

UNIVERSITY OF EDUCATION, WINNEBA

THE PERCEPTION OF TEACHERS ON THE EFFECTS OF CO-CURRICULAR
ACTIVITIES ON THE ACADEMIC PERFORMANCE OF STUDENTS

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and Communication Sciences submitted to the School of Graduate Studies,
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award of the Master of Arts (Educational Leadership) degree**

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DECLARATION

STUDENT'S DECLARATION

I, ENOCH YAW ARHIN, declare that this project report with the exception of quotations and references contained in published works which have been identified and duly acknowledged, is entirely the result of my own original research work, and it has not been submitted either in part or whole for another degree elsewhere.

SIGNATURE:

DATE:

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of project report as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: PROF. F. K. SARFO

SIGNATURE.....

DATE:

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DEDICATION

To my lovely children: Praise Pearl Arhin and Palm Perry Arhin and my niece Andrea Arhin, may this level of my education be your starting point, I pray that God Almighty grants you the spirit of excellence to do exploits in your time.

TABLE OF CONTENTS

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENTS	v
LIST OF FIGURES	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Purpose of the Study	6
1.4 Objectives of the Study	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Delimitation of the Study	8
1.8 Limitations of the Study	8
1.9 Organization of the Study	9
1.10 Summary	9
CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Definition of Curriculum and Co-Curriculum	11
2.1.1 Curriculum	11
2.1.2 Co-curricular Activities	13
2.2 Importance of Co-Curricular Activities in Schools	15
2.3 Conceptual Framework Diagram for the Research	17
2.3.1 Religious Activities	20

2.3.1.1 Prayers	21
2.3.1.2 Evangelism	22
2.3.1.3 Past studies on religious activities and academic performance	22
2.3.2 Academic Clubs Activities	23
2.3.2.1 Drama Group, the relevance of Dance to Educational Curriculum by Joyce O. Bekoe.	24
2.3.2.2 Writers' Club	24
2.3.2.3 Past studies on academic clubs and associations and academic performance	25
2.3.3 Sporting activities	26
2.3.3.1 Sports in Senior High School	26
2.3.3.2 Volleyball and Fitness	27
2.3.3.3 Field Events & Track Events	27
2.3.3.4 Sportsmanship	28
2.3.3.5 Sports and Academics, the Tennis Case	28
2.3.3.6 Past studies on sporting activities on academic performance	30
2.3.4 Improved human relationship	31
2.3.4.1 Play-Groups and Junior Groups	31
2.3.4.2 Adolescent Groups	32
2.3.4.3 The Social Role of Youth	33
2.3.5 Improved physical and mental health	34
2.3.6 Effective Leadership	35
2.3.7 Effective Time Management for School Activities.	36
2.3.8 Academic Performance.	37
2.4 Astin's Theory of Involvement	38
2.4.1 The Five Postulates of Involvement Theory	39
2.4.2 Academic Involvement	40
2.4.3 Athletic Involvement	40
2.5 Summary	41

CHAPTER THREE: METHODOLOGY	42
3.0 Introduction	42
3.1 Research Design	42
3.2 Study Population	43
3.3 Sample and Sampling Technique	44
3.4 Research Instrument	45
3.5 Validity of the instrument.	46
3.6 Reliability of Instrument	46
3.7 Data Collection Procedure	47
3.8 Data Analysis	48
3.9 Ethical Issues.	49
3.10 Summary	49
CHAPTER FOUR: PRESENTATION AND DISCUSSION OF RESULTS	50
4.0 Introduction	50
4.1 Demographic Data	50
4.2 Research Question 1: How do students' involvements in religious activities influence their academic performance?	51
4.3 Research Question 2: Do academic clubs' activities enhance academic performance?	56
4.4 Research Question 3: What academic advantage do students who participate in sporting activities have on their academic performance?	61
4.5 Summary	65
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	67
5.0 Introduction	67
5.1 Summary	67
5.2 Main findings of the Study	68
5.2.1 Demographics	68
5.2.2 Findings on students' involvements in religious activities on academic performance.	68

5.2.3 Findings on academic clubs' activities on academic performance.	69
5.2.4 Findings on sporting activities on academic performance.	69
5.3 Conclusions	69
5.4 Recommendations	70
5.5 Suggestions for Further Research	71
REFERENCES	72
APPENDIX 1 Questionnaire	78
APPENDIX 2 Sample size determination table	82
APPENDIX 3 Letter of Introduction	83

LIST OF TABLES

TABLE		PAGE
2.1	Disbursement rates (%) of capitation grants with respect to sports and culture	15
2.2	Summary of Student Involvement in Research Relevant to the Study.	37
4.1	Age and Gender cross tabulation	50
4.2	Frequency distribution and corresponding percentages on students involvement in Religious Activities.	52
4.3	Frequency distribution and respective percentages of Academic Clubs Activities	56
4.4	Frequency distribution and percentages of Sporting Activities	62

LIST OF FIGURES

FIGURE		PAGE
2.1	Conceptual Framework	17
4.1	Summary of findings on Religious Activities	54
4.2	Summary of findings on academic clubs activities	59
4.3	Summary of findings on sporting activities	64

ABSTRACT

The purpose of the study was to find out the perception of teachers with regards to students' involvements in co-curricular activities and their academic performance at the senior high school. The co-curricular activities of interest were; religious, academic and sporting. The study was carried out in three assisted senior high schools. One hundred and forty teachers were involved the study. Convenience sampling technique was employed to administer the research instrument. The Survey research design was adopted and questionnaire was used for data collection. The reliability of the questionnaire was 0.89. Frequencies, means, standard deviations, percentages and bar graphs were used to interpret and explain the field data. The study revealed that, 31.71% agreed (strongly agree and agree), 20.14% stayed neutral, while 48.15% disagreed (strongly disagree and disagree) that, students' involvements in religious activities promote academic performance. About 81.85% respondents congruently agreed (strongly agree and agree) that, students' involvements in activities of academic clubs and societies enhance students' academic performance, 9.28 remained neutral and 8.56% disagreed (strongly disagree and disagree). About 25.28% agreed (strongly agree and agree) that students' involvement in sporting activities enhances one's academic performance, 26.71% were neutral and 48.00% disagreed (strongly disagree and disagree). It was concluded that academic clubs' activities should be encouraged whilst religious and sporting activities should be tailored to promote academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The chapter contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation of the study, limitations of the study, organization of the study and summary.

1.1 Background to the Study

Since creation humankind has purposed to develop himself. The achievements of these purposes have been through trial and error efforts. The successes of the trial and error efforts were noticed and transmitted to others. Thus, education in the past was the transfer of knowledge and skills from one generation to another. McWilliam and Kwamena-Poh (1975) say this form of education runs through families. This system of education was the transfer of values, norms and the sort of vocation a particular family practiced.

With time, as human population increased and the needs of people became complex, the mode of education also took a different turn: from family sort of education which runs through generations of a lineage to a social form of education where students learn different knowledge and skills which did not run through their families. At this point the nature of educating changed and became more demanding.

Gyekye (2008), defines education as the development of the powers of the human mind: it is the acquisition of ideas, knowledge, and skills and in becoming analytical and imaginative. It aims at the full development of the human personality.

From the above, education now goes beyond transfer of values, norms and skills of a family or community. It involves the acquisition of inquisitory abilities, the act of thinking outside the box, that is, questioning the status quo and the laying of foundation for improvement. The implication of education developing the human personality connotes not only the human entity but the physical and social environment as well. It makes the individual fit into his/ her environment.

Meeting today's needs of education cannot be done in a vacuum. Thus, educational institutions are able to achieve this purpose through the curriculum they run. Kelly (2009) citing Kerr (1968:16) states; "curriculum is all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" (p. 12). Curriculum by Doll (1982) "is the formal and informal content and process by which learners gain knowledge and understanding, develop skills, and alter attitudes, appreciation, and values under the auspices of that school" (p. 6).

In connection with the above definitions, educational institutions must plan and develop strategies for meeting the educational aims of a society or a nation. These activities should not be limited to the confines of the school alone. It should be broadened to cater for all stakeholders of education. Again, such strategies must take into consideration the needs, strengths and weaknesses of each learner as an individual. Buttressing this point, David (1994) opines that, "the curriculum must be broad, balanced and relevant to children's needs, and importantly it must be differentiated according to the needs and capabilities of each child" (p 38).

In order to adequately attend to the needs of each child, other activities are carried out to supplement the academic work. These are known as co-curricular activities.

www.gyanunlimited.com posits that,

“co-curricular activities are the true and practical experiences received by students. To a greater extent, the theoretical knowledge gets strengthened when a relevant co-curricular activity is organized in relation to the content taught in the classroom. Intellectual aspect of personality is solely accomplished by classroom activities, while spiritual growth, physical growth, moral values, creativity, etc. are supported by co-curricular activities. Such activities mostly take place in groups. They also promote the use of more than one sense”.

Co-curricular activities can take place within contact hours or otherwise, in or outside school premises. The most effective co-curricular activities are the organized ones by the students themselves or in conjunction with their teachers. Due to the crucial role co-curricular activities play in academic work, Newson’s report, as stated in Kelly (2009), postulates that co-curricular activities ought to be recognized as an integral part of the total educational programme.

Co-curricular activities are formalized through clubs and societies in the schools. Activities which are carried out by the clubs and societies help develop valuable character traits in students. Some of these traits are; motor co-ordination, adjustment, speech fluency, self-expressions, leadership and many more.

Contrary to the above stated pros of co-curricular activities, other authors like Chambers and Schreiber (2004) and Black (2002) cited by Elliot (2009) are of the view

that co-curricular activities work to the detriment of students. They appreciate that activities of academic clubs and societies enhance academic performance while that of non-academic co-curricular clubs distract students from their regular study. Due to these diverse views, this research was carried out to help find the perception teachers have about co-curricular activities on students' academic performance.

1.2 Statement of the Problem

According to the Functionalist Perspective as stated in *Sociology: an introduction* (1992), education is the acquiring of knowledge and skills, enhancing social mobility, promoting national unity and providing custodial care. Educational institutions are able to achieve these goals through the curriculum they run. These targets are met in conjunction with relevant co-curricular activities which tend to supplement classroom activities. As such, co-curricular activities create the avenue for students to employ useful activities and engage more of their senses to stamp-in theories learnt in class. They also offer students the privilege to learn at their own pace through diverse activities at their clubs and societies level. Some of which are sporting, debating, drama performance, Science and Maths quizzes, etc.

The Ghana Education Service Council being knowledgeable about the importance of co-curricular activities, stated in *Conditions and Scheme of Service and the Code of Professional Conduct for Teachers* (2000), that, teachers shall participate in approved co-curricular activities in the schools that they work.

Elliot (2009) citing Ryan (1989) said, utilizing data from 1985 Cooperative Institutional Research Project Follow Up Survey, investigated the relationship between

participation in intercollegiate athletics and satisfaction with the overall college experience, motivation to earn college degree, increased inter personal skills and leadership abilities. The results indicated that participation in intercollegiate athletics was positively associated with all four of the independent variables, but most strongly with increased leadership abilities and satisfaction. No distinction was made in this study as to the particular sport, size of the athletic programme, or scholarship status.

A study by the College Board (2005), directly linked the influence of extracurricular activities on high stakes tests. The study provided compelling evidence from Scholastic Aptitude Test, a national high stakes tests, that participation in extracurricular activities gave all students – including students from disadvantaged background, minorities and those with otherwise less distinguished high school academic performance- a measureable and meaningful gains in their college experience, Elliot(2009).

However, Elliot (2009) cited Sowa & Gressard in their 1983 studies, who administered the Student Development Task Inventory (SDTI) to 48 athletes and 43 non-athletes at the University of Virginia. They found no significant, overall difference between the two groups on achieving three developmental tasks measured by this instrument: developing autonomy, developing mature inter-personal relationship and developing purpose.

Diverse views have been shared by different research on students' involvements in co-curricular activities and its effects on their academic performance; however, these were conducted outside the Shama District and the Sekondi-Takoradi Metropolis of the Western Region and Ghana at large. Though the government of Ghana through the Ministry of Education and Ghana Education Service has taken a positive stand for

co-curricular activities not much research has been carried out on co-curricular activities in relation to the academic performance of students in Ghanaian setting. Furthermore, some stakeholders have taken adamant position against co-curricular activities, thus, such activities do not receive the needed support from school authorities, teaching and non-teaching staff, students, parents and many others. This study examines the perception of teachers on the effects of co-curricular activities on students' academic performance. These are the gaps the research intends to fill.

1.3 Purpose of the Study

The purpose of the study was to find out the perception of teachers on the effects of students' involvements in co-curricular activities on students' academic performance. Specifically, the study sought to;

- i. Find out whether students' involvement in religious activities influences their academic performance.
- ii. Examine whether the academic clubs' activities enhance academic performance.
- iii. Determine whether students who participate in sporting activities have academic advantage with respect to academic performance.

1.4 Objectives of the Study

The research work had the following as the objectives:

- 1) To find out how students involvement in religious activities can influence their academic performance.

- 2) To determine the benefits academic clubs and societies' activities have on the academic performance of students.
- 3) To establish the academic advantage of sporting activities on students' academic performance.

1.5 Research Questions

The following research questions were designed to guide the research;

- (1) How do students' involvements in religious activities influence their academic performance?
- (2) Do academic clubs' activities enhance academic performance?
- (3) What academic advantage do students who participate in sporting activities have on their academic performance?

1.6 Significance of the Study

Not much research has been carried out with respect to the perception of teachers on the involvements of students in co-curricular activities and academic performance of students in Ghana, especially in relation to students at the senior high school, the findings of this study would be significant in various ways;

- i) The research work would help the students to make an informed decision as to which co-curricular activity they are to involve themselves in.
- ii) Again, it will also inform other stakeholders of education like parents, teachers and many more about the role and place of co-curricular activities in education.

This will guide them to provide accurate and precise direction to their wards or students on co-curricular activities when the need arises.

- iii) Furthermore, it will also inform the policymakers and implementers of education – Ministry of Education, Ghana Education Service and others the need or otherwise of co-curricular activities in the lives of students.
- iv) Finally, it will add to the stock of knowledge of co-curricular activities and its perceived effects on academic performance of students.

1.7 Delimitation of the Study

This research focuses on the perception of teachers on the effects of students' involvements in co-curricular activities on students' academic performance. The population and sample size were the teachers at senior high schools, precisely Shama Senior High School, Ghana Secondary Technical School and Bompeh Senior High Technical School.

The areas of interest were religious, academic and sporting co-curricular activities.

1.8 Limitations of the Study

The purpose of the study was to found out the perception of teachers with regards to students' involvements in co-curricular activities in school and their academic performance.

The major limitation to the work was adequacy of finance. Monies put into printing of questionnaires and involved in transportation to submit the work for vetting by the supervisor was really enormous.

The final limitation had to deal with improper documentation of events especially co-curricular activities and processes and unwillingness of participants and other institutions to release relevant information. The conditions of some participants had to be met by the researcher and the assigned assistants; they had to help some of the respondents in the data collection process by reading and ticking the options for them.

1.9 Organization of the Study

The study was organized into five main chapters. Chapter one deals with the general introduction to the study, covering the background to the problem, statement of the problem, significance of the study, delimitation of the study, limitations of the study and organization of the study.

The second chapter deals with the review of related literature. This covers the conceptual framework and related literature to the study. Chapter Three covers the methodology which comprises the research design, study population, sample and sampling technique, research instrument and data collection procedure among others.

Chapter four of the study deals with the presentation and discussion of results. The final chapter covers the summary of the study, key findings of the study, conclusions based on the findings and recommendations.

1.10 Summary

This chapter looked at the background to the study and the statement of the problem. It also covered the purpose of the study, objectives of the study, research questions,

significance of the study, delimitation, limitations and organization of the study. The next chapter covers the literature review as well as the conceptual framework of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with related literature in accordance with the research questions and other vital information that will make the research worth its sort. The literature research was premised on these thematic areas;

1. Definition of curriculum and co-curricular
2. Importance of co-curricular activities in schools
3. Conceptual framework and past studies on the following;
 - i. Religious activities
 - ii. Academic clubs and associations
 - iii. Sporting activities
 - iv. Improve human relationship
 - v. Improved physical and mental health
 - vi. Effective leadership
 - vii. Effective time management
 - viii. Improve academic performance
4. Astin's theory of involvement and
5. summary

2.1 Definition of Curriculum and Co-Curriculum

2.1.1 Curriculum

The term 'curriculum' has different meanings to different people. And it has been

defined differently by different professions to suit them. Curriculum according to Shorter Oxford English Dictionary volume 1 (6th ed.) is a course of study at school, university, etc.; the subjects making such a course.

Marsh and Willis (2007) stated that since fourth century B.C. curriculum has been used historically to describe subjects taught during the Classical period of Greek civilization. However, the term has been given a new meaning and its scope broadened in the twentieth century to include subjects other than the classics.

The definitions above still limit curriculum to only subjects which are taught in schools, colleges etc. This makes the definition narrow and thus, does not take into cognizance other important activities which go on in school setting. This limitation sometimes may lead to apathy on the side of those who implements such curriculum when something happens outside taught subjects.

In the light of this others have agitated that curriculum should be broadened to cater for all the necessities. David (1994) states that, “the curriculum must be broad, balanced and relevant to children’s needs, and importantly it must be differentiated according to the needs and capabilities of each child.”(p.38)

Marsh and Willis (2007), defined curriculum as “an interrelated set of plans and experiences that a student undertakes under the guidance of the school” (p. 15). They assert that “an interrelated set of plans and experiences” refer to planned and unplanned activities which were determined in advance. This connotes that any activity that goes on under the surveillance of the school forms part of the curriculum. This definition is too wide to encompass all that happens in the school setting including social vices such as bullying, drug abuse and many more.

For the purpose of this work the researcher, thus, defined curriculum as the structured body of knowledge and experiences designed for the total development of a learner to properly function in society for which the school is responsible.

2.1.2 Co-curricular Activities

Elliot (2009) citing Kumar (2004) said that co-curricular activities hold a place of great importance in the field of education for all round development of children. Co-curricular activities are the activities performed by students that do not fall in the realm of the ordinary curriculum of the educational institution.

According to Marsh & Kleitman (2002) co-curricular activities were seen as recreational and were discouraged. In recent times educationists and administrators of different educational institutions have started realizing that co-curricular activities have positive influence on the skill enhancement and the academic performance of the students. Marsh & Kleitman (2002)

Co-curricular activities refer to the programs and learning experiences that complement in some way, what students are learning in school, that is, experiences that are connected to/ or mirror the academic curriculum. Such activities are ungraded; students do not earn academic credit. Co-curricular activities may take place out or in the school compound and within or after regular school hours. They are sometimes operated by organizations which partner education.

(The Glossary of Education Reform, eduglossary.org, 2013). Elliot (2009) citing Kuh et al (1991, p. 7), explained co-curricular activities as activities and events which are not

part of the plan of the school however such activities support the educational aims of the school and contribute to the personal developments of students.

The researcher defined co-curricular activities as, the educationally valuable activities that learners undertake under the watch of the school. These valuable activities may be conducted in the classroom, on the premises of the school, outside the classroom or even in the larger society for which the school is responsible. It can be unitary in participation but most often they are carried out in groups and sometimes in a competitive manner.

Co-curriculum is also sometimes referred to as extra curriculum. Co-curriculum activities are carried out through some of the following; sports, academic and social clubs, orchestra, band and play, Sadker & Sadker (1991).

Ghana has underscored the importance of co-curricular activities in her school system. Right from the national to school level, structures have been put in place to see to the functioning of an active participation of pupils and students in co-curricular activities. Sports as well as Cultural secretaries are found at the school level. The districts, municipal and metro offices of education have special units which manage such activities at their level. The government in the policy of capitation grant has set aside certain percentages to be allocated for both sports and culture.

Table 2.1 Disbursement rates (%) of capitation grants with respect to sports & culture

Description	Sports		Culture		Total	
	Amount	%	Amount	%	Amount	%
Per pupil per year GH ¢ 0.65						
District	0.15	3.33	0.12	2.67	0.27	6.00
Region	0.15	3.33	0.10	2.22	0.25	5.56
Headquarters	0.10	2.22	0.03	0.67	0.13	2.89
Total	0.40	8.89	0.25	5.56	0.65	14.44

Source: Ghana Education Service: Guidelines for the disbursement, utilization and accounting for school grants in public basic schools (2013).

From the table above, the government through the Ministry of Finance and Economic Planning pays 0.15 pesewas per pupil to the district and region respectively and 0.10 pesewas to the headquarters concerning sporting activities. Again, an amount of 0.12 pesewas is also paid to the district, 0.10 pesewas to the region and 0.03 pesewas to the headquarters per pupil with respect to cultural activities. The aim of these payments is to promote such activities at the school, district, region and national levels of the educational system.

Furthermore, the Ghana Education Service knowing vital role co-curricular activities play in education allows the formation of clubs and societies in school. In furtherance to this, it has been stated in the condition and scheme of service and the code of professional ethics and conducts for teachers (2000), that, teachers shall participate in approved co-curricular activities in the schools that they work.

2.2 Importance of Co-Curricular Activities in Schools

The importance of co-curricular activities cannot be understated. Effective schools cannot exist without any form of co-curricular activities. Co-curricular activities create the avenue for pupils and students to put into practice the taught lessons which are carried

out in classroom and also learn other skills, values and attitudes which the curriculum might not have considered.

Coakley and Dunning (2008), citing Stevenson & Nixon (1972), listed five functions of sports to society. These are;

- i. Socio-emotional function, wherein sport contributes the maintenance of socio-psychological stability
- ii. Socialization function, that is, sport helps promote to the inculcation of cultural beliefs and mores
- iii. Integrative function, sport has been used as a tool to ensure that disparate individuals and diverse groups co-exist harmoniously.
- iv. Political function, wherein sport is used for ideological purposes.
- v. Social mobility, in recent times sport has been a source of diverse employment, and offers opportunities to a lot of people to practice as professional.

Lumpkin (1998) asserts that sports have relation with Bloom's educational taxonomy. That is, sports affect the cognitive, the affective and the psychomotor. Sadker and Sadker (1991) opine that crucial skills and values are developed through the activities of co-curricular. Aside the above mention, leadership, teamwork, persistence, diligence and fair play are also learnt through sports. They also assert that being engaged in co-curricular activities boost students' self-esteem, civic participation, high career aspirations as well as social skills.

From the foregoing it can be said that the importance of co-curricular can be broadly discussed under the following; academic performance, social interaction and skills, leadership, attendance and retention in school, physical and mental health.

2.3 Conceptual Framework Diagram for the Research

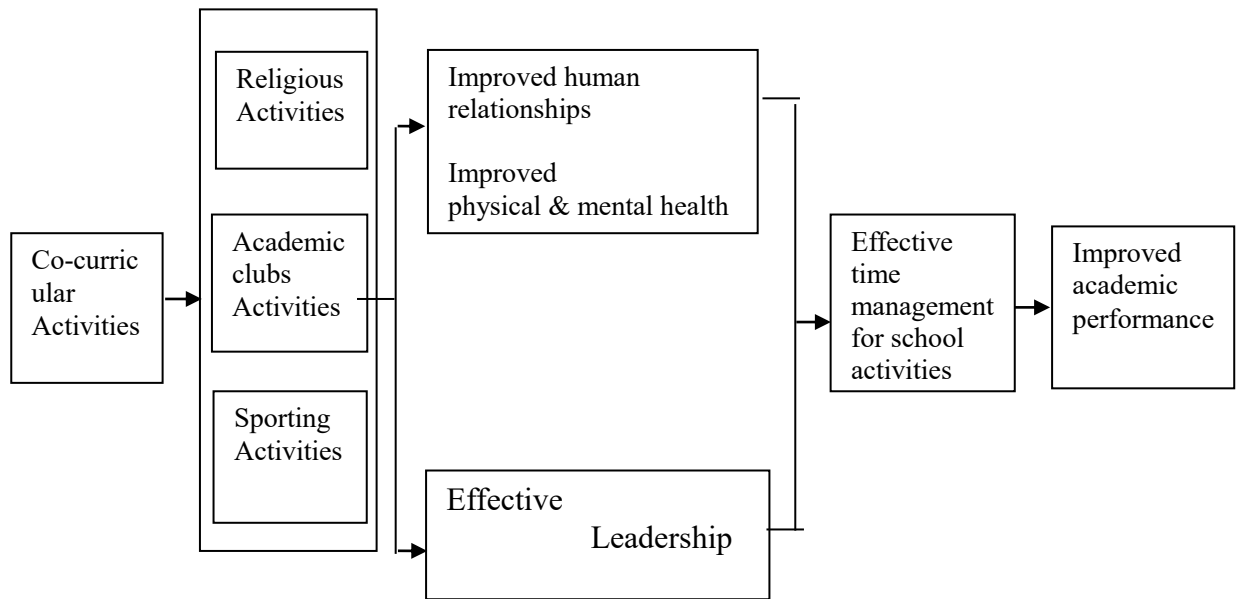


Figure 2.1 Conceptual Framework Diagram for the Research

Source: Developed by the researcher

The researcher developed the above diagram as the conceptual framework to guide the study. Co-curricular activities are grouped into three main headings, namely; religious, academic and sporting. Active involvement in co-curricular activities enables the participants develop the following traits, these are; improved human relationships, which tends to encourage attendance and retention in school. Bruzzese (2009), advising parents on co-curricular activities said parents should encourage their wards to take part in some type of organized activity two to three times a week, this he asserts, promotes the healthy development of social skills and access to a new peer group. Furthermore, participation in co-curricular activities leads to improved physical and mental health and effective leadership. The usage of these traits leads the participants to acquire effective time

management skills which guide them to make insightful decisions with regards to school activities. Knowing when to attend to what, the demands required, amongst others. This then leads to improved academic performance of the participating students.

Justification of Conceptual Framework Diagram

As stated above, co-curricular activities can be carried out in various forms. Sadker and Sadker (1991), assert that co-curricular activities are carried out through sports, academic and social clubs, orchestra, band and play etc. Co-curricular activities under this study were grouped into three; religious activities, academic clubs activities and sporting activities.

Santrock (2003) said studies have confirmed that religious participation is associated with long life. This assertion is on the premise that religious individuals have healthier life styles. Religious dimensions help people cope more effectively with stress in their lives (Bergin & Richards 2000; Koeing & Cohen 2002), cited in Santrock (2003). Hill & Butter (1995) posited that religion promotes good health. In that religious organizations, social connections and documents testify that socially connected individuals have fewer health problems, cited in Santrock (2003). Hometowu (2004) also posits that religious education involves the promotion of certain values such as; justice, compassion, charity, self-denial, self-purification; self-discipline, mortification, renunciation and some form of abstinence. Thus, religious education in schools can stem the tide and wave of decadence among contemporary children and adolescents.

Tabak (1991), identified six benefits of participating in sports especially in tennis. These are; mathematic skills, communication skills, Social skills, thinking skills,

emotional development and recreational benefits. Furthermore, Lumpkin (1998), identified the following as educational objectives which are enhanced through physical education and sports, physical (psychomotor): promotes overall health and fitness, mental (cognitive): improves academic performance, improves judgment and psychological and social (affective): strengthens peer relationships, improves self-confidence, self-esteem and self-control.

Bashir (2012), asserts that many educationists believe that co-curricular activities increase social interaction, enhance leadership quality, give a chance of healthy recreation, make students self-disciplined and confident. Bruzzese (2009), advising parents on co-curricular activities said parents should encourage their wards to take part in some type of organized activity two to three times a week. This he asserts promotes the healthy development of social skills and access to a new peer group.

Bucher and Krotee (2002), opine that sports develop qualities of good citizenship by empowering and bringing their leadership abilities to bear.

Nist-olejnik and Holschuh (2007) assert that time management is your choice of how you use time and that a learner can be productive in all experiences. They also outlined the following advantages of time management to students.

- i. Have less stress in your life
- ii. Have more time for the things you want to do
- iii. Be a better-rounded student

Students who tend to participate in co-curricular activities learn to manage their time effectively, prioritize competing activities of the day, are proactive and creative problem-solvers. Such students have strongest time management skills.

(www.yorkschoool.com/).

Lumpkin (1998) and Tabak (1991), stated that co-curricular activities promotes academic performance; improves academic performance, mathematic skills, communication skills and thinking skills.

2.3.1 Religious Activities

To Ibrahim (2008), religion is the realization on the part of man of a controlling supernatural power entitled to obedience, respect and worship: a particular system of faith in and worship of a deity or a god or gods: the practice of sacred “rites” or observances.

According to Hurlock (1978), Religion contains two elements: beliefs and practices. These are separate and distinct. The religious beliefs refer to the theology and the doctrines the religion holds. Some of the religious beliefs are: heaven, hell, angels, Christmas, life after death, miracles, etc. The religious practices are also known as the religious observances. These cover how a service is conducted, special and holy days, the songs they sing, how a prayer is said and when and many more (p 435).

Hometowu (2004), states that young people need to nurture their spiritual lives and participate fully in their communities. This is what it means to be “members” of the mystical body of Christ: having a personal relationship with Jesus and God and the ability of the young people to make personal commitment to study the holy bible. He also posits that religious education involves the promotion of certain values such as; justice, compassion, charity, self-denial, self-purification; self-discipline, mortification, renunciation and some form of

asceticism. Thus, religious education in schools can stem the tide and wave of decadence among contemporary children and adolescents.

Interest in religion is fostered by the training children receive in the home, Sunday school, synagogue, and by emphasis placed on religious observance in their daily lives, (Hurlock 1978). Santrock (2003), cited Paloutzian & Santrock, (2000) saying religious issues are important to adolescents. He, reporting on the work of Gallup and Bezilla (1992), stated that 95 percent of adolescents age 13-18 confirmed that they believe in God or a universal spirit, a three-quarter of the study group prays and one-half of them attended religious service the previous week. Ibrahim (2008), stated that large groups of people seek a religious community on a regular basis and that active participation in its activities is important to them. For this reason, students in their quest for knowledge, skills and values tend to associate with their object of worship through religious organizations, other groups and individual efforts while in school. The question is, do students' involvements in religious activities while in school influence their academic performance?

2.3.1.1 Prayers

Thieme (2003), posits that “God communicates to believers through his word and has given believers in the Lord Jesus a gracious means of communication with himself through prayer. It is the most potent weapon of the spiritual life of the believer” (p. 1).

Thieme outlined the following as some of the importance of prayer;

- i. Direct connection to the throne room of God
- ii. Opportunity and privilege to speak to God

iii. Intercede for others who in are need

iv. Petition one's own personal need

The Lord Jesus Christ taught his disciples how to pray in Matthew 6:9-13. Apostle Paul also exhorted believers in Thessalonica to pray continually. (1st Thessalonians 5: 17)

2.3.1.2 Evangelism

The Weekly Bible Lesson of the Methodist Church Ghana (2014), defines evangelism as the sharing of the Good News of Jesus Christ so that the recipient of the Good News may make a genuine and conscious response to the Gospel. Thieme (1992) explains the term as sharing God's plan of salvation to unbelievers on an individual basis. Basic Evangelism can take the form of either personal or/ and mass. Thieme is of the opinion that presenting the Good News to the lost and dying world is the responsibility of every believer.

2.3.1.3 Past studies on religious activities and academic performance

Jeynes (1999), sampled 18,726 Black and Hispanic students from 1052 schools from National Education Longitudinal Survey (1988-1992), the students were from all kinds of religious endeavours. The purpose was to compare the academic achievement of devoutly religious Black and Hispanic students to religious Black and Hispanic students. The instruments used were questionnaire and achievement test in mathematics, reading science and social studies. The research revealed that devoutly religious Black and Hispanic students achieve higher levels academically than their religious counterparts.

Byfield (2007), sampled 40 black male students who were below twenty-five years

and were receiving education in the United Kingdom and the United States of America, in exploratory study which employed interview as an instrument. The findings revealed that both religious beliefs and religious communities have significant impact on the students' academic performance.

2.3.2 Academic Clubs Activities

The researcher studying the document of the New Mexico State University (NMSU) concerning over thirty subject clubs and organizations found out that academic clubs and associations are clubs and associations which are established based on the tenet of a subject. The formation of these clubs and associations are promoted by mother subject associations whose memberships are predominantly teachers of the subject. The teachers of the subject become the patrons and advisers of the clubs who tend to guide and make meaningful contributions to the running of the clubs. Memberships of the clubs are mostly limited to students who study and/ or have interest in the subjects.

The researcher also found out that the following are some of the reasons for the establishment of academic clubs and associations;

1. To give members extra scholastic tuition on the subject
2. To provide a forum for the discussion on relevant topics
3. To foster a spirit of sociability and fellowship among students who study the subject irrespective of level
4. To promote leadership, personal growth among others
5. To establish relationship with the captains in the business community

Wehlage (1997), stated that, students participating in vocational student organizations

learn more about career choices, leadership and its practices, creativity, how to organize and relationships.

2.3.2.1 Drama Group, the relevance of Dance to Educational Curriculum by Joyce O. Bekoe.

Drama Groups in schools carry out a lot of activities. Such groups perform sketches or plays, poetry recitals, sing folk songs as well as drumming and dancing. Bruzzese (2009) opined that “actors, singers and dancers find the drama club a natural fit for their passion in the arts” (p. 92).

According to Bekoe (2016), dance “is a non-verbal communication tool and one of the most powerful symbols and social indicators in the Ghanaian tradition.” Dance therapists contend that students can develop skills that are important to life through dance. These include; problem solving, creativity, self-expression and communication. She also asserts that “dance also makes immense contribution on the moral, spiritual, intellectual, emotional, perceptual, social and aesthetic development of children.”

Dance also has physical benefits such as supporting children’s balance, co-ordination motor skills and promotes collaborative learning through imagination. It also promotes social inclusion as the society becomes increasingly multicultural.

2.3.2.2 Writers’ Club

Writers’ club is responsible for communicating especially on the students’ front

activities which are carried out within the school premises and the larger community in which the school is situated. Bruzzese (2009), stated that, writing, reporting and reading the news are some of the activities the writers' club undergo. He asserts that this club offers members the opportunity to be editors, reporters, photographers and comic writers.

2.3.2.3 Past studies on academic clubs and associations and academic performance

In a study conducted by Adeyemo (2010), using 200 physics students in Mainland Local Government Area, Lagos State on the relationship between students' participation in school based extracurricular activities and their achievement in physics, employing questionnaire and physics students achievement test (PAT) as instruments found out that students' involvements in extracurricular activities determines to a greater extent academic performance in physics. The relationship was very high, positive and significant at 10% level of significance. He also found out that, students' involvements in social activities and students' achievement in physics was high, positive and significant at 1% level of significance.

In a study by Moriana, Alos, Alcalá, Pino, Herruzo and Ruiz (2006), involving 12 schools: 9 public and 3 private and 222 students as participants, 111 of them engaged themselves in extra-curricular activities: academic type, sports-related and mixed type (both academic and sports) after school whiles the remaining 111 were not involved in any of such activities. The instrument employed were 100 item Yes – No questionnaire, school performance and self-reporting measure. The study revealed that the group who were involved in extra-curricular activities had better academic performance, especially those who participated in study-related activities.

2.3.3 Sporting activities

Bucher (1999), defines sports as organized and competitive physical activities governed by rules. The rules tend to standardize the competition and the conditions so that individuals can compete fairly. Sports are physical activities governed by formal or informal rules that involve competition against an opponent or oneself and are engaged in for fun, recreation, or reward, Lumpkin (1998). Bruzzese (2009), asserts that “sport clubs provide a higher level of competition for children with natural athletic ability and a strong desire to compete” (p. 95). Again, these “clubs seek the whole development of the members by requiring a basic level of academic achievement and a commitment to community service” (p. 97).

There are a lot of sporting activities that are carried out in schools in Ghana. From games like playing of football/ soccer or volleyball to taking part in field events such as discus throwing, high jump, shot put, throwing of javelin etc. Other areas are athletics- running the 100meter dash, 100x4 re-lay and many more. There are those who have interest in sporting activities but do not play themselves, rather they prefer to watch others play and do cheer them, these are called spectators. This section under literature reviews delves into the following; volley ball, field events, track events and spectatorship.

2.3.3.1 Sports in Senior High School

Bucher and Krotee (2002), outlined the following as the purposes of encouraging sport at the senior high schools.

- i. Promoting physical excellence; engendering an appreciation of competition and the

will to win

- ii. Instilling morale; honesty, fair play etc
- iii. Self-discipline; achieving goals, self-assurance, group loyalty and responsibility
- iv. Providing a wholesome channel of for expression of emotions; integrating various aspects of self (social, emotional, physical and intellectual) into action
- v. Developing qualities of good citizenship – leadership and empowerment.
- vi. Using sports as unifying force for school, home, and community
- vii. Providing outlet for release of personal energies in constructive ways to help students' live healthy, productive, and balanced lives.

2.3.3.2 Volleyball and Fitness

Volleyball is one of the sports with fewer injuries. However it demands that one is physical fit to play, in order avoid the many irritating soft-tissue injuries that can curtail participation. Some of the common injuries are ankle and finger sprain, sore shoulders, bruises, knee wear and tear and back soreness. For someone to be physically and mentally fit to play volleyball he/ she must go through unique aerobic, anaerobic, strength, power, and flexibility and movement component.

2.3.3.3 Field Events & Track Events

Mood, Dale, Musker, Frank and Rink, (1995), describe field events as consisting of jumping and throwing. These are long jump, triple jump, high jump, pole vault, shot put, discus, javelin, and hammer throw. They also say track events comprise of running activities. They include sprint, hurdles, relays, middle distances and long distances.

2.3.3.4 Sportsmanship

Sporting activities in most cases are competitive in nature. Which means two or more people or teams would have to compete especially at the championships or at the tournament level. In such cases, there are bound to be victors and losers. How then does the victor celebrate the victory or the loser accepts the loss? How do team members relate to one another, how do they relate to the opponent before, during and after such competitions? How do the spectators relate to one another and players even from the opponent's side? This refers to sportsmanship.

Tabak (1991), defines sportsmanship as “an internalized attitude that reflects itself in a wide range of actions on and off the court. Good sportsmen have healthy attitude about competition. They have respect for the opponents and themselves” (p. xxi). William Freeman as stated in Teaching Tennis the United States Tennis Association (USTA) Way observed that physical educators and coaches can teach ethics and values largely by example. He also asserted that physical educators and coaches can incorporate practical tips in their lessons and demonstrate sportsmanlike behavior at all times in order to have positive impact on their students, team and supporters.

2.3.3.5 Sports and Academics, the Tennis Case

Tabak (1991), stated that in 1984, the New York City of Education's Division of Curriculum and Instruction outlined the opportunities tennis provided to “develop both cognitive and affective skills.” These are;

1. **Mathematic Skills.** Keeping score in tennis involves a fairly sophisticated ability to substitute symbols (“love” “15 and “30”) for numbers (0, 1 and 2). Students are

encouraged to use counting skills as well as percentages (eg. 6 out of 10 = 60%). Geometric terms such as angles and lines are frequently used while playing a tennis game.

2. **Communication Skills.** The Curriculum consistently makes demands on students to explain a concept as well as perform it. For example, students have to justify why proceeding to the net during a game is good tennis strategy.

3. **Social Skills.** Students will be able to obtain the social benefits that are involved with tennis. Tennis demands regular and consistent cooperation. Students who obtain “fluency” in tennis will find it a recreational activity par excellence, affording constant interaction with players, partners and opponents alike.

4. **Thinking Skills.** In addition to providing physical exercise, tennis has also been recognized as a game that develops the thinking skills, such as ball-placement strategies for forcing opponent out of position and anticipating opponent’s move.

5. **Emotional Development.** Tennis is a great game for promoting emotional development. Tennis players must, by nature of the game, be self-reliant. Players cannot call a time-out to consult a coach or expect to get a substitute when things get rough and they must be their own officials. Although it is often played as unitary team, yet it is regularly played as with a partner, sometimes with the opposite sex. Teachers help participants learn to deal with the wide range of emotions inevitable in play and competition.

6. **Recreational Benefits.** It should be stressed that tennis players at every level play for the sheer pleasure of the game. Tennis combines a contest of physical and mental skills that can be satisfying at every level of play. As a result, players often remark that

tennis allows them to “get away” from their everyday problems, and provides relaxation, even if it is physically taxing.

2.3.3.6 Past studies on sporting activities on academic performance

A study by Khan, Jamil, Khan and Kareem (2012), involving 60 teachers and 200 students all from four male colleges in Dera Ismail Khan District in Pakistan, employed structured questionnaire with fifteen statements on a three point likert scale, found out that, there is a link between participation in sporting activities and students’ academic performance. Sporting activities have positive influence on the education of youth, they said.

Furthermore, Din (2005), conducted research involving 225 participants from five high schools in four rural school districts in Kentucky, USA, on the effects of students participation in sports and their academic performance. The students involved themselves in one of the following: basketball, baseball, softball, football, volleyball, track events and cheerleading. Participants’ pre-season grades and post-season grades in English Language, Mathematics, Science and Social Science were the instruments used. The dependent variable was students’ post-season grades and the independent variable was participating in school-sponsored sports activities. Through ‘t’ test and Pearson ‘r’ test comparison was conducted on a course-by-course and team-by-team basis. The results showed no significant difference between the pre-season and post-season academic grades of participants. Team academic records had no significant difference.

2.3.4 Improved human relationship

According to Ottaway (1976) social interaction “is the name given to any of the possible relations between persons in groups or between the groups themselves considered as a social unit”. He posits that culture patterns are transmitted through social interaction.

He explains that, the child’s first point of contact is the mother. Subsequently the father and other family members may be introduced to the child. The child makes friends and joins play groups as he/ she grows in his/her environment. These are known as the primary groups.

The child moves to secondary group as he/she goes to school. A characteristic about this stage is that, the organization becomes permanent but membership changes with time. The child at this stage is open to hobby clubs or social groups of the primary group. As the child reaches adolescence social groups become important to him/her. This leads to the organization of groups like youth clubs, sports clubs, neighbourhood groups and active members of other groups found in churches, mosque etc.

2.3.4.1 Play-Groups and Junior Groups

The play-group is a primary group and is seen as the transitory moment. Membership changes spontaneously as situations may demand. The needs of the members at a point in time mostly determine its formation, games mostly bring them together. Tenets of these groups do not persist. It phases out as soon as the game is over. However, more formalized groups are formed amongst pre-adolescents. Some of the characteristic under-pinnings of these groups are;

1. The struggle for leadership; the form it takes and the shifting nature of this role
2. The need for rules, and the training this gives in submitting the individual's wishes to the good of the group
3. The expression of the child's need for some emotional response from his age mates
4. The opportunity given to co-operation and learning the team spirit
5. The first experience of inter-group opposition by rivalry with other groups, and possibly a conflict with the home over codes of behaviour learnt from the group.

2.3.4.2 Adolescent Groups

At the adolescent stage, the need for more organized groups which are conventionalized and have more permanent purpose and tradition becomes high. Individuals at this stage may form their own or join well established youth clubs or societies in churches, mosques, schools and those found in the community. The needs which motivate the formation of social groups have been summarized by Ottaway:

1. The adolescent has great need for social group experience, and to experiment with new relationships with others of his own age.
2. Some of such group experiences can take place in the family, school or work groups, but to all these groups he must belong. Voluntary membership of a group of a different kind fulfills other needs.
3. As part of his growth towards maturity a young person learns to accept responsibility: accepting the status and working to achieve the role assigned to it.

4. The need to mix with members of the opposite sex.
5. The adolescent needs adventure of a legitimate kind. School or scout camp can provide these opportunities for adventure.

2.3.4.3 The Social Role of Youth

The general theory by Karl Mannheim as stated on Education and Society by Ottaway (1976) states that “to make proper use of the energies of the young they must be given a more established function and integrated into the social life.” (p. 154). He continues to say that the society has to provide sufficient legitimate opportunities for the youth in order to achieve success. These legitimate opportunities can only be fully achieved when academic and social clubs and special activities are used to augment school work.

Wehlage (1997), outlined the following as developmental tasks for adolescence

- i. To accept and manage your changing body
- ii. To be involved in a variety of social experiences
- iii. To assume more responsibility while moving towards greater independence
- iv. To develop personal resources helpful in reaching future goals and to continue to develop a healthy self-concept

The Ghana Education Service being conscious of these has warranted the formation of approved clubs and societies in the pre-tertiary level of education. These clubs and societies are been organized and managed by stakeholders like religious bodies, teachers and the students themselves. These clubs and societies are organized to cater for the spiritual growth of members while in school, support and supplement academic work and

to seek their general well-being through sporting activities.

Harris stated in Human Development 00/01 says that kids model themselves on other kids by adopting a group's attitudes, behavior, speech, and style of dressing. Again, kids try to become more similar to members of their group and more distinct from members of other groups, innate differences get magnified. Finally, the world that people associate with determines the sort of people they will be when they grow up.

2.3.5 Improved physical and mental health

Lumpkin (1998), identified the following as educational objectives whose achievement is enhanced through physical education and sports.

Educational Objectives which Achievements are enhanced through Physical Education and Sport Programs.

Physical (Psychomotor)

- i. Reduce risk of coronary heart disease, diabetes, obesity, high blood pressure and colon cancer
- ii. Improves muscular strength and endurance, flexibility, and cardiovascular endurance.
- iii. Regulate weight, tones bodies, and improves body composition.
- iv. Promotes overall health and fitness.
- v. Strengthen bones.
- vi. Develop movement skills.

Mental (Cognitive)

- i. Improves academic performance.
- ii. Increases interest in learning.
- iii. Improves judgment.
- iv. Promotes self- discipline.
- v. Encourages goal setting and achieving these goals.

Psychological and social (Affective)

- i. Improves self-confidence, self-esteem, and self-control.
- ii. Provides an outlet for stress.
- iii. Strengthen peer relationships.
- iv. Reduces risk of depression.
- v. Promotes healthy lifestyle.

2.3.6 Effective Leadership

Leaders are found everywhere, whether in small or large groups. A leader is someone who is able to exert influence over members of a group. Being a leader does not necessarily mean to be in a formal position of authority.

Pettijohn (1992), posits that “Leadership involves a number of qualities, such as the capacity to direct others effectively, speak convincingly, represent the group to the outside world, initiate and organize programmes of action, mediate between disputing members, raise morale, and obtain consensus from the group members” (p. 368).

2.3.7 Effective Time Management for School Activities.

Time is one of the major units used for measuring one's success. Time as an asset cannot be replaced once it is lost. This calls for right use of it in the daily lives of students in order to make most of it. Koch (2008) stated that "time management is not a fad; since its users are usually highly appreciative of the systems used, and they generally say that their productivity has risen by 15-25 percent as a result" (p. 149). Tracy (2010), is of the opinion that "time management is really life management, personal management, management of yourself than of time or circumstances."(p. 189) Time management calls for the proper use of the limited time to achieve the most desired results. It demands that the individual places value on all intended activities and attends to them from the most valued activity to the least valued.

Nist-olejnik and Holschuh (2007) assert that time management is your choice of how you use time and that a learner can be productive in all experiences. They also outlined the following as the advantages of time management to students.

- i. Have less stress in your life
- ii. Have more time for the things you want to do
- iii. Be a more well-rounded student
- iv. Be able to spend more time with friends
- v. Learn more
- vi. Play more
- vii. Feel good about yourself

2.3.8 Academic Performance.

Wehlage (1997), asserts that one's level of intelligence is influenced by both heredity and the environment. She further explains that environmental experiences have a toll on the heredity factors for intelligence reaches its full potential. The American Heritage Dictionary defines intelligence as "the capacity to acquire knowledge; the faculty of thought and reason," cited in McNeil, Fuller and Estrada (1978).

Achievements are the goals accomplished – things you feel you did well.

For the purpose of this research academic performance is defined by the researcher as "the student's ability to appropriately carry out a course task assigned to him/ her and the acquisition of all other skills and values to make the student fit into society."

Table 2.2 Summary of Student Involvement in Research Relevant to the Study.

Study	Nature of Involvement	Outcome Measure	Relationship
Hood (1984)	Co-curricular Activities	Interpersonal Growth	Positive
Ory & Braskamp (1988)	Academic Honors program	Academic & Personal Growth	Positive
Winter, McClelland & Stewart (1981)	Co-curricular Activities	Maturity & Management Skills	Positive & Positive
William & Winston	Active Participation in Organized Student Activities	Independence & Developmental Tasks	Positive & Positive
Light (1990)	Co-curricular Activities & Varsity Athletics	Academic Performance & Academic Performance	No Relationship & Slightly Negative
Stright (1947) Hartnett (1965)	Co-curricular Activities Co-curricular Activities	Academic Performance Academic Performance	Positive No Relationship

Smith (1993)	Co-curricular Activities	Psychosocial Development	Positive
Hood, Craig, & Ferguson (1992)	Athletics	Academic Achievement	No Relationship
Hanks & Eckland (1976)	Athletics & Co-curricular Activities	Academic Performance & Academic Performance	No Relationship & Positive
Ballantine (1981)	Athletics	Academic Achievement	Positive
Ryan (1989)	Athletics	Satisfaction, Leadership Abilities & Interpersonal Skills	Positive, Positive & Positive
Sowa & Gressard (1983)	Athletics	Student Development Task Inventory	No Relationship
Pascarella & Smart (1991)	Athletics	Social Involvement, Satisfaction, Degree Completion & Academic Achievement	Positive, Positive, Positive, Positive
Keegan (1978)	Co-curricular Activities	Satisfaction	Positive
Astin (1977, 1985)	Co-curricular Activities	Satisfaction	Positive
Fitch (1991)	Co-curricular Activities	Conformity Scale, Benevolence Scale & Independence Scale	Positive, Positive Negative

Source: Elliot J. R. (2009) adopted and modified.

2.4 Astin's Theory of Involvement

Astin (1984), theory of involvement looks at how students commit themselves to what they do. Students' involvement refers to the amount of physical and psychological energy that students devote to their academic experience and other activities.

Involvement is an active term which means *to attach oneself to, commit oneself to, devote oneself to, engage in, participate in, take an interest in, take part in, join in etc.*

Involvement implies a behavioural component; what the individual does, how he/she behaves, defines and identifies involvement rather than what he/she think. Thus, a highly involved is one who devotes considerable energy to studying, spends much time on campus, participates actively in student organization, and interacts frequently with faculty members and other students. Astin agitates that, for a student to be successful at what he/she does such student must put in a lot of time and use the time appropriately, these he refer to as *quantitative* and *qualitative*. Astin also came out with five postulates of Involvement Theory.

2.4.1 The Five Postulates of Involvement Theory

The following are the five postulates of Astin.

1. Investment of physical and psychological energy in various objects. The objects may be highly generalized(the students experience) or highly specific (preparing for a Chemistry examination)
2. Regardless of it objects, involvement occurs in along continuum: that is, different students manifest different degrees of involvement in a given object, and the same student manifest different degrees of involvement in different objects at different times.
3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and day-dreams).
4. The amount of student learning and personal development associated with any

educational program is directly proportional to the quality of involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

2.4.2 Academic Involvement

Academic involvement is defined as a complex of self-reported traits and behavior. For example, the extent to which students work hard at their studies, the number of hours they spend studying, the degree of interest in their course, good study habits, the resources they put into, that is, both material and human and other important factors.

Academic involvement produces an unusual pattern of effects. For instance, a student who is much involved academically tends to isolate him/herself, make fewer friends as he/she seldom partakes in students' organizational activities like sports and other social and religious societies. This makes him/her less susceptible to influence from his/her peers. Conversely, such students experience appreciable satisfaction, this normally come from the many institutional rewards for good academic performance.

2.4.3 Athletic Involvement

The pattern of effects associated with involvement in athletic activities is in line with that of the academic. Athletic involvement is also associated with satisfaction in four areas; the institution's academic reputation, the intellectual environment, student friendship, and institutional administration. Athletes do not get the chance to socialize with the larger student body due to long hours of practice, travel to athletic competitions

and special living quarters.

2.5 Summary

The chapter looked at the definition of curriculum, co-curricular activities and their importance. It also looked at the review of related literature and conceptual framework of the study. It was observed that there are divergent views on students' involvements in co-curricular activities in schools and their academic performance. The next chapter will look at the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the method used for the study. This includes the research design, study population, sample and sampling technique, the research instrument used in data collection, validity and reliability of the instrument, data collection procedure, data analysis, ethical issues and summary.

3.1 Research Design

The researcher adopted the survey design for this work. Creswell (2009), states that “survey provides quantitative description of trends, attitudes, or opinions of a population by studying a sample of that population, and the findings generalized on the population” (p. 145). Cohen, Manion and Morrison (2011), assert that survey “has several characteristics and several claimed attractions; typically it is used to scan a wide field of issues, population, programmes, etc. in order to measure or describe any generalized features” (p. 256).

Morrison (1993), gave the following among others as the premise for using survey; gathering data on one-shot basis and hence is economical and efficient; represents a wide target population; generates numerical data, provides descriptive; inferential and explanatory information; ascertains correlations; gathers data which can be processed statistically; etc.

Juxtaposing the definition and the conditions for use to the sort of work the researcher wanted to do, it turned out to be the appropriate method. Consideration was

given to population, sample size, data processing, and generalization of findings among others.

3.2 Study Population

The study population covered Shama District and Sekondi-Takoradi Metropolitan Assemblies. The only assisted senior high school of the Shama District was selected and two assisted senior high technical schools in the Sekondi-Takoradi Metro were also included. These were Ghana Secondary Technical School and Bompeh Senior High Technical School. Shama Senior High School was selected because it is the only assisted senior high in the district.

Furthermore, the performance of the school in recent times in both academic and inter schools programmes such as sports also influenced the choice. For instance, the subject base analysis of the 2015 West African Senior School Certificate Examination (WASSCE) the school obtained 81.4% in Core English Language, 54% in Core Mathematics and 73.9% in Integrated Science.

With respect to the two other assisted schools, they were selected on the premise of their achievements in both academics and all other co-curricular activities the schools participate in. Ghana Secondary Technical School for instance has been one of the leading contenders of the National Science and Maths Quiz for so many years. In the 2016 National Science and Maths Quiz the school reached the quarter finals. Again, in 2015 WASSCE subject analysis the pass rates in Core English Language, Core Maths and Integrated Science were as follows, 98.9%, 91% and 95.6% respectively. In addition, the school has been putting up an impressive performance at the regional inter-schools sports

championships. On the other hand, Bompeh Senior High Technical School used to perform extravagantly at the regional inter-school sporting activities in the past while the academics was not much to be desired. Currently, the academic performance has improved, in 2015 the pass rate in Core English Language, Core Maths and Integrated Science were as follows, 97.1%, 39.4% and 66.1% respectively. The school's competitiveness at sports has not been impressive of late.

The population consists of all the teaching staff of the three schools. Comprising 69 teachers from Shama Senior High School, 75 from Ghana Secondary Technical School and 66 from Bompeh Senior High Technical School. The total of the population is 210 teachers.

3.3 Sample and Sampling Technique

Best and Khan (1995), have expressed the view that the primary reason of a research is to discover principles that have universal usage but to study a whole population to arrive at common goal would be impracticable, if not impossible. This informed the researcher to use a representation of the population for the study.

The researcher employed two sampling technique in the work. Purposive sampling was used to select the three schools named above. Cohen et al (2011), assert that, purposive sampling is used due to the particular characteristics being sought. Teddlie and Yu (2007), also posit that this method of sampling is used to focus on specific, unique issues or cases. These factors prompted the researcher to engage this method to select the schools since they had peculiar characteristics and wanted to know more about how co-curricular activities affect their academic work. The researcher used Krejcie and

Morgan (1970) sample size determination table. The sample size of 136 teachers was earmarked for research work due to the population of 210, refer to appendix 2. Convenience sampling technique was used to administer the questionnaire.

3.4 Research Instrument

The researcher developed and used questionnaire to collect quantitative data. A questionnaire comprises a number of questions or statements that relate to the purpose of a study. It is a data-gathering instrument through which respondents are made to answer question or respond to a given statement in writing (Best & Khan, 1995). Wilson and McLean (1994), posit that questionnaire provides means of collecting structured, numerical and comparatively straightforward to analyze data which can be administered in the absence of the researcher. I decided to use questionnaire because the respondents were literate and could respond to the items in the questionnaire.

The questionnaire consisted of 17 items under two sections. The first section concentrated on the demographics of the respondents – their age and gender. Section two was sub divided into three, which were based on the research questions and the literature review. Each section had five items under it. The first sub-division of section two talked about religious activities, example, participating in prayer meetings in school improves one's academic performance, the second part of section two also covered activities of academic clubs and societies, for instance, participating in Science and Maths Club's activities in school enhances one's academic performance. The final part of section two catered for sporting activities, example, participating in field events in school increases one's academic performance. Apart from the demographics, the remaining fifteen questions were answered in five point Likert Scale: Strongly Agree-1, Agree-2, Neutral-3,

Disagree-4 and Strongly Disagree-5. Refer to appendix 1 for more information.

3.5 Validity of the instrument.

A pilot study can be useful to judge the effects of a piece of research on participants (Oliver, 2003: 37) as stated in Research Methods in Education by Cohen et al (2011).

Patton (2002), asserts that “validity in quantitative research depends on careful instrument construction to ensure that the instrument measures what it is supposed to measure” (p. 14). Gall, Borg and Gall (1996) have stressed the need of pre-testing of survey instruments before administering the instruments to the respondents. Foddy (1995), is of the view that research questionnaire can be fine-tuned when it is pre-tested on a sample of respondents who share the same characteristics as those for the actual study. Respondents used in the pre-testing were asked to make comments on the clarity of the items. Those comments were taken to make the items as clear and understandable as possible.

3.6 Reliability of Instrument

Hammersley (1992), defines reliability as “the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions” (p. 437). Through pre-testing the reliability of the instrument was obtained. The Cronbach alpha for the pre-test was 0.89. Tavakol, Mohagheghi and Dennick (2008), assert that the acceptable value for reliability ranges from 0.70 to 0.95, the value fell within the range of acceptance, and hence the questionnaire was employed for the research.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction from the Department of Educational Leadership of the University of Education, College of Technology Education, Kumasi in order to secure trust of the authorities and the respondents of the schools. Refer to appendix 3 for a copy of the letter.

Three weeks were used to administer the questionnaires, a week for each school. Convenience sampling technique was used to administer the questionnaires. Convenience sampling is where a researcher uses those who happen to be available and accessible at the time, (Cohen et al. 2011).

In all three schools the research met the Assistant Headmasters Academics who introduced him to one tutor to assist him administer the questionnaires. The researcher and the aids appointed by the Assistant Headmasters developed a strategy in order to administer the questionnaire with relative ease. Mondays are the first working days of every week and thus, attendance of teachers are punctual and regular. They are days the schools meet officially to begin the week's activities, announcements and reminders are said at these meetings, plans of the week are outlined and all other important issues are discussed within that period. The aids advised the researcher to report on Monday morning, at the verge of the closure of their meeting so he can be introduced to the whole teaching staff before the close of the meeting for relatively maximum cooperation from the staff. This arrangement was duly followed. The aids then led the researcher to the staff common hall to administer the questionnaire. Other staff were met at their department since they needed to be at such places. These were the Home Economics, Technical, Visual Arts and Information and Communication Technology tutors. Most of

these tutors were guided to fill the questionnaire on the spot. Such questionnaires were collected instantly. Some could not fill the questionnaire on the Mondays, so the aids were supplied some questionnaires to administer in the absence of the researcher within the week, which were retrieved on the Friday of that week. In all 60 questionnaires were assigned to each school.

The return rates were as follows; Shama Senior High School returned 53 questionnaires with 49 duly and correctly completed. Ghana Secondary Technical School returned 52 questionnaires however 45 of them were appropriate for the work since they were correctly filled. Bompeh Senior High Technical School had 46 out of 53 of the questionnaire correctly filled so those ones were used. In total 158 questionnaires were returned representing a response rate of 87.78%, 22 of the questionnaires were not returned at all. Out of the 158 questionnaires that were returned 140 were used in the research work because they satisfied the criterion – duly completed making the actual response rate 77.78%. The remaining 18 questionnaires were rejected because 8 were not filled at all and 10 were partially completed. There were 4 extra respondents as the valid questionnaire was 140.

3.8 Data Analysis

All the valid questionnaires were coded from 1 to 140. These raw data collected from the respondents were later analyzed, using Statistical Package for Social Sciences (SPSS Version 16). The results were presented in frequencies, percentages, means, standard deviations and bar graphs.

The data were carefully analyzed and presented in relation to the research objectives

and research questions.

3.9 Ethical Issues.

Cohen et al, (2011), said ethics is a matter of being sensitive to the rights of others, and though truth is good, respect for human dignity is better. Silverman (2010), outlined the following as some of the most common ethical issues in social sciences research; voluntary participation, protection of research participants, obtaining informed consent, confidentiality of supplied information etc.

The researcher sought the consent of the participating schools through their authorities and that of the respondents too. In order to protect the individual respondent's clues were not given to identify a particular respondent. The researcher and the assistants did not encourage the practice of comparing responses amongst respondents; this led to high level of confidentiality of information provided by respondents.

3.10 Summary

This chapter identified survey design appropriate for the study. The study population was 210 participants, however, 140 were sampled. The sampling techniques employed are purposive and convenience. The Cronbach's Alpha was 0.89. The research instrument used was questionnaire. In chapter four the results from the instrument will be presented and discussed.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF RESULTS

4.0 Introduction

The chapter deals with the presentation and discussion of results in relation to the research questions and related literature. Frequencies, means, standard deviations, percentages and bar graphs were employed in presenting the results. The presentation and discussion followed in the order below:

- i. Demographic data
- ii. Research question one
- iii. Research question two
- iv. Research question three
- v. Summary

4.1 Demographic Data

This section deals with the bio-data of respondents. These consist of age and gender.

Table 4.1: Age and Gender cross tabulation

Age	Gender		Percentage (%)	Total
	Male	Female		
24-29 years	18	11	20.7	29
30-35 years	26	15	29.3	41
36-41 years	14	17	22.1	31
42 years or more	24	15	27.9	39
Total	82 (58.6%)	58 (41.4%)	100	140

Source: Field Data, 2016

From Table 4.1, out of 140 respondents 82 (58.6%) were males and 58 (41.4%) were females. The numerical difference between male and female teachers was 24 (17.14%) of the total respondents. The government through the Ghana Education Service has established the Girls' Education Unit which seeks to address all issues related to ensuring that girls go to school, remain in school, achieve and continue schooling at higher levels (Girls' Education Unit of the Ghana Education Service, 2004). This is supposed to be achieved through female teachers and other female role models. However, this lag in female teachers in the three second cycle schools may hinder the government policy of empowering the girl-child, using female teachers and other female professionals as role models, especially at Shama Senior High and Bompeh Senior High Technical which are mixed sex schools. From the table it is evident that about 72% of the teachers are youthful, below forty-two years. The distribution with respect to age was fair since each range was more than 20%. Furthermore, transfer of experience from one generation of teachers to another will be high thereby promoting the culture of having rich and experienced teachers at these schools.

4.2 Research Question 1: How do students' involvements in religious activities influence their academic performance?

Research question 1 sought the opinion of the respondents on how students' involvements in religious activities influence their academic performance. Items 3 to 7 on the questionnaire addressed that aspect of the research. Respondents were asked to state the degree to which they agreed or otherwise.

Table 4.2: Frequency distribution and corresponding percentages on students involvement in Religious Activities.

	Strongly Agree f(%)	Agree f(%)	Neutral f(%)	Disagree f(%)	Strongly Disagree f(%)
3. Participating in prayer meeting in school improves one's academic performance	17(12.10)	44(31.40)	30 (21.40)	38 (27.10)	11(7.90)
4. Studying scriptures in group in school enhances one's academic performance	11(7.90)	56(40.00)	19 (13.60)	38 (27.10)	16 (11.40)
5. Going on evangelism in school improves one's academic performance	4(2.90)	30(21.40)	35 (25.00)	53 (37.90)	18 (12.90)
6. Visiting members of a religious group in school improves one's academic performance	4(2.90)	16(11.40)	38 (27.10)	65 (46.40)	17 (12.10)
7. Attending choir rehearsals in school enhances one's academic performance	6(4.30)	34(24.30)	19 (13.60)	60 (42.90)	21 (15.00)
Summary of findings					
Frequencies (f)	8.40	36.00	28.20	50.80	16.60
Percentages (%)	6.00	25.71	20.14	36.29	11.86

Source: Field data 2016

Considering item 3 from table 4.2 above, the figures show that 17 (12.10%) respondents strongly agreed that participating in prayer meetings improves one's academic performance and 44 (31.40%) agreed, making a total of agreed 61 (43.50%) respondents. Respondents who remained neutral were 30 (21.40%). A closer look at those who disagreed consisting of 38 (27.10%) and 11 (7.90%) respondents strongly disagreed and disagreed respectively, representing a total of 49 (35.00%) respondents.

A similar situation also happened at the look of the results of item 4. Those who agreed comprising of strongly agree and agree were; 11(7.90%) and 56 (40.00%)

respondents respectively, thus making a total of 67 (47.90%) respondents. About 19 (13.60%) respondents were neutral. However, the disagreed column which made up of disagree and strongly disagree is represented by 54 (38.50%) respondents. The break down being 38 (27.10%) and 16 (11.40%) respondents disagreed and strongly disagreed respectively.

However, there was a sharp difference with the remaining three questions, 4 (2.90%) respondents strongly agreed that going on evangelism in school improves one's academic performance. Exactly 30 (21.40%) agreed, 35 (25.00%) stayed neutral, 53 (37.90%) disagreed and 18 (12.90%) strongly disagreed.

The figures for visiting members of a religious group in school improves one's academic performance were as follows: 4 (2.90%) respondents strongly agree, 16 (11.40%) agree, 38 (27.10%) neutral, 65 (46.40%) disagree and 17 (12.10%) strongly disagree.

Item 7 had 6 (4.30%) respondents strongly agreed that attending choir rehearsals in school enhances one's academic performance whilst 34 (24.30%) agreed, 19 (13.60%) stayed neutral, 60 (42.90%) disagreed and 21 (15.00%) strongly disagreed.

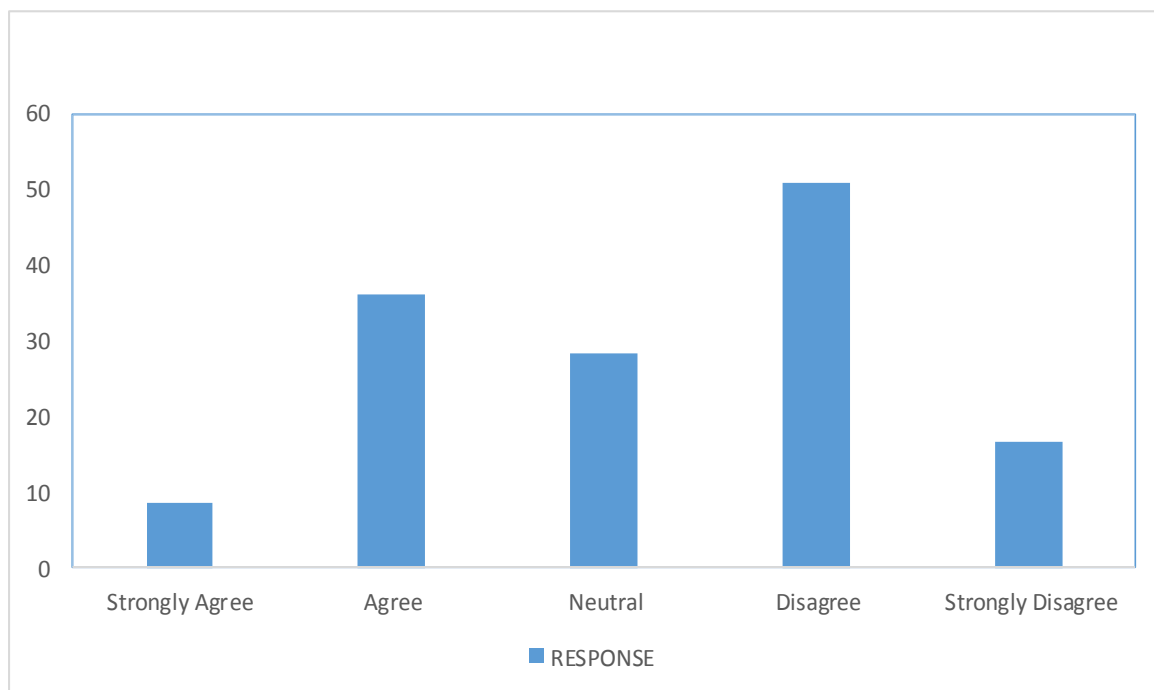


Figure 4.1: Shows bar graph summary of findings on Religious Activities

From the graph above, one can conclusively say that the respondents were of divergent opinions as to whether students' involvements in religious activities in school promote academic performance. A total of about 44 (31.71%) respondents agreed (strongly agree and agree) to the assertion that students' involvements in religious activities promote students' academic performance. While about 28 (20.14%) of the respondents stayed neutral, about 67 (48.15%) respondents disagreed (disagree and strongly disagree) to the statement.

The findings of the research revealed that, about one-third of the respondents agreed to the fact that students' involvements in religious activities influence their academic performance. In his work Jeynes (1999), compared the level of involvement in religious activities of the study sample and found out that devoutly religious Black and Hispanic students achieved higher levels academically than their religious counterpart. The idea of the one-third, though positive but differs from the work of Jeynes since the yardstick he

employed in his comparison was 'devoutly'. Again, the outcome of Byfield (2007), supports the notion of the one-third that religious beliefs and religious communities which encourage students be involved in religious activities impact a lot on their academic performance. Nonetheless, the view of the majority contravenes the works stated above.

The work revealed that about 31.72% of the respondents agreed and strongly agreed to the fact that students' involvements in religious activities enhance their academic performance. This percentage was realized due to the views shared by the respondents on items 5 to 7, only a handful of them strongly agreed that evangelism, visiting and choir rehearsal enhance academic performance.

The researcher believes that the findings of research question one turned up this way because respondents might be of the view that when religious activities are encouraged in schools, they may let the students turn to superstitious beings, thus, instead of devoting themselves to studies they will be resorting to prayers and wrong application of the holy scriptures – such as “I can do all things through him who gives me strength” Philippians 4:14, “11 For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and future. 12 Then you will call on me and come and pray to me, and I will listen to you.” Jeremiah 29: 11&12

In addition, the researcher also believes that the respondents perceived that students may misappropriate their leisure time on these religious activities which may even eat into their instructional and rest periods. This in the long run will negatively affect their academic performance and health respectively.

4.3 Research Question 2: Do academic clubs' activities enhance academic performance?

Research question 2 sought to find out from respondents how students' participation in academic clubs' activities enhance their academic performance. Table 4.3 shows the result of teachers thought on the question.

Table 4.3: Frequency distribution and respective percentages of Academic Clubs Activities

	Strongly agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly disagree f (%)	Mean	Standard deviation
8.Participating in Science and Maths Club's activities in school enhances one's academic performance	76 (54.30)	57 (40.70)	3 (2.10)	3 (2.10)	1 (0.70)	1.54	0.71
9.Taking part in the activities of Writers Club in school increases one's academic performance	59 (42.10)	66 (47.10)	9 (6.40)	4 (2.90)	2 (1.40)	1.74	0.81
10.Being active in Debating Club's activities in school improves one's academic performance	60 (42.90)	69 (49.30)	6 (4.30)	4 (2.80)	1 (0.7)	1.69	0.74
11.Taking part in the activities of Drama Group in school enhances one's academic performance	24 (17.10)	64 (45.70)	27 (19.30)	21 (15.00)	4 (2.90)	2.41	1.03
12.Participating in the activities of N.C.C.E/ Civic Club in school enhances one's academic performance	20 (14.30)	78 (55.70)	22 (15.70)	18 (12.90)	2 (1.40)	2.31	0.92
Summary of findings							
Frequencies (f)	47.80	66.80	13.40	10.00	2.00		
Percentages (%)	34.14	47.71	9.57	7.14	1.43		

Source: Field Data 2016

The result in Table 4.3 shows how the respondents expressed their opinion on each of the academic club's activity and its effects on students' academic performance. From the table, the opinion of respondents on students participating in Science and Maths Club's activities in school enhances one's academic performance depicted that 76 (54.30%) respondents strongly agreed, 57 (40.70%) agreed whilst 3 (2.10%) were neutral. Again, 3 (2.10%) and 1, (0.70%) said they disagreed and strongly disagreed respectively.

The mean for participating in Science and Maths Club's activities was 1.54, signifying that most of the respondents strongly agreed to the statement, and the standard deviation of 0.71. Though, the deviation is more than 0.5, however, they were not much distant from the mean as it is less than 1.

Next, we look at how the respondents shared their view on item 9, that is, students taking part in the activities of Writers' Club in school increases one's academic performance. The pattern of the respondents' view was as follows: from table 4.3, 59 (42.10%) and 66 (47.10%), strongly agreed and agreed respectively, 9 (6.40%) remained neutral, 4 (2.90%) and 2 (1.40%) disagreed and strongly disagreed accordingly.

The mean of Writers' Club activities is 1.74, which significantly depicts that majority of the respondents strongly agreed to the statement, but agreement tilts closer to 2, the interpretation being that the respondents seemed to agree rather than strongly agree. The deviation supports that fact as it stance at 0.81, which makes it far from the mean, but closer to 2, which is agree.

Item 10, is about students' involvement in the activities of Debating Club in school and its relation to academic performance. From table 4.3, 60 (42.90%) respondents who strongly agree and 69 (49.30%) agree that being active in the activities of Debating Club

improves one's academic performance. However, 6, (4.30%) were neutral, 4 (2.80%) and 1 (0.70%) disagree and strongly disagree respectively. In summary, 129 (92.20%) respondents strongly agreed and agreed that activities of Debating Club improve academic performance whilst 5 (3.50%) disagreed and strongly disagreed to that fact.

The activities of Debating Club had a mean of 1.69 and a deviation of 0.74. Considering the mean it can be concluded that majority of the respondents are of the opinion that activities of Debating Club enhance academic performance, and the deviation does not sharply differ as it stands at approximately 0.74.

Item 11 in the questionnaire wanted to know the view of the respondents on how students' active involvement in Drama Group activities in school enhances their academic performance. From table 4.3, 24 (17.1%) respondents strongly agree, 64 (45.7%) agree that active participation in Drama Group activities enhances one's academic performance. 27 (19.3%) were neutral. On the other hand 21 (15.0%) and 4 (2.9%) of the respondents disagree and strongly disagree respectively.

From the same table, the mean of Drama Group is 2.41 signifying that a lot of the respondents subscribed to agree, it is the modal class with a frequency of 64 respondents. However, thoughts of the respondents were varying and far from the mean. The deviation is 1.03, thus, the thoughts of the respondents were incongruent.

Item 12 on the questionnaire required the opinion of the respondents on students' participation in the activities of National Commission on Civic Education / Civic Club's activities in school and the repercussion on academic performance. With reference to table 4.3, 20 (14.3%) and 78 (55.7%) respondents strongly agree and agree accordingly. 22 (15.7%) remained neutral. Conversely to that 18 (12.9%) disagree and 2 (1.4%) strongly

disagree. Summing the agree and strongly agree values gives 98 (70.0%) respondents consented to the statement that activities in N.C.C.E./ Civic Club improves one's academic performance. While 22 (15.7%) respondents remained neutral 20 (14.3%) of the respondents disagreed and strong disagreed to the statement.

The mean of activities of N.C.C.E. / Civic Club was 2.31 which mean that most of the respondents were in agreement to the fact that N.C.C.E. / Civic Club's activities support academic performance, Agree had the mode of 78 respondents. The deviation 0.92, however, was far from the mean; this clearly shows the disparities of thoughts of respondents.

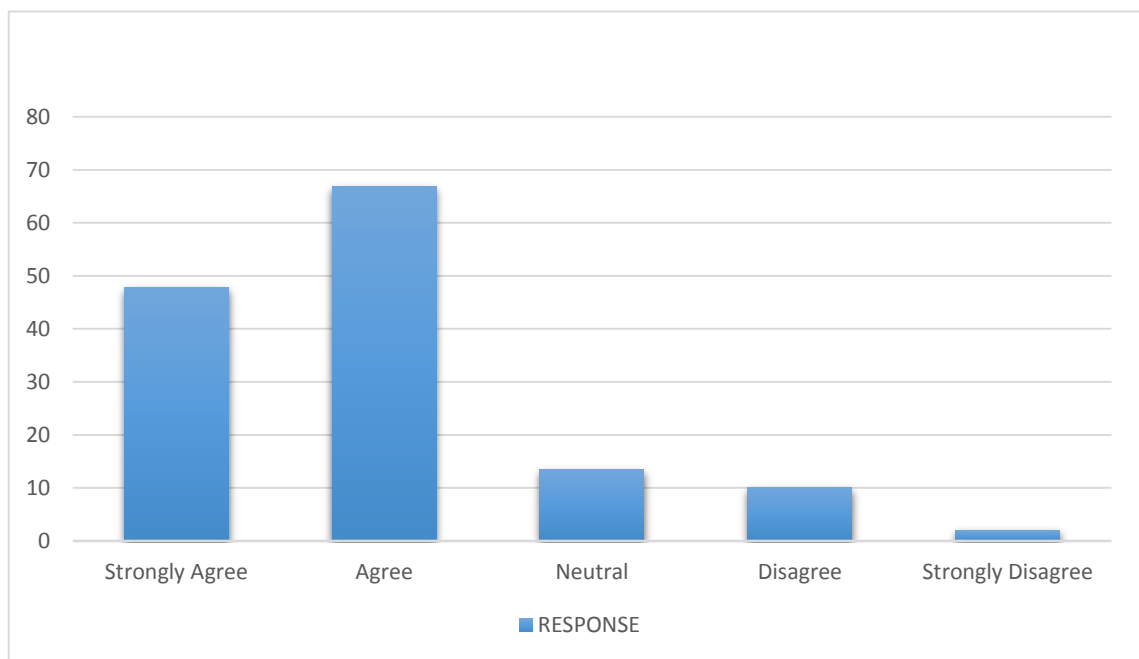


Figure 4.2 Shows bar graph summary of findings on academic clubs activities

From table 4.3, about 115 out of 140 respondents massively consented to the idea that activities of academic clubs enhance academic performance of students. Out of the 115 (81.85), 47.8 (34.14%) respondents and 66.8 (47.71%) respondents strongly agreed

and agreed respectively that academic clubs' activities improve academic performance of students. From the remaining 25 respondents 13.4 (9.57%) of them being were neutral, 10 (7.14%) respondents disagreed and 2 (1.42%) strongly disagreed. It can be concluded that the respondents are of the view that academic clubs' activities contribute to the success of students' academic performance.

In this study about 81.85% of the respondents agreed that activities of academic clubs and societies promote academic performance. The findings of the study falls in line with the study of Adeyemo (2010), which discovered correlation between students involvement in school based extracurricular activities and their achievement in physics was very high, positive and 10% significance level. However, Adeyemo did not state the specific extracurricular activities and their impact on the study.

Again, the perception of the respondents was in line with the findings Moriana et al (2006). Their work gives a clearer picture since it evolved around students' participation in co-curricular activities and real academic performance. They stated that those who involved themselves in study-related co-curricular activities performed extremely well.

According to Astin (1984), students who involve themselves academically develop interest in the subject, form good study habits and identify both material and human resources. Being a member of an academic club or association enables a student to enjoy the points raised by Astin and more especially get support from colleagues as you interact with each other.

The work also revealed that 95% of the respondents had the notion that activities of Science and Maths Clubs tend to promote the academic performance of students above all others. The findings of this research tend to be unique because the instrument used in the

work listed the academic clubs which offered the respondents room to be objective as they shared their view on how academic clubs' activities enhance academic performance, however, most instruments used for such work jumble all together under a generic name academic clubs activities. Furthermore, this work sought the perception of only teachers, views of students and other stakeholders were not sought, other sources like students' real academic performance such as class exercises, end of term examinations results among others were not taken into consideration.

4.4 Research Question 3: What academic advantage do students who participate in sporting activities have on their academic performance?

Research question 3 sought to know the views of the respondents on the advantages students who participate in sporting activities have on their academic performance. The respondents were asked to share their thoughts through a five point Likert Scale.

Table 4.4: Frequency distribution and percentages of Sporting Activities

	Strongly Agree f (%)	Agree f (%)	Neutral f (%)	Disagree f (%)	Strongly Disagree f (%)
13. Playing soccer in school improves one's academic performance	7 (5.00)	41 (29.30)	30 (21.40)	46 (32.90)	16 (11.40)
14. Participating in field events in school increases one's academic performance	5 (3.60)	38 (27.10)	38 (27.10)	43 (30.70)	16 (11.40)
15. Taking part in track events in school enhances one's academic performance	8 (5.70)	29 (20.70)	37 (26.40)	52 (37.10)	14 (10.00)
16. Playing volley in school in school improves one's academic performance	4 (2.90)	30 (21.40)	38 (27.10)	56 (40.00)	12 (8.60)
17. Being a spectator in school increases one's academic performance	4 (2.90)	11 (7.90)	44 (31.40)	58 (41.40)	23 (16.40)
Summary of findings					
Frequencies (f)	5.60	29.80	37.40	51.00	16.20
Percentages (%)	4.00	21.28	26.71	36.43	11.57

Source: Field Data 2016

Question 13 in the research questionnaire sought the perception of teachers on students active involvement in playing soccer in school and the corresponding academic advantage such a student had. From table 4.4, 7 (5.00%) of the respondents strongly agree, 41 (29.30%) respondents also agree, 30 respondents (21.40%) stated they were neutral. Again, 46 (32.90%) of the respondents disagree and 16 (11.40%) strongly disagree. The sum of those who agreed, that is, strongly agree and agree was 48 (34.30%) respondents, whereas those who disagreed- disagreed and strongly disagreed was 62 (44.30%) respondents.

Participating in field events in school increases one's academic performance was the item 14 on the research questionnaire. The respondents expressed their views in this direction. From table 4.4, 5 (3.60%) respondents strongly agree, 38 (27.10%) agree to the statement. Another 38 (27.10%) were neutral. On the disagreed portion 43 (30.70%) respondents disagree and 16 (11.40%) respondents strongly disagree. In all 43 (30.70%) respondents strongly agreed and agreed that participating in field events in school increases one's academic performance. Conversely, 59 (42.10%) respondents disagreed and strongly disagreed to the statement.

Taking part in track events in school enhances one's academic performance. This was the item 15 on the research questionnaire. From table 4.4, the respondents shared their views as follows. 8 (5.70%) respondents strongly agree, 29 (20.70%) agree, whilst 37 (26.40%) were neutral. 52 (37.10%) of the respondents disagree while 14 (10.00%) strongly disagree. Looking at those who agreed, agree and strongly agree, they were 37 (26.40%) respondents. Inversely, those who disagreed comprised of disagree and strongly disagree were 66 (47.10%) respondents.

Item 16 on the questionnaire reads playing volleyball in school in school improves one's academic performance. The following was the response on the question from the 140 respondents. From table 4.4, 4 (2.90%) of the respondents strongly agree that playing volleyball in school improves academic performance, 30 (21.40%) agreed, 38 (27.10%) were neutral, 56 (40.00%) disagree and 12 (8.60%) strongly disagree.

The final question was in connection with sporting activities was spectatorship, respondents were to share their opinion on how being a spectator in school increases one's academic performance. This was included because every sport has its own

spectatorship. Spectators make the sports lively and encourage or cheer their teams to put their backs into competitions/ tournaments. The views of the respondents were as follows, 4 (2.90%) strongly agree and 11 (7.90%) agree to the statement. 44 (31.40%) remained neutral, whereas 58 (41.40%) and 23 (16.40%) disagree and strongly disagree respectively.

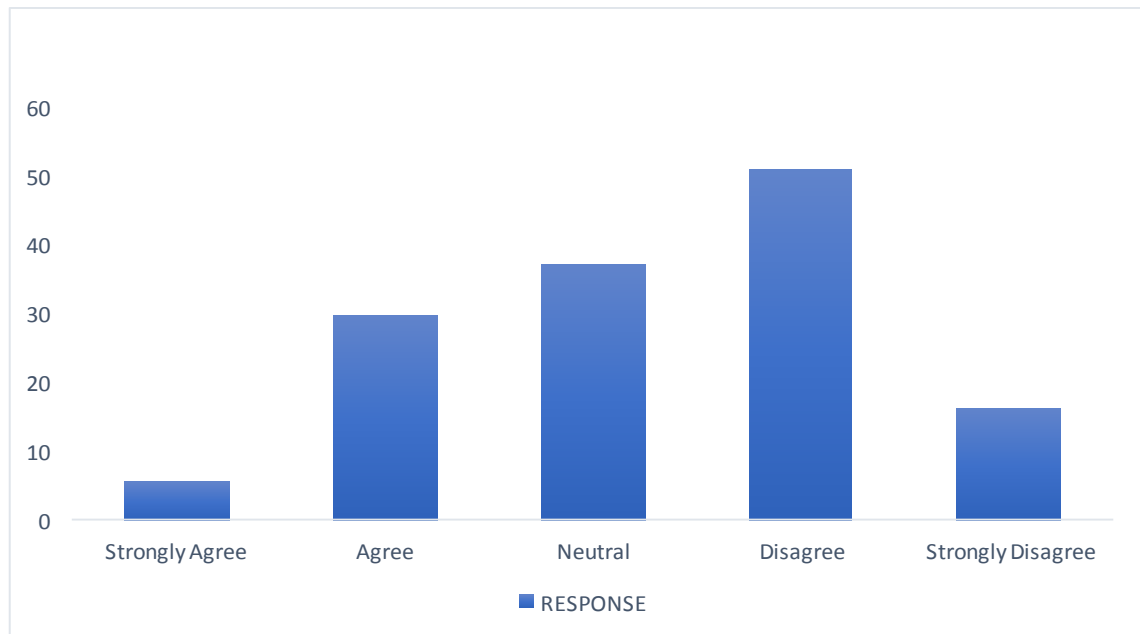


Figure 4.3 Shows bar graph summary of findings on sporting activities

The graph above clearly shows that, the respondents to the questionnaire were of the view that sporting activities do not increase the academic performance of students. From table 4.4, about 6 (4.00%) and 30 (21.28%) respondents strongly agreed and agreed respectively to the assertion that sporting activities promotes academic performance. Meanwhile, about 37 (26.71%) respondents being stayed neutral, 51 (36.43%) and 16 (11.57%) respondents disagreed and strongly disagreed to the statement.

About 25.28% of the respondents shared the view of Khan et al (2012) that there is a

positive link between participation in sporting activities and students' academic performance and that sporting activities influence education of youth. However, this notion of Khan et al (2012) may not be applicable in the Ghanaian setting because the sample consisted of both teachers and students who were only males. Whiles the sample of this work consisted of male and female teachers.

A further 48.00% of the respondents objected to the statement that students' involvement in sporting activities in school promote academic performance. Their view falls in line with the work of Din (2005) who found no significant difference between students' pre-season and post-season academic grades when such students were engaged in sporting activities.

The researcher believes that the following might be some of the reasons why the findings for research question three turned so; first, sporting activities tends to be time consuming and again competes with instructional periods especially when school are preparing for inter-school athletics and games competitions, this reduces instructional periods which might adversely affect academic work. Besides, sporting activities expend a lot of energy which makes students tired after going through rigorous training. As a result students become inactive (sleep) during lessons or may even use such activities as an excuse to skip classes.

4.5 Summary

Chapter four looked at the presentation and discussion of results. The respondents tend to support the idea that students' involvements in academic clubs activities increases students' academic performance, however, they share a different view on students'

involvements in religious and sporting activities. Chapter five summaries the study and outlines the main findings of the study. It also looks at conclusions drawn from the study, recommendations made and suggestions for further research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to find out the perception of teachers on the effects of students' involvements in co-curricular activities on students' academic performance. Specifically, the study sought to; find out whether students' involvement in religious activities influences their academic performance, examine whether the academic clubs' activities enhance academic performance and determine whether students who participate in sporting activities have academic advantage with respect to academic performance. Again, the chapter covered summary of the key findings that emerged from the research, conclusions, recommendations and suggestions for further research that were made based on the findings of the study.

5.1 Summary

The main focus of the study was to find out the perceived effects of co-curricular activities on the academic performance of senior high school students. Three research questions were proposed. They were as follows:

1. How do students' involvements in religious activities influence their academic performance?
2. Do academic clubs' activities enhance academic performance?
3. What academic advantage do students who participate in sporting activities have on their academic performance?

The Survey design was used for the study. The population was made up of 210

teachers from three senior high schools, namely; Shama Senior School, Ghana Secondary Technical School and Bompeh Senior High Technical School. The sample size was 140; the make-up was 49, 45 and 46 teachers from the above named schools respectively. The Convenience sampling technique was used to administer the research instrument. The research instrument used to collect data in the study was questionnaire. Statistical Package for Social Science version 16 was employed to analyze the data obtained from the field. The summary of the key findings are presented in the next paragraphs according to the formulated research questions.

5.2 Main findings of the Study

5.2.1 Demographics

The research found out that the distribution of teachers at the schools concern with respect to age was fair as each range was more than 20%. Again, it was found that the numerical strength of the teachers was youthful as 72% of them were below the age of forty-two years. This implies that there will not be succession lag in these schools. Furthermore, the students will benefit from the various age groups of teachers in the schools, thus, by the time of completion their lives would have been rounded.

5.2.2 Findings on students' involvements in religious activities on academic performance.

The results from this part of the study revealed that the respondents were of the opinion that, student's involvements in religious activities in school especially participating in prayer meetings and studying scripture in schools improves one's

academic performance. Contrary, it was found out that the respondents were of the view that going on evangelism, visiting members of a religious group and attending choir rehearsals in school were detrimental to academic performance of students.

5.2.3 Findings on academic clubs' activities on academic performance.

The finding on research question two shows that about 81.85% of the respondents strongly agreed and agreed that students' involvements in academic clubs activities in school enhance academic performance. Again, it was also revealed that 95% of the respondents strongly agreed and agreed that participation in Science and Mathematics Club's activities support the academic performance of students.

5.2.4 Findings on sporting activities on academic performance.

The findings with respect to research question three showed that about 25.00% of the respondents shared the view that students who participate in sporting activities had academic advantage; about 27.00% remained neutral whereas about 48.00% disagreed to that assertion.

5.3 Conclusions

The make-up of the teaching staff of the three senior high schools is pleasant in terms of age ranges. This make-up will ensure the maintenance of the schools' culture and the students can learn from the various age groups.

The respondents perceived that, students' involvements in the activities of academic clubs promote students' academic performance; the respondents shared a converse opinion on students' involvements in religious and sporting activities. These findings

confirms the works of Chambers and Schreiber (2004) and Black (2002) that only academic clubs' activities enhance academic performance while non-academic co-curricular activities distract students from their regular study. Thus, academic clubs' activities should be encouraged whilst religious and sporting activities should be tailored to promote academic performance.

5.4 Recommendations

Based on the findings of the study and the conclusions that have been drawn, the following recommendations are made to help deal with the mix-feelings towards co-curricular activities.

1. That school board of directors, school management, teachers and parent teacher associations and other stakeholders take a bold decision to officially include co-curricular activities in the instructional hours owing to the numerous benefits the students, schools, and the nation stands to gain.
2. That new schools being built either by government or private entities should have most the facilities that promote the effective running of co-curricular activities. The already existing schools which do not have such facilities be provided with immediately. Some of the facilities are; football field, volleyball court, theatres, etc.
3. That the perennial organization of co-curricular activities at the school and district levels be competitive enough to encourage both the students and the schools to put in much efforts and be rewarded for excellence in performance, fair-play, etc.

4. Co-curricular activities in the form of clubs and societies should be properly governed by documents such as constitutions, bye-laws, etc.

5.5 Suggestions for Further Research

Taking into consideration its limitations, the researcher wishes to suggest that further research should be conducted in the following areas:

1. The effects of co-curricular activities on students' retention and completion rate at the senior high schools.
2. Co-curricular activities and students' self-concept.
3. The amount (time spent) of students' involvement in co-curricular activities and students' final year grades.

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APPENDIX 1

**UNIVERSITY OF EDUCATION, WINNEBA
COLLEGE OF TECHNOLOGY EDUCATION – KUMASI
SCHOOL OF GRADUATE STUDIES
FACULTY OF EDUCATION AND COMMUNICATION SCIENCES**

RESEARCH QUESTIONNAIRE

Dear Respondent,

The aim of this academic research work is to find the perceived effects of co-curricular activities on the academic performance of S.H.S. students. Please, kindly respond to the following questions with all sincerity. You are assured of confidentiality and privacy.

Thank you.

Signed
Enoch Yaw Arhin
UEW-Kumasi Campus

Instruction

Please answer all the following questions appropriately. Tick (✓) where applicable; how well do you agree with the following statements

Demographics

- 1) Age: i) 24-29 years ii) 30-35 years
 iii) 36-41 years iv) 42 years +
- 2) Gender: i) Male ii) Female

SECTION A**Religious Activities**

Religious Activities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3.Participating in prayer meetings improves one's academic performance.					
4.Studying scriptures in a group enhances one's academic performance.					
5.Going on evangelism improves one's academic performance					
6.Visiting members of a religious group improves one's academic performance.					
7.Attending choir rehearsals enhances one's academic performance					

SECTION B**Academic Clubs / Societies**

Academic Activities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
8.Participating in Science and Maths Club's activities in school enhances one's academic performance					
9.Taking part in the activities of Writers Club in school increases one's academic performance					
10.Being active in Debating Club's activities in school improves one's academic performance					
11.Taking part in the activities of Drama Group in school enhances one's academic performance					
12.Participating in the activities of N.C.C.E / Civic Club in school enhances one's academic performance					

SECTION C

Sporting Clubs

Sporting Activities	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
13. Playing soccer improves one's academic performance.					
14. Participating in field events increases one's academic performance.					
15. Taking part in athletics enhances one's academic performance.					
16. Playing volley ball improves one's academic performance					
17. Being a spectator increases one's academic performance.					

Thank you.

APPENDIX 2

SAMPLE SIZE DETERMINATION TABLE
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.

Source: Krejcie and Morgan (1970)

APPENDIX 3



UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION, KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

P. O. Box 1277
Kumasi

May 13, 2016

TO WHOM IT MAY CONCERN

LETTER OF INTRODUCTION: ENOCH YAW ARHIN
INDEX NO: 7141770085

This is to confirm that Enoch Yaw Arhin is an MA student pursuing a programme in Educational Leadership at the Department.

Enoch is currently engaged in a research on "*The Perceived Effects of Co-Curricular Activities on the Academic Performance of Students.*" as part of the requirements for the award of Master of Arts Degree.

We should appreciate any courtesies that you could extend to him as he gathers data for writing the Project Work.

Thank you.

A handwritten signature in black ink, appearing to read 'S. K. Sam'.

REV. FR. DR. FRANCIS K. SAM
Head of Department