



***The effect of co-curricular activities on the intellectual and social development of students in Secondary Schools of Douala III Municipality***

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**Abstract**

The main focus of this study was to investigate the effect of co-curricular activities on the intellectual and social development of students in secondary schools of Douala III Municipality. The research design adopted for this study was the descriptive survey. The purposive and simple random sampling techniques were used in selecting schools and then respondents for this study. The population of the study consisted of students of secondary schools in the Douala III Municipality. The sample of the study was made up of 300 form Five and Upper Sixth students randomly selected from six secondary schools in the area. The main instrument for data collection was the questionnaire designed using a modified Likert scale. Data collected were analysed descriptively using percentages and summary tables. Findings revealed that; 1) students' participation in club activities significantly influences their intellectual and social development in secondary schools; 2) participation in cultural activities within the schools has a significant influence on the intellectual and social development of students in secondary schools. Based on the findings, it was recommended that education stakeholders should provide adequate human, material and financial resources to secondary schools to enhance the practice of co-curricular activities (athletics, football, handball, volley ball, basketball, debate clubs, drama clubs, writers' clubs, history club, cultural activities and fieldtrip) in schools.

**Key Words: Co-curricular activities, Club Activities, Cultural Activities, Intellectual Development, Social Development**

**Introduction**

Holistic education is the type of teaching and learning that focuses on the overall development of the child. Such education comprises of curricular and co-curricular activities. Co-curricular

activities (CCA) were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience, especially activities that provide students with opportunities to learn and develop skills through active participation. Kumar and Breilla (2004) asserted that co-curricular activities are essential part of the curriculum. They include indoor and outdoor activities like sports (football, handball, basketball, volleyball, athletics etc) club activities (religious club, history club, drama club etc), literary activities, social activities, cultural activities, craft activities, field trips, civic development activities and patriotic activities. For holistic development of students, these co-curricular activities provide a good platform to improve and develop their personality (Preez, 2000).

CCA programs may be led by staff, or by students themselves, but they must have stated goals and measurable outcomes. CCAs foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002). Most of the classical and almost all modern educationists admit that education is not just the memorization of certain facts, figures and skills but it is all-round development of the student. So it is logical to think that co-curricular activities are the integral part of the educational system. Kumar et al. (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all-round development of children.

Advocates of co-curricular activities such as Fozzard (1967) and Galiher (2006), claim that this informal aspect of education has a good deal to contribute to developing intellectual and social citizens. They claim that such activities enable students to communicate adequately, prepare them for economic independence, developing healthy minds in healthy bodies, prepare them for family life and direct their use of leisure time. They add that such activities also help students develop a set of moral and ethical values, develop social competency, discover special interest and capacities and develop creative expression.

### **Statement of the Problem**

The function of education is to bring changes in the child's behaviour and personality in a more desirable form. The development of a child's body and mind demands proper nurturing of physical and intellectual qualities of his personality. This broad aim of education falls in line with the purpose of introducing co-curricular activities in school in order to significantly contribution to the overall development of students (Buckles, 1991; Huang, 1997).

Modern approaches of education must emphasize all round development of the child. One way of achieving this is to allow students to get involved in co-curricular activities. Co-curricular activities are recognized as a source of enrichment and vitalization of the school curriculum,

mainly through the cultivation of hobbies, interests, etc. These activities are no longer looked upon as extras but as an integral part of the school programme (Acquah & Anti Partey, 2014). Fozzard (1967) and Galiher (2006) claim that co-curricular aspect of education has a good deal to contribute to developing intellectual and social citizens.

In spite of the above credence of co-curricular activities, the state of these activities in most secondary schools in Douala III Municipality is very pitiable. There are some schools that do not carry out any form of co-curricular activity as their main concern is to complete the syllabus of the curriculum, pass class examination as well as national exams. Such schools do not also have a single sport infrastructure or other infrastructure for other co-curricular activities. This implies that they do not effectively take part in sports (football, handball, basketball, volleyball, athletics etc), club activities (religious club, history club, drama club etc), cultural activities, craft activities among others. Swami (2010) opined that the absence of co-curricular activities in school inhibits the intellectual and social development of students and consequently their holistic development. It is against this backdrop that the researcher was pushed to ask the major question: What are the effects of co-curricular activities on the intellectual and social development of students in Douala III Municipality?

### **Objectives of the study**

The main purpose of this study was to investigate the effect of co-curricular activities on the intellectual and social development of students in Douala III Municipality.

### **Specific objectives**

The specific objectives were as follows:

1. To investigate the effects of Club activities (debating clubs, drama clubs, writers' clubs, history club etc) on the intellectual and social development of students.
2. To find out the effects of Cultural activities on the intellectual and social development of students.

### **Research questions**

The main research question; what are the effects of co-curricular activities on the intellectual and social development of students?

### **Specific research questions**

1. What are the effects of Club activities (debating clubs, drama clubs, writers' clubs, history club etc) on the intellectual and social development of students?

## 2. How do Cultural activities affect the intellectual and social development of students?

### **Literature Review**

#### **Co-curricular activities**

Zehner (2011) asserted that co-curricular activities are activities performed by students that fall outside the realm of the normal curriculum of the school. Also known as enrichment programs, they are courses offered by educational facilities to help promote skills and high level of thinking for students. Co-curricular activities are school based activities organized and administered by the school under the supervision of staff which provides additional experiences to the students. These kinds of activities include recreational activities sports, school clubs, skills and interests such as arts and crafts, dance, music and more. Depending on the school concern, there is usually a wide variety offered (Harper, 2008). Co-curricular activities such as sports, drama, cultural festivals, scouting, fieldtrip and various clubs are an important part of the educational experience of many students

Co-curricular activities offer benefits for a child who is not gifted academically, the chance to excel in the arts or in sports, for example can make a huge difference in self-esteem. Many co-curricular activities teach real world skills such as journalism, photography or debate which can lead to lifelong interests' in careers (Noriah, 2006).

Intellectual development refers to the changes that occur, as a result of growth and experience, in a person's capacities for thinking, reasoning, relating, judging and conceptualizing. Intellectual development focuses on a child's development in terms of information processing, conceptual resources, perceptual skill, language learning, and other aspects of the developed adult brain (Daniel and Farenga, 2007). Dowshen (2004) suggests that learning experiences both formal and informal are of equal importance as it helps to foster the intellectual processes of students. Life-wide learning generally refers to the learning experiences that take place beyond the classrooms and such experiential learning enables students to achieve certain goals that are difficult to attain through classroom learning (Dowshen, 2004). Swami (2010) opined that true education of intellectual development does not only come through classroom lessons but also through proper exercise, health and physical education.

Social development is a balanced set of social skills and learned adaptive behaviors that enables an individual to interact well with other people, react positively and avoid behaviors that have negative consequences (Ozmun, 2000). Cooperation, responsibility, empathy, self-control and self-reliance are considered to be components of social development (Ozmun, 2000). It is assumed that

children without social development and required skills are unable to perform their duties while interacting with others (Beelmann, Pfingsten, & Lösel, 1994). Social skills foster personality development which is not only the responsibility of parents and teachers as guidance but also the responsibility of the students themselves to be willing to accept advices and criticism in order to shape their life.

According to Noriah (2006) social development enhances the development of the following social skills; building relationship. This means capabilities to create social network or constructing and maintaining wide informal network, building beneficial relationship as well as constructing personal friendship through mutual respect and tolerance. Collaboration; Collaboration is the efficiency in working with others to achieve common goals based on the mission and vision of the organization or group (Noriah, 2006). Teamwork; individuals who have these competencies will model teamwork qualities such as respect, cooperation and helpfulness as well as trust other's abilities. They can also bring all team members to actively participate in building a group's identity, team spirit and high commitment. With this skill, an individual will always prepare in protecting the group reputation as well as sharing the received appreciation together (Noriah, 2006). Communication; students who have good communication skill will openly listen and convey a message in a convincing manner. They can tolerate and convey the emotions according to the message. The honest communication as well as mutual understanding when dealing with difficult issues will make them ready in sharing information completely. Those who have these skills encourage open communication, which states the norms explicitly (Noriah, 2006).

### **Club activities and students' intellectual and social development**

Science clubs are means of getting outside the classroom and interacting with the natural environment. It is further seen as organizations based at a particular school and intended to provide opportunities for students to explore science. It is therefore an out-of-school-hours club that offers children the chance to do science-related activities that extend and enhance the science they experience in the classroom. A science club offers most students the opportunity to explore areas of science not covered by the curriculum and gives the club members plenty of opportunities to practically study sciences (Awortwi, 2007).

A typical science club meeting should last for about 45 minutes, during which members could complete a challenge, plan a science project, receive a lecture from a professional or host a scientific visitor. Other activities that members could engage in during science club include expanding science to other parts of the school e.g. set up and maintain an aquarium or flower garden, construct a solar drier, cooker or concentrator, spearhead the school's recycle project for waste disposal, create videos in which senior students demonstrate and explain science concepts to

the junior ones, organize field trips to places of scientific interests like drug-manufacturing industries, breweries, car assembling factories (Awortwi, 2007). All these help students develop interest, attitude of hard work and love for science as the saying goes: success comes through talent, hard work and love for what one does (Awortwi, 2007).

From the foregoing, it is clear as opined by Adegoke (2009) that the importance of clubs (when they are viable in schools) in arousing and re-awakening the interest of students in the study of the basic core subjects such as Mathematics, practical-oriented science and vocational subjects cannot be over-emphasized. A lot of benefits are derived from belonging to school clubs. According to Tyagi (2003) some of the benefits include giving the students or members opportunity to; come together and find solution to common problems; develop and practice critical thinking; experience a wider range of topics related to their area of club activities, hence broadening their enthusiasm for academic development; for the case of science and technology club for instance, students are introduced to the principles, techniques and practices of engineering and be equipped with a broad range of engineering skills that will be essential in their future academic work; build up their ability to analyze and solve scientific and technological problems; acquire practical skills which will be of value to their future employers.

School clubs provide opportunities for students to participate in activities, interact with peers in a supervised setting, and form relationships with adults. Some clubs focus on a specific area, thus allowing members to develop their skills and interests in that area. Club membership provides an opportunity to participate in new roles. According to Heath (2001) the leadership roles that are available in clubs provide a valuable experience that is not generally available to young people. Other roles, such as being a helper in a service club, a soloist in a music club, or an artist making scenery in a drama club, enable identity exploration.

### **Cultural activities and students' intellectual and social development**

Cultural activities help students to understand, feel comfortable with, value and appreciate the potential enrichment of cultural diversity. Students should experience cultural traditions embedded in arts, crafts, language, literature, theatre, song, music, dance, sport, Science, technology and travel. Students should develop an appreciation of beauty both in experiencing artistic expression and by exploring their own creative powers (Minister of Education and Science of the Republic of Lithuania, 2008). Today's education system is not just confined to academics but modern-day schools focus on imparting skills to students like personality development, confidence building, communication skills, etiquettes, etc. Cultural activities come into play in instilling these skills in the students (Republic of Lithuania, 2007).

Young people should be culturally educated so that their attitudes are shaped not only by formal, non-formal and informal education but also by public life, traditions, environment and the processes of cultural interaction in the world. Cultural education and formation of cultural attitudes should take place in all areas of cultural expression in the society and the country including the school (Republic of Lithuania, 2007). Schools that give more attention to cultural and artistic education, and intensive creative and practical activities of students, are notable for higher learning motivation, improvement of psychological learning environment and strengthening of community relationships. Students have a much better grasp of various subjects, the process of learning itself becomes more attractive, and additional points of connection between real life and cultural environment are discovered (McLaughlin, 2001).

A lot of benefits are derived from participating in cultural activities in school. According to the Republic of Lithuania (2007) some of the benefits include: Better academic performance: Students who are involved in cultural activities score higher in academics because of their increased self-esteem and high creativity level. Cultural activities refresh the mind of students and allow them to study with more concentration. Students gain more knowledge about different fields and the status-quo through such activities.

**Good understanding of time management:** A student involved in cultural activities learns the art to balance academic as well as this co-curricular activities simultaneously. They learn to manage their time in order to give appropriate time to both things. They pre-plan their schedule and this habit benefits them throughout their life.

**Learn new skills:** Students acquire new skills through such activities that are useful for their life. The students who are involved in cultural activities learn social skills, critical thinking skills, teamwork and many other skills. They develop better leadership skills and peer understanding.

**Increase self-confidence:** When students get successful in cultural activities, it gives a boost to their self-esteem. This self-esteem helps them to face the outer world more confidently. Furthermore, they face their academic challenges in a much better way. So, these were some of the advantages of organizing cultural activities in schools and encouraging the students to participate in these activities (Republic of Lithuania, 2007).

## **Research design**

In this study, a survey research design was used. According to Amin (2005), a survey design is used to gather data from a sample of a population at a particular time. The researcher used the

survey design because the population of study was wide, making it difficult to reach all the elements of the population at a particular time.

### **Population of study**

The population of this study included all students of secondary schools in the Douala III Municipality. The population of the study was made up of a total of 13862 students; 8345 females and 5517 males.

### **Sample and Sampling Technique**

The sample of this study was made up of 300 secondary school students (form five and upper sixth), randomly drawn from seven secondary schools. This was selected based on the Krejcie and Morgan (1970) table for selecting sample size. The purposive sampling technique was also used to hand-pick schools that offer the Anglo-Saxon education since most of the schools in the area of study are of the French system of education. The purposive technique was equally used to select Form Five and Upper Sixth students to take part in the study since other classes were not attending school due to Covid-19 pandemic.

### **Instrument for data collection**

The research instrument used in this study was a questionnaire. Questionnaire was employed because it saves time, is easy to code and could be used to collect detail information from respondents. The questionnaire was structured following the Likert Scale format with response options; SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree with a few open-ended items to give respondents the opportunity to freely express their opinion.

### **Method of Data Analysis**

The data collected from the field by means of questionnaire were analysed using Microsoft Excel and SPSS version 25.0 to produce descriptive and inferential statistics. Descriptively, data were presented on tables with frequency and percentages while for inferential statistics, Pearson Chi-square was seen as the appropriate statistical test to verify the hypotheses of the study at 0.05 level of significance.

### **Demographic characteristics of respondents**

This section describes the demographic characteristics of the subjects under study. Variables discussed here include; the type of school, the sex distribution of respondents, class, specialty and age of respondents.



**Table 1: Demographic characteristics of respondents**

Characteristics of respondents	Category	Frequency	Percentages
School type	1=Public schools	155	51.6
	3-Lay Private schools	145	48.3
	<b>Total</b>	<b>300</b>	<b>100.0</b>
Sex	1= Male	138	46
	2= Female	162	54
	<b>Total</b>	<b>300</b>	<b>100.0</b>
Class	1=Form Five	167	55.6
	2=upper Sixth	133	44.3
	<b>Total</b>	<b>300</b>	<b>100.0</b>
Specialty of students	1=Arts	172	57.3
	2= Science	128	42.6
	<b>Total</b>	<b>300</b>	<b>100.0</b>
Age range of respondents	1= 14-16	122	40.6
	2=17-19	139	46.3
	3=20-22	39	13
	<b>Total</b>	<b>300</b>	<b>100.0</b>

Table 1 depicts that 51.6% of the respondents were drawn from public secondary schools while 48.3% of them came from lay private secondary schools. On the sex of respondents, 46% of the respondents were male while 54% of them were female. Despite the females being of a slight majority, the study was gender responsive as both males and females constituted the sample.

Table 1 further indicates that 55.6% of the respondents were Form Five students while 44.3% of them were Upper Sixth students. On respondents' specialty, 57.3% of them were Arts students while 42.6% of the respondents were Science students. This implies that most of the respondents were arts students. Again, 40.6% of the respondents were within the age range of 14-16years, 46.3% of them were within the age range of 17-19 years while 13% of the respondents were within the age range of 20 and 22years.

### **Presentation of findings according to the two research objectives of the study**

In this sub section, the presentation and analyses of findings was done following research objectives and the items considered relevant for achieving these objectives were analysed descriptively.

**Research Objective one: To find out how club activities (debate clubs, drama clubs, writers' clubs, history club etc) influence the intellectual development of students.**

This objective was investigated using eight (8) questionnaire items whose frequencies and percentages have been tallied and presented in table 2.

**Table 2: The influence of club activities on the intellectual development of students**

Items on club activities and intellectual development	Responses				
	SA	A	D	SD	N
Club activities (subject clubs) improves my knowledge on the subject	83 (27.6%)	123 (41)	49 (16.3)	45 (15)	300
Club activities make me learn from others through interaction	97 (32.3)	109 (36.3)	56 (18.6)	38 (12.6)	300
Club activities stimulate my career aspiration	102 (34)	112 (37.3)	48 (16)	38 (12.6)	300
Club activities promote cooperative learning between me and my friends	98 (32.6)	102 (34)	54 (18)	46 (15.3)	300
Club activities develop critical thinking in me	85 (28.3)	88 (29.3)	64 (21.3)	63 (21)	300
Club activities increase my interest in learning	96 (32)	97 (32.3)	49 (16.3)	58 (19.3)	300
Club activities keep me away from studies	48 (16)	53 (17.6)	109 (36.3)	90 (30)	300
Club activities is a waste of time	46 (15.3)	59 (19.6)	107 (35.6)	88 (29.3)	300
<b>Total</b>	<b>655 (27.3)</b>	<b>743 (30.9)</b>	<b>536 (22.3)</b>	<b>466 (19.4)</b>	<b>2400</b>

Findings in table 2 revealed that 27.6% and 41% of the respondents respectively strongly agreed and agreed that participation in club activities (subject clubs) improves their knowledge on the subject concerned while 16.3% and 15% of the respondents respectively disagreed and strongly disagreed to this view. This shows that the majority of the respondents (68.6%) indicated that participation in club activities (subject clubs) improves their knowledge on the subject concerned. 32.3% and 36.3% of the respondents respectively strongly agreed and agreed that participation in club activities makes them learn from others through interaction while 18.6% and 12.6 of the respondents respectively disagreed and strongly disagreed this opinion. Therefore, most of the respondents (68.6) confirmed that participation in club activities makes them learn from others through interaction.

Again, 34% and 37.3% of the respondents respectively strongly agreed and agreed that participation in club activities stimulate career aspiration in them while 16% and 12.6% of the respondents respectively disagreed and strongly disagreed this assertion. This indicates that the majority of the respondents (71.3%) acknowledged that participation in club activities stimulate

career aspiration in them. 32.6% and 34% of the respondents respectively strongly agreed and agreed that participation in club activities promotes cooperative learning among students while 18% and 15.3% of the respondents respectively disagreed and strongly disagreed this assertion. This shows that most of the respondents (66.6%) confirmed that participation in club activities promotes cooperative learning among students.

However, a significant 15.3% and 19.6% of the respondents respectively strongly agreed and agreed that participation in club activities is a waste of time while 35.6% and 29.3% of the respondents disagreed and strongly disagreed this opinion. This means that the majority of the respondents (64.9%) are of the opinion that participation in club activities is not a waste of time.

**Objective two: To find out how cultural activities affect the intellectual development of students.**

This objective was investigated with seven questionnaire items whose frequencies and percentages have been tallied and presented in table 3.

**Table 3: The influence of cultural activities on the intellectual development of students**

Items on cultural activities and intellectual development	Responses				
	SA	A	D	SD	N
Cultural activities in school makes learning more attractive to me	89 (29.6%)	98 (32.6)	64 (21.3)	49 (16.3)	300
Cultural activities develop critical thinking in me	86 (28.6)	98 (32.6)	59 (19.6)	57 (19)	300
Cultural activities promotes cultural knowledge in me	109 (36.3)	112 (37.3)	39 (13)	40 (13.3)	300
Cultural activities develop career aspirations in me	97 (32.3)	98 (32.6)	56 (18.6)	49 (16.3)	300
Cultural activity is a waste of time distracting me from studies	56 (18.6)	51 (17)	94 (31.3)	99 (33)	300
Cultural activities are more of leisure to me than learning	46 (15.3)	51 (17)	104 (34.6)	99 (33)	300
Cultural activities develop talents in me	102 (34)	111 (37)	40 (13.3)	47 (15.6)	300
<b>Total</b>	<b>585 (27.8)</b>	<b>619 (29.5)</b>	<b>456 (21.7)</b>	<b>440 (20.9)</b>	<b>2100</b>

Findings in table 3 relating to cultural activities and intellectual development of students depicts that 29.6% and 32.6% of the respondents respectively strongly agreed and agreed that participation in cultural activities in school makes learning more attractive while 21.3% and 16.3% of the

respondents respectively disagreed and strongly disagreed this view. This indicates that most of the respondents (62.2%) generally agreed that participation in cultural activities in school makes learning more attractive.

Again, 28.6% and 32.6% of the respondents respectively strongly agreed and agreed that participation in cultural activities develops critical thinking in them while 19.6% and 19.0% of the respondents respectively disagreed and strongly disagreed this opinion. Therefore, the Majority of the respondents (61.2) generally agreed that participation in cultural activities develops critical thinking in them.

Furthermore, 36.3% and 37.3% of the respondents respectively strongly agreed and agreed that participation in cultural activities promotes cultural knowledge in them while 13% and 13.3% of the respondents respectively disagreed and strongly disagreed that this opinion. Thus, the majority of the respondents (73.6%) generally affirmed that participation in cultural activities promotes cultural knowledge in them. Finally, 34% and 37% of the respondents respectively strongly agreed and agreed that participation in cultural activities develops talents in them while 13.3% and 15.6% of the respondents respectively disagreed and strongly disagreed this view. Therefore, most of the respondents (71.0%) asserted that participation in cultural activities develop talents in them.

Summarily, regarding the development of social skills, majority of the respondents (60.3%) therefore generally agreed that participation in cultural activities improves their communication skills. 35.3% and 36.6% of the respondents respectively strongly agreed and agreed that participation in cultural activities enables them work in team while 13.6% and 14.3% of the respondents respectively disagreed and strongly disagreed this opinion. Thus, the majority of the respondents (71.9%) generally agreed that participation in cultural activities enables them work in team. In all, findings of the study revealed that 68.6% of the respondents generally agreed that participation in cultural activities influences their social development in positive ways.

## **Discussion of findings**

This sub-section discusses each objective based on the findings and backed by the views of authors, with reference to theories and the interpretations of the researcher.

### **The effects of club activities (debating clubs, drama clubs, writers' clubs, history club etc) on the intellectual and social development of students**

The first objective of this study was to examine the effects of club activities (debating clubs, drama clubs, writers' clubs, history club etc) on the intellectual and social development of students. Findings of the study indicates that participation in club activities fosters intellectual development

in the following ways; it improves students' knowledge on the subject concern, it makes students learn from others through interaction, it stimulates the career aspiration of students, it promotes cooperative learning among students, it develops critical thinking in students and it increases students' interest in learning.

These findings are in agreement with Awortwi (2007) who postulated that science clubs for example are a means of getting outside the classroom and learning from the natural environment. It is further seen as organizations based at a particular school and intended to provide opportunities for students to explore science. It is therefore an out-of-school-hours club that offers children the chance to do science-related activities that extend and enhance the science they experience in the classroom. A science club offers most students the opportunity to explore areas of science not covered by the curriculum and gives the club members plenty of opportunities to practically study sciences.

This study found out that participation in club activities positively influence the social development of students in the following ways; it helps students to build social interaction with other students, it promotes team work among students, it builds leadership skills in students, it helps to build self-confidence in students, it improves communication skills of students and it makes students respect rules and regulation. This therefore led to the conclusion that club activities (debating clubs, drama clubs, writers' clubs, history club etc) significantly affect the social development of students.

### **The effects of Cultural activities on the intellectual and social development of students**

The second objective of this study was to find out the effects of cultural activities on the intellectual and social development of students.

The findings of the study revealed that participation in cultural activities positively influences intellectual development in the following ways; it makes learning more attractive to students, it develops critical thinking in students, it promotes cultural knowledge in students, it develops career aspirations in students and it develops talents in students.

These findings are in accordance with Mclaughlin (2001) who opined that schools that give more attention to cultural and artistic education, and intensive creative and practical activities of students, are notable for higher learning motivation, improvement of psychological learning environment and strengthening of community relationships. Students have a much better grasp of various subjects, the process of learning itself becomes more attractive, and additional points of connection between real life and cultural environment are discovered.

The findings of the study also show that participation in cultural activities positively influences the social development of students in the following ways; it promotes a sense of belonging in students, it promotes unity among students, it makes students learn more about different cultural values, it promotes good community relationship, it improves communication skills of students and it enable students work in team with other people. This therefore led to the conclusion that cultural activities significantly affect the social development of students.

## **Conclusion**

Co-curricular activities are pursued to educate the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education lies in the participation of students in many and varied co-curricular activities offered by the school. At times, there is some confusion about the value and significance of co-curricular activities. Co-curricular activities are of great value to the academic curriculum. Therefore, co-curricular activities complement the students' academic studies or curriculum and make them more comprehensive and richer. It is the school's goal that through these opportunities, the students will learn life skills such as team work, leadership, collaborative and critical thinking (Kelly, 1999). Based on the findings of the study, the following major conclusions were derived:

- Participation in club activities fosters intellectual development in students as it improves their knowledge of the subject concern, makes them learn from other students, stimulates career aspiration in them, promotes cooperative learning among them, develops critical thinking in them and increases their interest in learning. It was also confirmed that participation in club activities influence the social development of students as it helps them to build friendship with other students, promotes team work with other students, builds leadership skills and self-confidence in them.
- Participation in cultural activities influences intellectual development of students as it makes learning more attractive to them, develops critical thinking in them, promotes cultural knowledge in them, develops career aspirations and talents in them. It was also deduced that participation in cultural activities positively influences the social development of students as it promotes a sense of belonging in them, promotes friendship with other students, makes them learn more about different cultural values and promotes good community relationship.

## **Recommendations**

Based on the findings of the study, the following recommendations were put forward:

The Government through the Ministry of Secondary Education should provide adequate human, material and financial resources to secondary schools to enhance the practice of co-curricular

activities (athletics, football, handball, volley ball, basketball, debate clubs, drama clubs, writers' clubs, history club, cultural activities and fieldtrip) in schools. Infrastructural facilities to host co-curricular activities should be provided by both the government and proprietors of government and private schools respectively. This will serve as a source of motivation to awaken schools to see the need to consider the practice of co-curricular activities seriously.

The school administration should provide enough time for the practice of various co-curricular activities (athletics, football, handball, volley ball, basketball, debate clubs, drama clubs, writers' clubs, history club, cultural activities and fieldtrip) on the timetable. This will create more awareness to both the teachers concern and students as well as make them consider participation in co-curricular activities a serious issue. The administration should also make sure that co-curricular activities practiced by the school are evaluated and the marks recorded. This will make the practice of co-curriculum more effective as students will now regard it with more seriousness thereby imparting students positively.

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