

# **A**SSessment OF THE IMPLEMENTATION OF CURRICULA AND CO-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS IN SOUTHWESTERN NIGERIA

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## **ABSTRACT**

**T**he study examined the assessment of the implementation of curricula and co-curricular activities in secondary schools in Southwestern Nigeria. This was with a view to providing information on the status of curricula and co-curricular activities in secondary schools in Southwestern Nigeria. The study adopted the survey research design. The population consisted of secondary school students, principals and teachers from three states (Ondo, Oyo and Lagos) in Southwestern Nigeria. The sample which comprised 864 secondary school students, 18 principals, 90 teachers was selected using multistage sampling technique. Data were collected using four instruments, namely: Curricula and Co-curricular Activities Adequacy Checklist (CCAAC); Curricula and Co-curricular Activities Interest and Involvement Questionnaire (CCAIIQ);

## **Introduction:**

Developing human capacity should be the focus of a viable and effective educational programme. Maintaining this focus therefore should involve major stakeholders in the education enterprise at ensuring that learners interact effectively with every facets of their environment culminating in the cognitive, affective and psychomotor development of the learners. Taking this into cognizance, the Federal Government of Nigeria through the National Policy on Education (NPE) (NERDC, 2013), reiterates that education is an effective means of

*Curricula and Co-curricular Activities Implementation Questionnaire (CCAIQ); Factors Affecting Implementation of Curricula and Co-curricular Activities Questionnaire (FAICCQ). Data for this study were analysed using simple frequency, percentage, Relative Significance Index (RSI), Analysis of Variance. The results showed that selected curricula activities were fairly adequate in secondary (57%) schools while selected co-curricular activities were not adequate in secondary (22.1%) schools. Similarly, selected co-curricular facilities and equipment were not adequate in secondary (22.3%) schools in the region. Results revealed that the implementation of curricula activities across the states was fair (45.4%) while that of co-curricular activities was low (41.2%). Results showed that teachers' workload (86.1%), lack of motivation (68.5%), inadequate teachers' workbooks (63.9%), lack of funds (61.1%), policies (75.0%), ignorance (81.5%), parents' stance (65.7%), teachers' lack of interest (74.1%), and lack of adequate facilities and equipment (90.7%) were factors affecting the implementation of curricula and co-curricular activities in secondary schools in the region. The study concluded that co-curricular activities were neither properly integrated into the school programme nor implemented in Southwestern Nigeria.*

**Keywords:** curriculum, assessment, co-curricular, curricula, activities, policies

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Developing the full capacities and potentials of human resources fit and relevant to the 21<sup>st</sup> century.

Secondary school education is key to developing and implementing the rationale behind the NPE (2013). In Nigeria, as explicated in the NPE (NERDC, 2013), secondary education is the education which a child receives immediately after primary education. Secondary schools are fashioned in such a way as to provide necessary skills to to students in order for them to compete favourably in the global space and fit into the 21<sup>st</sup> century. The school curriculum is the fulcrum of the school

programme. It therefore implies that the school curriculum appears to be the main driver in terms of achieving the goals and objectives of a school. According to Henson (2003), curriculum planners and developers should be very conversant with the changing nature of the curriculum and therefore factor all the past and current issues relating to curriculum into the scheme of things in terms of planning and developing effective curriculum for prospective learners. Ehindero (2010) describes the curriculum as a series of planned learning experiences deliberately and purposefully organised to maximize the opportunities available for individuals to actualize their inherent genetic blue print in both formal and informal institutions. The Federal Government of Nigeria states in the NPE (NERDC, 2013) section 2, c; sub-section 19 (a-f), the objectives of secondary education:

- (a) provide the students with diverse basic knowledge and skills for entrepreneurship and educational advancement;
- (b) develop patriotic young people equipped to contribute to social development and the performance of their civic responsibilities;
- (c) inculcate values and raise morally upright individuals capable of independent thinking, and who appreciate the dignity of labour;
- (d) offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles;
- (e) inspire students with a desire for self-improvement and achievement of excellence; and
- (f) raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour. (p.12)

These objectives points to the fact that all the aspects (cognitive, affective and psychomotor domains) of the intending learners should be adequately developed. In order to make learning experiences in secondary schools relevant, effective and practical, the Federal Government of Nigeria, through the Nigerian Educational Research and Development Council (NERDC) developed a curricula for Senior Secondary Education

Curriculum (SSEC). The curricula is premised on the objectives of secondary school and also capture the philosophy of the secondary school system.

Success at the secondary school level therefore means that there should be appropriate curricula with relevant curricula and co-curricular activities. Curricula activities are activities that are carried out inside the classroom, in the laboratory or in the workshop, and have direct reference to prescribed subjects such as English, Mathematics, Civic Education and Computer Studies while co-curricular activities are activities and events sponsored by the school. They include sporting activities such as football, table tennis, volley ball; literary and debating activities, music, dance, drama activities etc. and clubs/societies such as Press Club, Boy's Brigade and Girls' Guide.

For the success of these educational programmes, good planning and adequate implementation are key. Planning in terms of making choices as to the learning experiences which are appropriate and desirable for students in secondary schools, and implementation in terms of translating stipulations in a planned curriculum into practice in and out of the classroom through teaching, learning and practical participation.

It should be pointed out that all aspects of the school curriculum should be given adequate recognition and attention for the maximum benefits of the learners and for the goals and objectives of the curriculum to come to fruition. This therefore implies that if attention is being paid to one aspect of the curriculum while neglecting the other aspect in the school system, then the implementation process would be said to be faulty. If this is the case, then the school would be said to be running contrary to the provision of the NPE (NERDC, 2013), section 2, and sub-section 32 which encourages the incorporation of curricula and co-curricular activities in the school programme.

The closing periods for public and private schools in Nigeria, for instance, varies but officially, it is 2.00pm. However, most of the schools often extend their closing periods to between 4.00pm and 5: 00pm. The questions are: what are pupils/students doing within these periods in the school? Are

they kept in the classrooms throughout the periods solely for academic work? Are the students given the opportunity to engage in other activities outside the classroom? Is there a provision for curricula and co-curricular activities in the school programme? Are these activities given equal time and attention in the school programme? Are the teachers and other stakeholders ensuring the school curriculum as explicated by the NPE is being implemented? Is there a balance between curricula and co-curricular activities in schools? These questions are germane to the fundamental issues of allowing the school curriculum to serve as a vehicle through which the objectives and goals of the schools could be achieved one of which is to develop the totality of the learners in the three domains: cognitive, affective and psychomotor domains. Whilhite and Banset (2014), for instance, state that for any meaningful curriculum in the school system, curriculum planners and practitioners are expected not only to concentrate on the subject offerings but also look at the direction of the unintentional learning that occurs outside the classroom and make students' co-curricular experiences intentionally meaningful in the larger context of the school programme.

If there is a lopsided curriculum in the operation of the school programme, such could generate a spillover effect on the pupils and students, school, family and the society at large as was the case with the Japanese curriculum. It had to be restructured to cater for the needs of the students after cases of suicide among school children were linked to the ways pupils/students were being handled in schools. Pupils and students were kept in classrooms consistently for longer periods (6.30am-6.00pm), on almost a daily basis with focus on the subject offerings only, thus denying learners the opportunity to discover and develop their creative instincts (Kuchikomi, 2009 and Whitman, 2015).

The American curriculum, for instance, for secondary schools, operates what is known as "School-based after-school programmes" where a broad-based array of activities including sports, arts and crafts, games, music, drama, theme-based activities, and homework are consistently offered to learners in schools (Shernoff and Vandell, 2007).

The Federal Ministry of Education's (FME) Minimum Guidelines for establishing schools is a pointer as to maintaining effective balance in school programmes. For instance, the FME (2005) guidelines for the establishment of schools stipulate, among other things, that any individual or group of individuals interested in the establishment of schools should erect such schools on four to eight hectares of land (for secondary schools), that the number of classrooms at inception should be at least four classrooms (for secondary schools); that the dimensions of classrooms for those of the secondary schools should be 9m x 12m; that every secondary school should have sporting facilities (at least one football field etc.). In addition, the National Sports Policy of Nigeria (NSPN) (2009) states clearly that all secondary schools shall have play grounds for sports as a condition for approval for their establishment and that all schools shall establish a structured sporting programme which covers every student except those exempted on medical grounds.

The question is 'Are Nigerian schools structured along these guidelines and with reference to the fundamental issues of what are best for learners and a balanced curriculum'? It is perceived that some public and private schools abide by some of the guidelines while others do not. In fact, some schools are said to focus more on curricular activities alone while others carry out selective co-curricular activities in addition to curricular activities. In order to address these inconsistencies about curricular and co-curricular activities in the school system, adequate attention is expected to be paid to selecting content and activities for the overall benefit of the pupils/students.

Looking at the Japanese and American experience, and considering curriculum offerings as expected and explicated in the NPE (NERDC, 2013), there appears to be issues for consideration as to the effort directed at leveraging curricula and co-curricular activities in secondary schools in Nigeria in terms of research and actual practice. There may therefore be a need to examine the secondary schools curricula and co-curricular activities in terms of assessing the curriculum in use more closely particularly in Southwestern Nigeria. Consequently, the present study is

geared towards the assessment of the implementation of secondary schools curricula and co-curricular activities in Southwestern Nigeria. The focus of existing studies reviewed so far appears to be centred on the relevance of the curriculum and by extension the school curriculum also known as curricula activities (Thompson & Gregg, 1997; Oliva, 1997; Henson, 2003; Obioma, 2011, Ehindero, 2010; 2014). There are other studies which state the relevance of co-curricular activities in the school system (Finelli, Holspl, Ra, Bielby, Burt, Carpenter, Harding & Sutkus, 2012) while other studies emphasise the relationship between curricula and co-curricular activities in the school system (Berk, 2004; Darlin, Callwell & Smith, 2005; Luthans, 2005; Kuh, 2006). Not much has been done on assessment of secondary schools curricula and co-curricular activities in Southwestern Nigeria. It should be pointed out that existing studies are yet to show clearly the relationship between curricula and co-curricular activities in the school system especially in Nigerian schools. Hence, the present study hopes to fill this gap, as it will go a long way in assisting stakeholders in the education sector in harnessing the potentials inherent in allowing curricula and co-curricular activities to co-exist in the scheme of things in the school system.

### **Statement of the Problem**

The curriculum is key in achieving the goals and objectives of secondary schools. The school curriculum deals with curricula and co-curricular activities but it appears there are inconsistencies in the implementation of both activities in the school system in Nigeria. The perceived imbalance in curricula and co-curricular activities may be due, among others, to inadequacies inherent in the selection and organization of content and activities as well as school administrators', teachers' and other stakeholders' views about curricula and co-curricular activities in the school programme. However, the NPE (NERDC, 2013) section 2, subsection 32, encourages the incorporation of both activities in the school programme, informal observations show that there are inconsistencies in the operation of both activities in public and private schools. Principals,

teachers and supervising officials in the Ministry of Education who are key players at ensuring that curricula and co-curricular activities succeed in the school system are being accused of not playing their roles as expected. Unfortunately, this seeming inconsistency as it relates to the integration and implementation of both activities in public and private secondary schools has not been adequately established; hence, the need for this study.

### **Purpose of the Study**

This study assessed the implementation of secondary schools curricular and co-curricular activities in Southwestern Nigeria. The specific objectives of the study are to:

- i. assess the adequacy of selected curricula and co-curricular activities in secondary schools in Southwestern Nigeria;
- ii. determine the level of implementation of curricula and co-curricular activities in secondary schools in Southwestern Nigeria; and
- iii. investigate the factors affecting the implementation of curricula and co-curricular activities in secondary schools in Southwestern Nigeria.

### **Research Questions**

Based on the objectives of this study, the following questions were asked and answered:

- (1) How adequate are the selected curricula and co-curricular activities in secondary schools in Southwestern Nigeria?
- (2) What is the level of implementation of curricula and co-curricular activities in secondary schools in Southwestern Nigeria?
- (3) What are the factors affecting the implementation of curricula and co-curricular activities in secondary schools in Southwestern Nigeria?

### **Research Design**

The study adopts the survey research design which enabled the researcher to obtain the opinions of a representative sample comprising primary and



secondary school pupils, students, teachers, head-teachers, principals and ministry officials on the assessment of primary and secondary schools curricular and co-curricular activities and their implementation in Southwestern Nigeria.

### **Population, Sample and Sampling Technique**

The population consisted of secondary school students, principals and teachers in Southwestern Nigeria. The sample which comprised of 864 secondary school students, 18 principals and 90 teachers totalling 972 was selected using multistage sampling technique. In the first stage, the three States: Ondo, Oyo and Lagos were selected using purposive sampling technique considering the facts that all the states have similar characteristics such as language, culture, beliefs and occupation.

In the second stage, all the three senatorial districts in each of the States were used making a total of nine senatorial districts. In the third stage, one Local Government Area (LGA) was selected from each of the senatorial districts using simple random sampling technique making a total of nine LGAs. Then, two schools consisting of one public secondary school, one private secondary school were selected from each LGA using stratified random sampling technique with school type as an index for stratification. In stage five, JSS II, III, SSS 1 and II were selected using purposive sampling technique. Also, the 18 principals of the 18 secondary schools were selected using simple random sampling technique. In addition, 90 certified teachers and one senior supervising official from the ministry of education in each of the three states were selected using accidental sampling technique.

### **Research Instruments**

Three instruments were used to collect data for this study. They include: Curricular and Co-curricular Activities Adequacy Checklist (CCAAC); Curricular and Co-curricular Activities Implementation Questionnaire (CCAIQ); Factors Affecting Implementation of Curricular and Co-curricular

Activities Questionnaire (FAICCQ). The three instruments are described below:

- i. **Curricula and Co-curricular Activities Adequacy Checklist (CCAAC)** consists of information on the inventory on selected co-curricular facilities and equipment. The inventory was taken in each of the selected schools to determine whether co-curricular facilities and equipment were adequate or otherwise. The facilities and equipment were: football pitch, athletics-track and field, table tennis, basketball and lawn tennis. The checklist was scored 0---3 for Not Adequate, 4---6 for Fairly Adequate and 7---10 for Adequate.
- ii. **Curricula and Co-curricular Activities Implementation Questionnaire (CCAIQ):** This section contains 11 items based on a 3-point Likert-type scale ranging from Large Extent to Low Extent. The instrument was scored 0 for Low Extent, 1 for Fair Extent, 2 for Large Extent.
- iii. **Factors Affecting the Implementation of Curricula and Co-curricular Activities Questionnaire (FAICCQ).** This instrument is a questionnaire designed by the researcher to elicit information from principals and teachers on the factors affecting the implementation of curricular and co-curricular activities. The instrument was scored 0 for Strongly Disagree, 1 for Disagree, 2 for Agree and 3 for Strongly Agree.

### Validation of Instruments

The content and face validity of the instruments were carried out by experts in Curriculum Studies, Demography and Social Statistics and Tests and Measurement. Test-retest method was used to determine the reliability of the instruments which were trial-tested on 72 participants consisting of 24 secondary school students, 16 teachers, four principals who were not a part of the sample selected for the study. The trial-testing was carried out using two schools.

The instruments were administered on the respondents who were selected using simple random sampling technique. The Cronbach Alpha reliability coefficients obtained for CCAIQ and FAICCQ were 0.73, 0.84 and 0.82,

respectively. All the values were significant which indicated that the instruments were capable of consistently measuring the traits they were designed to measure. Data for this study were analysed using descriptive and inferential statistics.

## Results

### Research Question One

How adequate are the selected curricular and co-curricular activities in secondary schools in Southwestern Nigeria?

**Table 1: Adequacy of Curricular Activities in Public and Private Secondary Schools in Southwestern Nigeria**

S/N	Curricular Activities and Assessment Criteria	States						Summary	
		Ondo		Oyo		Lagos		Summary (%)	
		Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Public	Private
		Public	Private	Public	Private	Public	Private	Public	Private
1	<b>Maths</b>								
	Performance Objectives	9	10	8	8	9	8	87%	87%
	Content	6	6	5	8	6	7	57%	70%
	Teacher-Students Activities	5	5	6	9	5	8	53.3%	73.3%
	Teaching Learning Materials	4	6	3	5	5	9	40%	67%
	Evaluation Guide	8	8	6	7	6	6	67%	70%
Total								(61%)	(73%)
2	<b>English Language</b>								
	Performance Objectives	6	9	5	8	7	9	60%	87%
	Content	5	7	6	6	9	9	67%	73.3%

	Teacher-Students Activities	4	5	5	5	7	8	53.3%	60%
	Teaching Learning Materials	3	6	4	7	5	7	40%	67%
	Evaluation Guide	5	5	4	6	6	6	50%	57%
Total								(54%)	(69%)
3	<b>Computer Studies</b>								
	Performance Objectives	5	4	5	7	6	8	53%	63.3%
	Content	3	4	4	4	5	6	40%	47%
	Teacher-Students Activities	3	3	4	5	5	5	40%	43.3%
	Teaching Learning Materials	3	6	3	6	4	8	33.3%	67%
	Evaluation Guide	4	5	4	6	5	8	43%	63.3%
Total								42%	(57%)
4	<b>Civic Education</b>								
	Performance Objectives	5	5	4	5	5	6	47%	53.3%
	Content	5	6	6	6	5	5	53.3%	57%
	Teacher-Students Activities	4	4	3	5	5	7	40%	53.3%
	Teaching Learning Activities	3	5	3	3	5	7	43.3%	50%
	Evaluation Guide	4	4	5	6	6	8	50%	60%
Total								(45%)	(56%)
Total	Performance Objectives across Curricular Activities in all Subjects							(62%)	(73%)
	Content across Curricular Activities in all Subjects							(59%)	(62%)
	Teacher-Students Activities across Curricular Activities in all Subjects							(47%)	(58%)
	Teaching Learning Materials across Curricular Activities in all Subjects							(38%)	(63%)
	Evaluation Guide							(53%)	(63%)
Grand Total	Public and Private Secondary Schools in Southwestern Nigeria.							(57%)	

Table 1 shows the adequacy of selected curricular activities in public and private secondary schools. Judging from the grand total percentage from each of the selected curricular activities across the states, selected curricular activities were fairly adequate (57%) in secondary schools in Southwestern Nigeria.

**Table 2: Adequacy of Selected Co-curricular Activities in Public and Private Secondary Schools in Southwestern Nigeria**

		STATES							
s/no	Co-curricular Activities	Ondo		Oyo		Lagos		Summary	
		Assigned Scores		Assigned Scores		Assigned Scores		(%)	
		Public	Private	Public	Private	Public	Private	Public	Private
1	Debating competition	4	3	5	3	5	3	47%	30%
2	Quiz competition	4	4	4	4	4	4	40%	40%
3	Boys' Scout	2	1	2	1	2	1	20%	10%
4	Girl's Guide	2	1	2	1	2	1	20%	10%
5	Football	4	1	4	1	4	1	40%	10%
6	Athletics	3	1	4	1	4	1	35%	10%
7	Lawn Tennis	1	1	2	1	2	1	17%	10%
8	Scrabble	1	1	2	1	3	1	20%	10%
9	Table Tennis	3	1	2	1	3	1	27%	10%
10	Basketball	1	1	1	1	4	3	20%	17%
Total								(27%)	(16%)
Grand Total: Public and Private Secondary Schools in Southwestern Nigeria.								(22.1%)	

Table 2 shows the adequacy of selected co-curricular activities in public and private secondary schools. Judging from the grand total percentage from the selected co-curricular activities across the states, selected co-curricular activities were not adequate (22.1%) in secondary schools in Southwestern Nigeria.

**Table 3: Inventory of Selected Co-curricular Facilities and Equipment in Secondary Schools in Southwestern Nigeria**

STATES									
s/no	Co-Curricular facilities and Equipment	Ondo		Oyo		Lagos		Summary	
		Assigned Scores		Assigned Scores		Assigned Scores		(%)	
		Public	Private	Public	Private	Public	Private	Public	Private
1	Football Pitch	4	1	4	1	5	2	43%	13.3%
2	Athletics facilities: track and field	5	1	4	1	5	2	47%	13.3%
3	Table Tennis	3	1	1	1	5	1	30%	10%
4	Basketball	2	1	1	1	4	2	20%	13.3%
5	Lawn Tennis	2	1	1	1	3	1	20%	10%
Total								(35%)	(12%)
Grand Total: Public and Private Secondary Schools in Southwestern Nigeria.								(22.3%)	

Table 3 shows the inventory of selected co-curricular facilities and equipment in secondary schools in Southwestern Nigeria. Judging from the grand total percentage from the inventory of selected co-curricular facilities and equipment across the states, selected co-curricular facilities and equipment were not adequate (22.3%) in secondary schools in Southwestern Nigeria.

### Research Question Two:

What is the level of implementation of curricular and co-curricular activities in secondary schools in Southwestern Nigeria?

**Table 4: Level of Implementation of Curricular Activities in Secondary Schools in Southwestern Nigeria.**

Level of Implementation	Principals		Secondary School Teachers	
	Public	Private	Public	Private
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Large Extent	1 (11.1)	3 (33.3)	29 (64.4)	22 (48.9)

Fair Extent	6 (66.7)	4 (44.4)	4 (8.9)	9 (20.0)
Low Extent	2 (22.2)	2 (22.2)	12 (26.7)	14 (31.1)
Total	9 (100)	9 (100)	45 (100)	45 (100)

Table 4 shows the level of implementation of curricular activities in secondary schools in Southwestern Nigeria. Responses from respondents vary. The results from Table 5 is that in terms of implementation of curricular activities in secondary schools, (66.7%) indicated that implementation was fair. In order to ascertain the level of implementation of curricular activities in secondary schools across the three states, descriptive analysis was used to determine the level of implementation and the results are presented in Table 6.

**Table 5: Level of Implementation of Curricular Activities across the Three States**

Level of Implementation across the States	Ondo Freq. (%)	Oyo Freq. (%)	Lagos Freq. (%)	Total Freq. (%)
Large extent	23 (31.9)	6 (8.3)	49 (68.1)	78 (36.1)
Fair extent	36 (50.0)	46 (63.9)	16 (22.2)	98 (45.4)
Low extent	13 (18.1)	20 (27.8)	7 (9.7)	40 (18.5)
Total	72 (100)	72 (100)	72 (100)	216 (100)

Table 5 shows the level of implementation of curricular activities across the three states. The general judgment is that the implementation of curricular activities across the states was fair (45.4%).

**Table 6: Level of Implementation of Co-curricular Activities in Secondary Schools in Southwestern Nigeria**

Level of Implementation	of Principals		Secondary School Teachers	
	Public	Private	Public	Private
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Large extent	3 (33.3)	1 (11.1)	15 (33.3)	13 (28.9)
Fair extent	1 (11.1)	3 (33.3)	20 (44.4)	24 (53.3)
Low extent	5 (55.6)	5 (55.6)	10 (22.2)	8 (17.8)
Total	9 (33.3)	9 (11.1)	15 (33.3)	13 (28.9)

Table 6 shows the level of implementation of co-curricular activities in secondary schools in Southwestern Nigeria. Responses from respondents vary.

**Table 7: Level of Implementation of Co-curricular Activities across the Three States**

Implementation level across the States	Ondo	Oyo	Lagos	Total
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
Large extent	20 (27.8)	15 (20.8)	6 (8.3)	41 (19.0)
Fair extent	25 (34.5)	27 (37.5)	29 (40.3)	86 (39.8)
Low extent	27 (37.5)	30 (41.7)	37 (51.4)	89 (41.2)
Total	72 (100)	72 (100)	72 (100)	216 (100)



Table 7 shows the level of implementation of co-curricular activities across the three states. The general judgment is that the implementation of co-curricular activities across the states was low (41.2%).

### Research Question Three:

What are the factors affecting the implementation of curricular and co-curricular activities in secondary schools in Southwestern Nigeria?

**Table 8: Factors Affecting the Implementation of Curricular Activities in Secondary Schools in Southwestern Nigeria**

Factors Affecting the Implementation of Curricular Activities	Strongly Agree	Agree	Disagree	Strongly Disagree	RSI
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Lack of funds hinders the implementation of curricular activities in schools	66 (61.1)	41 (38.0)	1 (0.9)	-	3.6
Policies guiding the implementation of curricular activities in schools are flouted by proprietors, managers and school authorities	26 (24.1)	81 (75.0)	1 (0.9)	-	3.2
Lack of motivation from appropriate authorities discourages teachers from putting in their best in curricular activities	70 (64.8)	38 (35.2)	-	-	3.6
Teachers' work load prevents them from adequately participating in curricular activities	9 (8.3)	93 (86.1)	6 (5.6)	-	3.0
Teachers view curricular activities as superior to co-curricular activities	2 (1.9)	54 (50.0)	50 (46.3)	2 (1.9)	2.5
Other distractions such as the use of mobile phones etc. affect the	2 (1.85)	56 (51.9)	49 (45.4)	1 (0.9)	2.5

implementation of curricular activities in schools					
Principals view curricular activities as superior to co-curricular	-	32 (29.6)	7 (6.5)	67 (62.0)	2.4
Parents do not buy recommended texts and other within materials for their wards	41 (38.0)	39 (36.1)	28 (25.9)	-	2.9
Inadequate teachers' workbooks for each of the recommended texts	29 (26.9)	66 (61.1)	13 (12.0)	-	3.1

Table 8 shows the factors affecting the implementation of curricular activities in secondary schools.

**Table 9: Factors Affecting the Implementation of Co-curricular Activities in Secondary Schools in Southwestern Nigeria**

Factors Affecting the Implementation of Co-curricular Activities	Strongly Agree	Agree	Disagree	Strongly Disagree	RSI
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Parents regard co-curricular activities as distractions	71 (65.7)	35 (32.4)	2 (1.9)	-	2.6
Lack of funds hinders the implementation of co-curricular activities in schools	58 (53.7)	48 (44.4)	2 (1.9)	-	3.4
Teachers workload prevents them from adequately monitoring co-curricular activities in schools	15 (13.9)	88 (81.5)	4 (3.7)	1 (0.9)	3.1
Teachers lack interest in co-curricular activities in schools	80 (74.1)	22 (20.4)	-	6 (5.6)	2.1
Principals view curricular activities as superior to co-curricular activities	9 (8.3)	35 (32.4)	63 (58.3)	1 (0.9)	3.7

Lack of motivation from appropriate authorities discourage teachers from putting in their best in co-curricular activities in schools	35 (32.4)	71 (65.7)	-	2 (1.9)	2.4
Policies guiding the implementation of co-curricular activities in schools are flouted by schools proprietors and authorities in school	27 (25.0)	80 (74.1)	1 (0.9)	-	3.3
Ignorance on the importance of co-curricular activities in the total development of the pupils affects its implementation in schools	12 (11.1)	88 (81.5)	5 (4.6)	3 (2.8)	3.2
Lack of adequate facilities and equipment in the following co-curricular activities affects implementation in my schools:					
Football pitch	1 (0.9)	98 (90.7)	6 (5.6)	3 (2.8)	2.9
Athletics	-	93 (86.1)	10 (9.3)	5 (4.6)	2.8
Parents do not encourage their wards to participate in the following sporting activities because of fears of sustaining injuries:					
Football pitch	-	43 (39.8)	51 (47.2)	14 (13.0)	2.3
Athletics	-	39 (36.1)	53 (49.1)	16 (14.8)	2.2

Table 9 shows the factors affecting the implementation of co-curricular activities in secondary schools.

### Discussion of Findings

The outcome of the qualitative analyses produced a wealth of data. To the first research question on adequacy of selected curricula and co-curricular activities in secondary schools in Southwestern Nigeria, the results showed that selected curricula activities were fairly adequate in secondary (57%) schools while selected co-curricular activities were not adequate in

secondary (22.1%) schools. Similarly, selected co-curricular facilities and equipment were not adequate in secondary (22.3%) schools in the region. It is interesting to note that private secondary schools were better off than their counterparts in public schools in terms of selected curricula activities in the three states of interest. This may be due to the fact that there was effective supervision of teaching and learning in private schools than public schools. Similarly, in terms of selected co-curricular facilities and equipment in secondary schools, public schools fair better than private schools especially in the areas of provision of football pitch and athletics facilities. Most all the private schools lack adequate equipment and facilities that could encourage participation in sporting activities.

These findings point to the fact that schools generally tend to focus primarily on curricular activities. Findings on the adequacy of selected curricular activities in most of the schools observed in this study corroborate the views of Fullan (1999), Obanya (2005), Ehindero (2010), Olarinoye (2011) and (Ivowi (2011) that the content of the two curricula for secondary schools currently in practice in Nigeria may be too overloaded and that the wherewithal in terms of qualified personnel, facilities and equipment to execute the goals and objectives of the curricula may affect the implementation of curricular activities in schools.

In addition, most of the schools visited were not keen on co-curricular activities, hence, the inadequate or partial provision of activities that would promote co-curricular activities in schools. These findings corroborate the findings of Whilhite and Banset (2014) who submit that curriculum planners and practitioners should direct their attention to the unintentional learning which comes as a result of students' participation in co-curricular activities in schools.

On research question two which was asked in respect to the level of implementation of curricular and co-curricular activities in secondary schools in Southwestern Nigeria, results revealed that the implementation of curricular activities across the states was fair (45.4%) while that of co-curricular activities was low (41.2%).

The findings of this study reinforce the findings of Okebukula (2005) and Ehindero (2014) that implementation challenges in Nigeria can be attributed to the centralized system of the educational system—a national curriculum, standardized nationwide students examination system with federal imposition of mandates upon both states and local government. All

these tend to remove curricular policies, decisions and developments from the locus of curriculum implementation: the classroom and the teachers. On research question three which is asked in respect to the factors affecting the implementation of curricular and co-curricular activities in secondary schools in Southwestern Nigeria, results showed that teachers' workload (86.1%), lack of motivation (68.5%), inadequate teachers' workbooks (63.9%), lack of funds (61.1%), policies (75.0%), ignorance (81.5%), parents' stance (65.7%), teachers' lack of interest (74.1%), and lack of adequate facilities and equipment (90.7%) were factors affecting the implementation of curricular and co-curricular activities in secondary schools in the region.

These findings reinforce the views of Okoroma (2006) and Morinho (2009) that inarticulate policies, inadequate resources and poor planning are major hindrances to effective curriculum implementation in Nigeria. In addition, the findings of this study corroborate Spillane, Reiser and Reimer's (2002) submission on challenges to implementation and reasons why implementation is not properly carried out. They traced the issue of slow implementation to lack of adequate funds and inexperienced personnel among others. The findings of this study reinforce the findings of Moronkola, Akinsola and Abe (2000), Ureubu (2001) and Pandey (2008). They state that making choices as to the learning experiences which are appropriate and desirable for learners in the society should be the motivating factors in the school system during the implementation of any programme.

### **Conclusion**

The conclusion drawn from this study is that co-curricular activities were neither properly integrated into school programme nor implemented in Southwestern Nigeria. Stakeholders in the education sector pay more attention to curricula activities at the public and private primary and secondary schools while neglecting co-curricular activities in the scheme of things in term of non-provision of funds from appropriate authorities, inadequate supervision and inadequate facilities and equipment in the school system.

### **Recommendations**

Following the findings of this study, it is recommended that:

1. School administrators/managers and stakeholders should device effective strategies in the school programme that would allow pupils /students to be actively involved in curricular and co-curricular activities in school.
2. Stakeholders in the education sector should come up with specific percentage of time for co-curricular activities in the school programme and strategies for measuring such activities.
3. Constant but regulated school competitions should be organised to create a competitive environment in order to enhance team spirit and love among pupils/students and staff.
4. Adequate funds should be made available for schools in order to engage in productive curricular and co-curricular activities.
5. Formal recognition should be given to pupils/students who are involved in co-curricular activities successfully. This could be in form of incentives, scholarships and other incentives.
6. Government at all levels should provide the enabling environment through the provision of requisite facilities and equipment that would accommodate both curricular and co-curricular activities in schools.

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