A CASE STUDY OF TEACHERS' PERCEPTIONS OF CO-CURRICULAR ACTIVITIES IN TEN SELECTED POST-PRIMARY INSTITUTIONS IN ZARIA-KADUNA STATE

By

WILLIAM ADAI ABDULSALAAM

MARCH, 1980

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WILLIAM ADAI ABDULSALAAM

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Date: March, 1980.

Institute of Education
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DEDICATION

TO

The family of Abdulsalaam

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ABSTRACT

The main concern of this project was to study the teachers' perceptions of co-curricular activities in ten selected post-primary institutions in Zaria Local Government Area.

The study was limited to boarding post-primary institutions in Zaria. The data collection was by a questionnaire which was administered to the senior and permanent teaching staff of the post primary boarding institutions.

The questionnaire was designed to determine the teachers' perceptions with the view of finding answers to the following questions:

(a) Do teachers accept co-curricular activities as part of their functions, or do they conceive of these as imposition by the school principal?

(b) Do teachers take part in co-curricular activities because of financial reward?

(c) Do teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institution?

The study revealed that *56%* of the teachers did not perceive co-curricular activities as part of their responsibilities. More men than women were found to

perceive co-curricular activities as part of their responsibilities. The study also revealed that the more the teaching experiences of a teacher, the more negative the teacher perceived co-curricular activities as part of his responsibilities. 90% of the teachers did not consider financial reward as a condition for taking part in co-curricular activities. The study, however, revealed that 89% of the teachers perceived that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institutions. The reasons for their negative attitude towards their participation therefore, remains problematic, which can only be ascertained by future research.

APPROVAL PAGE

The undersigned certify that they have read, and recommend to the Faculty Board of Education for acceptance, a project entitled,

"A Case Study of Teachers' Perceptions of Co-curricular activities in ten selected post-primary institutions in Zaria" submitted by William Adai Abdulsalaam in partial fulfilment of the requirements for the degree of

Masters of Education.

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CHAPTER ONE

INTRODUCTION AND STATEMENT OF THE PROBLEM

Colonel Eghagha, the former Military Administrator for Ogun State, speaking during the ceremony of exhibition of school materials advised student teachers not to concentrate on academic excellence alone but pay equal attention to extra-curricular activities.[1]

In the same way, Chief Rechard Akinjide, a one time Federal Commissioner for Education, saw sport as a means of arresting youth's energies from destructive purposes.[2]

The views of these puplic figures agree with the objectives of the Federal Government of Nigeria with regard to co-curricular activities in schools as stated in the Federal Republic of Nigeria National Policy on Education (1977):

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[1]The Nation Wide News, Federal Radio of Nigeria News, 11th June, 1979.

[2]'The Punch' Nigerian Newspaper, March, 8 1979 p.15.

> Appropriate measures will be taken to see that training in citizenship goes beyond the usual civic lessons and aims at inculcating, through practical exercises 3 (italics mine)

The government continues to emphasizes that "youth clubs and organisations and school societies are important instrument of character training,"[4] and concludes that, "Teachers will be made to realize that extra-curricular activities form part of their responsibility."[5]

Crumpton, (1974)[6] on the importance of co-curricular activities observes that it is essential to recognize, officially, teaching staff who hold administrative jobs assigned by the School Authority. Similarly, Thomas Risk while advocating for a democratic philosophy of school administration maintained that: "While the school administrators are primarily responsible for the successful administration of the entire school programme they must depend upon the classrooms teacher to help with many of them."

The above examples indicate the importance of co-curricular activities in our post-primary institutions and the participatory

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[3] The Federal Republic of Nigeria National Policy on Education, 1977 pp. 12-13.

[4] Ibid. p. 13.

[5] Op. cit. p.13.

[6] Crumpton, EPT 1974, The Principal and the Problems of School Administration. Principals Conf. Inst. of Educ. A.B.U., Zaria.

role of the teachers. The question arises, will teachers accept responsibility-sharing type of administration without imputing motives? The purpose of this research, therefore, is to determine whether teachers in the post-primary institutions in Zaria Local Government Area of Kaduna State accept participation in co-curricular activities as their role.

Co-curricular activities, as used in this research embrace not only the activities involving organization, formulation, supervision or directing student's activities outside the normal classroom work, but including other administrative duties which may be assigned by the Principal to the teacher. Some of these duties include preparation of general time-table, compilation of examination results and purchasing of school equipment.

In post-primary institutions, there are two major organizational systems:

(i) the teaching system,

(ii) the administrative system.

The two systems, by and large, must co-operate for the realization of the institutional goal. In Thomas Risk's

words, (1958): "If we were to think in terms of extra-class duties, we would find that someone, usually one of the teachers, has to sponsor or supervise study halls, lunch hours, social events ..."[8]

THE RESEARCH QUESTIONS

No doubt, two premises emerged in the fore-going discussions. There is need for the support of the co-curricular activities in schools, and there is also need for teachers' participation. The fact that some kinds of co-curricular activities are going on in most of the post- primary institutions is not in doubt. What is in doubt is the extent to which teachers in these institutions participate in. The research problem is, therefore, categorized into three conceptual questions:

(a) Do teachers accept co-curricular activities as part of their functions, or do they conceive of these as imposition by the school principal?

(b) Do teachers participate in co-curricular activities because of financial reward?

(c) Do teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institution?

In order to find out teachers' perceptions of the problem, several relevant questions and related statements have been carefully worded and presented to the teachers in form of questionnaire.

RATIONALE OF THE STUDY

1. The findings of this research may be of help to school principals in the areas covered by this research in determining the teachers' willingness to participate in co-curricular activities and may help the principals in planning and organizing his administrative assignments to his teachers.
2. The findings will assist Kaduna State Ministry of Education in planning for future expansions and costing of materials required in schools, budgeting and accounting of finances meant for co-curricular activities, supervision, and evaluation of co-curricular activities.

DEFINITION OF TERMS

For the purpose of this research, the following terms are defined operationally:

Curriculum: Curriculum means a general overall plan of the content or specific materials of instruction that the school should offer the student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field.

Curricular activity or Co-curricular: Curricular activity refers to any student or teacher activity suggested in the courses of study or provided for in the curriculum.

Principal: The term principal refers to a full-time or part-time administrative and professional leader of a post-primary institution.

Teacher: A teacher, in this research refers to a person employed in an official capacity for the purpose of giving instruction to pupils or students in an educational institution, whether public or private.

Teaching: The term teaching refers to both the narrow and broad definitions. The narrow definition refers to the act of instructing students in any educational institution. The broad definition refers to the act of providing

situations, conditions or activities designed to facilitate learning on the part of those formally engaged in attending school.

Student: The term student refers to one who attends an educational institution of a secondary education level.

Institution: The term institution refers to any educational institution concerned with the execution of the curriculum of a post-primary education.

School: The word school means an organized group of pupils or students pursuing defined studies at post-primary level and receiving instruction from one or more teachers, frequently with the addition of other employees and officers and usually housed in a single building or group of buildings.

Post-primary: Post-primary refers to an interest group of children approximately 9 to 11 years of age who are normally enrolled in school work beyond the primary education.

Administration: Administration refers to the conduct of the work in a school or school system that pertains to the office of administrative head and to the business affairs of the school directed from that office.

Summary

The topic of this study is 'teachers' perception of co-curricular activities in post-primary institutions in Zaria." The perceptions of the teachers are being classified into three conceptual problems:

(a) Do teachers accept co-curricular activities as part of their functions, or do they conceive of these as imposition by the school principal?

(b) Do teachers participate in co-curricular activities because of financial reward?

(c) Do teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institution?

The answers to these questions, might guide the school principals in allocating administrative duties to the teaching staff in the schools under this study. The Ministry of Education, Kaduna State, as the proprietor of these institutions will find each of the three questions and their results useful in curriculum improvement, financial allocations to co-curricular activities as they affect staff and institutions in the areas covered by this research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

For the purpose of this project, five major areas have been identified in the literature.

They are:-

(1) The problem of terminology,

(2) Types of co-curricular activities

(3) The teacher and co-curricular activities,

(4) The teacher's reward in co-curriculum activities and

(5) The values of Co-curricular activities.

THE PROBLEM OF TERMINOLOGY.

Co-curricular activities are many and in the modern post-primary institutions, their contributions to students overall experiences have assumed different concepts among educationists.

Differences in concept on co-curricular activities can be attributed to the gradual growth in importance of various school activities, outside the normal classroom work,[9]

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[9]Archer, R.L. (1966) traced the history of co-curricular activities in Secondary Schools in Europe from 1868 when there was a growing encouragement of school activities outside the classroom.

and inability of the teachers to perceive the educational values of co-curricular activities. Differences in concepts thus bring about differences in choice of terminology for the programme.

Chamberlian and Kindred[10] said that the programme had been variously referred to as "'Co-curricular', 'extra class', 'collateral', 'inter-curricular', 'semi-curricular', 'allied' and 'pupil-conducted'.

Linder and Gunn [11] commenting on the shifts in the title of the programme said that it depicts "the administrative problem which its acceptance has created." The acceptance of the term 'extra-curricular activities', at first, showed that it bore little or no relation to instruction. But as the values of the programme, such as preventing drop-outs, were acknowledged, "they began to be recognized as an important form of learning by doing."[12]

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[10]Chamberlain and Kindred, pp 285-303. The teacher and school organization, 1959.

[11]Linder, I.H., and Gunn, H.M. Secondary School Administration, pp. 77-97, 1963.

[12]Ibid., pp. 77-97, 1963.

They concluded that:

> the recognition that activity programme for some youth provides a strong supplement to regular curricular offerings, and serves better to bridge the gap between school and life than classwork alone could accomplish, led to the use of the term, co-curriculum.

Austing French and Hull[13] having noted the worth and significance of co-curricular activities confirmed that "the programmes have shifted from the term extra-curricular to the more acceptable co-curricular."

But Abioye (1974)[14] writing on 'organization and management of a co-curricular activities preferred to use extra-curricular.

He noted that identification of extra-curricular activities has been coloured by more varied terms such as semi-curricular and co-curricular activities which show a major difficulty in defining the term. He, however, agreed that, "no school activity is outside the curricular."

Similarly, many authors prefer the use of 'extra-curricular'. Chandler, B.J. (1963)[15], Austin French Hull

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[13]French, A. and Hull 1962. American High School Administration pp. 267-291.

[14]Abioye, P.A.F. Organization and Management of Extra-Curricular Activities in School Administration and Management for Principals. The Institute of Education Publication 1974, A.B.U. Zaria p.41.

[15]Chandler, B.J. 1963. Education and the Teacher Dodd, Mead Company, New York. p. 225.

(1962)[16], R.L. Archer (1966)[17] in their literatures referred to the programme as extra-curriculum.

Other authors, like Linder and Gunn (1963)[18] Chamberlian and Kindred (1959)[19] used the word 'Co-curricular'. W.A. Dodd (1970)[20] called it 'special duties' while Trump and Miller (1974)[21] preferred the word 'extraclass'. The latter writers claimed that, "The use of the term 'extraclass' suggests that everything a pupil does under the sponsorship of the school is an 'extension of the classroom'.

Types of Co-curricular Activities:

In the foregoing discussions, it has been noted that co-curricular activities are growing in varieties. Some activities which were earlier classified as 'extra-curricular' activities are now being regarded as formal school curriculum.

Chuchill and Rothman[22] noted certain activities which they regarded as "class related activities". These are:

(i) The school Aseemblies and Exhibits

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[16]French and Hull, (1952) Op. cit. pp. 267-291.

[17]Archer, R.L. Secondary Education in the 9th. Fran Cass and Col. Ltd. 1966 pp. 224-116.

[18]Linder and Gunn, 1963 Op. cit. 77-97.

[19]Chamberlain and Kindred, 1959, Op. cit. pp. 285-303.

[20]Trump and Miller. Secondary School Curriculum Improvement, 1974 p. 254.

[21]Dodd, W.A. (1970). The Teacher at work. p.146.

[22]Chuchill, R. and Rothman, P. Extraclass Experiences in The Integration of Educational Experiences 1958 p. 126.

(ii) The school Library facilities and

(iii) Testing programmes - such as the elementary-school achievement battery test.

Nevertheless, they confirmed other activities, such as the 'School workexperiences' - (jobs related closely to their vocational interest), 'foreign study' and 'citizenship activities.'

Trump and Miller[23] also classified co-curricular activities into two major groups: (1) Those closely associated with class subject; for example, "future homemaker" for Home Economic programme and, (ii) The hobby-type. The hobby-type activities are removed from class work such as the camera club. They observed that both types require special approach, in sponsorship and different appeal to different types of students.

Franzen's classifications,[24] are typical of other selected authors on co-curricular activities. His main classifications are as follows:

(a) Clubs

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[23]Trump, J.L. and Miller, D.F. Secondary School Curriculum Improvement. 1974 p. 258.

[24]Franzen, C.G.F. Foundation of Secondary Education Education, 1955. pp. 393-394.

(b) Homeroom organization

(c) Student Council,

(d) Assemblies,

(e) Publications and

(f) Social functions.

He defined clubs as group activities embracing students who share common interest. Homeroom is an administrative device to decentralize the carrying on of routine activities of record keeping, daily attendance, announcements and schedule of room activities. Student Council is the practical application of the philosophy of teaching and practicing of democratic procedures. Franzen refers to this as student participation in school government. The school assemblies provide for the development of school unity, encouragement of school spirit, motivation for curricular activities and stimulation of interest in extra-curricular activities. Publications are school activities which call for creativities: newsgathering, writing new stories,writing feature stories, writing editorials and at the same time encouraging business management. Social functions which involve parties, dance, picnics are forum devised by the school to inculcate

into the students, boys and girls, practices of acceptable social customs. It is important to note that Franzen singled out athletics which he described as 'curriculized'.

Daniel[25], Linder and Gunn[26] and Abioye[27] included athletics in co-curricular activities. They all regarded clubs, student council, homeroom organizations, assemblies and publications as co-curricular activities.

Teachers participation in Co-curricular Activities:

Most literatures on co-curricular activities indicate the need for the teaching staff to participate in organizing, supervising co-curricular activities in school.

Hilsum and Cane (1971)[28] observed that teachers should not only participate but should "organize for and with pupils in the teacher's own time." Macomber(1952)[29] wrote:

> "The most valuable teachers not only are excellent classroom instructors; they are likewise interested in the out-of-class activities of their pupils."

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[25]Tanner, Daniel. School for Youth - Change and Challenge in Secondary School 1971 Ed. pp. 47-477.

[26]Linder, I.H. and Gunn, H.M. 1963. Op. cit. pp.77-97.

[27]Abioye, P.A.F. 1974 Op. cit. pp. 41-53.

[28]Hilsum, S. and Cane, B.S. (1971). The Teachers Day National Foundation for Educational Research in England and Wales. (1971) p.178.

[29]Macomber, F.G. Teaching in the Modern Secondary School 1952 p.335.

Franzen (1955)[30] is one of those authors who saw teachers' participation as a normal schedule. He said, "Teaching extra class activities is but one of the duties for which todays' teacher is scheduled."

Austin, French and Hull (1962)[31], in the analysis of school administration in which they discussed the teachers role in co-curricular activities, maintained that each staff member has some part in the tasks involved in the organization and the continuing re-organization of the school. Fensch and Wilson (1964)[32] supported teachers' participation because "everything a school sponsors has educational value for pupils." Teachers' participation, in their view, should be based on specialization. For example, certain areas, like music, athletic should be sponsored by specialists. This view was equally supported by Farrant (1964)[33]. He said that teachers participation should be a collective

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[30]Franzen, C.G.F. Foundation of Secondary Education, 1955 p.

[31]Austin, D.B.; French, W.; Hull, J.D. The High School Administration Policy and Practice. (1962) pp. 378-399.

[32]Fensch, E.A. and Wilson, R.E. The Superintendency Team. (1964) p. 154.

[32]Farrant, J.S. Principles and Practice of Education (1964) p. 329.

responsibility for the achievement of the school goal. Allocation of tasks to teachers should be made according to interest and specialization.

Risk (1958)[34] was of the view that 'teachers' participation in some administrative duties is a must." Some of these duties include: participation in school committee, curriculum development, keeping of records and sharing in the social life of the school. Fagbulu (1972)[35] emphatically put it that "teachers' duties do not begin at 8 a.m. and end at 2 p.m. in the afternoon." Teachers must participate in such activities as athletics drama, work-projects for the balanced education of the child. But Ike (1976)[36] in his own contribution lamented that there were no co-ordinations between the student life after the scheduled classroom hours with his formal curriculum. Edem, (1977)[37] raised a question as to whether teachers in Nigeria, will accept responsibility-sharing type of

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[34]Risk, T.M. Principles and Practices of Teaching in Secondary Schools (1958) p. 475.

[35]Fagbulu, A.M. Administrative Practice for Teachers (1972) p.33.

[36]Ike, C.V., University Development in Africa. Nigeria Experience (1976) p.96.

[37]Dr. Edem, A. M.Ed. Lectures on Post-Primary School Administration. (1977).

administration without imputing motives, seeing it as an attempt of the head-teacher to over-burded them with administrative function which rightly belong to the superior.

On the other hand, Abioye (1974)[38] suggested that the teachers' participation in co-curricular activities should be limited or, in some cases, completely eliminated. According to him, organization of school clubs should grow out of the interest of the students themselves. Where it is necessary for a teacher to come into administration, he should play the role of a guide.

Abioye's submission when critically analysed raises a point on the school goal. It is generally assumed that all activities sponsored by the school bear relevance to the school goal. The school goal when idenfied becomes the responsibility of the school head and the teachers for its execution. Should this responsibility be left to the school pupils to decide? If the organization of the school clubs should grow out of the interest of the students themselves, is there any assurance that some

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[38]Abioye P.A.F. Op. cit. p.45.

of the students' interests will not run counter to the goal of the school?

Grambs (1959)[39] was more concerned on the teachers' attitude in and out of the classroom. He observed that the teacher's success as a guide or sponsor depends on his attitude in the classroom. "In any extra-class duty the teacher must remember that he cannot be a chameleon and get away with it." A teacher who is a stern figure in the classroom does not change his role in the minds of students when, out of class, he attempts to be friendly and relaxed.

From the fore-going discussions, it is clear that teachers are expected to participate in co-curricular activities. It is, however, not clear whether teachers themselves perceive co-curricular activities as important. Teachers' perception of co-curricular activities and their participatory role is a major issue of this research.

Teachers reward for participating in Co-curricular Activities.

Some writers on teachers' perticipation in co-curricular activities also, found it essential to clear the problem

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[39] Grambs, J.D. (1959) Modern Methods in Secondary Education; 624.1

of teachers' remuneration. Opinions differ as to whether remuneration, for taking part in co-curricular activities, or any administrative duties, is legitimate.

In Nigeria, the issue is being gradually tackled. Following the recommendation of Adefarasin Commission, the Asabia Committee was set up in 1967. According to Fafunwa,[40] "This Committee was set up by the Federal Government to look into the grading of duty-posts in voluntary agency educational institutions." The posts covered were those of principals, vice-principals of all post-primary institutions; senior tutors, heads of departments of studies; house-masters and sectional heads of primary schools. The Asabia Committee's terms of reference and the Federal Government approval of its recommendations, showed a progressive step towards adequate remuneration for teachers assigned to duty-posts. Some of these duty-posts are yet to come into full operation in some states of Nigeria.

Crumpton[41] (1974) said that there was need to recognize some teaching staff, whose positions were not permanent yet had little hope of ever occupying the recognized duty-posts, since they were undertaking responsible administrative

[40]Fafunwa. 1974 History of Education in Nigeria p. 229.

[41]Crumpton E.P.T. (1974), The Principal and Problems of Secondary Education Report on the Conference of Principals of Secondary Schools in Northern States.

tasks. He cited an example from the northern states of Nigeria," "where no allowance is given to housemasters." It should be noted that hounemastership is one of the recognized and approved duty-posts by the Asabia Committee and the Federal Government. Other administrative duties, majority of which come under co-curricular activities are yet to receive financial attention. Trump and Miller (1974)[42] confirmed that "with the coming of negotiated contracts, teachers are demanding compensation for all duties beyond regular classroom instruction." Ikuponiyi (1974)[43] while not advocating for financial reward observed that where teachers had to reside outside the school compound, they would find it difficult to participate in the co-curricular activities of the school. Where this condition is accute, school discipline will be difficult to maintain. Teachers' reward, then, should be channeled through the provision of adequate accommodation for staff within the school compound.

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[42]Trump and Miller (1974) Op. cit. p.259.

[43]Ikuponiyi, I.A.192., Indiscipline in our Secondary Schools Reports on the Conference of Principals of Secondary Schools in Northern States.

The Values of Co-curricular Activities:

The value base of co-curricular activities, especially, when the question on realization of the school objective is tabled, cannot be said to be universal among authors and among the school teachers. Among authors, the difference in concept is manifested in the choice of terminology. While some consider most aspects of co-curricular activities as part of the school curriculum, others view them as extra-curricular or out-of-class activities;[47] and they proceeded to apportion time and importance to them accordingly.

Risk (1958)[48] and Fagbulu (1972)[49] writing on teachers attitudes to school activities cast great doubts as to the teachers' clear perception of the values of co-curricular activities in schools.

The question one might ask is, what is the present view of the teachers concerning the values of co-curricular activities in the school?

Some authors in their various degree of emphasis, have shown the positive effects of co-curricular activities in schools.

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[47] See the problem of terminology.

[48] Risk, T. (1958) Op. cit. p.475.

[49] Fagbulu A.M. 1972 Op. cit. p.33

Trump and Miller (1974)[50], on the history of recognition of co-curricular activities, traced the origin to when the college directors of admission began to consider them important enough, to be listed in secondary school transcripts, and employers began to use pupils participation in extra-class activities as criteria for evaluating potential job success. Linder and Gunn (1963)[51] tracing the history of Co-curricular activities and their acceptance as a function of the high school, wrote that "it was quite obvious that these activities satisfy a need not served by classroom instruction alone..."

Earlier on, Brigs (1920)[52] had summed up the value, which he said "to teach pupils to do better the desirable that they will perform anyway; and second, to reveal higher types of activities and to make these both desired and possible."

Franzen (1955)[53] on the objectives of the school stated that the school should prepare pupils not only on what they

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[50]Trumps, J.L. and Miller D.F. (1974) Op. cit. p.253.

[51]Linder and Gunn (1963) p.77

[52]Brigs T.H. 1920 p. 157. The Junior High School. Houghton Mifflin Comp. Boston.

[53]Frenzen, [illegible] Op. cit. p. [illegible].

were doing, but on what they were going to do. One of these objectives was concerned with participation of boys and girls in the social activities of their milieu. Stroup (1964)[54] writing on "organized student activities", drawing his example from the University situation stated that it would be unwise to establish categorically antitheses among the school activities under the mistaken notion that only the best activities contribute to the ultimate aims of the University. Where a student fails to participate in co-curricular activities the ability of later participating in groups, such as staff meeting of his work, his church congregational meeting or the local PTA will be greatly affected. Such a person has not really achieved full education. According to Stroup, "he carries with him everywhere a serious social handicap."

King (1973)[55] noted that co-curiicular activities are means of generating creativity within the age level and sex.

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[54]Stroup, Gerbert. Touard a philosophy of Organized Student Activities University of Minnesota Press Minneapolis (1964) pp. 134.

[55]King, Ronald, School Organization and Pupil Involvement. A study of Secondary School (1973) p.87.

They are, also, means of extending the schools hours and supplementing the formal curriculum. The experience of club membership is expected to have outcomes in terms of generating lasting interests or modification of behaviour in approved direction. He too is of the view that through these activities the schools pass judgement on a pupil's behaviour. Chandler (1963)[56] said that co-curricular activities provide for highly effective teaching. Through these activities, pupils' motivation and self-discipline are established. The usual classrooms tensions and anxieties are reduced to minimum. Most importantly is the latent co operation between the teacher and the pupils. It affords also some of the best opportunity to observe the development of boys and girls in informal situation when their true characteristics are apparent.

Churchill and Rothman (1958), stated that, apparent values to be derived from 'extraclass' activities are enrichment of studies and interest, utilization of special

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[56]Chandler, B.J. Education and the reacher (1963) p. 225.

[57]Churchill, Ruth and Rothman, Philip Extraclass Experieences in The Integration of Educational Experiences. The National Society of the Study of Education (1958) p. 126.

[58]Abioye, P.A.F. 1974 Op. cit. p.42.

talents and development of citizenship. They noted that integrative nature of the activities allow individual student perceive new relationship and to impose his own unique patterns of meaning and response on situation. Activities are directly related to the student's own day-to-day experiences, his interest and expectations; thus he sees them as part of his on-going life than is true of his formal classes and courses. Abioye (1974)[58] while agreeing with Chamberlain and Kindred (1959)[59] summed up the value. "In many ways the values are personal, social and they are complementary to the objectives underlying the curriculum subjects." The values according to the authors include: "better use of leisure, experience in democratic living, greater self direction, training in citizenship, leadership, special skill are acquired and scholarship is advanced."

Both Kneebone (1957)[60], Ikuponiyi (1974)[61] and Akinjide (1979)[62] have common values. Kneebone's idea is that clubs and societies

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[58]Abioye, P.A.F. 1974 Op. cit. p.42

[59]Chamberlain Kindred 1959 Op. cit. pp. 228-286.

[60]Kneebone, R.M.T. (1957) Op. cit. p.105.

[61]Ikuponiyi, J.A. (1974) p. 192.

[62]Chief Richard Akinjide (1959) Op. cit. p.

for boys and girls who lived in public schools all the term, provide outlets for animal spirits. They widen cultural experiences. Ikuponiyi is of the opinion that the presence of these activities will curb indiscipline in schools. Chief Richard Akinjide, a one time Federal Commissioner for Education speaking on Sports in general said: "We have found out that the inherent consuming energies of youth are better discharged through participation in sports." By this measure he concluded that such youth will be precluded from expending their energies on desctruction purposes.

Summary

In summary, the review of literature has shown that co-curricular activities are gradually assuming greater recognition among the school authorities. The growing in importance is reflected in the fact that some activities which were termed extraclass activities have been reappraised and classified curriculized. Eminent authors who have written extensively on co-curricular activities agree that classroom teachers are inextricably bound with participation in all school activities. Remuneration may or may not be attached for taking part. In a more definitive measure, some authors recommend reward for taking part in co-curricular activities. The values of co-curricular activities have been summed up by Chamberlain and Kindered (1959)[63] "In many ways the values are personal, social and they are complementary to the objectives underlying the curriculum subjects." Although most of the foregoing studies were done in countries outside Nigeria, nevertheless they have implications for Nigeria, for Kaduna State in particular. Do teachers in the selected post-primary institutions in the area of study accept co-curricular

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[63] Chamberlain and Kindred (1959) Op. cit.

activities as part of their responsibilities? Do the teachers participate in co-curricular activities because of financial reward? Do the teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institution? These are the key questions for this research.

CHAPTER THREE

THE METHOD AND DESIGN OF THE STUDY

The study was designed principally to find out teachers' perception of co-curricular activities in post-primary institution in Zaria Local Government Area. The study has, therefore, delved into the areas of teachers participation in co-curricular activities; teachers' participation and expectation of financial rewards and the teachers' perception of the values of co-curricular activities in realising the institutional objectives.

The instrument designed for the collection of data in this research was a questionnaire in which respondents were subjected to two types of treatments:

(i) A response requiring 'Yes' or 'No' answers and

(ii) A response requiring a selection from among the best alternatives answers. McLeish, (1970)[64] writing on the type of instrument appropriate for assessing

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[64] McLeish J. (1970) Students attitudes and college environments. Cambridge Institute of Education.

perception studies indicated that such an instrument had to be an inventory quentionnaire asking a great number of specific, factual questions,but so devised that it would be possible to derive various comparisons, not only the total of the population but of particular dimensions of the population so selected. The researcher was aware of the fact that, in social attitudes, the relationship between objective reality and a person's beliefs is frequently considered to be of great interest. Questions were, therefore, set to satisfy this condition.

The Questionnaire:

The research questionnaire was planned and shaped with dedicated assistance and suggestions from specialists in the department of education and the Institute of Education of Ahmadu Bello University, Zaria.

There were two main parts to the questionnaire: (a) Information on personal data and (b) Questions on the subject matter. The questions were prepared in a closed form. The purpose of this measure was to obtain objective responses.

On personal information, ten questions were asked to cover the teacher's institution, sex, marital status, age

and teaching experiences in post primary institution. Name of respondents were not required. This was done to establish an atmosphere of annonimity and enlist sincere responses from the teachers.

On subject-matter, eleven questions were carefully structured to cover the three major questions raised in this research.

In Appendix A, (The Research Instrument), questions 11 - 16 were to bring to light whether teachers would like, or would not like to participate in co-curricular activities. Question 17 was meant to elicit the perception of teachers on participation and remuneration in co-curricular activities. Lastly, questions 18 through 21 were meant to ask for the teachers' opinion concerning co-curricular activities as instruments for the realization of the objectives of post-primary institutions.

Selection of Sample:

Out of the 11 post-primary institutions in Zaria Local Government Area, 10 boarding institutions were used in this research. The only institution not included was a day institution. Boarding institutions were selected because

the teachers in these institutions were more exposed to co-curricular activities. According to Appendix C, these ten boarding institutions were male's, female's and co-educational schools.

Sample Procedure:

In all the sample schools, a total number of 303 senior and permaent teaching staff was recorded. In a research of this nature, it was considered that responses of the senior and permanent staff were most appropriate in obtaining the true lines of perceptions of the teaching staff.

As indicated in Table 1, column 3, the questionnaires were administered to 303 senior and permanent school teachers. As shown in column 4, the completed questionnaires received from the schools were 150. The percentage respondents in this study is shown in column 5. In effect, the population of this research were stratified according to sex, age and teaching experience.

TABLE 1

Distribution patterns of the Questionnaire in all the ten Schools, 1979

No	Institution	No. of Senior Permanent Teachers	No. of Respondents in each school	Percentage Treated
1	2	3	4	5
1.	Barewa College	82	16	50
2.	Govt. Sec. School	43	18	42
3.	Govt. Comm. College	32	16	50
4.	UPE Teachers College	24	17	71
5.	W.T.C. Zaria	32	18	56
6.	Kufena Sec. School	40	20	50
7.	Basawa T. College	40	11	28
8.	Giwa Govt. School	15	10	67
9.	Govt. Girls Sch. Soba	27	14	52
10.	Govt. T. Sch. Soba	18	10	56
	T O T A L	[illegible]	150	50

Note: (1) In this research, only the senior permanent staff members in each school were used. The National Youth Corps, and other temporary teaching staff were not included.

(2) Sources of Data: Office of the Principal of each school.

Adminintration:

In administering the questionnaires, the school Principals played a significant and helping role. The Principals and, in some schools, their assistants helped in the classification of the senior and permanent teaching staff in each school.

While it was easy to classify the required respondents in each school, it was not easy to meet all the teachers in their respective schools during breaks. Most urban school teachers were more guilty in this regard.

As seen in table 1, the questionnaires were to be administered to 303 teachers. As a result of the absences of the teachers, the available respondents were 150 just over 50% of the teachers envisaged.

The researcher was aware of the luke-warm attitudes of the teachers to research questionnaires in most of these institutions. It was part of the researcher's previous experience, that frequent subjection of the teachers to the treatment of long questionnaires, coming often from Ahmadu Bello University staff and students, had killed all enthusiasms that would have normally gone into the teachers' effective participation.

In order to minimise this effect, the questions were made as simple and clear as possible . Each question contained brief instructions to guide the respondents. In addition, the return of the questionnaire was reasonably left opened to the teacher's convenience.

Limitation of the Study

In the first place, this study is limited in the sense that any results derived from the responses to the questions of this study, could only be applied to the post-primary boarding institutions in Zaria Local Government Area. Generalization to cover other post-primary teachers is not part of this research. Secondly half of the population required for the research did not submit their questionnaires.

Collection of Data

All completed questionnaires were returned to the Principal's office in each school. While a time limit of one week was set for the returns of the questionnaires, the actual time required to complete a questionnaire was estimated to be, at most 15 minutes.

Treatment of data:

The data collected for the research were manually processed. For each of the ten schools a large card was opened as shown in Appendix B. In each card responses to all the questions were grouped into three major areas which were the concern of this study.

Under questions one and two, responses obtained were further classified into institution, sex, age and teaching experience. Question three was based on the teachers' perceptions of the problem only.

The following steps were taken in order to arrive at conclusion about the three questions posed in this study.

Table 2.

Acceptance of co-curricular activities as part of Teachers' functions.

To determine the perception of the teachers on the above question, six responses of 'Yes' or 'No' were expected from each respondent. (Appendix A, Non 11-16). Three responses were marked out as representation of a strong positive perception. These were responses to 11a, 12b and 14b questions. Any deviation from the three responses, as

above, was regarded as negative perception to the question.

A table of Yes and No responses was constructed. The percentage frequencies were determined to arrive at the popular perception of the teachers. This was followed by a descriptive analysis and comments.

Table 3

Participation perception of the teachers in co-curricular activities according to Institution

This table contained detailed analysis of the teacher's responses according to each of the institutions.

A table of 'Yes' and 'No' responses was constructed for analysis. It was found out, except in two institutions, that the result of each institution followed a similar trend as shown in table 2.

Table 4

Participation perception of the teachers in co-curricular activities according to sex.

This table was drawn up to indicate differences in the perceptions of male and female teachers. A descriptive analysis based on percentages was applied.

Table 5

Participation perception of teachers in co-curricular activities according to age.

This table was made to indicate differences in perceptions according to the age of the teachers. For the purpose of simple analysis, ages were grouped into three: (a) 20-30 years, (b) 31-40 years and 41 years and above. It was assumed in this study, that no post-primary teacher will be less than 20 years. It was also implied that 10 years of differences in age was enough to create a mark in the perceptionn of the teachers. A descriptive table of percentages was drawn up to explain these differences.

Table 6

Participation perception of teachers in co-curricular activities according to teaching experience.

This table was prepared with a view to finding out differences in perceptions of the teachers, according to length of teaching experience in post-primary institutions.

For the purpose of tabulation, the years of experience are classified into three major areas. (a) 1-6 years, (b) 7-15 years and (c) 16 years and above. The

intervals shown above were so selected to facilitate meaningful interpretation of the responses. A table of 'Yes' and 'No' responses was thus prepared to indicate responses in percentages.

Table 7

Financial Reward as Bases for Teachers' participation in Co-curricular activities.

A single question, number 17 of the questionnaire, Appendix A, was set to determine the perceptions of the teachers on the above question. For the purpose of establishing negative perception, response number 17a was considered appropriate. This response was analysed into perceptions according to institutions, sex and teaching experience.

Table 8

Teachers' participation in co-curricular activities and financial reward perception according to Institutions.

This table was constructed for a detailed study of the teachers' perceptions of participation and financial reward in co-curricular activities in each of the ten boarding schools.

In the analysis, it was found that three institutions deviated from the others with a significant percentages differences of 21%, 50% and 24% for 'Yes'. These percentages indicated that they will take part in co-curricular activities if only financial reward was attached.

Table 9

Teachers' participation in Co-curricular activities and Financial reward perception according to sex.

A cross-table frequency was tabulated and the responses were expressed in percentages for the analysis of the 'teachers' perceptions into sex. The percentage response patterns among the male and female teachers were very much similar.

Table 10

Teachers' Participation in Co-curricular activities and Financial Reward Perception according to Teaching experience.

The grouping of years into three component experiences was similar to the step taken in table 6.

The renponses of the teachers were tabulated in a cross-table form and expressed in percentages for analysis.

Question Three

Teachers' Perception of Co-curricular Activities as contributor to the attainment of the aims and objectives of a Post-Primary Institution.

In order to analyse the teachers' perception of the above question, four varieties of questions were set in the questionnaire, (Appendix A, Nos. 18-21). Each question had five possible responses. Each response had a rating scale attached. For example, Strongly Agree - 5 marks

Agree - 4 "

Undecided - 3 "

Disagree - 2 "

Strongly Disagree - 1 mark.

In all the four questions, the possible scores range from a maximum of 20 marks, for strongly Agree, to 4 marks minimum, for Strongly Disagree. The expected mean score was 12. The observed mean was then compared with expected mean to determine negative or positive perception. When our observed mean was above 12, it was concluded that the teachers' perceptions titled toward positive perception 20, which indicated an agreement with the question.

Table 11

This table showed the total responses to the four questions, Q1 through Q4. The rating scales were marked along with the questions.

Table 12

This table showed the tabulation and the working of the responses to determine the mean score of each question.

Table 13

This table showed the summary of the mean score and compared the result with the expected mean to determine the perception of the teachers.

CHAPTER FOUR

Result and Analysis

In this chapter, the researcher made use of percentage scores in the analysis of data. For the first two major questions of this study below, the frequency tables and percentage scores were combined to identify the teachers' perceptions. For the third question, the frequency table was constructed on a rating scale. The total mean score, the observable mean, was compared with the expected mean score to identify the teachers' perception.

The three main questions of this research are:

1. Do teachers accept co-curricular activities as part of their functions, or do they conceived these as imposition by the school Principal?
2. Do teachers take part in co-curricular activities because of financial reward?
3. Do teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institution?

The responses to question one were further classified into perceptions according to institutions, sex, age and teaching experience of the respondents. Similarly, the responses to question number two were classified into institutions, sex and teaching experience of the teachers. The responses to the third question were analysed to reveal the perception of the teachers only.

The results of the above questions and their sub-divisions are analysed separately in the following pages.

Question 1

1.1 Do teachers accept co-curricular activities as part of their functions

A total of 150 responses were received. These responses were analysed in a cross-table frequency. Table 2 below shows the trend of responses.

Table 2

Participation perception of the teachers in co-curricular activities

(N = 150)

The Questions		Absolute Frequencies	Relative Frequencies	Cumulative Frequencies
Do teachers accept Co-curricular activities as their responsibility?	Yes	66	44.0	44.0
	No	84	56.0	100.0
	Total	150	100.0	100.0

In foregoing table, the research finding shows that out of 150 respondents, 44% accepted participation in co-curricular activities as their functions, while 56% of them answered in the negative. This suggests that to them the participation in any of the co-curricular activities in school was an imposition from the Principal. This is definitely contrary to the importance attached to the teachers' participation in co-curricular activities in the literatures; one would have thought that more than 44% of the responses to this question should have been positive. Judging from the writing of Ike[65], and the emphatic warnings

[65]Ike C.V. Op. cit., p. 56.

of Fagbulu[66], it is clear, by this result, that there is a breakdown of communication between the authority, and the teachers.

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[66]Fagbulu Op. cit., p.33.

1.2 The Problem of participation in co-curricular activities according to institutions

As in table 3 below, column three shows the total number of respondents per school. Columns four and five show the frequency of positive responses and their corresponding percentage values school by school, and column six and seven show the frequency of negative responses and the corresponding percentage values.

Table 3

Participation perception of the teachers in co-curricular activitées according to Institutions.

			Possitive Responses		Negative Responses	
No	Institution	(N)	Freq.	%	Freq.	%
1	2	3	4	5	6	7
1	Barewa College	16	7	44	9	56
2	Government Secondary School	15	5	33	10	67
3	Government Commercial College	16	6	37	10	63
4	Teachers' College (U.P.E.)	17	8	47	9	53
5	Women Teachers' College	18	6	33	12	67
6	Kufena Secondary School	24	9	37	15	63
7	Basawa Teachers College	12	6	50	6	50
8	Giwa Government School	10	6	60	4	40
9	Government Girls School Soba	12	5	42	7	58
10	Government Technical School Soba	10	8	80	2	20
	Total	150	66	44	84	56

According to table 3, the analysis reveals that most teachers in Barewa College, Government Secondary School, (City) Government Commercial College, Teachers' College (U.P.E.), Women Teachers'

College, Kufena Secondary School and Government Girls' School Soba did not accept the participation in co-curricular activities as their responsibility.

It is significant to note that Basawa Teachers' College stands on the balance between negative and possitive responses. The school shows 50% responses in either way. But, Government Technical School Soba and Government Secondary School Giwa show high possitive acceptance.

The percentage of negative responses among the schools, poses a question on the reason for the differences in the teachers' perceptions. A close examination reveals strong indication that over 90% of the institutions whose teachers expressed negative attitudes are in urban schools. In these institutions, the teaching staff live in house which are not within the school premises. The effect of accomodation for staff on co-curricular activities has been noted by Ikuponiyi (1974)[67] as a factor responsible for the teachers' lack of effective participation in co-curricular activities in our secondary schools.

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[67] Ikuponiyi 1974. Op. cit. p.192.

It appears that most of the respondents, who have accepted co-curricular activities as part of their responsibilities were from the institutions sited in the rural areas, for example, Soba and Giwa.

1.3 The Problem of Participation in Co-curricular activities according to Sex

Comparison of the responses of the female with those of the male total respondents are as shown in table 4, below. Its analysis shows that both males and females indicated a high negative interest. For the males, 49% show positive perception, that is, they accept co-curricular activities as part of their responsibilities, while 51% negative responses reject any responsibility for co-curricular activities. The female scored 32% positive responses and 68% negative ones. Consequently, it is obvious that more women teachers than men did not perceive co-curricular activities as part of their jobs.

Table 4

Participation perception of the teachers in co-curricular activities according to Sex.

The Question		Male		Female		Total	
Do teachers accept Co-curricular activities as their respons-ibility?		Freq.	%	Freq.	%	Freq.	%
	Yes	52	49	14	32	66	44
	No	54	51	30	68	84	56
	Total	106	100	44	100	150	100

There are many factors which might be responsible for the situation. One major factor appears to be the dual status of women as teachers as well as married women. The family life of a married woman carries a lot of responsibilities which may contribute to her unwillingness to carry extra class burdens.

1.4 The problem of participation in co-curricular activities according to the teachers' age.

Table 5 shows that teachers within the ages of 29 and 30 years exhibited different perceptions to the problem of participation in co-curricular activities. Of the 71 respondents in this age group, 54% of them accepted co curricular activities as part of their responsibility. In the same column, 46% of the respondents did not see co-curricular activities as part of their responsibility. It is worth noting, that more respondent came from this age group.

The responses from the teachers aged between 31 and 40 indicate a strong negative perception. Out of the 62 responses 68% of them were in the negative while 32% were in the positive. These 62 responses represent 41% of the total responses. There were 17 respondents in the age group of 41 years and above. Among this number, 53% expressed unwillingness to accept the responsibility of co-curricular activities, while only 47% were willing to take active part.

1.5 The problem of participation in co-curricular activities according to the teachers' experience.

As shown in table 6 below, about 68% of the total respondents, or 102 out of 150 fall within the teaching experience of 1 to 6 years. Out of these responses, 51% (50.9) of them do not see co-curricular activities as part of their responsibility. This percentage, however, is closely followed by 49% of those who positively view co-curricular activities as part of their responsibilities.

The overall responses of the teachers with 7 to 15 years of experience, which form about 21% of the total respondents, or 32 out of 150, show a wide margin between the positive and negative responses. While 34% responses show that they will take the responsibility of co-curricular activities, 66% will not take the responsibility.

Similarly, for the teachers 16 years with teaching experience and above, though fewer in number, about 16 of them, their responses show an overall negative perception. While 31% of them accepted co-curiicular activities, 69% of them did not accept co-curricular activities as part of their responsibilities.

Table 6

Participation perception of teachers in co-curricular activities according to teaching experience in post-primary institutions.

The Question	YEARS OF TEACHING EXPERIENCE	1 - 6	7 - 15	16+	RAW TOTAL
Would teachers participate in co-curricular activities?	YES	50 (49)	11 (34)	5 (31)	66 (44)
	NO	52 (50.9)	21 (65.6)	11 (68.8)	84 (56)
	COLUMN TOTAL	102 (100)	82 (100)	16 (100)	150 (100)

In summary, it is indicative in this table, that teachers with 7 years teaching experience and above do not like to participate in co-curricular activities. That is, the experienced teachers did not consider co-curricular activities as part of their responsibilities.

The patterns of responses as obtained from the above table may be due to many factors. Most teachers with less experience in post-primary institutions, are usually fresh from institutions of learning. It is most probably that many of them will naturally like to put into practice what they have learnt. This may be a

factor responsible for their positive attitudes to school co-curricular activities. Among the more experienced teachers their negative attitudes call for a careful analysis. It could be that most of them graduated from training institutions a long time ago, and have not had regular refresher-course to keep them abreast with new ideas.

Question 2

Do teachers take part in co-curricular activities because of financial reward?

To this question, 150 responses were received. The frequency cross-tabulations of the responses received are shown in the table below.

Table 7

2.1 Teachers responses to co-curricular activities with reference to financial reward

The Question		OBSERVED FREQUENCY	PERCENTAGE
Would teachers participate in co-curricular activities for financial reward?	YES	15	10
	NO	135	90
	TOTAL	150	100

Table 7 above shows that out of 150 responses, 135 or 90% were of the opinion that they would not accept the responsibility of co-curricular activities even when financial reward is attached. Out of the 150 respondents; only 15 or 10% indicate that they will only take part in co-curricular activities if financial reward is attached.

The finding in this table shows that the large negative responses imply that financial reward is not a condition for taking part in co-curricular activities. This clearly indicates that the teachers did not want to be associated with co-curricular activities whether for financial reward or not.

It appears from the findings that teachers do not see co-curricular activities as part of their responsibility; neither are they willing to shoulder the responsibility for financial rewards. In a normal circumstance one would have expected the teachers to be willing to accept financial rewards. The conclusion one can make is that the teachers in the ten schools perceived such activities as imposition from their employers. This conclusion is supported by Table 8 below which indicates the responses according to the institutions.

2.2 The problem of participation in co-curricular activities and financial reward according to the institutions.

The analysis of responses according to the ten institutions shows that all the teachers in 50% of the schools would not accept financial rewards as the condition for participating in co-curricular activities. The teachers in only 10% of them thought that financial reward was important.

Table 8

Teachers' participation in co-curricular activities and financial reward perception according to institution.

			YES		NO	
NO	INSTITUTIONS	(N)	Freq.	%	Freq.	%
1	Barewa Secondary School	16	0	0	16	100
2	Basawa Teachers' College	12	0	0	12	100
3	Government Girls Sec. School Soba	12	0	0	12	100
4	Government Sec. School Zaria	15	0	0	15	100
5	Government Technical School Soba	10	0	0	10	100
6	Kufena College	24	1	4	28	96
7	Women Teachers' College Zaria	18	2	11	16	89
8	Government Commercial Collge	16	3	19	13	81
9	U.P.E. Teachers' College	17	4	24	13	76
10	Government Secondary School Giwa	10	5	50	5	50
	TOTAL	50	15	10	137	90

With exception of Giwa Government Secondary School where, as shown in the table above, half of the total respondents would accept financial reward and half would not, the teachers in the remaining institutions indicated a high negative interest. This means that financial reward is not a condition for accepting the responsibility of co-curricular activities.

2.3 The problem of participation in co-curricular activities and financial reward according to sex.

A close analysis of table 9 below shows that both the male and female respondents clearly indicate negative answers to the question whether teachers would accept co-curricular activities if financial rewards were attached.

The analysis of the responses of 93% of the female respondents shows that financial reward is not a condition for taking part in co-curricular activities; 89% of the male respondents indicate similar attitude. It is interesting to observe that the female responses to the previous question whether they would accept co-curricular responsibility, and the present question of financial reward for participating in co-curricular activities, remain constant. The negative response percentages are very high in both cases in contrast, however, with the responses from men.

94% of the teachers with 7 to 15 years of teaching experience would not accept financial reward as a condition for taking part in co-curricular activities. Similarly, teachers with 16 years and above of teaching experience did not consider financial reward as a condition for participation in extra class activities.

In summary, the above findings indicate a clear rejection of the teachers' participation, which suggests negative attitudes of the teachers toward co-curricular activities.

Question 3

Do teachers think that co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institutions?

A total of 150 responses were received for the analysis. Table 11 below indicates the patterns of the responses and the corresponding rating scales. Table 12 is a collation of the mean scores of the four questions set in the questionnaire. Table 13 is a comparison of the expected and the observed mean scores.

Detail Analysis of the tables

Table 11 below shows the responses received for each of the four questions in the questionnaire, Appendix A, numbers 18 to 21. The questions were asked to determine the teachers' perception of the contribution of co-curricular activities to the aims and objectives of a post-primary institution. Each question has five possible choices. Each choice has a corresponding rating Scale. For example, question 1 in Table 11 has five possible choices with their rating scales: Strongly Agree, 5 marks; Agree, 4 marks; Undecided, 3 marks; Disagree, 2 marks and Strongly Disagree, 1 mark. The responses received for each question were tabulated according to their choices, these were used for further detail work in Table 12.

Table 11

Renponses to the questions on the contributions of co-curricular activit es to the aims and objectives of a post-primary institution.

		Question 1	Question 2	Question 3	Question 4
The Question					
Do you think Co-curricular activities contribute to the attainment of the aims and objectives of a post-primary institutions?	Strongly Agree	(5) 97	62	88	46
	Agree	(4) 46	66	51	41
	Undecided	(8) 5	14	6	11
	Disagree	(2) 2	7	5	80
	Strongly Disagreed	(1) 0	1	0	22
	Total	150	150	150	150

There are three columns in Table 12 below. The first column stands for the four questions which have been described in Table 11. Column two is the detail working of the mean, while column three shows the mean scores of each of the four questions. In computing the means of one question, the total responses for each of the five choices to the question were multiplied by their corresponding rating scale. The products were added together and the sum was divided by the total number of

responses. The means of the four questions were added to arrive at the observed mean.

Table 12

Extracting the mean scores of the responses to the questions on the contributions of co-curricular activities to the aims and objectives of a post-primary institution.

1	2	3
Question	The mean	Result
1	$\frac{(97\times5) + (46\times4) + (5\times8) + (2\times2) + (0\times1)}{150}$	4.59
2	$\frac{(62\times5) + (66\times4) + (14\times3) + (7\times2) + (1\times1)}{150}$	4.21
3	$\frac{(88\times5) + (51\times4) + (6\times8) + (5\times2) + (0\times1)}{150}$	4.48
4	$\frac{(46\times5) + (41\times4) + (13\times3) + (30\times2) + (22\times1)}{150}$	8.39
	TOTAL	16.67

Note: In table 12 above, the total mean score is 16.67. This is the observed mean.

Table 13 below is a comparison of the expected mean and the observed mean Scores. Column 1 in the expected mean while column 2 is the observed mean. In working out the expected mean, each rating scale is multiplied by the four questions.

The product is divided by 5 which represent the number of choices available. If the result is below the expected mean it is regarded as negative perception and the reverse, will be positive perception.

Table 13

The Expected mean and observed mean scores compared for Analysis

1	2
Expected mean	Observed mean
$\frac{(5x4) + (4x4) + (3x4) + (2x4) + (1x4)}{5}$	
12	16.67

In table 13, the expected mean score is 12. The observed mean score is 16.67. This shows that the observed mean score is greater than the expected mean.

The responses to question three of this study show that teachers perceived co-curricular activities as contributing to the attainment of the aims and objectives of a post-primary institution. If these teachers so overwhelmingly acknowledged the importance of co-curricular activities one wonders the reason why they should be unwilling to shoulder this important renponsibility.

Summary

Analysis of data reveals that more than half of the teaching staff did not perceive co-curricular activities as one of their responsibilities. The analysis also reveal that the younger the teachers the more they showed interest in co-curricular activities. On financial reward as a condition for taking part in co-curricular activities, teachers of all grades, age and teaching experience, rejected overwhelmingly their participation in the activities. The females demonstrated more regular attitude than men.

Finally, majority of the teachers agreed that co-curricular activities contribute to the realization of the aims and objectives of a post-primary institution.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION:

Summary

The problem of this study was to determine the teachers' perceptions of their role in co-curricular activities in post-primary boarding institutions in Zaria Local Government Area. Attempt was made to determine the teachers' perceptions according to their sex, institutions, age and teaching experiences.

The plan of this study was to sample opinions of the senior and permanent teachers in each of the boarding schools, in the research area. The method of selection of the teachers was based on the stratified available sample. About 50% of the questionnaires were completed and returned.

The questionnaire contained personal information of the teachers and questions on the subject matter of this study. The subject of this study was classified into three major questions:

(a) Do teachers accept co-curricular activities as their responsibility or do they consider them as imposition from the Principal?

(b) Do teachers take part in co-curricular activities because of financial reward?

(c) Do teachers think that co-curricular activities contribute towards the achievement of the aims and objectives of the post-primary institutions?

The questionnaire contained, mostly, closed questions. A few questions were asked using the Likert rating scale response pattern. The negative and positive responses were tabulated in frequency - percentage scores to determine the teachers' perceptions. The Likert rating scale responses were calculated on mean scores. The expected mean and the observed mean scores were compared to determine the perceptions of the teachers.

Generalization

The research population was taken from the senior and permanent teaching staff in ten boarding institutions in Zaria Local Government Area. The research generalization was strictly limited to the population and the area of this research. But the research findings could be used as reference when similar studies in other Nigerian boarding institutions were being undertaking. The following conclusions were drawn from the study.

1. (a) When teachers were asked if they would accept co-curricular activities as part of their responsibilities, 56% of the respondents, as compared with 44%, would not accept co-curricular activities as part of their responsibilities.

By this finding, majority of the teachers who answered in the negative seem to be going against the provision in the Federal Republic of Nigeria National Policy on Education (1977)[68] Section 26, sub-section 3, which states that:

> "Teachers will be made to realize that extra-curricular activities form part of their responsibility."

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[68]Federal Republic of Nigeria National Policy on Education 1977 Op. cit. p.13.

If the majority of the teachers refused to get involved in co-curricular activities, as they have shown, it would probably be due to a conflict in role perception.

The negative attitudes of the teachers were further classified according to the institutions, sex, age and teaching experience. The following results were obtained.

(a) Most teachers, in all the institutions within Zaria township, were found to have responded in the negative, while most teachers who indicated that they would accept co-curricular activities as part of their responsibilities, were from institutions in the rural areas.

The responses of the teachers were probably due to the influences of urban and rural environments. Most teachers in the urban environments are probably more involved in social activities such as: club memberships, religious activities, ethnic meetings, which are not usually present in rural environment.

(b) When a relative percentage of the negative responses was classified according to sex, women teachers had higher percentage of negative responses. This means that, on proportional basis, responses received showed that more women than men would not like to accept co-curricular activities as part of their responsibilities. The females' negative responses were

probably due to additional family roles they were often committed to. It seems family responsibilities can be distractive influences that would affect the role perception of women on co-curricular activities. A female teacher, who just gave birth to a baby, would probably, be more opened to this problem of role conflict.

(c) The classification of negative responses of the teachers according to age showed that a higher percentage of young teachers between 20 and 30 years old would accept the responsibility of co-curricular activities. Most teachers above the age of 30 showed that they would not like to participate in the organization of co-curricular activities. The negative responses of the teachers who were 30 years and above, are probably due to the fact that a greater number of them assumed social responsibilities, such as community leadership which might come in conflict with the school roles.

(d) The research finding showed that while the most experienced teachers with 7 years and above of teaching experience indicated a higher percentage of negative perception, the less experienced teachers, below 7 years of teaching experience held closed perceptions between negative and positive.

The trend of perceptions according to the teaching experience showed that the more the experience of the teachers, the more unlikely they would accept the responsibility of co-curricular activities.

2. (a) Question two of the study, asked the teachers if they would take part in co-curricular activities only when financial rewards were attached. The responses were massively negative. The negative responses implied that most of the teachers do not consider financial reward as a condition for taking part in co-curricular activities.

These negative perceptions, appear to have lent support to an earlier finding which show that most teachers would not accept the responsibility of co-curricular activities. The wide margin between the percentage negative responses to the two major questions as indicated earlier in this study, raises a question on the true perceptions of the teachers on co-curricular activities.

From among the 56% who did not perceive co-curricular activities as part of their responsibilities, under normal circumstances one would have expected about that percentage to have seen financial reward as a condition for taking part in co-curricular activities. The research generalization is

that since financial reward was not considered as a condition for taking part in co-curricular activities, about 56% of the teachers who might be assigned co-curricular activities would conceive of such assignment as imposition from the school authority.

(b) When negative responses to financial reward for participating in co-curricular activities were classified by institution, only one institution was found to have responded 50 percent positive and 50% negative. Four other institutions which had something positive to record were within the ranges of 4% to 24%. Five out of the ten tested schools recorded 100% negative responses. In the institutions where a few teachers indicated that financial reward was a condition for accepting extra responsibility of co-curricular activities, one might conclude that the teachers might have more than their fair share of extra school assignments.

(c) When the negative responses to a financial reward condition were analysed by sex, it was found that more women recorded higher negative responses than men. This is in line with women earlier negative perceptions on acceptance of co-curricular activities as part of their responsibilities.

(d) The analysis of responses to financial rewards according to the teachers' experience showed that there was no outstanding discrimination among their responses. However, teachers with 7 to 15 years of experience recorded more negative perceptions. Teachers' responses to the question on financial reward were more unanimously negative than the question of accepting co-curricular activities as part of their responsibilities.

3. On the question of whether co-curricular activities contribute to the attainment of the aims and objectives of post-primary institutions, there were strong positive responses. About 89% of the respondents strongly agree, or simply agree to the question.

A detailed analysis of the contributions of co-curricular activities to the school objectives showed that:

(a) 95% of the respondents perceived that they contribute to the preparation of the students for useful life;

(b) 93% believed that they give students self-reliance and expression;

(c) 85% saw them as means of assisting the students in the preparation for higher institutions; and

(d) 58% perceived that co-curricular activities should be given equal time schedule on the school time-table.

If the teachers believed as they did in the value of co-curricular activities in the promotion of the school objectives, one wonders why they should be unwilling to play active roles in shouldering the responsibility.

In summary, it was discovered in the study that majority of the teachers did not accept co-curricular activities as part of their responsibilities and did not consider financial reward as a condition for accepting the responsibility of co-curricular activities either. The teachers, however, agreed that co-curricular activities contribute to the attainment of the school objectives.

is conducive to accepting the responsibility of co-curricular activities. This atmosphere will include:

(a) the building of teachers' houses within the school premises, and

(b) increase in students' population and a corresponding increase in the number of teaching staff, to allow the principal a fair spread of the school tasks among the teachers.

4, Where the boarding facilities were not provided for, special days in the week, including Saturday, should be reserved for co-curricular activities. Teachers should be fully involved in the administration and supervision of these activities.

5. For easy reference, the school should prepare a time-table on co-curricular activities showing the supervisory roles of the teachers.

6. Assignment of administrative duties to teachers should be based mainly on interest and specialization.

7. All co-curricular administrative duties should not take more than half of the total teaching hours a teacher is expected to do in a day.

8. More materials for various established co-curricular activities should be made available to each school. This will stimulate and make easier the administrative duties of the teacher.

9. The record of co-curricular activities should be kept. The cumulative information recorded should be used by the teacher to inform the students on their activities.

10. The principal and the students' parents or guardians should consult the teachers for advice on each of the students' referral cases.

11. All records on co-curricular activities should be counter-checked and signed by the school Principal.

Areas for Further Studies

The author suggests the following related areas for further studies.

1. It sould be beneficial to evaluate the influence of co-curricular activities on the life style and occupation of the students long after their school years.

2. A study is needed to determine the quality and quantity of materials available in schools for better organization and stimulation of co-curricular activities.

3. A study is also needed to determine the facilities and programmes des'gned for the training of teachers at either Grade Two Teachers' institutions or the Advanced Teachers' Colleges in the promotion, organization and supervision of co-curricular activities in schools.

4. The study has given answer to the problem posed by Edem[69] as to whether, "teachers will accept the responsibility-sharing type of administration without imputing motives, seeing it as an attempt of the head to over-burden them with administrative functions which rightly belong to the superior" with respect to the teachers in the selected post-primary schools in Zaria. The findings cannot be generalized. It is, therefore, recommended that

[69] D.A. Edem, 1979. Guide to Educational Administration in West Africa. Faculty of Education, Ahmadu Bello University, Zaria.

similar research should be conducted in other post-primary institutions.

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APPENDIX A

Research Instrument

Questionnaire on Post-Primary Co-curricular activities for Teachers.

PART I

Personal Information.

Kindly reply appropriately to the following:

1. Name of your institution: ----------

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2. Your Sex:

   (a) Male

   (b) Female

3. Marital Status;

   (a) Married

   (b) Single

4. Age:

   (a) Under 20 years

   (b) 20 - 25 "

   (c) 26 - 30 "

   (d) 31 - 40 "

   (e) 41 - 50 "

   (f) 51 - and above

5. Teaching Experiences in Post-Primary Institution:

   (a) Under 3 years

   (b) 3 - 6 years

   (c) 7 - 10 years

   (d) 11 - 15 years

   (e) 20 and above years

6. Do you hold any administrative post?

   (a) Yes

   (b) No

7. Below are lists of co-curricular activities which could be established in a post-primary institution:

   (a) The post of a deputy head of the institution.

   (b) A head of Department

   (c) Form Master

   (d) Games Master

   (e) School Secretary

   (f) Health Master

   (g) Store Master

   (h) Examination Master

   (i) Patron of a young farmers' Club

   (j) Library Master

   (k) Guidance and Counselling Master

(l) Director of Social Club

(m) Director of Drama and Debating Society

(n) Director of Photo graphic Club.

(o) Patron of a Science or an Art Subject Club

(p) The Time-Table Master

(q) General Assembly Master

(r) Director of School Publications.

(s) Chairman Students' Council.

From the list above, tick the activities currrntly in operation in your school.

8. State other activities in your school, which are not in the list above.

9. Do you have a subject to teach in the school?

(a) Yes

(b) No

10. If Yes, list the subject(s).

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PART II

INFORMATION ON SUBJECT MATER:

The following questions and statements represent, opinions, Kindly tick (✓) the appropriate letter of a statement you honestly subscribed to.

11. Do you agree that a teacher should be involved in both the class teaching as well as co-curricular activities?
    (a) Yes
    (b) No

12. Do you consider co-curricular activities as impositions from the school authority?
    (a) Yes
    (b) No

13. Do you agree that the schools' Principal should be involved in co-curricular activities?
    (a) Yes
    (b) No

14. Do you agree that special teachers should be employed to take up co-curricular activities?
    (a) Yes
    (b) No

15. Would you like to be involved in a co-curricular activity, which you are not really qualified for, but you have great interest in?

    (a) Yes

    (b) No

16. Would you like to introduce and be responsible for a co-curricular activity which is, presently, not yet in operation in your institution?

    (a) Yes

    (b) No

17. I would only accept participation in co-curricular activities if only financial reward is attached.

    (a) Yes

    (b) No

18. Co-curricular organizations in schools play a significant role in preparing students for a useful life in the society.

    (SA) Strongly Agree

    (A) Agree

    (U) Undecided

    (SD) Strongly Disagree

    (D) Diagree.

19. If one of the aims of Post-Primary institutions is to prepare students for higher institutions, do you agree that co-curricular activities play a significant role towards the achievement of this aim?

    (SA) Strongly Agree

    (A) Agree

    (U) Undecided

    (D) Disagree

    (SD) Strongly Disagree.

20. Co-curricular activities in schools give students the benefit of self-reliance and expression.

    (SA) Strongly Agree

    (A) Agree

    (U) Undecided

    (D) Disagree

    (SD) Strongly Disagree.

21. Co-curricular activities and formal school subjects should be given equal attention in the overall school life.

    (SA) Strongly Agree

    (A) Agree

    (U) Undecided

    (D) Disagree

    (SD) Strongly Disagree.

Thank you.

APPENDIX B

THE COMPUTATION CARD

SCHOOL NO.I

Total Number of completed questionnaires (N) = _____

QUESTION ONE: Table 1 - Do teachers accept co-curricular activities as part of their functions, or do they conceived these as imposition by the school principal?

Yes _____

No _____

Table 2 - Participation perception of the teachers in co-curricular activities according to Institutions.

NO.	NAME OF INSTITUTION	YES	NO	TOTAL

Table 3 - Participation perception of the teachers in co-curricular activities according to sex.

	MALE	FEMALE
YES		
NO		

Table 4 - Participation perception of teachers in co-curricular activities according to age.

	20-30	31-40	41+
YES			
NO			

Table 5 - Participation perception of teachers in co-curricular activities according to Teaching experience.

	0 - 6	7 - 15	16+
YES			
NO			

QUESTION TWO: Table 6 - Do teachers take part in co-curricular activities because of financial reward. YES _____

NO _____

Table 7 - Teachers' participation in co-curricular activities and financial reward perception according to institutions

NO.	NAME OF INSTITUTION	YES	NO	TOTAL

Table 8 - Teachers' participation in co-curricular activities and financial reward perception according to sex.

	MALE	FEMALE
YES		
NO		

Table 9 - Teachers participation in co-curricular activities and financial reward perception according to teaching experience.

	0 - 6	7 - 15	16+
YES			
NO			

QUESTION THREE: Table 10 - Do teachers think that co-curricular activities contribute to the attainment of the aim and objectives of a post-primary institution?

	Q1	Q2	Q3	Q4
SA				
A				
U				
D				
SD				
TOTAL				

APPENDIX C

Boarding Institutions selected for this Research

No.	Institution	Type	Enrolment	Teacher
1.	Barewa College	Boys	1192	42
2.	Govt. Secondary School	Boys	1864	51
3.	Govt. Commercial College	Co-educ.	900	40
4.	U.P.E. Teachers' College	Boys	1600	24
5.	Women Teachers' College	Girls	1994	40
6.	Kufena College	Boys	1600	47
7.	Basawa Teachers' College	Boys	1400	48
8.	Giwa Govt. Secondary School	Boys	950	18
9.	Govt. Girls Secondary School Soba	Girls	963	32
10.	Govt. Technical School, Soba	Boys	1050	23
	TOTAL		12,113	365

Note: The teaching staff column included temporary teachers.

Source: Office of the Principal in each School, 1979.

APPENDIX D

A Sample of Co-curricular Activities.

A TIME-TABLE FORMAT

NAME OF SCHOOL: Government Technical Secondary School Soba

HEADING: The School Staff Responsibilities and co-curricular Activities.

DURATION: First Term: September - December, 1980-81 Session.

Type of Activity	Name of the Responsible Teacher	Date	Time	Venue

APPENDIX E

Types of Co-curricular Activities in the ten Boarding institutions of this research.

1. Deputy Head of the School.
2. Head of Departments.
3. Senior Masters and Deputy
4. Form/Class/Year group Masters.
5. The House masters.
6. Games and Athletics Masters.
7. The School Staff meeting Secretary.
8. The Teacher-Parents meeting Association Secretary.
9. The Health or Welfare Officer.
10. The Store Officer
11. The Mini tender Board Officer
12. The Master of school environments
13. Master incharge of staff room.
14. Master incharge of classroom and Laboratory.
15. Examination Officer.
16. The School time-table officer
17. The Secretary Academic Board.
18. Disciplinary Committee Chairman.
19. Prefect/Students Council Chairman.

20. Career Officer
21. Library Officer
22, Weather Officer
23. Preparatory Class master
24. Fellowship of Christian Students Association Officer
25. Muslim Students Society Officer
26. Boys Scout and Man O'War Officer.
27. Boys Bridage Officer
28. Girls Bridage Officer
29. Red Cross Society Officer
30. Photographic and Film Clubs Officers.
31. Young Farmers Club or OFN Officers
32. Current Affairs Club Officer
33. Cultural and Dramatic Club Officer
34. Fine Art and Postal Clubs Officers
35. Science Club Master
36. Debating society master
37. Press and Publication society master
38. Geography Club Master.
39. French Club Master
40. History Club Master
41. Community Development Club Officer

42. Students cooperative Shops Master
43. Patron of Food Kitchen Committee
44. Coordinator of teaching practice.
45. Domestic Science and Home Economics Clubs Officer
46. Singing or Choir Clubs Officer.
47. Patron of Mechanical/Technical Society.
48. Admission Officer.
49. Co-curricular activities co-ordinator.

APPENDIX F

DEPARTMENT OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA

DATE: November 29, 1977.

From: M.J. Shuaibu To: Dr. D.A. Edem

REF: M/DE/1.20

I am writing on behalf of the post-graduate studies committee of the Department of Education to ask if you will kindly supervise Mr. W.A. Abdulsalam's M.Ed Project.

The M.Ed project is a partial requirement for the fulfilment of the M.Ed degree by examination.

Its nature, scope and depth is largely determined by students and supervisors working cooperatively.

The title of Mr. Abdulsalam's project is: "A Case Study of Teachers' Perceptions of co-curricular activities in ten selected post-primary institutions in Zaria."

If you accept our request, we shall advise Mr. Abdulsalam to contact you personally, so as to acquaint you with his problems.

We anticipate your kind co-operation.

(Sgd)
M.J. Shuaibu
Exec. Secretary
Post Graduate Studies Comm.

APPENDIX G

Letter to the Ministry of Education for permission to conduct a research in Kaduna State.

Department of Education
Ahmadu Bello University, Zaria Nigeria.

The Permanent Secretary,
Ministry of Education,
Kaduna.

Dear Sir,

Research in Education Administration

The Department of Education, Ahmadu Bello University expects students in the M.Ed programme to undertake a research work in partial fulfilment of the requirements for the award of a master's degree in Education.

Mr. W.A. Abdulsalaam is interested in the teachers' perceptions of co-curricular activities in Zaria L.G.A. Kaduna State: A case study of Post-Primary Institutions.

By this letter we request that you kindly cooperate with and give guidance to the student in his chosen area of research.

Yours sincerely,

(Sgd)
M.R. Shuaibui,
Exec. Secretary
Post Graduate Studies Committee.

APPENDIX H

Letter to the School Principal for Permission to administer the questionnaires.

INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY
ZARIA.

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Dear Principal,

Research on Co-curricular Activities in Post-Primary Institutions.

Mr. W.A. Abdulsalaam is a Post-Graduate student and is currently working on Post-Primary co-curricular activities in some boarding institutions in Zaria Local Government Area.

Your boarding institution is therefore, a sample centre for this exercise.

The research student, Mr. Abdulsalaam himself will be meeting you to discuss and administer some questionnaires to some of your senior staff.

Your full cooperation is highly essential for the success of this exercise.

Yours faithfully,

(Signed)
W.A. Abdulsalaam
Research Student.