

INFLUENCE OF CO-CURRICULAR ACTIVITIES ON ACADEMIC ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN NASARAWA NORTH SENATORIAL ZONE: IMPLICATIONS FOR VALUE RE-ORIENTATION

¹Peter OLADUNNI,

²B. A. ASU

³G. A. UKWAYI

&

⁴C. NJOKU

^{1,2,3,4}Dept of Guidance and Counselling,
Nasarawa State University, Keffi
08077107505

Abstract

This study examined how co-curricular activities affect secondary school students' academic adaption in Nasarawa North Senatorial Zone. Value reorientation is suggested by the results. The study examined how sports and culture affect student academic adaptability. At 0.05 significance, two research queries and two conjectures were tested. This study employed descriptive surveying. A sample of 200 students was selected from 11,355. Data was collected using the co-curricular activities and academic adjustment scale (CCAS). The tool was verified by Nasarawa State University Keffi Faculty of Education specialists. The instrument has 0.95 and 0.86 validity indexes. The instrument's reliability was examined using 0.82 Cronbach's alpha. The research difficulties were handled using mean and standard deviation, and the hypotheses were tested using a 0.05 t-test. In the Nasarawa South Senatorial Zone of Nasarawa State, secondary school pupils' academic adjustment is positively impacted by co-curricular activities including athletics, theater, and cultural arts. The findings proposed using guidance counselors in schools and universities to help students manage and appreciate their academic duties and adjust to academic pursuits.

Keywords: Co-curricular activities, academic adjustment, sports, cultural arts

Introduction

The purpose of education is to facilitate the transformation of student behavior and personality into a more desirable state. Secondary schools in Nigeria are established with the aim of providing students with a high standard of education and a comprehensive all-round learning experience. Curriculum alone is not the only determinant for the whole development of a kid. In order to foster the holistic development of students' personalities and facilitate logistic progress, it is essential to complement classroom education with co-curricular activities (Gardner,2016).

According to Harris (2016), over 50% of Nigerian youths who go to school engage in structured activities such as drama, sports, music, dance, scouting, and literary debates. There is a significant amount of curiosity around how teens are using their free time outside of school and which activities are crucial for their growth and progress. Studies have examined the impact of involvement, over-involvement, or lack of involvement in co-curricular activities on teenagers' future outcomes, specifically in relation to their engagement in activities outside of school hours.

As stated by Eccles (2013), children and adolescents in the United States and other countries, such as Nigeria, dedicate over 50% of their working hours to leisure activities, including social networking, clubbing, partying, and traveling, among others. In addition to studying how leisure time is being used, researchers are investigating the factors contributing to high levels of interest, lack of adjustment, disengagement, and increasing unsupervised time among teens. Engaging in activities has been associated with both social and scholastic achievements. However, excessive involvement may be overwhelming for young people, since it might excessively occupy their leisure time. Both sides of the activity participation topic have advantages and disadvantages. There is a diversity of viewpoints on the definition of co-curricular activity. Formerly referred to as extracurricular activities, they have been rebranded by educators as co-curricular activities, indicating that they are now considered integral components of the school curriculum. Bashir and Mattoo (2012) define co-curricular activities (CCA) as activities undertaken by students that are not part of the regular curriculum of an educational institution.

Curricular activities include a range of educational activities that take place inside the classroom, including teaching, instruction, testing, and assessment. Co-curricular activities include singing, dance, acting, drill, and games. This intervention has the potential to enhance academic performance, elevate exam results, foster more involvement in school activities, and cultivate higher educational ambitions. Conversely, Eccles and Barber (2019) have observed potential adverse effects of some co-curricular activities, namely in terms of academic adaptation. Participating children may face negative repercussions if their coach exhibits demeaning behavior towards the team, if club members engage in exclusionary practices, or if there is an excessive commitment to many activities that leaves little free time. Regardless, it is crucial to understand the reasons for kids' engagement in good activities and how to prevent the adverse effects of over involvement. By recognizing the advantages of participating in co-curricular activities, students, instructors, and parents may want to contemplate the means of managing their academic workload alongside engaging in activities such as games, dance, literary discussion, athletics, theater, and music. This balance may have a beneficial impact on pupils. Additionally, can involvement in co-curricular activities serve as an indicator of future achievements beyond secondary school? Gardner (2018) found that engaging in structured activities throughout secondary school is linked to favorable outcomes in education, civic engagement, and to some degree, occupational achievement in early adulthood.

There is a well-established correlation between a student's involvement in co-curricular activities and their educational achievement as adults, particularly in terms of their choice of employment and income. Nevertheless, the crucial distinction between curricular and co-curricular activities lies in the fact that the latter serves to enhance and support the curricular instruction. Some examples of co-curricular activities often undertaken in secondary schools nowadays include debate, drama, music and dance, sports and games, scouting, press clubs, quiz groups, march, seminars, Red Cross, and first aid.

The question often asked by students, parents, instructors, and school administrators is how co-curricular activities contribute to education. There exists a mutually beneficial relationship between formal education in schools and extracurricular activities. Indeed, the notion of co-curricular activities significantly enhances the foundation of the curriculum. Esteemed educational philosophers like Rousseau, Herbert Spencer, and Dewey have all emphasized the paramount significance of co-curricular activities in education. They assert that co-curricular activities are crucial in the lives of students. Research has also shown that the kind of co-curricular activities and the extent of student involvement might impact their academic adaptation. Fredericks and Eccles (2006) and Kisango (2016) discovered a correlation between engagement in co-curricular activities and favorable academic adjustment. This correlation extends throughout adulthood, when individuals who engage in such activities are more likely to have a wider range of activities and educational opportunities, as well as better employment choices and higher income. The decrease in delinquency and decreased involvement in dangerous behaviors are aspects that elucidate why students should strive for a balance between their academic pursuits and extracurricular activities. Engaging in these comprehensive activities may have a positive impact on their academic adaptation, therefore ensuring future success. Failure to engage in co-curricular activities may result in pupils missing out on the advantages provided by such programs.

The research conducted by Gardner, Roth, and Brooks-Gan (2008) also emphasized the significance of considering the duration and degree of engagement that students had with the activity. The extent of a student's involvement may significantly impact the degree to which they are impacted. For example, a longer duration of engagement promotes favorable interpersonal relationships and abilities that are believed to foster positive academic adaptation. A cycle of increased engagement will persist if students, teachers, parents, and the whole community can see the advantages derived from the activities in which the children are involved. The engagement in cultural arts enhances the process of adapting to academic settings among pupils. Multiple studies have shown a clear connection between participation in theater and successful adaptation to academic settings.

Furthermore, kids who engage in theater and cultural arts not only get greater results on standardized tests, but also experience enhancements in reading comprehension, exhibit improved attendance records, and demonstrate increased overall engagement in class (Yasmeena, 2014). Students identified as being most susceptible to dropping out of secondary school attribute their decision to remain in school to their involvement in theater and cultural arts. Participation in the arts increases the likelihood of winning a school attendance award by a factor of three compared to non-participants. Drama and cultural arts, when included as a co-curricular activity in education, are considered to not only enhance students' confidence but also cultivate their communication skills and resilience.

Additionally, it has been shown to positively impact their academic adaptation. Cultural arts are crucial for achieving greater academic scores and grades. Sporting activities have long been ingrained in the culture, traditions, and inherent lifestyle of humanity. They are directly associated with the academic objectives, intentions, and aspirations of individuals. Since ancient times, sports and games have been an integral part of education as co-curricular activities. During this period, humans acquired various skills such as hunting, weapon use, and tests of strength, endurance, and bravery. According to Okediji (2015), sports like as athletics, gymnastics, rhythm dance, swimming, wrestling, and games like football, volleyball, basketball, and tennis have supported teaching and learning activities at all levels of school. The impact of athletics on academic adjustment has been a subject of ongoing dispute. Opinions on the effect vary, with some asserting its good impact and others arguing for its detrimental consequences. Current research mostly supports the notion that engagement in sports and activities indeed enhances academic adaptation.

According to Broh (2012), engaging in interscholastic sports enhances kids' growth and fosters social connections among students, parents, and schools. These advantages account for the favorable impact of engagement on academic adaptation. Participating in sports and activities is considered to provide pleasure, foster social and cultural integration, alleviate stress and emotions, and cultivate fundamental abilities necessary for improved academic adaptation. The qualities of the stated co-curricular activities are believed to have an impact on the academic adaptation of secondary school pupils. Prior research has examined the correlation between various extracurricular activities, specifically focusing on issues related to organization and participation. According to Reeves (2008), there is a significant correlation between students' participation in co-curricular activities and improved attendance, behavior, and academic adaptation. In addition to the aforementioned studies, this current research investigated the impact of co-curricular activities on the academic adjustment of Secondary School students in Nigeria, specifically in the Nasarawa South Senatorial district of Nasarawa state, which serves as the research area.

Problem Statement

The impact of extracurricular activities on the academic adaptation of secondary school pupils has been a matter of concern for all those involved in education. This is apparent in the inadequate academic adaptation of students, resulting in a significant prevalence of mass failure among students in both internal and external tests, as shown by earlier study conducted by Emily (2015), Abuh (2020), and Adeyemo (2010). Although the Nasarawa state government has made efforts to enhance the quality of education for secondary school students, the performance in both internal and external examinations, including terminal examinations, Mock exams, senior school Certificate examinations (WAEC), and entrance exams into post-secondary schools, remains significantly low and falls short of expectations. According to the WAEC Chief Examiners' Reports spanning from 2015 to 2022, the majority of applicants shown a lack of proficiency in comprehending fundamental ideas and theories related to Mathematics and English Language. Furthermore, they encountered challenges in effectively applying specific concepts. The perceived underachievement in Mathematics and English Language has been a subject of significant concern for conscientious educators. The researchers noted a deficiency in the field of co-curricular activities and how they affect kids' academic adaptation based on previous studies. The level of organization and student involvement in co-curricular activities in Nasarawa South Senatorial Zone is unsatisfactory. Students often squander their spare time by engaging in minimal or unproductive activities, such as neglecting co-curricular activities. As a result, there is a noticeable absence of engagement and participation in theatrical and cultural arts. Due to a lack of time and support from instructors and school authorities, students are unable to participate in activities such as debates, music and dance, and sports and games. This deficiency in opportunities for involvement may negatively impact students' academic transition. The findings of this research may suggest necessary modifications in educational institutions. The researchers were motivated to investigate the impact of co-curricular activities, including student engagement in cultural arts and sports, on the academic adjustment of secondary school students in the Nasarawa South Senatorial Zone of Nasarawa State. The researchers aimed to investigate the correlation between the listed extracurricular activities and the academic adaptation of secondary school pupils. Additionally, they sought to provide suggestions for enhancing these activities in order to maintain high academic standards.

Objectives of the Study

This study was guided by the following objectives:

1. This research aims to assess how sports affect academic adaption in secondary school students in the Nasarawa South Senatorial Zone of the state.
2. This research aims to evaluate how cultural arts affect secondary school students' academic adaptability in Nasarawa South Senatorial Zone, Nasarawa State.

Research Questions

The study answered the following questions in the course of the investigation.

1. How does sports affect academic adaptability of secondary school students in Nasarawa South Senatorial Zone, Nasarawa State?
2. The research examines how cultural arts affect secondary school students' academic adaptability in Nasarawa South Senatorial Zone, Nasarawa State.

Research Hypotheses

The following hypotheses were formulated in a null form and tested at 0.05 level of significance.

1. Sports do not significantly effect secondary school students' academic adaptability in Nasarawa South Senatorial Zone, Nasarawa State.
2. Cultural arts do not significantly effect secondary school students' academic adaptability in Nasarawa South Senatorial Zone, Nasarawa State.

Methodology

The research examined how co-curricular activities affect secondary school students' academic adaptability in Nasarawa South Senatorial Zone using a descriptive survey. This research method allows for the generalization of study findings by selecting a small sample from a large population. The population included all Nasarawa South Senatorial Zone SS2 students. The zone has 72 public secondary schools in 5 LGAs. These schools serve 11,355 SS 2 pupils. Using the Research Advisor (2006) table, 200 students were sampled. The researchers selected individuals using multi-stage sampling. The researchers selected one school from each of the five Nasarawa South Senatorial Zone Local Government Areas using purposive sampling. Basic random selection was employed to pick participants. This included writing school names on paper and storing them. The study chose 200 respondents from each local government school using proportionate sampling. This research employed a four-point Likert-type scale, the Co-Curricular Activities and Academic Adjustment Scale (CCAD), which was self-created. The CCAD scale is designed to assess academic adjustment and co-curricular activity. Experts rated consensus validity 0.86. The pilot survey data was analyzed using Cronbach alpha. The Cronbach alpha was 0.87. Participants received the questionnaire from researchers. Participants were surveyed in their schools. To increase response rates, surveys were collected using the wait and take method. The research difficulties were handled using mean and standard deviation, and the hypotheses were evaluated using t-tests at 0.05.

Results

The data is shown in tables, which include mean scores, standard deviation, and t-test statistics. A decision-making threshold of 2.5 was used.

Research Question 1: What is the impact of sports on the academic adaptation of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State?

Table 1: Mean Scores and Standard Deviation on influence of sports on academic adjustment

S/N	Variable	N	\bar{X}	Std	Remarks
1.	I am well adjusted in school because I am the best sport student	200	2.74	0.83	high
2.	My games master helps me to perform and adjust to school because I love football	200	2.77	1.23	high
3.	My love for field events makes me to attend School Regularly	200	2.83	0.98	high
4.	I am always prompt at school especially during games time	200	2.60	1.04	high
5.	The prizes students get from games and sport Makes them to perform better in school	200	2.99	0.82	high
	Cluster mean	200	2.73	0.83	high

Table 1 Presents the average and variability in the impact of sports and games on the academic adaptation of secondary school students in the Nasarawa South Senatorial Zone of Nasarawa State. The data shows a cluster mean of 2.73, accompanied by a matching standard deviation of 0.83. This research suggests that sports have a significant impact on the academic adjustment of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State.

Research Question 2: What is the impact of cultural arts on the academic adaptation of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State?

Table 2: Mean Scores and Standard Deviation on Influence of Cultural Arts on Academic Adjustment

S/n	Variable	N	\bar{X}	Std	Remarks
1.	I am interested in Performing Arts	200	2.09	0.86	low
2.	My previous music helped me to adjust to my academics in school	200	1.84	0.90	low
3.	Playing cultural instruments helps students to adjust to their academics	200	3.00	1.16	high
4.	I learn faster with dramatization and fancy dress competition	200	2.49	1.04	high
5.	Students adjust rapidly when they are taught using dramatization	200	3.01	0.91	high
	Cluster mean	200	2.70	1.01	high

Table 2 displays the average and variability in the impact of cultural arts on the academic adaptation of secondary school students in the Nasarawa South Senatorial Zone of Nasarawa State. The data represents the average value of the cluster, which is 2.70, together with its equivalent measure of variability, which is a standard deviation of 1.01. This research suggests that cultural arts have a significant impact on the academic adjustment of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State.

Hypothesis 1: there is no significant influence of sports on academic adjustment of secondary school students in Nasarawa South Senatorial Zone of Nasarawa State

Table 3: independent sample t-test on Sports and Academic Adjustment

Variable	n	\bar{x}	std	df	α	t	p.val	Remark
Sports	200	13.96	2.79	1	.05	.690	.000	sig.
Academic Adjustment	200	12.40	2.71					

Table 3 shows the t-test findings showing that sports significantly affect secondary school students' academic adjustment. With 200 samples, a t-value of 0.690, 1 degree of freedom, and a p-value of less than 0.05, the study shows a substantial positive influence. The null hypothesis was rejected at $p=.000$ or $p<.05$. Thus, sports greatly affect secondary school students' intellectual development.

Hypothesis 2:The cultural arts have no discernible impact on the academic adjustment of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State.

Table 4: independent sample t-test on influence of cultural arts on academic adjustment

Variable	n	\bar{x}	std	df	α	t	p.val	Remark
Drama and Cultural arts	200	17.20	3.3	1	0.05	0.623	0.000	Reject.
Academic Adjustment	200	12.40	2.71					

Table 4, Examines the t-test for the substantial impact of cultural arts on the academic adjustment of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State. The analysis indicates a significant positive effect with a sample size of 200, a correlation coefficient of 0.623, one degree of freedom, and a p-value of less than 0.05. The null hypothesis was rejected with a significance level of $p=.000$ or $p<.05$. This indicates that cultural arts have a substantial impact on the academic adaptation of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State.

Discussion

The results of study question one and hypothesis one indicate that sports have a substantial impact on the academic adaptation of secondary school pupils. This conclusion is consistent with the research conducted by Broh (2002), which revealed that engaging in some activities enhances

adjustment, whereas engaging in others hinders adjustment. Engaging in interscholastic sports fosters the growth of students and strengthens social connections among students, parents, and schools. These advantages account for the favorable impact of engagement on kids' adjustment. Thompson and Austin (2003) conducted study on the relationship between watching sport and students' academic performance. They formulated three distinct hypotheses to explore the potential harmful influence of watching sport on grades. The findings indicate that engaging in sports and games diverts the attention of viewers and students from intellectual pursuits, thereby impacting their academic performance. Another concept that has been developed is the cognitive impact hypothesis, which suggests that seeing sports and games leads to mental lethargy. Shin (2004) discovered evidence indicating that watching sports and games demands less cognitive focus compared to reading and writing. This suggests that less mental and intellectual work is required while engaging in sports and games compared to other activities. The research also concurred that seeing sports and games promotes impromptu actions and may hinder academic adaptation due to the constant motion involved, which might inhibit prolonged tasks. The results of study question two and hypothesis two indicate that cultural arts have a substantial impact on the academic adaptation of secondary school pupils. This study corroborates Abuh's (2020) research, which shown that the group instructed using the drama and theatre approach outperformed those instructed through the conventional way. Furthermore, this finding aligns with the research conducted by Hani (2019), which revealed that drama in education, drama, and cultural arts have a significant influence on life skills. Specifically, these activities enhance students' reading and numeracy abilities, enable them to recognize their personal strengths and weaknesses, and facilitate the application of academic knowledge in real-life situations. The use of drama in education enhanced students' capacity for reflective thinking by strengthening their logical examination of various ideas and their ability to differentiate between the pros and drawbacks of different themes.

Conclusion

The study's results indicate that sports and cultural arts have a substantial impact on the academic adjustment of secondary school pupils in the Nasarawa South Senatorial Zone of Nasarawa State.

Recommendations

According to the results and conclusion of this research study, the following suggestions are proposed:

- i. Counsellors should provide assistance to students and ensure their active participation insports and games inside educational institutions.
- ii. Counsellors and schools should organize seminars and workshops to inform students about the importance of participating in theatrical and cultural arts to enhance their academic adaptation.

References

- Bashir, I., & Mattoo, N. H. (2012). A study on study habits and academic performance among adolescents (14-19) years. *International Journal of Social Science Tomorrow*, 1(5), 1-5
- Broh, B. A. (2012). Linking extracurricular programming to academic adjustment: Who benefits and why? *Sociology of Education*, 75(1), 69-95.
- Calculate your GPA. (n.d.). Retrieved July 15, 2017, from <https://goo.gl/UNgZ78>
- Eccles, J., Barber, B., Stone, M., & Hunt, J. (2013). Extracurricular activities in adolescent development. *Journal of Social Issues*, 59, 865-889.
- Fredericks, J. A., & Eccles, J. S. (2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698-713. 71
- Gardner, M., Roth, J., & Brooks-Gunn, J. (2008). *Adolescents' participation in organized activities and developmental success 2 and 8 Years After*. Retrieved from <https://psycnet.apa.org/record/2008-05171-015>
- Gardner, J. (Ed.) (2016). *Assessment and Learning*. London: Sage
- Harris, M. A. (2016). Differences in mathematics scores between students who receive traditional Montessori instruction and students who receive music enriched Montessori instruction. *Journal for Learning Through the Arts*, 3(1), 1-11.
- Okediji, H. (2015). *The relevance of sports to the development of education in Nigeria*. 1904 till date.
- Yasmeena, E. S. (2014). *Importance of drama education in academic process*. Retrieved from www.pubmed.educ on 20/07/2023