were asked on the moral lessons that students learnt from their involvement in co-curricular activities.

Students were questioned to tell the level of effectiveness of the programmes they organised in terms of promoting moral education. A great majority of the respondents said their programmes were very effective. Some simply said highly effective. This also confirmed the data gathered from the

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use of the questionnaires. Two of the clubs said that their programme averagely promoted moral education. It could be deduced that the level of effectiveness of a programme in promoting moral education depended on the objectives for planning the programme. Some are specially organised to promote moral education while some had very little link with moral education. In fact when students were asked the question “Do those who participate in your programmes lead good moral lives?” All the participants answered ‘Yes’. The students mentioned particular co-curricular activities and the moral teachings they learnt from them. It was evident that the organisation of Christian seminars helped the students to learn about spiritual steadfastness. Debate developed self-confidence, religious group ensured truthfulness, and school worship inculcated self-discipline and tolerance. These were some specific moral values students learnt from some co-curricular activities that were implemented in their schools in the selected Senior High Schools.

According to one of the respondents, ‘after every programme you see a positive change in the lifestyle of students’. Another one said that ‘they become humane after undergoing training’. This indicates that they learnt moral lessons from the programmes. Here, all the respondents attested to this fact, and their programmes were tailored towards the development of moral competences.

It was found out that the various groups ensured that their programmes promoted moral education by ‘ensuring that our members obey school rules, adding spiritual teachings on the programme line up, inviting people who are much experience in life to talk to members, discussing issues in society and trying to study the behaviour of group members’. The members also benefited

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from the activities by getting the opportunity to 'learn new things, protect themselves from social vices, get certificates and awards, learn good morals, and acquire knowledge in how to do certain things example giving first aid'. Thus members of the clubs benefited immensely from the activities of their respective clubs.

The objectives for which they carried out their programmes were in line with promoting moral education, and they were able to achieve their objectives. 'Our main priority is to help the youth with respect to building their moral lives' (a participant commented). One club alleged that they do not exactly base their objectives on promotion of moral education because their club was mainly to promote academic excellence in science and mathematics.

It could be concluded that one of the most effective ways through which Senior High School students in the selected schools learnt moral lesson is the implementation of co-curricular activities. Students learnt plethora of moral lessons namely self-discipline, truthfulness, self-confidence, tolerance, self-control and so on. Co-curricular activities were also capable of instilling into participants all the moral competences listed in the seven vectors of Chickering's Psychosocial Development Theory.

**Research Question Four: What are the challenges associated with the promotion of Moral Education through the implementation of co-curricular activities in Senior High Schools in the Sunyani Municipality?**

The implementation of co-curricular activities no doubt promotes the Moral Education of student in the Senior High Schools. The third research question dealt with this issue adequately. However, the impact of co-curricular activities could be impeded due to the challenges associated with their

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 implementation. It is only when stakeholders identify these challenges and curtail them, that co-curricular activities will have the expected impact. In the conceptual framework of the current study as in figure 1, the challenges serve as a barrier to the implementation of co-curricular activities and the impact that they make on the Moral Education Senior High School students. The challenges associated with the implementation of co-curricular activities are being looked at under learner, school and curriculum-related factors. Table 27 deals with the school-related challenges.

Table 27-School Related Challenges

Challenges	Mean	Std. Deviation
Funding for co-curricular activities are inadequate	2.72	.62
The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families	2.50	.69
Cost associated with providing school activities remains a challenge	2.50	.74
Co-curricular activities in the school is boring	2.34	.51
The attitude of the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort	2.29	.53
My interest in co-curricular activities is very minimal	2.21	.46
Co-curricular activities are waste of instructional time	2.00	.37
Misuse and stealing of co-curricular funds is a challenge in my school	1.96	.55

Source: Field data (2016)

Scale: 1= Uncertain      2=Disagree      3=Agree

Mean of means=2.32

Average Standard Deviation=.56

The teachers disagreed with most of the statements slated to find out the challenges associated the implementation of co-curricular activities to promote Moral education. A mean of means for the items under school-related challenges was 2.26 (disagree). It can be concluded right from the outset of the analysis that many of the challenges of co-curricular activities are not true of the selected schools. This notwithstanding, it is clear from Table 27 that funding for co-curricular activities are inadequate. The findings corresponds with Wangai (2012) who found out that 60% of students stated that funding for co-curricular activities was inadequate which impacted negatively on their involvement in co-curricular activities. Also, the fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families and in fact, cost associated with providing school activities remains a challenge (Weber, 2008, Holland & Andre, 1987; Pepe, & Alice, 1984). In this case, the major problem facing schools in Ghana as elsewhere in Africa has been without exception, the consequence of inadequate financial support (Antwi, 1992). If schools are funded well by the various stakeholders in the education sector, then families would not be overburdened with fees charged for co-curricular activities.

The attitude of the headmasters and teachers were favourable for both co-curricular activities and academics, their interest was not minimal and did not see co-curricular activities as waste of time. There was no misuse and stealing of fund for co-curricular activities. These items achieved means ranging from 1.96 to 2.34. All the means for the items fell into the scale 2 meaning the teachers disagreed with the statements. So far, funding being the only challenge, the study will continue to find out other challenges.

curricular activities. The learner should be at the centre of curriculum implementation since he or she is the targeted person. It was necessary to seek the students' opinion on what they see as challenges.

Table 28- *Learner Related Challenges*

Challenges	Mean	Std. Deviation
Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance	2.59	.61
Students refuse to take advantage of co-curricular in the school	2.34	.62
We lack teacher supervisors who serve as role models and guide	2.33	.54
Obtaining recognised qualifications is more essential than co-curricular activities	2.26	.55
Co-curricular pursuits merely serve as a distraction to academic work	2.06	.45

Source: Field data (2016)

Scale: 1= Uncertain      2=Disagree      3=Agree

Mean of means=2.32      Average Standard Deviation=0.55

The respondents disagreed with all the student-related challenges except the fact that learners who are forced to take part in co-curricular activities are less enthusiastic and therefore spoil the activity with their recalcitrance (Nesan, 2009). The mean of mean for the items was 2.32 and the average standard deviation was 0.55. Majority of the respondents were of the

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 view that the students take advantage of co-curricular activities in the school; supervisors who served as role models and guide were available; obtaining recognised qualifications was not more essential than co-curricular activities; and co-curricular pursuits did not serve as a distraction to academic work. These findings counter the arguments raised by Nesan (2009) against the implementation of co-curricular activities in schools.

Table 29 shows the curriculum related challenges that impede the implementation of co-curricular activities in the selected schools. Three of the challenges were true of the selected Senior High Schools while the last three did not exist in the schools. According to the respondents, the challenges of co-curricular activities implementation were inadequate co-curricular infrastructure (2.81 mean), and too many co-curricular activities may leave too little time to pursue academic activities (2.76 mean). Also, the present curriculum has become over burden for teachers preventing them from completing their subjects. Table 29 displays the descriptive statistics on the curriculum related challenges.

Table 29-*Curriculum Related Challenges*

Challenges	Mean	Std. Deviation
Inadequate co-curricular infrastructural facilities in the school.	2.81	.42
Too many co-curricular activities may leave too little time to pursue academic activities	2.76	.52
The present curriculum has become over burden for me preventing me from completing my subjects.	2.55	.64



Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum	2.36	.51
Co-curricular activities are yet to get slots in the school's time table	2.30	.61
The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels	2.20	.59

Source: Field data (2016)

Scale: 1= Uncertain

2=Disagree

3=Agree

Mean of means=2.50

Average Standard Deviation=0.55

In connection with the item “academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum”, most of the respondents disagreed (2.36 mean) with the statement. This is very favourable condition for the smooth and successful implementation of co-curricular activities because teachers see it as equally important as the formal curriculum. This finding also contradicts Nesan (2009) arguments against co-curricular activities. The sheer number of co-curricular activities and the demands they place on public schooling have not expanded to unmanageable levels as posited by (Camp, 1990). This item achieved the lowest mean of 2.20 meaning majority of the respondents disagreed vehemently with the statement. It was also clear that co-curricular activities already have a slot on the school time table.

curricular activities in the selected Senior High Schools were inadequate funding, compulsory nature of some co-curricular activities making students who are not interested in them spoil the programme with their recalcitrance, inadequate co-curricular infrastructure and the over burden nature of co-curricular activities. The respondents see these as challenges and so they have to be curtailed in order promote the smooth implementation of the activities.

Teachers were asked to state some challenges they faced during the implementation of co-curricular activities on their own, apart from the ones stated in the questionnaire. The following were their responses: one of the teachers said that ‘most teachers in the school do not involve themselves in co-curricular activities. No motivation for teachers who coordinate co-curricular activities and so some do not support. More attention is paid to academic than co-curricular activities’. Teachers see their involvement in co-curricular activities as an extra duty because none of them was recruited purposely to serve as co-curricular activity coordinator. In fact, they were all recruited as subject teachers. Co-curricular supervision cannot be seen as administrative duty where supervisors are given allowances like they do to Heads of departments. So coordination is done voluntarily by teachers who have special interest in a particular co-curricular activity.

There was also a challenge with time factor. One of the teachers posited that ‘we don’t have enough time for co-curricular activities. Some parents see co-curricular activities as time wasting and have advised their wards to concentrate on their books’. Another person added that ‘co-curricular activities take much time thereby often time making the syllabus not to be

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covered fully'. It was also echoed probably by a Physical Education teacher that 'for example, to achieve much in PE is to constantly train on daily basis. But students in Ghana do PE when the need arises. Hence not much is achieved'. This challenge was very entrenched and serious in the day schools. Participants had to rush through their programmes during break times. The thirty minutes break is used to go through whatever programme they have for the day. Sometimes the organisers use closing times. According to one of the patrons of a Christian Youth Clubs, students who stay after school for programmes incur the displeasure of their parents since students help their parents either in household chores or their businesses. Unfortunately, 'some truant students use the time as a holiday and run to town; my school is a day school hence getting students for practice after school or weekend is difficult' (a teacher hinted).

Major stakeholders of the school system do not show the needed interest in co-curricular activities. According to one of the respondents, 'masters who are not interested in co-curricular activities in my schools always discourage the students from participation. Our headmaster doesn't have interest in co-curricular activities. Our school authorities therefore don't allow even many students to support our school team during sporting activities'. It was corroborated by another student that there was 'lack of interest from administration because of the cost involved and also because of the nature of our girls, they don't have the interest'. This means that those co-curricular activities that are not of interest to the teachers and headmasters are likely to suffer low patronage. One of the respondents retreated this by simply saying 'low patronisation of teachers. Most take the day as resting or holiday'.

At least those who are not interested in the activities could have left interested people alone to carry out their programmes this is the case that they discourage others from participating in them.

Financial problem was mentioned again, even though it was found among the close ended items. The fact that was repeated connotes that it was serious challenge. It was stated in this way: ‘unwillingness of authority to release adequate fund for co-curricular activities is a major problem. Infrastructural wise we struggle. This is bad’. It was observed in one of the selected schools that students had to stand whiles having a bible study during break time. A well-furnished meeting place could have being better than the situation observed.

Some stakeholders do not see co-curricular activities as beneficial. According to one of the respondents ‘most students feel reluctant to engage themselves fully in some of the co-curricular activities, since they do not feel their impact in their lives after Senior High School. Hence we must introduce more beneficial co-curricular activities that will be beneficial to students after leaving SHS’. It is when people see the benefit of a programme to their present and future lives that they are likely to participate. In this case, co-curricular activities need to be packaged to serve the present and the future needs of the participants

### **Students’ View on the Challenges Associated with Promotion of Moral Education Through the Implementation of Co-curricular Activities**

Students are likely to encounter some challenges as they involve themselves in the implementation process. Students are the main beneficiaries of co-curricular activities in schools and so are in the right position to tell the

challenges associated with it. The level of effectiveness of a particular co-curricular activity is largely dependent upon how the challenges that threatens its effectiveness are curtailed. In fact the challenges serve as barrier to the effective implementation of curriculum. The implementations of co-curricular activities in Senior High School also have it fair share of the challenges. Even, critics of co-curricular activities claim schools need to focus their time and energy on academics due to the challenges co-curricular activities pose to the school system. Tables 30 to 33 centred on the challenges as perceived by the learners.

Table 30-School Related Challenges

Challenges	Mean	Std. Dev
The attitude among the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort	2.62	.58
Cost associated with providing school activities remains a challenge	2.57	.68
Funding for co-curricular activities are inadequate	2.56	.66
The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families	2.55	.68
Co-curricular activities in the this school is boring	2.41	.63
Misuse and stealing of co-curricular funds is a challenge in my school	2.11	.65
Co-curricular activities are waste of instructional time	2.05	.50

Source: Field data (2016)

Scale: 1= Uncertain      2=Disagree      3=Agree

Mean of means=2.41

Average Standard Deviation=0.63

It is obvious from Table 30 that the main challenges associated with the implementation of co-curricular activities in the Senior High Schools were financial problems (Weber, 2008), the attitude of headmasters and teachers in the school being in favour of academic activities only making other activities waste of effort (Saleem, 2010). According to the students, fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families. Means for these items ranged from 2.55 to 2.62 indicating that majority of the respondents agreed that these were the challenges confronting co-curricular implementation in the schools.

According to the students co-curricular activities were not boring; there was no misuse and stealing of co-curricular funds and the activities were not considered as waste of time. This is very positive in terms of the successful implementation of co-curricular activities.

Some of the challenges concerned the students. Table 31 deals with the student related challenges associated with the implementation of co-curricular activities to promote moral Education of the Senior High School students.

Table 31-*Learner Related Challenges*

Challenges	Mean	Std. Deviation
We lack teacher supervisors who serve as role models and guide	2.49	.60
Obtaining recognised qualifications is more essential than co-curricular activities	2.44	.69

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Learners who are forced to take part, are less

enthusiastic and therefore spoil the activity with their recalcitrance	2.43	.72
My interest in co-curricular activities is very minimal	2.42	.63
Students refuse to take advantage of co-curricular in the school	2.39	.69
Co-curricular pursuits merely serve as a distraction to academic work	2.23	.59

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Source: Field data (2016)

Scale: 1= Uncertain

2=Disagree

3=Agree

Mean of means=2.40

Average Standard Deviation=0.65

It is clear from Table 31 that none of the student-related challenges were applicable in the selected Senior High Schools, according to the students. The mean of means of 2.40 was obtained for all the six items. Supervisors who served as role models and guide were available in the schools, co-curricular activities was seen as equally important facet of the educational system and their interest in the activities was not minimal. Co-curricular pursuits did not serve as a distraction to academic work, as posited by Weber (2008). Students took full advantage of co-curricular activities in the various schools.

The nature of curriculum can sometimes pose a challenge to its successful implementation. Table 34 deals with the curriculum related challenges associated with implementation of co-curricular activities.

Table 32-*Curriculum Related Challenges*

	Mean	Std. Dev.
Too many co-curricular activities may leave too little time to pursue academic activities.	2.70	.56
Inadequate co-curricular infrastructural facilities in the school	2.70	.55
Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum	2.53	.65
The present curriculum has become over burden for me preventing me from completing my subjects	2.30	.58
Co-curricular activities are yet to get slots in the school's time table	2.21	.72
The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels	2.07	.70

Source: Field data (2016)

Scale: 1= Uncertain      2=Disagree      3=Agree

Mean of means=2.42

Average Standard Deviation=0.63

Too many co-curricular activities may leave too little time to pursue academic activities (Branch, 2003). There were also inadequate co-curricular infrastructural facilities in the selected schools. Infrastructural deficit is a challenge for most of the Senior High Schools in the region of the study and it is no wonder. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum (Nesan,



2009). Mean scores for these items ranged from 2.53 to 2.70. The means fall into the scale 3 (agree).

The current curriculum of the selected Senior High Schools was not over-burden for the students preventing them from completing syllabus. Co-curricular activities already had slots in the school's time table. Even though there was increasing number of co-curricular activities in the schools, they are still manageable.

Students were asked to add to the challenges they face during the implementation of co-curricular activities. They stated many challenges. Among them were the following: the students hinted that they were 'unable to mobilize funds to support their programmes. My problem is paying of money or buying tickets to watch co-curricular activities; We lack support and funds from the administration of the school and lack of encouragement'. Here, both students and teachers who participated in the study thought alike, and so financial problems could be said to be the greatest challenge that co-curricular implementation faced in the various schools. Holland and Andre (1987) found out that financial crisis of the schools was very crucial and there was a lack of trained teachers in the schools he studied in India. The current findings confirm the findings of Holland and Andre (1987) about financial crisis in the schools they studied.

While some of the students wanted more of the co-curricular activities to be introduced and implemented others thought the already existing ones were not effectively organised and supported. It was posited that 'there are not enough co-curricular activities in my school and there is no support in some of the co-curricular activities because co-curricular activities are not recognised

in my school, they are normally scheduled at weekends'. In fact, 'it wastes too much time and teachers also do not complete their topics'. Still on timing and the kind of support they get for the implementation of co-curricular activities, a student reported that 'they spend long time in playing football and other games and providing health facilities for people who get wounded and students do not participate wholeheartedly in co-curricular activities'. A student can get hurt by engaging in co-curricular activities and this can affect their academic which is seen as the main reason why they were admitted into the school. When this happens, there is no insurance cover for them and the responsibility is pushed back to the parent. It is no wonder that the level of participation in sporting competition was low among the students.

Here too, 'students are not encouraged to take part in co-curricular activities but to focus on their academic work. This leads to poor participation. Academic work is poor during those kinds of co-curricular activities'. This was the response of one of the students. Students were not motivated adequately to partake in co-curricular activities. After all, they were going to receive certificates in their various fields of studies and not in co-curricular activities. There were cases where students were given certificates to show that they were members of clubs especially for the cadet corps. However, this did not in any way follow that students would be recruited into the various security forces based on such a certificate. Normally it is the Senior High School certificates that are considered both for employment and admission into the tertiary institutions.

The compulsory nature of some of the co-curricular activities was also a challenge. Some students may not be interested in some types of co-

curricular activities but were forced to take part. One respondent posited that 'students who have no interest in most of the co-curricular activities are forced to take part. This creates tension among participating students'. When students participate in an activity out of compulsion, it is likely that the programme will not impact on their lives and so they will not benefit in any way. It is a fact that when it is made compulsory, the level of participation will increase but the lessons that students will learn from it might be minimal. The ones that were not compulsory too received low patronage and a student bemoaned that 'whiles co-curricular activities are going on others will be in the classroom learning. Students who participate in co-curricular activities and fail in academic activities are repeated in class which discourages others to participate'. If co-curricular activities were given scientific place on the school time table that is time allocated for co-curricular activities where all students are to take part, then all students will have the opportunity to participate. This is the case that co-curricular activities in schools are voluntary, and students do not receive grades for them as in academic circles (Holloway, & Valentine, 2000).

It is very unfortunate that instead of school authorities encouraging and supporting the students, this is the case that they 'face interruptions from school authorities during co-curricular activities'. Probably the students saw the directions and supervision that the authorities gave to the students as interruptions. The programmes organised were mostly internal. Authorities were to make sure they did not conflict with the schools' scheduled activities. 'It is sometimes very difficult to get the approval of the administration to support my club when organising a contest. No attention is given to it at all.

The headmistress makes it seem that it is all about academics' (a student complained).

Does a co-curricular activity affect academic performance? It was hinted that 'academic activities become less effective when we engage in co-curricular activities. It does not improve our academic performance and examination results. It affects our final examination results'. These were the issues raised by the some students.

Some of the students seized the little freedom they had during co-curricular activities to engage in immoral behaviours. This was done especially when they moved outside the school. It was hinted that some the students indulged in drinking, smoking and other immoral activities. This was even applicable to the ones organised on campus. A student hinted that 'seniors take advantage of the time and bully juniors. Some students take the opportunity and not come to school when we have games' (a day student intimated)

### **Observation Report on Challenges Associated with Co-curriculum**

It was observed that most of the clubs on campus lack the necessary equipment. For example, projectors, public addressing system, reading materials where lacking. Even a meeting place for some of the social clubs was a problem. It was observed in one of the day Senior High Schools that students and their patron were having a talk under a tree. They were all standing. How effective will this study be?

Among the problems identified in the various social clubs that I attended their meetings were financial difficulties. The groups' programmes were funded by the dues collected from members which was always very

negligible. Some of the group members refused to pay their dues and any attempt to force them to pay always led to low patronage. If even all the member paid the dues in full, they could have funded their programmes with it. One other important point here is that the amount they paid as dues was always minimal. Generally, some of the students saw it as an unprofitable venture and so were not willing to spend their money on it.

As indicated earlier, in day schools, programmes were affected by inadequate time. Student did not get enough time to fellowship well, as they all rushed to leave for the house after classes. What made it so unmanageable was the organisation of extra classes that prolonged the time students spent in the school. In one of the meetings I observed, officers of the National Commission for Civic Education had to rush the students through a computer programme that helped students to study the constitution. The meeting started five minutes after break. So it was only left with 25 minutes to have the discussions with the students. This was the case that student needed to use some of the time to find something to eat.

Another problem observed in the schools was inadequate supervision from patrons and teachers. Some of the clubs met without the presence of neither teachers nor their patrons. They were only guided by their club executive members. It is fact that co-curricular activities give student the opportunity to assume responsible positions of leadership. However, the teacher-supervisor is needed to serve as mentor or guide (Stevens, 1999).

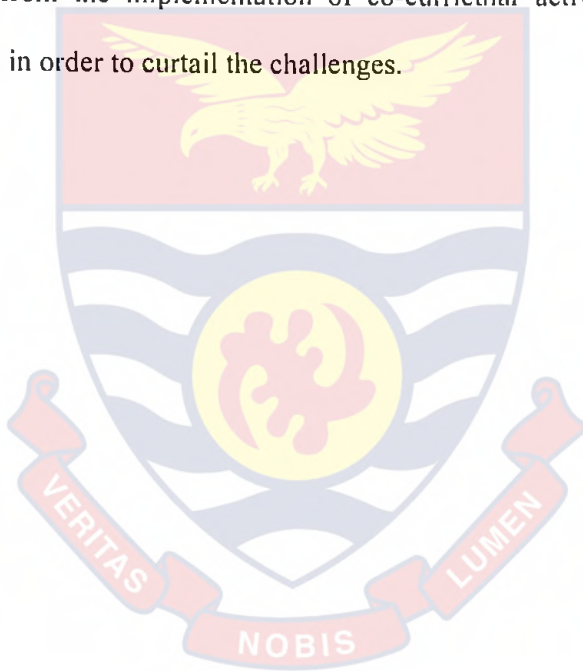
### **Report on the Focus Group Discussion**

The implementation of co-curricular activities in the Senior High Schools was bedevilled with challenges. During the discussion, all the

respondents supported the view that they were faced with challenges. The respondents gave the following as the challenges: 'lack of support from administration, financial difficulties, inadequate facilities, misunderstanding during discussions, difficulty in securing permission to organise programmes both outside and inside the school and failure of some members to attend meetings'. Even though there were challenges associated with the implementation of co-curricular activities in senior high schools, the respondent would not like any of the co-curricular activities to be abolished, due to the fact that 'some morals we learn from such activities can't be acquired through academics, not all students are academically good, it releases tensions, promote moral teaching among students, teaches students to do the right thing, they are important, promotion of holistic living cannot be achieved without them and they very helpful to students'. The various arguments against co-curricular activities are not convincing and are reasonably well answered by the arguments in favour of co-curriculum activities (Marais, 2011). Students were in the position to face the challenges and surmount them. That was the reason why they thought that the implementation of co-curricular programmes must not be abolished. Probably the importance of its implementation outweighs the challenges they posed. When the respondents were asked to state how they were dealing with the challenges, they stated that 'funds are mobilised from members through the payment of dues, sacrifices are made to ensure their effective organisation, patrons are consulted, and we do fund raising programmes'. There is therefore the need for a concerted effort to curtail all the challenges associated with co-curricular activities. It is only when stakeholders in the education system pull their resource together that

student will have the necessary support for their programmes. Fortunately, according to the respondents, students have very positive attitudes towards the programmes they organised. In fact, 'most of them are interested and participation is very high' (a respondent indicated).

It could now be concluded that the implementation of co-curricular activities in Senior High School are faced with student, administrative, school, and curriculum-related challenges. Stakeholders such as students, patrons and school heads are attempting to address the challenges due to enormous benefits accrued from the implementation of co-curricular activities. More needed to be done in order to curtail the challenges.



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of Research Process

Stakeholders of Senior High School education are faced with a lot of challenges as to how to promote moral education among students. The teaching and learning of Religious and Moral Education is optional in Senior High Schools. Thus only few missions' schools allow the teaching and learning of RME in their schools. Even with this, the subject is not externally examined. This means that students would not attach seriousness to it. This is the case that issues pertaining to morality especially among Ghanaian youth have become a matter of great concern to most Ghanaians. There are reported incidence of armed robbery, rape, prostitution, teen-age pregnancy, occultism, lesbianism, homosexuality and indecent dressing in schools. It is therefore very necessary that Ghanaians explore very cost effective and appropriate ways of promoting moral education that can cover all types of Senior High Schools. It is in this wise that the current study explored the roles co-curricular implementation plays in the promotion of moral education among Senior High School students in the Sunyani Municipality.

In order to find answers to the research questions that were formulated to guide the study, the case study research design was employed. In all, five Senior High Schools were selected to participate in the study. The sample size for the students who answered the questionnaires was 316 while that of the teachers were 203. Key informants who were basically, sports masters, patrons, club executives, coordinators were drawn from 17 social and religious clubs to participate in a Focus Group Discussion. Meetings were also attended



to observe their proceedings. Three main instruments namely Questionnaires, Focus Group Discussion and Observation guides were used to gather the requisite data for the study. The simple random, census and purposive sampling procedures were used to select students, teachers and key informants respectively to serve as respondents. It is noteworthy that the questionnaires were subjected to reliability and validity test. The data gathered from the students and teachers with the use of questionnaires were analysed with statistical tools such as frequencies, percentages, means as well as standard deviations. The field notes that were gathered with the observation guide and the data from the Focus Group Discussion were analysed thematically. The following were the main findings of the study.

### Summary of Key Findings

1. Students engaged in two main types of co-curricular activities in the study area such as
  - i. religious activities (Musical groups, Scripture Union, Denominational associations, worships etc.)
  - ii. social activities( Sports, Debate, Cadet, Quiz competitions, Entertainment, Science and Maths clubs, Civic Education Club, Drama troupe, Durbars etc.).
2. The level of participation for Heads of schools as well as Patrons of clubs was low. Teachers and students who served as members of the clubs highly patronised the programmes that were implemented. The level of participation differed from one activity to the other.
3. Students learnt plethora of moral lessons from co-curricular activities namely self-discipline, truthfulness, self-confidence, tolerance, self-control,

managing emotions, achieving competence, becoming autonomous, freeing interpersonal relationships, establishing identity, developing integrity and clarifying purposes.

4. Implementation of co-curricular activities in the study area faced challenges which related to i) students, ii) administrative, iii) school and iv) curriculum. Some of the challenges were funding, poor supervision, negative attitudes, inadequate supervisors, inadequate logistics, lack of commitment from authorities, voluntary nature of co-curricular etc.

### Conclusions

The following conclusions could be drawn from the findings of the study : Missions and Boarding schools in the study are very fertile grounds for the effective implementation of co-curricular activities, especially when it deals with promotion of moral education. It is imperative to state that students in Sunyani Municipality engaged in multiple types of co-curricular activities most of which are religious related.

Again, the heads of schools and patrons of the various clubs did not show any serious interest in the activities of the various clubs identified in the schools. However, the teachers and students showed much enthusiasm in the activities of these clubs. Hence, level of participation in co-curricular activities has a link with the interest of the person and the nature of the activity. The implementation of many co-curricular activities in a particular school affect the level of participation of students, as students who belonged to multiple social and religious clubs found it difficult to attend all meetings. Compulsory co-curricular activities with low supervision are likely to attract low patronage in the study area.

Also, co-curricular proved to be a very persuasive way of teaching and instilling moral values in the life of students especially those in Senior High Schools in the Sunyani Municipality. This implies that, apart from the classroom teaching of Moral Education, students compliment what they have learnt in the classroom with that of the lessons from co-curricular activities.

Finally, despite the numerous lessons students obtain from taking part in the activities of these clubs, the clubs lacked vibrancy which is due to numerous challenges. This suggests that, even though students were benefiting from participating in co-curricular activities, these challenges mar the smooth running of the clubs' activities. However, co-curricular activities still plays a very key role in the promotion of Moral Education despite the setbacks.

### **Recommendations for Practice**

Based on the findings and conclusions drawn from the study, below are some recommendations to some key stakeholders of education in the Sunyani municipality. Initially, Authorities of Senior High School in the study area should come out with a list of compulsory co-curricular activities that should be implemented in the schools for easy coordination and participation. Headmasters and Patrons should merge Clubs with similar aims and objectives to cut the numbers for effective implementation.

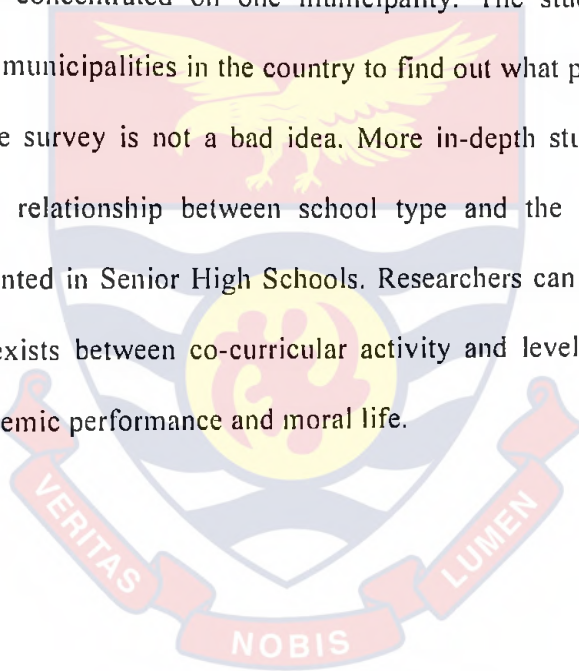
Headmasters and patrons should be sensitised to show keen interest in co-curricular to ensure high participation, and Permanent staff should be appointed to coordinate co-curricular activities. Head teachers and patrons should supervise co-curricular implementation in schools.

Teachers should use co-curricular activities as a tool in promoting Moral Education. They should identify the moral needs of the students and encourage them to join specific co-curricular activities.

Special levies should be charged to the students for the purpose of funding co-curricular activities. Corporate bodies and Non-governmental Organisations should come in to sponsor co-curricular activities in Senior High Schools within the Municipality.

### **Suggestions for Further Research**

This study concentrated on one municipality. The study could be replicated in other municipalities in the country to find out what persists there. Also, a nationwide survey is not a bad idea. More in-depth study could be conducted on the relationship between school type and the co-curricular activities implemented in Senior High Schools. Researchers can work on the relationship that exists between co-curricular activity and level of religious commitment, academic performance and moral life.



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## APPENDIX A

### QUESTIONNAIRE FOR TEACHERS

#### UNIVERSITY OF CAPE COAST

##### Faculty of Humanities and Social Sciences Education

The purpose of this questionnaire is to explore the role of Co-curricular activities in promoting moral education in Senior High Schools. This questionnaire is purely for academic work. I therefore ask for your maximum cooperation and assure you that information provided here will be treated with utmost confidentiality. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Thanks for being part of the study.

Please respond to each of the following items by ticking (✓) the appropriate box and provide your own response where necessary.

#### SECTION A

#### TEACHER'S QUESTIONNAIRE

#### Respondents' background information

1) Gender

Male [ ]

Female [ ]

2) Number of years of teaching:

0-5yrs [ ]

6-10 yrs [ ]

11years and above [ ]

3) School type. Day [ ] Boarding [ ]

**SECTION B**

Please tick (✓) the appropriate box to indicate your opinion in relation to the types of co-curricular activities that are implemented to promote Moral Education in your school

Key: U=Uncertain NE=not effective LE=Less Effective E=Effective VE=Very effective

Co-curricular activities in senior high schools	U	NE	LE	E	VE
4. Sporting competitions					
5. Cultural programmes					
6. Musical programmes					
7. Drama troupe					
8. School worship					
9. Cadet corps					
10. Debate clubs					
11. Quiz competitions					
12. Science clubs					
13. Religious clubs eg. SU, Young Christian association					
14. Entertainment					
15. Durbars					
16. Special day celebrations eg. Speech and prize-giving days					
17. Dancing group					
18. Civic Education Club					

### SECTION C

Please tick (✓) the appropriate box to indicate your opinion in relation to your level of participation in the following co-curricular activities

Level of participation in activities	Not at all	Low	High
19. Sporting competitions			
20. Cultural programmes			
21. Musical programmes			
22. Drama troupe			
23. School worship			
24. Cadet corps			
25. Debate clubs			
26. Quiz competitions			
27. Science clubs			
28. Religious clubs eg. SU, Young Christian association			
29. Entertainment			
30. Durbars			
31. Special day celebrations eg. Speech and prize-giving days			
32. Dancing group			
33 Civic Education Club			

**SECTION D**

Please tick (✓) the appropriate box to indicate your opinion in relation to the moral lessons you learn from co-curricular activities.

Key: Strongly Disagree=SD      Disagree=D      Agree=A      Strongly Agree=SA

Moral lessons students learn from co-curricular activities	SD	D	A	SA
34. The objectives for organising co-curricular activities are achieved				
35. Co-curricular promote moral upbringing of students				
36. Students benefit from co-curricular activities in this school				
37. Co-curricular activities help students to be responsible				
<b>38. Developing competence</b> eg. interpersonal competence				
39. Cooperating with other people				
40. Self-discipline				
41. Communicating effectively				
42. Ability to tune in to another person and respond appropriately.				
43. Ability to align personal agendas with the goals of a group				
44. Ability to choose from a variety of strategies to help a relationship flourish or a group function.				
<b>45. Managing emotions</b> ability escape anger, Anxiety, depression, desire, guilt, and shame, ,				



46. Ability to learn appropriate channels for releasing irritations before they explode.				
47. Healing emotional wounds before they infect other relationships.				
48. <b>Moving through autonomy toward interdependence</b> eg. the ability to organize activities and solve problems in a self-directed way.				
<b>Moral lessons students learn from co-curricular activities</b>				
49. The ability to be mobile and work Independently.				
50. Respecting the autonomy of others				
51. <b>Developing mature interpersonal relationships</b> eg. tolerance and appreciation of differences.				
52. Capacity for intimacy and making lasting commitments based on honesty.				
53. The ability to choose healthy relationships.				
54. Responsiveness and unconditional regard.				
55. The ability to work together with diverse people.				
56. <b>Establishing identity</b> eg. comfort with body and appearance.				
57. Clarification of self-concept through roles and life-style.				
58. Self-acceptance and self-esteem or self-confidence.				

59. Comfort with gender and sexual orientation.	SD	D	A	SA
60. Developing purpose eg. Ability to clarify goals.				
61. Ability to make plans.				
62. Persistence despite obstacles				
63. Developing Integrity eg. ability to follow core values rigidly				
64. Maintaining self-respect.				
65. Cleanliness and decency				
66. Chastity				

Apart from the moral teachings stated what other moral teachings do you learn from co-curricular activities?.....  
 .....

**SECTION E**

Please tick (√) the appropriate box to indicate your opinion in relation to the challenges of using co-curricular activities in learning Moral Education in your school.

Key: Uncertain=U, Disagree=D, Agree=A,

Challenges	U	D	A
67. Co-curricular activities are waste of instructional time			
68. Students refuse to take advantage of co-curricular in the school			
69. Co-curricular pursuits merely serve as a distraction to academic work			
70. Cost associated with providing school activities remains a challenge			

	U	D	A
71. The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.			
72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels			
73. Too many co-curricular activities may leave too little time to pursue academic activities.			
74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.			
75. Obtaining recognised qualifications is more essential than co-curricular activities.			
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance			
77. We lack teacher supervisors who serve as role models and guide			
78. The attitude of the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort			
79. Funding for co-curricular activities are inadequate			
80. Inadequate co-curricular infrastructural facilities in the school.			
81. The present curriculum has become over burden for me preventing me from completing my subjects			

	U	D	A
82. Co-curricular activities are yet to get slots in the school's time table			
83. My interest in co-curricular activities is very minimal			
84. Misuse and stealing of co-curricular funds is a challenge in my school			
85. Co-curricular activities in the this school is boring			

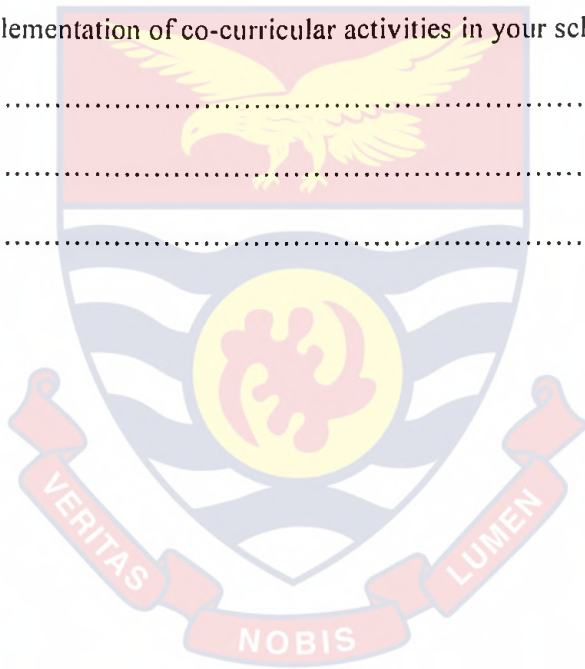
Apart from the challenges stated above what other challenges do you faced during the implementation of co-curricular activities in your school?

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**APPENDIX B**

**QUESTIONNAIRE FOR STUDENTS**

**UNIVERSITY OF CAPE COAST**

**Faculty of Humanities and Social Sciences Education**

The purpose of this questionnaire is to explore the role of Co-curricular activities in promoting moral education in Senior High Schools. This questionnaire is purely for academic work. I therefore ask for your maximum cooperation and assure you that information provided here will be treated with outmost confidentiality. You are kindly requested to read through the items and respond to them as frankly and objectively as possible. Thanks for being part of the study.

Please respond to each of the following items by ticking (✓) the appropriate box and provide your own response where necessary.

**SECTION A**

**STUDENTS QUESTIONNAIRE**

**Respondents' background information**

1. Gender:

Male [ ]

Female [ ]

2. School type:

Day [ ]

Boarding [ ]

Both day and boarding [ ]

3. Age of student:

11 to 15 years [ ]

16 to 20 years [ ]

21 years and above [ ]

**SECTION B**

Please tick (√) the appropriate box to indicate your opinion in relation to the types of co-curricular activities that are implemented to promote Moral Education in your school

**Key:** U=Uncertain, NE=not effective, LE=Less Effective, E=Effective, VE=Very effective

Co-curricular activities in senior high schools	U	NE	LE	E	VE
4. Sporting competitions					
5. Cultural programmes					
6. Musical programmes					
7. Drama troupe					
8. School worship					
9. Cadet corps					
10. Debate clubs					
11. Quiz competitions					
12. Science clubs					
13. Religious clubs eg. SU, Young Christian association					
14. Entertainment					
15. Durbars					

16. Special day celebrations eg. Speech and prize-giving days	U	NE	LE	E	VE
17. Dancing group					
18. Civic Education Club					

### SECTION C

Please tick (✓) the appropriate box to indicate your opinion in relation to your level of participation in the following co-curricular activities

Level of participation in activities	Not at all	Low	High
19. Sporting competitions			
20. Cultural programmes			
21. Musical programmes			
22. Drama troupe			
23. School worship			
24. Cadet corps			
25. Debate clubs			
26. Quiz competitions			
27. Science clubs			
28. Religious clubs eg. SU, Young Christian association			
29. Entertainment			
30. Durbars			
31. Special day celebrations eg. Speech and prize-giving days			

32. Dancing group	Not at all	Low	High
33 Civic Education Club			

### SECTION D

Please tick (✓) the appropriate box to indicate your opinion in relation to the moral lessons you learn from co-curricular activities.

Key: Strongly Disagree=SD      Disagree=D      Agree=A      Strongly agree=SA

Moral lessons students learn from co-curricular activities	SD	D	A	SA
34. The objectives for organising co-curricular activities are achieved				
35. Co-curricular promote moral upbringing of students				
36. I benefit from co-curricular activities (programmes) in this school				
37. Co-curricular activities help students to be responsible				
38. Developing competence eg. interpersonal competence				
39. Cooperating with other people				
40. Self-discipline				
41. Communicating effectively				
42. Ability to tune in to another person and respond appropriately.				



	SD	D	A	SA
43. Ability to align personal agendas with the goals of a group				
44. Ability to choose from a variety of strategies to help a relationship flourish or a group function.				
45. <b>Managing emotions</b> ability escape anger, Anxiety, depression, desire, guilt, and shame, ,				
46. Ability to learn appropriate channels for releasing irritations before they explode.				
47. Healing emotional wounds before they infect other relationships.				
48. <b>Moving through autonomy toward interdependence</b> eg. the ability to organize activities and solve problems in a self-directed way.				
<b>Moral lessons students learn from co-curricular activities</b>				
49. The ability to be mobile and work Independently.				
50. Respecting the autonomy of others				
51. <b>Developing mature interpersonal relationships</b> eg. tolerance and appreciation of differences.				
52. Capacity for intimacy and making lasting commitments based on honesty.				
53. The ability to choose healthy relationships.				
54. Responsiveness and unconditional regard.				
55. The ability to work together with diverse people.				
56. <b>Establishing identity</b> eg. comfort with body and appearance.				

57. Clarification of self-concept through roles and life-style.	SD	D	A	SA
58. Self-acceptance and self-esteem or self-confidence.				
59. Comfort with gender and sexual orientation.				
60. Developing purpose eg. Ability to clarify goals.				
61. Ability to make plans.				
62. Persistence despite obstacles				
63. Developing Integrity eg. ability to follow core values rigidly				
64. Maintaining self-respect.				
65. Cleanliness and decency				
66. Chastity				

Apart from the moral teachings stated what other moral teachings do you learn from co-curricular activities?.....

.....

**SECTION E**

Please tick (✓) the appropriate box to indicate your opinion in relation to the challenges of using co-curricular activities in learning Moral Education in your school.

Key: Uncertain=U, Disagree=D Agree=A

Challenges	U	D	A
67.. Co-curricular activities are waste of instructional time			
68. Students refuse to take advantage of co-curricular in the school			

	U	D	A
69. Co-curricular pursuits merely serve as a distraction to academic work			
70. Cost associated with providing school activities remains a challenge			
71. The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.			
72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels			
73. Too many co-curricular activities may leave too little time to pursue academic activities.			
74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.			
75. Obtaining recognised qualifications is more essential than co-curricular activities.			
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance			
77. We lack teacher supervisors who serve as role models and guide			
78. The attitude amongst the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort			
79. Funding for co-curricular activities are inadequate			

	U	D	A
80. Inadequate co-curricular infrastructural facilities in the school.			
81. The present curriculum has become over burden for me preventing me from completing my subjects			
82. Co-curricular activities are yet to get slots in the school's time table			
83. My interest in co-curricular activities is very minimal			
84. Misuse and stealing of co-curricular funds is a challenge in my school			
85. Co-curricular activities in this school is boring			

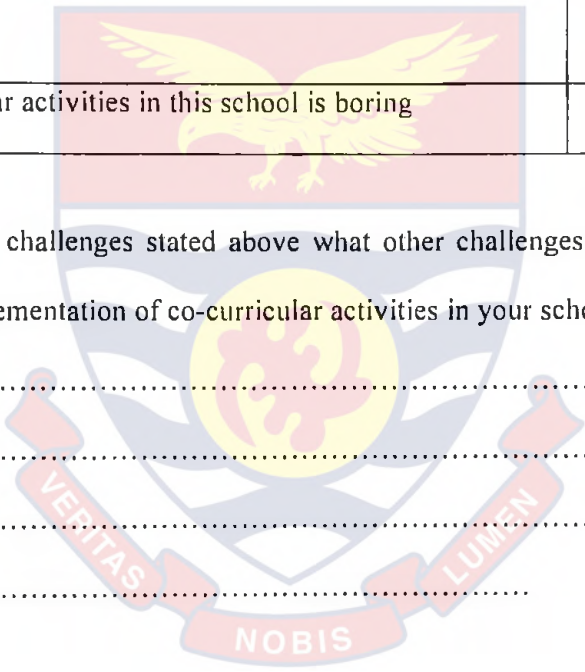
Apart from the challenges stated above what other challenges do you faced during the implementation of co-curricular activities in your school?

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**APPENDIX C**  
**FOCUS GROUP DISCUSSION GUIDE**  
**UNIVERSITY OF CAPE**

**Faculty of Humanities and Social Sciences Education**

**Focus Group Discussion Guide**

**Section A**

Group code:.....

Date and time of discussion:.....

Groups' actual and pseudonym  
.....

Number of participant present:.....

Average  
age.....

**Types of co-curricular activities that are implemented in promoting  
Moral Education**

1. What programmes/co-curricular activities have you been organising in your school?
2. Do your programmes take place only on campus or outside?
3. Do you focus on particular type of co-curricular activities?
4. Give reasons why you do not pay attention to particular types of co-curricular activities.

5. Mention some of the types of co-curricular activities that promote moral education.
6. Do you consider the promotion of moral education when choosing the type of programme to be organised?
7. Give reason for your answer.
8. Which type of co-curricular activity is the best in terms of promoting moral education?
9. What aspects of the co-curricular activity promote moral education?
10. Do you think all co-curricular activities are important in the school system?
11. Give reasons for your answer.

#### **The level of participation of students in co-curricular activities**

1. What is the level of participation of students in your programmes?
2. Give reasons for the level of patronage.
3. What is the level of patronage of Headmaster/co-ordinators in your programmes?
4. Give reasons for your answer.
5. Do teachers patronise your programmes?
6. Give reasons for your answer.
7. What are your impressions about the programme you organise?
8. Which of the co-curricular activities attract high patronage?
9. Why do those activities attract high patronage?
10. Which co-curricular activities attract low patronage?
11. Give reasons why students do not participate in it.

### **Moral lessons students learn from the implementation of co-curricular activities**

1. How do you see the level of effectiveness of the programmes you organise in terms of promoting moral education?
2. Do those who participate in your programmes lead good moral lives?
3. Mention some co-curricular activities implemented in your school and the moral lessons student learn from each one of them.
4. Do you think your participants learn moral lessons from your programmes?
5. Give reasons for your stance.
6. Do your programmes focus on promoting moral education of the students who patronise them?
7. In what ways do you ensure this?
8. What benefits do student get from your programmes?
9. Are you able to achieve the objectives for which you carry out your programmes?
10. Do you set your objectives to cover moral education?
11. Give reason for your answer.
12. Which areas of your programmes promote the learning of moral teachings?

### **Challenges associated with the promotion of Moral Education through the implementation of co-curricular activities**

1. Do you face any challenges in organising your programmes?
2. If yes what are the challenges?
3. If no why is it that you don't face challenges?

4. If you have the chance to abolish co-curricular activities in Ghanaian schools would you do so and why?
5. How are you dealing with the challenges you face in the implementation of co-curricular activities?
6. What is the attitude of students towards your programmes?





## APPENDIX D

### OBSERVATION GUIDE

1. Types of co-curricular activities that are implemented in promoting Moral Education

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2. The level of participation of students in co-curricular activities

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3. Moral lessons students learn from the implementation of co-curricular activities

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4. Challenges associated with the promotion of Moral Education through the implementation of co-curricular activities

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APPENDIX E

RELIABILITY FOR TEACHERS QUESTIONNAIRE

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.765	85

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.835	15

**Item Statistics**

	Mean	Std. Deviation	N
4. Sporting competitions	3.7619	.88909	21
5. Cultural programmes	2.4762	1.12335	21
6. Musical Programmes	2.9048	1.22085	21
7. Drama troupe	3.3810	1.28360	21
8. School worship	3.8095	1.07792	21
9. Cadet corps	3.3810	1.28360	21
10. Debate clubs	3.3333	1.11056	21
11. Quiz competitions	3.1429	1.23635	21
12. Science clubs	2.9048	1.30018	21
13. Religious clubs eg. SU, Young Christian Association	4.0476	1.02353	21
14. Entertainment	3.1905	1.32737	21
15. Durbars	2.0952	1.04426	21

16. Special day celebrations eg. Speech and prize-giving days	3.0000	1.26491	21
17. Dancing group	2.8095	1.36452	21
18. Civic Education Club	2.9524	1.39557	21

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4. Sporting competitions	43.4286	91.257	.395	.829
5. Cultural programmes	44.7143	94.314	.146	.843
6. Musical Programmes	44.2857	84.514	.568	.819
7. Drama troupe	43.8095	85.362	.495	.823
8. School worship	43.3810	88.448	.451	.826
9. Cadet corps	43.8095	81.562	.671	.811
10. Debate clubs	43.8571	87.029	.507	.823
11. Quiz competitions	44.0476	86.748	.455	.826
12. Science clubs	44.2857	81.814	.649	.813
13. Religious clubs eg. SU, Young Christian Association	43.1429	87.829	.515	.823
14. Entertainment	44.0000	83.200	.570	.818
15. Durbars	45.0952	97.590	.004	.849

16. Special day celebrations eg. Speech and prize-giving days	44.1905	79.562	.780	.804
17. Dancing group	44.3810	94.348	.096	.850
18. Civic Education Club	44.2381	82.090	.582	.817

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
47.1905	98.762	9.93790	15

### Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.789	15

Item Statistics

	Mean	Std. Deviation	N
19. Level of participation in activities; Sporting competitions	1.3810	.58959	21
20. Cultural Programmes	2.2381	.62488	21
21. Musical Programmes	1.6667	.65828	21
22. Drama troupe	1.9048	.62488	21
23. School worship	1.4286	.50709	21
24. Cadet corps	1.9048	.76842	21
25. Debate clubs	1.6190	.58959	21
26. Quiz competitions	1.8571	.79282	21
27. Science clubs	1.9048	.70034	21
28. Religious clubs eg. SU, Young Christian association	1.4762	.67964	21
29. Entertainment	1.7143	.84515	21
30. Durbars	2.2381	.76842	21
31. Special day celebrations eg. Speech and prize-giving days	1.7143	.71714	21
32. Dancing group	2.0952	.70034	21
33. Civic Education Club	2.0952	.76842	21

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbac h's Alpha if Item Deleted
19. Level of participation in activities; Sporting competitions	25.8571	25.529	.271	.786
20. Cultural Programmes	25.0000	23.700	.559	.766
21. Musical Programmes	25.5714	24.057	.465	.772
22. Drama troupe	25.3333	24.933	.347	.781
23. School worship	25.8095	26.562	.128	.794
24. Cadet corps	25.3333	24.233	.352	.782
25. Debate clubs	25.6190	25.248	.320	.783
26. Quiz competitions	25.3810	22.948	.515	.767
27. Science clubs	25.3333	22.633	.655	.756
28. Religious clubs eg. SU, Young Christian association	25.7619	24.790	.331	.783
29. Entertainment	25.5238	21.562	.664	.751
30. Durbars	25.0000	26.100	.102	.803
31. Special day celebrations eg. Speech and prize-giving days	25.5238	24.162	.399	.777
32. Dancing group	25.1429	24.329	.387	.778

33. Civic Education Club	25.1429	23.829	.409	.776
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### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
27.2381	27.490	5.24314	15

### Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.931	33



**Item Statistics**

	Mean	Std. Deviation	N
34. Moral lessons students learn from co-curricular activities; The objectives for organising co-curricular activities are achieved	2.0952	.76842	21
35. Co-curricular promote moral upbringing of students	1.8571	.85356	21
36. Students benefit from co-curricular activities in this school	2.0000	.94868	21
37. Co-curricular activities help students to be responsible	2.0952	.99523	21
38. Developing competence eg. interpersonal competence	2.0476	.86465	21
39. Cooperating with other people	2.0476	.74001	21
40. Self-discipline	1.8571	.91026	21
41. Communicating effectively	1.9524	.74001	21
42. Ability to tune in to another person and respond appropriately	1.9048	.83095	21
43. Ability to align personal agendas with the goals of a group	2.1429	.79282	21
44. Ability to choose from a variety of strategies to help a relationship flourish or a group function	2.2381	.70034	21

45. Managing emotions ability escape anger, Anxiety, depression, desire, guilt, and shame	2.0476	.92066	21
46. Ability to learn appropriate channels for releasing irritations before they explode	2.4286	.87014	21
47. Healing emotional wounds before they infect other relationships	2.2857	.90238	21
48. Moving through autonomy toward interdependence eg. the ability to organise activities and solve problems in a self-directed way.	2.0000	.70711	21
49. The ability to be mobile and work independently.	2.0952	.94365	21
50. Respecting the autonomy of others.	2.0952	.83095	21
51. Developing mature interpersonal relationships eg. tolerance and appreciation of differences.	1.8095	.81358	21
52. Capacity for intimacy and making lasting commitments based on honesty.	2.4286	.67612	21
53. The ability to choose healthy relationships.	2.0952	.88909	21
54. Responsiveness and unconditional regard.	2.6667	.85635	21

55. The ability to work together with diverse people.	2.1429	.96362	21
56. Establishing identity eg. comfort with body and appearance.	2.1905	.92839	21
57. Clarification of self-concept through roles and life-style.	2.1905	.67964	21
58. Self-acceptance and self-esteem or self-confidence.	1.7143	.71714	21
59. Comfort with gender and sexual orientation.	2.1429	.79282	21
60. Developing purpose eg. Ability to clarify goals	2.0952	.70034	21
61. Ability to make plans.	2.0952	.70034	21
62. Persistence despite obstacles	2.0476	.66904	21
63. Developing Integrity eg. ability to follow core values rigidly	2.1905	.60159	21
64. Maintaining self-respect.	1.9524	.74001	21
65. Cleanliness and decency	2.0952	.83095	21
66. Chastity	2.1429	.65465	21

**Item-Total Statistics**

	Scale	Scale		Cronbach'
	Mean if	Variance if	Corrected	s Alpha if
	Item	Item	Item-Total	Item
	Deleted	Deleted	Correlation	Deleted

34. Moral lessons students learn from co-curricular activities; The objectives for organising co-curricular activities are achieved	67.0952	211.590	.509	.929
35. Co-curricular promote moral upbringing of students	67.3333	221.433	.055	.935
36. Students benefit from co-curricular activities in this school	67.1905	220.262	.085	.935
37. Co-curricular activities help students to be responsible	67.0952	209.490	.454	.930
38. Developing competence eg. interpersonal competence	67.1429	209.829	.518	.929
39. Cooperating with other people	67.1429	210.629	.577	.929
40. Self-discipline	67.3333	208.733	.532	.929
41. Communicating effectively	67.2381	212.290	.497	.929

42. Ability to tune in to another person and respond appropriately	67.2857	220.414	.100	.934
43. Ability to align personal agendas with the goals of a group	67.0476	217.648	.226	.932
44. Ability to choose from a variety of strategies to help a relationship flourish or a group function	66.9524	210.248	.631	.928
45. Managing emotions ability escape anger, Anxiety anger, depression, desire, guilt, and shame.	67.1429	204.829	.679	.927
46. Ability to learn appropriate channels for releasing irritations before they explode	66.7619	204.290	.744	.927
47. Healing emotional wounds before they infect other relationships	66.9048	204.290	.716	.927

48. Moving through autonomy toward interdependence eg. the ability to organise activities and solve problems in a self-directed way.	67.1905	211.962	.539	.929
49. The ability to be mobile and work independently.	67.0952	205.290	.643	.928
50. Respecting the autonomy of others.	67.0952	208.190	.612	.928
51. Developing mature interpersonal relationships eg. tolerance and appreciation of differences.	67.3810	208.548	.611	.928
52. Capacity for intimacy and making lasting commitments based on honesty.	66.7619	210.190	.659	.928
53. The ability to choose healthy relationships.	67.0952	202.590	.797	.926
54. Responsiveness and unconditional regard.	66.5238	209.562	.535	.929

55. The ability to work together with diverse people.	67.0476	209.848	.458	.930
56. Establishing identity eg. comfort with body and appearance.	67.0000	206.000	.627	.928
57. Clarification of self-concept through roles and life-style.	67.0000	209.300	.702	.928
58. Self-acceptance and self-esteem or self-confidence.	67.4762	206.662	.795	.927
59. Comfort with gender and sexual orientation.	67.0476	206.748	.710	.927
60. Developing purpose eg. Ability to clarify goals	67.0952	208.090	.741	.927
61. Ability to make plans.	67.0952	210.690	.609	.928
62. Persistence despite obstacles	67.1429	210.529	.648	.928
63. Developing Integrity eg. ability to follow core values rigidly	67.0000	221.700	.084	.933
64. Maintaining self-respect.	67.2381	209.290	.641	.928

65. Cleanliness and decency	67.0952	212.890	.412	.930
66. Chastity	67.0476	218.048	.263	.932

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
69.1905	223.562	14.95199	33

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	21	100.0
	Excluded <sup>a</sup>	0	.0
	Total	21	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.911	19



## Item Statistics

	Mean	Std. Deviation	N
67. Challenges; Co-curricular activities are waste of instructional time	2.0476	.66904	21
68. Students refuse to take advantage of co-curricular in the school.	2.0952	.76842	21
69. Co-curricular pursuits merely serve as a distraction to academic work.	1.9048	.70034	21
70. Cost associated with providing school activities remains a challenge.	2.3810	.80475	21
71. The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.	2.0476	.74001	21
72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels.	2.0000	.70711	21
73. Too many co-curricular activities may leave too little time to pursue academic activities.	2.5238	.67964	21
74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.	2.2381	.62488	21

75. Obtaining recognised qualifications is more essential than co-curricular activities.	1.9524	.66904	21
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance.	1.9048	.76842	21
77. We lack teacher supervisors who serve as role models and guide	2.0000	.77460	21
78. The attitude of the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort.	2.3810	.80475	21
79. Funding for co-curricular activities are inadequate.	2.5714	.59761	21
80. Inadequate co-curricular infrastructural facilities in the school.	2.4286	.81064	21
81. The present curriculum has become over burden for me preventing me from completing my subjects.	2.1429	.79282	21
82. Co-curricular activities are yet to get slots in the school's time table.	1.9524	.66904	21
83. My interest in co-curricular activities is very minimal.	2.0476	.80475	21

84. Misuse and stealing of co-curricular funds is a challenge in my school.	2.1905	.81358	21
85. Co-curricular activities in the school is boring.	2.1905	.74960	21

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
67. Challenges; Co-curricular activities are waste of instructional time	38.9524	71.448	.292	.912
68. Students refuse to take advantage of co-curricular in the school.	38.9048	67.090	.597	.905
69. Co-curricular pursuits merely serve as a distraction to academic work.	39.0952	65.990	.766	.901
70. Cost associated with providing school activities remains a challenge.	38.6190	66.548	.610	.905

<p>71. The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.</p>	38.9524	68.648	.490	.908
<p>72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels.</p>	39.0000	66.500	.711	.902
<p>73. Too many co-curricular activities may leave too little time to pursue academic activities.</p>	38.4762	68.562	.549	.907
<p>74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.</p>	38.7619	70.090	.451	.909

75. Obtaining recognised qualifications is more essential than co-curricular activities.	39.0476	66.948	.713	.903
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their reluctance.	39.0952	71.290	.256	.914
77. We lack teacher supervisors who serve as role models and guide	39.0000	66.800	.616	.905
78. The attitude of the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort.	38.6190	67.748	.514	.908
79. Funding for co-curricular activities are inadequate.	38.4286	69.657	.520	.907
80. Inadequate co-curricular infrastructural facilities in the school.	38.5714	67.957	.493	.908

81. The present curriculum has become over burden for me preventing me from completing my subjects.	38.8571	66.129	.655	.904
82. Co-curricular activities are yet to get slots in the school's time table.	39.0476	68.248	.588	.906
83. My interest in co-curricular activities is very minimal.	38.9524	66.348	.626	.904
84. Misuse and stealing of co-curricular funds is a challenge in my school.	38.8095	65.662	.673	.903
85. Co-curricular activities in the school is boring.	38.8095	67.062	.617	.905

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
41.0000	75.200	8.67179	19

## APPENDIX F

### RELIABILITY FOR STUDENTS QUESTIONNAIRE

#### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
.864	15

#### Item Statistics

	Mean	Std. Deviation	N
4.Sporting competitions	3.7857	1.19744	28
5. Cultural programmes	2.9643	1.07090	28
6. Musical programmes	3.4286	1.23013	28
7. Drama troupe	3.1071	1.16553	28
8. School worship	3.8929	1.31485	28

9. Cadet corps	3.7500	1.32288	28
10. Debate clubs	3.3929	1.25725	28
11. Quiz competitions	3.5714	1.23013	28
12. Science clubs	3.2143	1.37051	28
13. Religious clubs eg. SU, Young Christian association	4.3571	1.12922	28
14. Entertainment	3.9643	1.17006	28
15. Durbars	2.8214	1.63421	28
16. Special day celebrations eg. Speech and prize-giving days	3.5357	1.37389	28
17. Dancing group	2.9286	1.35888	28
18. Civic Education Club	2.6429	1.36665	28

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach' s Alpha if Item Deleted
4.Sporting competitions	47.5714	112.402	.573	.853
5. Cultural programmes	48.3929	117.062	.439	.859
6. Musical programmes	47.9286	116.810	.378	.862
7. Drama troupe	48.2500	111.157	.646	.850
8. School worship	47.4643	111.888	.531	.855
9. Cadet corps	47.6071	110.766	.570	.853
10. Debate clubs	47.9643	112.925	.519	.855



11. Quiz competitions	47.7857	111.360	.598	.852
12. Science clubs	48.1429	119.090	.248	.869
13. Religious clubs eg. SU, Young Christian association	47.0000	112.889	.593	.852
14. Entertainment	47.3929	115.729	.448	.859
15. Durbars	48.5357	106.184	.580	.852
16. Special day celebrations eg. Speech and prize-giving days	47.8214	106.967	.687	.846
17. Dancing group	48.4286	112.254	.496	.857
18. Civic Education Club	48.7143	116.360	.345	.864

#### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
51.3571	128.386	11.33077	15

#### Reliability

Scale: ALL VARIABLES

#### Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's	
Alpha	N of Items
.758	15

<b>Item Statistics</b>			
	Mean	Std. Deviation	N
19. Sporting competitions	1.7143	.71270	28
20. Cultural programmes	2.2500	.58531	28
21. Musical programmes	1.7857	.68622	28
22. Drama troupe	2.2857	2.08801	28
23. School worship	1.3571	.67847	28
24. Cadet corps	1.9286	.89974	28
25. Debate clubs	1.9286	.81325	28
26. Quiz competitions	1.7857	.73822	28
27. Science clubs	2.0000	.86066	28
28. Religious clubs eg. SU, Young Christian association	1.6786	1.92553	28
29. Entertainment	1.6786	.81892	28
30. Durbars	2.3929	.73733	28

31. Special day celebrations eg. Speech and prize-giving days	1.7857	.73822	28
32. Dancing group	2.3571	.78004	28
33 Civic Education Club	2.3571	.78004	28

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
19. Sporting competitions	27.5714	48.106	.469	.739
20. Cultural programmes	27.0357	48.776	.505	.740
21. Musical programmes	27.5000	50.481	.235	.755
22. Drama troupe	27.0000	46.296	.091	.816
23. School worship	27.9286	50.069	.283	.752
24. Cadet corps	27.3571	46.534	.481	.735
25. Debate clubs	27.3571	45.720	.624	.725
26. Quiz competitions	27.5000	47.296	.533	.735
27. Science clubs	27.2857	47.471	.425	.740
28. Religious clubs eg. SU, Young Christian association	27.6071	41.284	.334	.767
29. Entertainment	27.6071	47.136	.484	.736
30. Durbars	26.8929	47.358	.527	.735

31. Special day celebrations eg. Speech and prize-giving days	27.5000	47.370	.525	.735
32. Dancing group	26.9286	45.847	.643	.725
33 Civic Education Club	26.9286	48.069	.423	.741

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
29.2857	53.249	7.29717	15

**Reliability**

**Scale: ALL VARIABLES**

**Case Processing Summary**

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.929	33

**Item Statistics**

	Mean	Std. Deviation	N
34. The objectives for organising co-curricular activities are achieved	1.7857	.68622	28
35. Co-curricular promote moral upbringing of students	1.5357	.69293	28
36. I benefit from co-curricular activities (programmes) in this school	1.7857	.83254	28
37. Co-curricular activities help students to be responsible	1.6071	.68526	28
38. Developing competence eg. interpersonal competence	1.8929	.83174	28
39. Cooperating with other people	1.5000	.63828	28
40. Self-discipline	1.5357	.69293	28
41. Communicating effectively	1.5714	.74180	28
42. Ability to tune in to another person and respond appropriately.	1.9643	.83808	28
43. Ability to align personal agendas with the goals of a group	2.0000	.94281	28
44. Ability to choose from a variety of strategies to help a relationship flourish or a group function.	1.6786	.66964	28

45. Managing emotions ability escape anger, Anxiety, anger, depression, desire, guilt, and shame	1.8571	.93152	28
46. Ability to learn appropriate channels for releasing irritations before they explode	1.8929	.87514	28
47. Healing emotional wounds before they infect other relationships.	1.8214	.72283	28
48. Moving through autonomy toward interdependence eg. the ability to organize activities and solve problems in a self-directed way.	1.6071	.83174	28
49. The ability to be mobile and work Independently.	1.7857	.87590	28
50. Respecting the autonomy of others	1.8214	.81892	28
51. Developing mature interpersonal relationships eg. tolerance and appreciation of differences.	1.3929	.62889	28
52. Capacity for intimacy and making lasting commitments based on honesty.	1.7857	.78680	28
53. The ability to choose healthy relationships.	1.8571	.75593	28
54. Responsiveness and unconditional regard.	2.1071	.78595	28
55. The ability to work together with diverse people	1.7857	.73822	28
56. Establishing identity eg. comfort with body and appearance	2.0000	1.92450	28

57. Clarification of self-concept through roles and life-style	1.5000	.69389	28
58. Self-acceptance and self-esteem or self-confidence.	1.8214	.86297	28
59. Comfort with gender and sexual orientation.	1.7857	.73822	28
60. Developing purpose eg. Ability to clarify goals.	1.3571	.62148	28
61. Ability to make plans.	1.4286	.63413	28
62. Persistence despite obstacles	1.8214	.66964	28
63. Developing Integrity eg. ability to follow core values rigidly	1.6429	.62148	28
64. Maintaining self-respect.	1.3929	.68526	28
65. Cleanliness and decency	1.4286	.79015	28
66. Chastity	1.5714	.83571	28

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
34. The objectives for organising co-curricular activities are achieved	54.5357	213.517	.459	.927

35. Co-curricular promote moral upbringing of students	54.7857	208.101	.731	.924
36. I benefit from co-curricular activities (programmes) in this school	54.5357	214.554	.326	.929
37. Co-curricular activities help students to be responsible	54.7143	211.101	.584	.926
38. Developing competence eg. interpersonal competence	54.4286	213.958	.351	.928
39. Cooperating with other people	54.8214	210.522	.662	.925
40. Self-discipline	54.7857	209.434	.662	.925
41. Communicating effectively	54.7500	211.231	.529	.926
42. Ability to tune in to another person and respond appropriately.	54.3571	214.016	.345	.929
43. Ability to align personal agendas with the goals of a group	54.3214	208.967	.489	.927



44. Ability to choose from a variety of strategies to help a relationship flourish or a group function.	54.6429	207.571	.786	.924
45. Managing emotions ability escape anger, Anxiety, anger, depression, desire, guilt, and shame	54.4643	209.369	.480	.927
46. Ability to learn appropriate channels for releasing irritations before they explode	54.4286	210.180	.483	.927
47. Healing emotional wounds before they infect other relationships.	54.5000	212.111	.501	.927
48. Moving through autonomy toward interdependence eg. the ability to organize activities and solve problems in a self-directed way.	54.7143	208.212	.595	.926

49. The ability to be mobile and work Independently.	54.5357	207.147	.606	.925
50. Respecting the autonomy of others	54.5000	206.778	.668	.925
51. Developing mature interpersonal relationships eg. tolerance and appreciation of differences.	54.9286	212.143	.581	.926
52. Capacity for intimacy and making lasting commitments based on honesty.	54.5357	212.480	.440	.927
53. The ability to choose healthy relationships.	54.4643	212.036	.481	.927
54. Responsiveness and unconditional regard.	54.2143	211.508	.484	.927
55. The ability to work together with diverse people	54.5357	210.036	.589	.926
56. Establishing identity eg. comfort with body and appearance	54.3214	203.263	.296	.938

57. Clarification of self-concept through roles and life-style	54.8214	212.152	.522	.927
58. Self-acceptance and self-esteem or self-confidence.	54.5000	210.778	.466	.927
59. Comfort with gender and sexual orientation.	54.5357	211.295	.529	.926
60. Developing purpose eg. Ability to clarify goals.	54.9643	212.851	.549	.926
61. Ability to make plans.	54.8929	211.655	.603	.926
62. Persistence despite obstacles	54.5000	210.185	.647	.925
63. Developing Integrity eg. ability to follow core values rigidly	54.6786	211.634	.618	.926
64. Maintaining self-respect.	54.9286	208.810	.702	.925
65. Cleanliness and decency	54.8929	205.655	.746	.924
66. Chastity	54.7500	207.824	.609	.925

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
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56.3214	223.189	14.93952	33
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**Reliability**

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.911	19

**Item Statistics**

	Mean	Std. Deviation	N
67.. Co-curricular activities are waste of instructional time	2.0357	.63725	28
68. Students refuse to take advantage of co-curricular in the school	2.2500	.75154	28

69. Co-curricular pursuits merely serve as a distraction to academic work	2.2500	.70053	28
70. Cost associated with providing school activities remains a challenge	2.3571	.78004	28
71. The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.	2.3214	.66964	28
72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels	2.0714	.71640	28
73. Too many co-curricular activities may leave too little time to pursue academic activities.	2.4643	.69293	28
74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.	2.2143	.83254	28
75. Obtaining recognised qualifications is more essential than co-curricular activities.	2.1071	.73733	28
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance	2.3571	.78004	28

77. We lack teacher supervisors who serve as role models and guide	2.2143	.62994	28
78. The attitude amongst the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort	2.1786	.72283	28
79. Funding for co-curricular activities are inadequate	2.3571	.78004	28
80. Inadequate co-curricular infrastructural facilities in the school	2.6429	.73102	28
81. The present curriculum has become overburden for me preventing me from completing my subjects	2.0714	.76636	28
82. Co-curricular activities are yet to get slots in the school's time table	2.2857	.85449	28
83. My interest in co-curricular activities is very minimal	2.2143	.73822	28
84. Misuse and stealing of co-curricular funds is a challenge in my school	2.0357	.83808	28
85. Co-curricular activities in the this school is boring	2.3929	.68526	28

Item total statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
67.. Co-curricular activities are waste of instructional time	40.7857	72.841	.281	.913
68. Students refuse to take advantage of co-curricular in the school	40.5714	68.921	.546	.907
69. Co-curricular pursuits merely serve as a distraction to academic work	40.5714	69.958	.499	.908
70. Cost associated with providing school activities remains a challenge	40.4643	67.813	.613	.905
71.The fees charged for co-curricular activities place the financial responsibilities of participation back on the participants and their families.	40.5000	69.963	.526	.907

72. The sheer number of co-curricular activities and the demands they place on public schooling have expanded to unmanageable levels	40.7500	69.380	.537	.907
73. Too many co-curricular activities may leave too little time to pursue academic activities.	40.3571	69.497	.547	.907
74. Academic curriculum is much more important and must continue to be given more status in schools than the co-curriculum.	40.6071	67.507	.592	.906
75. Obtaining recognised qualifications is more essential than co-curricular activities.	40.7143	70.804	.399	.911
76. Learners who are forced to take part, are less enthusiastic and therefore spoil the activity with their recalcitrance	40.4643	68.332	.571	.906
77. We lack teacher supervisors who serve as role models and guide	40.6071	69.136	.646	.905



78. The attitude amongst the headmasters and teachers in my school are in favour of academic activities only, making other activities waste of effort	40.6429	68.164	.638	.905
79. Funding for co-curricular activities are inadequate	40.4643	66.332	.737	.902
80. Inadequate co-curricular infrastructural facilities in the school	40.1786	67.856	.657	.904
81. The present curriculum has become over burden for me preventing me from completing my subjects	40.7500	67.083	.687	.903
82. Co-curricular activities are yet to get slots in the school's time table	40.5357	68.480	.501	.908
83. My interest in co-curricular activities is very minimal	40.6071	66.988	.726	.902
84. Misuse and stealing of co-curricular funds is a challenge in my school	40.7857	69.804	.414	.911
85. Co-curricular activities in the this school is boring	40.4286	68.698	.628	.905

### Scale Statistics

Mean	Variance	Std. Deviation	N of Items
42.8214	76.300	8.73500	19

### Reliability

Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	28	100.0
	Excluded <sup>a</sup>	0	.0
	Total	28	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.772	85

## APPENDIX G

### CONSENT FORM FOR HEADS OF INSTITUTIONS

I am Martin Owusu, a doctoral candidate in the College of Education, University of Cape Coast, Ghana. I am investigating the role of co-curricular activities in promoting moral education in Senior High Schools in the Sunyani Municipality with Prof Theophilus Osei Anto and Rev Prof Seth Asare Danso as my supervisors or promoters. Accordingly, I will like to gather data from this school where participants will be observed and as well would be engaged to complete some questionnaires and involve in focus group discussion. All data collected from this school will be kept in outmost confidentiality to the extent allowed by law. The data may be kept indefinitely and I have no plans to completely destroy that data set. I may reproduce your unwritten statement in my thesis and for other publications relating to this research. Participants will not be identified in any way in these productions.

Participation is totally voluntary and that participants may withdraw from this study at any time without any penalty. There is minimal level of risk and modest personal benefit involved in participation in this study. I am confident that this study will not bring any emotional discomfort to participants and if it happens you may refuse to participate in the study without any penalty.

I ..... willingly agree that my school would participate.

Signature.....

APPENDIX H

KREJCIE AND MORGAN SAMPLING TABLE

TABLE 1  
*Table for Determining Sample Size from a Given Population*

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.  
*S* is sample size.