

Revamping the Tripartite Learning Domains in Education; Basis for Co-Curricular activities in Nigerian Schools

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Abstract: Education is a process and a broad concept that surpasses the four walls of classroom. However, the core aim of education is to foster all round development, which is an educational program that considers the '3Hs' (Head, Heart and Hand) or rather the cognitive, affective and the psychomotor objectives of education according to theorists of learning. Hence, this study investigates how co-curricular activities can actually complement the core-curriculum in the school and as well groom the students in the art of living and working together. This is an experimental study that employed co-curricular drill and practice rating scale and observation checklists verify and observe the process of involvement in co-curricular activities among basic education students. The sample involves intact class of Junior secondary school (JSS2) of University Demonstration Secondary School Ikere-Ekiti, Ekiti State, Nigeria. The study employs inferential statistics with predictions for numerical outcomes at 0.05 level of significance to check for impact of co-curricular activities on the students' cognitive, affective and psychomotor skills. The study lasts for Thirteen (13) weeks. Findings were based on T-test analysis of the data collected in the study. It was concluded that co-curricular activities are particularly good at providing opportunities for students to work in teams, to exercise leadership, to personally take initiative and above all prepare students practically for the future. The study suggests a framework by which school activities can be designed to create a chance for all round development of the child.

Keyword: Curriculum, Basic Education, Sustainable Development, 3H

I. INTRODUCTION

Background to the study

In the early days of education particularly in Nigeria, the primary emphasis was on the learning of information and pursuit of knowledge with rote learning of facts and the reading of the classics. The focus of educators on their students then did not extend beyond the school. Whereas Adeyemo (2010) have discovered that students who participate in activities are found to be more academically sound than their counterparts who do not. Co-curricular activities according to Ritchie (2018) provides students with alternatives to mischief in their leisure time, it will also lessen the intake of substances like drugs, alcohol and the likes when they are not in school.

It has been discovered that co-curricular activities according to Lewis (2004) strengthens the ties of the students to the

school and so brings retention and connection with the programmes of the school. Baker (2008) pointed out the merits and demerits of co-curricular activities in the sense that some activities bring better student integration and enhanced academic activities, while others bring distractions and undue competition and school dropout. In another study, Fredricks and Eccles (2008) stated that involvement in co-curricular activities help students in time management, choose their friends and as well guide them in their character.

However, irrespective of several submissions on the subject of co-curricular activities, education being a broad concept that transcends the four walls of a classroom will be limited without overall development of the child. Such education according to Kisango (2016) comprises of curricular and co-curricular activities which combines academic learning experience with opportunities to learn and develop skills through active participation. Co-curricular activities according to Khan (2019) are programs and learning experiences that complement and supplement, in a way, what students are learning in school. It is an educational Programme that provides for an all-round development of a child. It is about all the 3H's programs (Head, Heart and Hand) or rather the cognitive, affective and the psychomotor objectives of education according to theorists of learning.

Co-curricular activities are activities which are undertaken side by side with the curricular activities. Co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. It gives the students an opportunity to develop particular skills and exhibit their non-academic abilities. These activities might be compulsory, such as music, art or drama classes that take place during the day. Others generally are voluntary, such as participating in school sports team, readers club, barbers club, school debating team or student information desk. In any case, participation in co-curricular activities can assist students in more than one ways and it can render a number of values that are related to education and socio-cultural development of the child.

Co-curricular actually complement the curricular activities and as well groom the students in the "Art of living and working together", and it is in contract with Dream Career (2015) that co-curricular activities are among such true and practical experiences gained by students when they take responsibility for their own learning. This is in line with a

Chinese proverb that states, “Teach me, and I will forget. Show me, and I might remember. Involve me, and I will never forget”.

Objectives of the study

Studies have shown that in a variety of educational setting, including Nigeria, there is very little consideration of the impact of co-curricular activities in Schools. However, there has been curriculum reforms and innovations to improve academic performance in schools and as well create room for career pathways beyond the school but not much has been done to integrate co-curricular activities into our school programmes. School activities in Nigeria today are confined to the teaching of the prescribed syllabi. More than half of daily activities in school are structured and restricted to the four walls of classroom. However, activities which are outside the classroom that are presently handled as if it has no link with the actual teaching programmes were rightly recognized by values they could impact to have tremendous educational importance. Therefore, being involved in co-curricular activities can influence the learners’ academics, social skills, entrepreneurial skills and even their career pathways beyond the school. Co-curricular activities are proposed to be given top priority in Nigeria educational system as it is being practiced in other countries of the world. Therefore, policy makers while keeping in view of its benefits should take responsibility for the development of curriculum involving co-curricular activities in Nigerian schools.

II. RESEARCH QUESTIONS

The following questions were raised to guide the study;

1. What is the impact of co-curricular activities on cognitive skills?
2. What is the impact of co-curricular activities on affective skills?
3. What is the impact of co-curricular activities on psychomotor skills?
4. What is the composite contribution of co-curricular activities on the three groups?

Method and Procedure

This is one shot pretest and posttest experimental study to verify co-curricular activities among the three arms of Junior Secondary School (Year 2) of the University Demonstration Secondary School, Ikere-Ekiti, Nigeria. Intact class of JSS2A, 34; JSS2B, 32; and JSS2C, 30 were used in order to reduce possible threat on the educational process of the sample and to limit distractions which would have happened if the samples were randomly selected. Co-curricular drill and practice was used as a guide for participation in co-curricular activities. It was carried out in the following steps.

1. Pre-Drill and Practice Briefing Session

Instructor begins by considering the background of the students, what knowledge the instructor wants the student to gain, and how the knowledge might be applied to real-life

situations. Instructor administered pre-drill assessment to participants in order to assess their confidence while they participate in the drill. This is because evaluating a drill and practice will only be useful if the desired outcomes and competencies are determined from the beginning.

2. Drill and Practice Session

Instructor starts activity with an introduction that welcomes learners and as well describes how the activity works. In this case, three steps were involved to achieve a particular activity in Drill and practice. This session followed the following steps:

1. Assigning a task
2. Performing the task
3. Providing feedback

That is done in a repeated exercise in a simple or small area of knowledge.

3. Post-Drill De-briefing session.

Instructors in completion of the drill and practice, conducts a feedback session in form of assignment, which was in an informal session. Sought for feedback on what was learned. What went well, what did not work and areas to improve? This process followed the same order in all the sessions. Co-curricular Drill and Practice Rating Scale that represents the cognitive, affective and psychomotor skills was used to assess Pre and Post Drill and Practice in co-curricular activities among the students. Co-curricular Observation Checklist was also used to observe co-curricular activities as part of quality assurance of the process. This study employed inferential statistics with predictions for numerical outcomes at 0.05 level of significance to check for impact of co-curricular activities on students’ cognitive, affective and psychomotor skills.

III. RESULTS AND DISCUSSIONS

T-test analysis of the sample was computed to determine the impact of independent variable on dependent variables.

Table 1: T-test analysis of pre and post-test scores of the sample in co-curricular activities

Dependent variables	Pretest/posttest	N	\bar{x}	SD	DF	T	Sig. (2 tailed)
Cognitive skills	Pretest	96	4.16	5.32	95	92.88	.000*
	Posttest	96	46.68	9.48			
Affective skills	Pretest	96	10.00	7.08	95	30.80	.000*
	Posttest	96	22.68	2.80			
Psychomotor skills	Pretest	96	2.16	2.04	95	119.12	.000*
	Posttest	96	28.00	4.08			
Total Scores	pretest	96	14.68	10.20	95	125.56	.000*
	posttest	96	97.32	11.48			

*P < 0.05

Table (1) indicates that there were statistically significant differences between the grand mean of the pre-test and post-test scores of the sample for the independent variables ($t=125.56$, $p<0.05$). Similarly, the t-test values for the three dependent variables were significant: For Cognitive skills ($t=92.88$, $p<0.05$); for affective skills ($t=30.80$, $p<0.05$); and for psychomotor skills ($t=119.12$, $p<0.05$).

Figure 1: Participants' mean scores of pre-tests and posttests in co-curricular activities

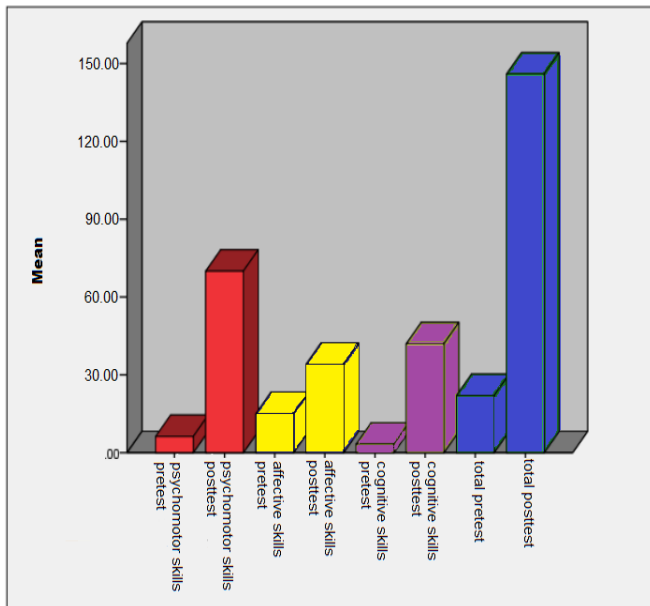


Figure 1: revealed the efficacy of co-curricular activities to impart the participants' learning across the three 3 domains (Head, Heart and Hand). It indicates that involvement of basic education students in co-curricular activities was responsible for rapid increase in critical thinking and creative thought, improvement in social and interpersonal skills as well as their talents and creativity. Thus, the difference of (82.64) in pre-test (14.68) and posttest (97.32) scores represents an increase in grand mean which implies that co-curricular activities were generally impactful on learning by the '3Hs' among the basic secondary school students. Moreover, the significant t-values of ($t=92.88$, $p<0.05$) for cognitive skills show that co-curricular activities positively affect capacity for reasoning and rational thinking among the basic education students. This implies that co-curricular activities possess ability to promote cognitive skills of students, and it corroborates Adeyemo (2010) that students who participate in activities are found to be more academically sound than their counterparts who do not. It is also in line with Lewis (2004) who ascertain that co-curricular activities strengthens the ties of the students to the school and so brings retention and connection with the programmes of the school. In addition, the significant t-value of ($t=30.80$, $p<0.05$) for affective skills further proofs that co-curricular activities are adequate on the emotion of basic education students. It also suggests that co-curricular activities possess the ability to promote affective skills of students, and

this is contract with Fredricks and Eccles (2008) that involvement in co-curricular activities help students in time management, choose their friends and as well guide them in their character. Furthermore, the significant t-value of ($t=119.12$, $p<0.05$) for psychomotor skills means that co-curricular activities helps the sample to be tactful and creative. It is consequent upon the ability of co-curricular activities to stimulate psychomotor skills of the students. The result is not different from Ritchie (2018) who submits that co-curricular activities provide students with alternatives to mischief in their leisure time, it will also lessen the intake of substances like drugs, alcohol and the likes when they are not in school. In actual fact, this results supports the popular saying that "an idle hand is the devil's workshop". However, the disparity in the contribution of co-curricular activities on learning by the '3Hs' among the basic education students may not be different from Baker (2008) who pointed out the merits and demerits of co-curricular activities in the sense that some activities bring better student integration and enhanced academic activities, while others bring distractions and undue competition and school dropout. The result of findings in line with Kisango (2016) shows the impact of co-curricular activities on mental prowess of the students, their interpersonal relationship and ability to cope with people and situations. Above all, the impact of co-curricular activities shows on their quest for self-improvement, self-reliance and self-fulfillment in line with the demands of sustainable development goals in education.

IV. CONCLUSION

Education is a process, and a broad concept that surpasses the four walls of classroom. it should be geared towards all round development of the child and so to fulfill these objectives, it is important to strike a balance between curriculum and co-curricular activities. Education should not only be exclusively concerned with the teaching of prescribed subjects in school to neglect other objectives of education. Therefore, this work suggests that co-curricular are activities should be embedded in curriculum and instructions at the basic education level for learners to develop their 3H skills. Co-curricular activities are particularly good at providing opportunities for students to work in teams, to exercise leadership, and to personally take initiative. Co-curricular activities prepare students practically for the future. The normal curriculum can only go as far as to teach and educate students about academic theories. But students whose only experience of school is one of rigid academic study may not be able to apply what they have learned into practice. However, if co-curricular activities are given an equal footing with the curricular, there will be an improvement in the student ability to grasp things as a whole, because students would have received a more rounded education.

CONTRIBUTION TO KNOWLEDGE

Government and policy makers at all levels will see a need to embrace co- activities in schools in Nigeria. It will create awareness on the impact of co-curricular activities on educational process, and as well lead the path to renewal of

the program in schools. It will help to create a framework particularly, at providing opportunities for students to work in teams, to exercise leadership, to personally take initiative and above all prepare students practically for the future. The study suggests a framework by which school activities can be designed to create a chance for all round development of the child.

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