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School-Based Co-Curricular Activities and Teachers' Challenges in Ghana

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Abstract: Academic institutions utilize several ways to entice busy students to read, search for knowledge, and share ideas. The literature review gives greater attention to students' curricular activities since they set up the global globe where knowledge-seekers may obtain information and employ it in their lives. This research evaluates instructors' curricular launch factors. The project targeted high school teachers in Ghana who were trained to teach pupils about online libraries. The study also highlighted why librarians don't create co-curricular programs. The research advises implementing and creating co-curricular activities in public high schools, especially for females' regular reading. The study proposed removing instructor barriers to construct co-curricular activities, especially for girls who read online books, novels, newspapers, and magazines. The data supports the novel's suggestion that academics foster public high for females. They should search for, execute, and use fresh ideas and concepts.

Keywords: Students, co-curricular activities, teacher problems, challenges, girl school libraries.

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INTRODUCTION

In the past, a teacher's responsibility was limited to instructing students, and his interaction with them in the classroom was his sole concern (Abizada *et al.*, 2020). He applied several conventional and dogmatic strategies. The importance of teachers participating in school management is growing with time. The instructor may carry out a variety of co-curricular activities in addition to his teaching, counseling, and administrative responsibilities (Akman *et al.*, 2017). The goal of education is to educate pupils for the culture of society. Co-curricular activities might assist students in adjusting to society once they have completed their studies. A co-curricular activity supplements, strengthens, and expands academic curricula by providing students with chances and outlets that are not accessible in their normal studies course. Co-curricular activities are critical to good learning (Daley & Leahy, 2003; Demirel, 2014; & Demirel *et al.*, 2004). Co-curricular activities have an impact on children's psychomotor domain. Scouting, girls' guides, debates, competitions, seminars, various clubs, athletics, and other activities all play an important part in successful learning (Yok, 2018). As a result of its prominence, instructors bear a significant deal of duty. A student is put at rest by the kind, cheerful, and thoughtful instructor. By relieving him of anxiety and unnecessary strain, he enables him to make full use of his talents (Kim & Lee, 2016; Kocayigit & Ekinçi, 2016; & Kose, 2013). The well-informed, non-prejudiced educator encourages students to think critically and objectively about social issues that directly affect them. A teacher who has a well-defined, worthwhile purpose in life is beneficial to pupils

seeking value, and co-curricular activities may be conducted without impediment, if the instructor is unimpeded in this regard (Avci & Gumus, 2013; & Bakoban & Aljarallah, 2015).

Statements of the study

"A study of the difficulties instructors experience while managing extracurricular activities at the level of public high schools." As a result, this research provides information about the job that teachers do in classrooms. It reveals the need for extracurricular activities for teachers (Castano & Kelly, 2012; & Cengelci, 2013). The ineffectiveness of certain items of gear and other co-curricular activity requirements will be shown by this investigation. The significance of equipment and other necessities for extracurricular activities will be shown by this investigation. This research will challenge the prevalent incorrect assumptions in the sector. This study emphasizes the significance of co-curricular activities in child development. This research contributes to the strengthening of the link between co-curricular and curricular activities. This research aids in comprehending a teacher's administrative responsibilities. This study contributes to the enhancement of the teacher's function in the classroom. This research will enlighten the instructor about the challenges in teaching and the elements that might cause issues when performing co-curricular activities. This study will benefit teachers.

Objective of the Study

The study's objectives are as follows:

- Investigate the fundamental issues teachers' face while coordinating extracurricular activities.
- Emphasize the significance of extracurricular activities.
- Identify the challenges teachers face in their profession.
- Suggestions for overcoming the obstacles faced by instructors.
- Assist instructors with administrative tasks during extracurricular events.

LITERATURE REVIEW AND THEORETICAL FOUNDATIONS

Co-curricular activities

Previously, all student activities outside of the classroom were under the umbrella of "co-curricular." Of fact, the term "activities program" came from how teenagers' extracurricular activities were first organized. Most secondary schools have raised student involvement in recent years to a level of respect and acceptability (Daley & Leahy, 2003). "Curricular and co-curricular activities are considered complementary, and they overlap one another in the daily routine of the school. They are generally given credit in some form or another, sponsored by regular staff members, and scheduled, at least in part, on school time and in school facilities. If a space still exists between them, it should be eliminated entirely (Kim & Lee, 2016; Kocayigit & Ekinci, 2016; & Kose, 2013). The substitution of the previous word extracurricular activities with the new phrase co-curricular activities is sufficient evidence that these activities are no longer considered extra. They are supplementary activities to the curriculum activities. Both educational and extracurricular activities are carried out concurrently (Sindhu, 2001).

New education places a strong focus on co-curricular activities. There is much more to learn for effective life than is imparted by schoolwork. Without these activities, the child's education would be marred by several gaps and disadvantages. Productive and creative activities contribute to the personality development of students. These exercises allow youngsters to express their many abilities (Iskan, 2019; & Jansen, 2016). In the absence of these activities, a significant proportion of the children's potentials would likely stay untapped. After investigating, they refine and cultivate their skill (Sindu, 2001). The new education system considers that a child goes to school to grow in a balanced way. The extracurricular activities provide the children with a chance to do things that interest them. When interests are met, schoolwork becomes more enjoyable. Through these activities, the students learn and develop some hobbies and things to do in their free time. Education is meant to help people grow as whole people. They must make sure that the physical, mental, emotional, aesthetic, social, moral, cultural, and spiritual parts of a person's personality grow and develop. These activities give the

learner chances to be creative and take part, which helps them develop many important skills.

Co-curricular activities are seen as an essential component of the educational opportunities offered by your school. However, the normal topics continue to provide the foundation of the curriculum through which it is anticipated that students will grow and develop (Balcioglu, 2013; Carbonaro & Maloney, 2019). Co-curricular activities have still been incorporated into these offerings by many schools, and some have grown to see them as crucial complements to effective teaching. The whole co-curricular program is curricular since it is acknowledged as a vital tool for achieving substantial educational goals rather than just providing students with a means of pleasure and relaxation. When the co-curricular program is organized and run properly, this is true.

Relationship with Students

Co-curricular activities may help students determine their personalities, which has a big influence on them. Co-curricular activities give students with hands-on experience. When students complete their education, the goal is for them to be culturally prepared. They may acclimatize to society with the support of co-curricular activities. 'Learning rules, concepts, facts, and skills has little value for students if they do not have the opportunity to use them (Sidhu & Singh, 2001; Wood *et al.*, 2011). When learning is integrated into everyday life, it becomes more vital, relevant, and lasting. Numerous co-curricular activities provide opportunities for pupils to apply what they have learned in the classroom. However, the activities program allows the student to pursue his hobbies and improve his skills outside the scope of a rigorous curricular curriculum (Bent & McCann, 1960). It is only normal for students to join organizations and create clubs and associations with a shared goal in mind (Yok, 2007; & Yok, 2018). Imagine denying them school-supervised group activities. If so, they'll join gangs, cliques, and organizations outside of school. It's easy to imagine a criminal with unrestrained intellectual or physical skill (Yildirim & Simsek, 2013). Associations impact boys' character development, raising issues. Boys who join school gangs often shun beneficial local influences (Yasin, 2012). Interactions with bad gang lifestyles affect them negatively. Street education may affect more boys' behaviors, attitudes, and values than official schooling.

Kind of Co-Curricular Activities

Thirteen significant categories may be used to group co-curricular activities. Academic advancement: study groups, survey groups, math groups for historical societies, a group for geographical surveys, etc. Activities for aesthetic development include painting and drawing, music, theatre, exhibits, fancy dress, and the creation of charts and models. Student council, cooperative shop, and trips to socially significant locations are all activities that promote citizenship.

Celebration of religious and other festivals, as well as visits to important cultural sites, are cultural development activities. Activities for Emotional and National Integration: Observance of national and international holidays, participation in community life, camps, and educational excursions to various locations around the nation (Demirel, 2014; Demirel *et al.*, 2004; Dincer, 2009; Iscan, 2019; & Jansen, 2016). Photography, collecting stamps, making albums, decorating, etc. are some of the leisure activities. Literary activities include debates, speeches, reciting poetry, public speaking, brain trust, extension lectures, work in the library, reading magazines, etc. Activities for moral development include Morning Assembly, celebrating the birthdays of great people, doing community service, etc. Kitchen gardening, horticulture, making toys, embroidery, tailoring, clay modeling, cardboard work, knitting, leatherwork, etc. are all productive things to do. Mass drill, athletics, NCC, wrestling, indoor games, outdoor games, swimming, cycling, etc. are all ways to improve your physical health. Scientific Activities: Science clubs, science fairs, trips to the scientific institution, science quiz etc. (Demirel *et al.*, 2004; & Dincer, 2009). Activities that help people in need include scouting or girl guiding, the Red Cross, first aid, etc. Activities with more than one goal include cleaning up the campus, celebrating cultural week, surveying the community, and giving out prizes. Get together, work on projects that are new or experimental, etc.

The Role of Teacher under the Regard of Co-Curricular Activities

There was a time when a teacher could focus almost exclusively on his interactions with the students in his classroom and his current teaching task. But that period is ending or moving very quickly (Daley & Leahy, 2003). The teacher of today also must think about the bigger picture of a school system and engage in school administration. The instructor must familiarize himself with the structure for managing education, the many governmental entities and organizations involved, as well as how they interact with one another. Teacher involvement in school management is being emphasized more and more over time. The teacher is a coordinator of activities, a planner, and a leader; it is his responsibility to bring all the elements that support meaningful learning together and apply them to the teaching-learning scenario as effectively as possible (Castano & Kelly, 2012; Cengelci, 2013; & Craft, 2012). The teacher may conduct a variety of co-curricular roles in addition to his academic, guiding, and administrative responsibilities. Teachers who can do more than just instruct young people in a classroom, as crucial as this duty is, are significant when a candidate is being considered for a post; in fact, they are frequently pivotal. In its widest definition, teaching is defined as "the act of giving settings, conditions, or activities meant to enhance learning" (Pegem Akademi Publishing, 2017; & Seckin & Yildirim, 2019). Most people nowadays believe that excellent teaching is built on a foundation of

interpersonal interactions. As a result, the instructor as a person is critical to the learning scenario.

The instructor has a significant obligation to provide a pleasant and suitable environment for learning (Sidhu, 2001). The instructor may be patient with pupils while they strive to address their challenges; the teacher is in practically daily touch with children during a crucial period of their development. He has a big obligation to teach kids about healthy interpersonal interactions. This is best accomplished through extracurricular activities. Just as the job of the ideal teacher is that of director and guide of learning, so too is his relationship to activities that of a guide (Avci & Gumus, 2013). The teacher approaches the co-curricular activities issue with active cooperation, a readiness to take on certain obligations and tasks, and a sense of duty to this aspect of the curriculum. Administrative personnel and instructors have been impacted by the duty for leisure activities (Demirel, 2014). He takes part in them, works with people in charge of overseeing them directly, and encourages the student to take part. The administration of co-curricular activities is a highly challenging procedure. Consequently, the instructor has a lot of issues.

Most teachers have a sincere desire to interact with their students in a courteous and intelligent manner during their learning process; yet, there are moments in every teacher's life when the demands and problems of the present make it impossible for him to do so (Daley & Leahy, 2003).

The Administrative Role of Teacher

One of the things that sets a comprehensive secondary school apart is its program of extracurricular activities. Large numbers of students take part in homeroom activities, school management, and whole-school events like assemblies and school ceremonies. The major activities of music, speech, athletics, and journalism, as well as the long list of student clubs, all add to the school's learning and related activities. Managing co-curricular activities is a very hard job, and administrators have to deal with a lot of problems when setting them up and running them (Demirel, 2014; Demirel *et al.*, 2004; Dincer, 2009; Iscan, 2019; Jansen, 2016; Katranci & Uygun, 2013). The principal parties affected by the administrative issues at hand are the teachers, sponsors, coaches, and directors who are responsible for carrying out the numerous school-related activities. The majority of teachers participate in carrying out the schedule of student activities. The educators are not only passive cogs in the wheel of educational management (Katranci & Uygun, 2013). It is important to include teachers' opinions while developing curricula, implementing regulations for educational programs, and planning extracurricular activities (Demirel, 2014). When instructors participate in the administrative team for the entire school, they are responsible for the administrative issues related to co-curricular activities.

Responsibilities for Co-Curricular Activities

Certain co-curricular obligations are shared by all teachers. Whether or whether the teacher has delegated responsibility for certain duties, his status as a teacher imposes these obligations on him. Every instructor can declare his or her readiness to assist in one or more areas of co-curricular activity. Administrative personnel and instructors have been assigned responsibility for recreational activities." (Avci & Gumus, 2013). Certainly, no teacher should exhibit an interest in participating in an activity with which he is inexperienced and lacks ability. Teachers should collaborate with those responsible for extracurricular activities. Such collaboration necessitates an appreciation for the challenges of the person who must direct an activity, design an assembly program, or do any of the tasks essential to the success of any of these activities. Too frequently, teachers are unwilling to remove students from class or "give up" time for the activity program. Additionally, rules on when and how students may engage should be hammered out by the whole teaching team, not left to the whims of individual instructors. A teacher's disinterested demeanor might sap students' attention (Abizada *et al.*, 2020).

Prior to beginning reading lessons, the activity sponsor required the student to reach a specific degree of success in athletics. Someone else would undoubtedly be against the practice. The instructor must actively promote student participation in activities, be accessible to take the lead in one or more of them, and be ready, willing, and able to work closely with those who are in charge of them. Some students don't participate in enough activities outside of the classroom. This turn becomes an issue (Akman *et al.*, 2017; & Akyuz, 2017). For the purpose of completing their academic programs, students should be encouraged to participate in extracurricular activities. The classroom teacher is in a prime position to offer such support; yet he must himself hold a positive view of such pursuits to do so successfully. It's easy for a teacher to lose sight of the human dimension of their subject matter when he or she is so buried in textbooks, lesson plans, and grading that they have little time for pleasure or extracurricular activities. Although not all educators hold this view (Avci & Gumus, 2013). Obviously, but as long as some teachers do not push their students to participate in co-curriculars, it's important to stress the importance of this.

Sponsorship

Sponsorship is critical to the success of co-curricular activities.. "The teacher should be familiar with the literature of co-curricular activities, should understand the interests of the pupils in such activities, and should be willing to cooperate with the principal and faculty in organizing and sponsoring the program of activities which the school may provide (Avci & Gumus, 2013). Co-curricular activities are the normal part of the school program, and their sponsorship is a normal part of

the teacher's life. The wise teacher does not wait to be drafted, nor does the wise administrator wish to draft teachers (Seckin & Yildirim, 2019). The teacher should be interested in the activity and consider it just as important as his classwork.

For this reason, serious consideration must be given to the probability of having responsibilities assigned in one or more areas of co-curricular activity. His responsibility calls for the best use of his experience, judgment, and enthusiasm, all of which have strong implications for the teacher's preparation program. Just as the ideal role is director and guide of learning, his concerning activities are also that of the guide. Young people require guidance both in the selection of activities and in the extent of their participation. The sponsor should be genuinely sympathetic with the point of view of young people, believe in them, and give them the sport they need (Jansen, 2016; Katranci & Uygun, 2013).

If unguided, they may fail to secure the balanced training possible to obtain through co-curricular activities. Not infrequently, individuals give excessive time and attention to activities. To prevent waste of time and effort and to secure for the pupil the kind of experiences needed for his development, they need a good sponsorship. The sponsor of a particular activity or a particular group counsels the pupil in the choice of activities and the planning of programs. The wise destroy many of the values of the activities. The sponsor enters into comradeship with the pupils to pursue their recognized purpose. He knows when and how to permit liberty of action and curb unwise action.

Training Teacher for sponsorship

Just as school authorities have been compelled to develop programs of continued education in subject matter for in service teachers as a means of improving classroom work (Kim & Lee, 2016), so they often find it necessary to train teachers for the sponsoring co-curricular activities.

Sponsorship of Activities required of Many Teachers

Because of the rapid increase in the number of co-curricular activities in schools, teachers generally must prepare themselves for sponsorship duties. Participation in activities in secondary school provides helpful experience but not sufficient preparation for these duties. All teacher training institutions must develop interest on the part of their students in co-curricular activities and must provide appropriate training for sponsorship (Castano & Kelly, 2012; Cengelci, 2013; & Craft, 2012). The problem of inadequate preparation has promoted some school administrators to provide specific instruction for their teachers in the organization and direction of such activities through extension courses and through faculty meetings devoted to discussing co-curricular programs and problems of sponsorship (Kose, 2013). The difficulty encountered in this belated education is that a teacher whose initial preparation has

included no reference to co-curricular activities is likely to be indifferent to such matters as the parent whose education was received in the high school of generation age. Both the untrained teacher and the parent commonly think that the school is strictly an academic institution engaged in book learning only.

Both must be aroused and led to think of the school as a social institution responsible for changing the pupil from a mere individual into an intelligent member of society. The realization of this socializing function of the school compels the teacher to become interested in the pupil's co-curricular as well as his classroom activities and experiences to the end that educated pupil should exhibit group responsibility, self-control, respect for the rights of others, a sense of fair play, and a disposition favourable to cooperation (Avci & Gumus, 2013).

Attitude of Teachers toward Sponsorship

Some teachers may regard the demand that they participate in the social training of pupils as so many extra or added duties. They should promptly change such an attitude. The teacher should be willing to serve to the extent that time permits. For a teacher to do otherwise is to restrict his influence on the pupil and to evade one of the responsibilities of the school. The teacher must accept sponsorship of co-curricular activities as a necessary part of his program and a legitimate professional obligation (Avci & Gumus, 2013; Bakoban & Aljarallah, 2015; Balcioglu, 2013; & Carbonaro & Maloney, 2019). Certain activities, such as interscholastic athletics, musical organizations, and special interest clubs, require sponsors who possess special qualifications. On the other hand, many activities can be sponsored by teachers without special technical qualifications who understand young people and are willing to give time and effort to the guidance of these young people in the pursuit of interests approved by the school (Carbonaro & Maloney, 2019). The experience of teachers who have acted as sponsors is important in ascertaining schools' difficulties in securing efficient sponsorships. Secondary schools are required to assume sponsorship duties for co-curricular activities (Bakoban & Aljarallah, 2015), and they must know the qualifications considered essential to success as sponsors.

Scheduling Activities

The importance of scheduling is recognized by every experienced administrative. The extent of participation by students depends in no small measure on schedule. Most activities are held after school hours, and they are not available to students who work a part-time job or leave on the school bus. The schedule must consider, too of various needs for special facilities or equipment for certain activities. If both old and new organizations are required to file a program every year." (Demirel, 2014). To make sure that all students can take part in activities, they were scheduled so that everyone

could. Schools often set aside time during the school day for them. This is sometimes done with the help of study hours and study periods. More and more middle and high schools are moving in this direction by adding a daily activity period to their schedules. Many activity periods are scheduled after the last "regular" period to give students flexibility and freedom of choice (Cengelci, 2013). Unfortunately, this device usually means that kids who have to work get out of school a little earlier. This means that the people who the period was made for still can't take advantage of it.

Evaluating Activities

In order to assist students constructively, we need evaluative proof of their improvement as individual participants of an activity or team. Much useful information about boys may be obtained by carefully examining their experiences in club sports or other activities (Dincer, 2009; Iscan, 2019; & Jansen, 2016). We are also concerned with another type of evaluation: that of the program's numerous student groups as a whole. Personality or character development are difficult to quantify. Techniques are required to research and understand informal settings and communicate this information with counselors and other teachers. The evaluation concepts listed below appear to be relevant in this context.

- Continuous evaluation should be performed.
- Students should contribute to their development.
- Measurement should be based on clearly specified objectives.
- All teachers should work together to complete the evaluation.
- Observational methods can be useful.
- Tools and methods for assessing student interests, personality development, and social adjustment should be created and used.
- Individual and group self-analyses are both beneficial in assessing development. They should retain a record of these oral assessments.

THE POSSIBLE PROBLEMS IN TEACHERS WORK

Interference with studies

The overly enthusiastic headmaster and teachers could place an undue emphasis on extracurricular activities, interfering with the curricular work (Dincer, 2009; & Iscan, 2019). If they are overemphasized, everyone's focus will be diverted from academic work. If there is a function of this kind or that kind at the school, the studies will have been ignored. The good pupils in these activities receive so much acclaim that they forget they have academic obligations. It may potentially take a month or so to complete the rehearsals for a variety show. In literary and other contests, some students go pro (Krippendorff, 1980). They continue seeking for months at a time to compete in events at various locations. The pupils did well in these activities but poorly in their academics. The improper

approach and excessive obsession for these hobbies will cause this to occur.

Heavy Load on Teachers

The sponsor - teachers are frequently obliged to stay after school hours to attend to these duties (Daley & Leahy, 2003). Sometimes the school is already understaffed. This additional labor may become unpleasant for the few staff workers who are already overwhelmed with academic work.

Lack of Staff

A school with insufficient personnel cannot implement the programs profitably. Certain interests, such as gaming, music, dancing, the fine arts, and science, require specialist personnel (Yildirim & Simsek, 2013). When instructors are overloaded with teaching duties due to a lack of personnel, they will avoid taking on more responsibilities.

Conservative Attitude

Most of the time, the parents, students, and teachers have a conservative view of these activities. Let's say that the activities require you to stay up late. The parents might not want their kids to take part (Dincer, 2009). The vast majority of students do not take part in these things.

Limited Participation

Unfortunately co-curricular activities are out of reach for the vast majority of pupils. There are times when people are uninterested, when they are too busy, when they cannot afford to participate, when they live in a remote village, when they are denied a chance, and when they do not see any value in taking part (Castano & Kelly, 2012). They lack the desire for active involvement in the absence of significant drive. They don't have any extra time for these activities when they have a lot of homework to complete each day. By requesting that they purchase a uniform for games, a clothing for a theatrical performance, or raw materials for scientific interests, the government may make these pursuits very pricey (Kim & Lee, 2016; & Kocayigit & Ekin, 2016).

In other circumstances, the few options for involvement may be monopolized by favorite pupils, leaving others out. Students who travel long distances to school have little time and energy for these activities (Daley & Leahy, 2003). In other circumstances, orthodox parents do not regard their children's participation in them to be dignified or decent. When a student is required to qualify in a class based on their academic achievement, they do not participate. Co-curricular activities on a global scale do not appear to be feasible given the conditions.

Lack of Facilities

Without infrastructure, extracurricular activities will have no effect. In the lack of necessary resources,

extracurricular activities have no effect. The play areas are insufficient. A small number of pupils can play at once. Occasionally, the open area is insufficient, even for mass exercises (Carbonaro & Maloney, 2019). The school has sufficient funding for sports equipment, library books, scientific interests, field trips, exhibits, and interscholastic contests.

Lack of Variety

The authorities only launch a small number of co-curricular programs due to issues with a shortage of staff, infrastructure, and passion. They comply with the rules in a typical way. Only a limited few pupils can take advantage of the chance to participate. Due to their limitations, the activities can't meet the demands and interests of every student. In most schools, the formality may be satisfied by holding an annual event, a sports day, and a declamation competition.

Defective Time Schedule

In general, no time is set aside in the school calendar for these activities. There is no school calendar that specifies the dates and times for certain functions. The functions are held without appropriate forethought if they are at all arranged.

Over Emphasis on Teaching Work

Most schools prefer to focus only on academic achievement. They view games and other diversions as detrimental to their primary objective. Even the pupils' leisure time is exploited for additional lessons (Katranci & Uygun, 2013). Nothing is permitted at the school that may divert students' attention from their studies. The pupils' extracurricular interests and needs remain unidentified.

Disregard of Local Conditions

Schools are often tempted to choose and offer extracurricular activities that are similar to those of other schools, regardless of their own needs, resources, and limitations. It is wrong to do something if it is not accepted and liked by the people in the area.

No Credit in Annual Promotions

No credit is awarded to the students for their participation in these activities or their success in them.

Failure to Achieve the Purpose

There is a chance that these actions will fall short of their intended results. The less significant aspects of an activity often take precedence over the truly beneficial aspects. The time and effort required for the performance's promotion, ticket sales, and the acquisition of stage props may be so great that the benefit from an educational standpoint may be insignificant.

RESEARCH METHODOLOGY

Procedure of the Study

This study was confined to male teachers at Ghanaian public high schools. The research is classified

as a "survey of opinion." The study is confined to gathering the opinions of teachers who teach at the high school level in Ghana. A questionnaire was created for instructors for this reason, and the worried teachers were asked to respond with "Yes," "Seldom," "Often," and "No." The population for the survey research was made up of Ghanaian public-school teachers. 10 schools were chosen at random from the whole population as a sample, and ten instructors were chosen at random from each school. The researcher personally visited the schools in Ghana and gathered data from their replies to a questionnaire. They answered every question on the questionnaire. All of the involved teachers collaborated with the researchers. Therefore, the response rate was 100 percent. A questionnaire was developed for high school instructors. The questionnaire consisted of 38 diverse questions.

Statistical Analysis and Interpretation

The researcher computed the percentage after tabulating the respondents' responses. Each factor was then interpreted.

RESULTS

The questionnaire was given to public high school teachers in Ghana in person. Researchers used a questionnaire with 38 multiple-choice questions (MCQs) to gather information. The results showed that 60% of teachers agreed that coworkers' unwillingness to cooperate is a big problem, 10% disagreed, 22% say "seldom," and 8% say it happens "often." The conservative stance toward extracurricular activities is a problem, say 65% of teachers, while 10% say "No". On the other hand, 7% say it happens "often" and 18% say "seldom." According to 40% of teachers, factors influencing workload is also an issue for organizing co-curricular activities, whereas 22% disagree, 20% think it happens seldom, and 18% think it happens often. 70% of teachers say "Yes", 2% say "No", 18% say seldom, and 10% say it happens often that co-curricular activities are difficult to undertake due to inadequate supplementary income resources. The absence of equipment required to support co-curricular activities causes challenges in conducting co-curricular activities, according to 68% of teachers. 10% are opposed to this, 12% think it happens seldom, and 10% think it happens often.

Table 1. Peer problems

Sr. No.	Statement	Yes	Seldom	Often	No
1	coworkers' unwillingness to cooperate	60	22	8	10
2	Conservative stance toward extracurricular activities	65	18	7	10
3	Factors influencing workload	40	20	18	22
4	Inadequate supplementary income resources	70	18	10	2
5	Lack of essential resources to support co-curricular activities	68	12	10	10

67 percent of teachers agree that poorly managed timetables make it difficult to undertake co-curricular activities, while 5 percent say No. 13% and 15%, respectively, think it happens "seldom" and "often." 78 percent of teachers agree that putting too much focus on curricular activities makes it difficult to undertake co-curricular activities, while the other 20 % disagree. At the same time, 8% think of it as often, while 12% think of it seldom. 50% of teachers agree, while 5% disagree, that scheduling co-curricular events outside of school hours makes it difficult to carry out co-curricular

activities. 30% contemplate seldom, whereas 15% consider it often. 76% of teachers are in favor, 4% are opposed to the notion that inadequate in-service training programs for teachers causes difficulties in conducting co-curricular activities, while 16% consider it to be a seldom occurrence and 4% consider it to be often occurrence. 59% of teachers are in favor, while 12% are opposed to the notion that the distribution of work regardless of teacher proficiency creates difficulties in co-curricular activity administration. In contrast, 13% view it as seldomly, whilst 16% view it as often.

Table 2. Managerial problems

Sr. No.	Statement	Yes	Seldom	Often	No
6	Poor timetable management	67	13	15	5
7	An excessive focus on curricular activities	78	12	8	2
8	After-school co-curricular activities schedule.	50	30	15	5
9	Inadequate in-service training for teachers.	76	16	4	4
10	Distribution of work regardless of teacher proficiency	59	13	16	12

The distance between school and home poses difficulties for running co-curricular activities, with 67% of instructors in favor and 3% opposed. On the other hand, 14% think it happens often, and 16% say it happens seldom. 73% of respondents are in favor, while 17% are opposed, of the idea that co-curricular activity

administration issues arise from activities interfering with students' academics. 2% and 8%, respectively, think it happens often and seldom. 55% of teachers agree, while 25% disagree, that difficulties are encountered when co-curricular activities are conducted because of low motivation to participate. Contrarily, 5% think say

often, whereas 15% say seldom. 69% of teachers agree, while 21% disagree, that a conservative attitude toward co-curricular activities poses difficulties in implementing co-curricular activities. In comparison, 7% think it happens seldom and 3% think it happens

often. 71% of teachers agree, while 19% disagree, that requiring children to participate in co-curricular activities on a larger scale than necessary causes issues. In contrast, 8% regard it as occurring seldom and 2% as occurring often.

Table 3. Distance learning difficulties

<i>Sr. No.</i>	<i>Statement</i>	<i>Yes</i>	<i>Seldom</i>	<i>Often</i>	<i>No</i>
11	School to home distance	67	16	14	3
12	The disruption of their study by extracurricular activities.	73	8	2	17
13	Lack of interest in participating in extracurricular activities	55	15	18	25
14	A conservative view of extracurricular	69	7	10	21
15	The number of students who took part was much higher than anticipated.	71	8	10	10

Sixty-seven percent of teachers support it, while 12% are opposed to the idea that assigning more homework to students who are also involved in co-curricular activities will make it harder to run those events. While 11% think it happens frequently, 10% think it happens seldom. Sixty-one percent of instructors agree, 38% disagree, and 1% say it happens infrequently that the cost of co-curricular activities being borne by the students causes problems with their administration. Seventy-seven per cent of instructors agree, 18 per cent disagree, and 3% and 2%, respectively, think it happens seldom and often, but not in a way that makes it difficult to perform co-curricular activities. Sixty-two percent of teachers are in favor, 7% are against that preference among students offered by teachers have difficulties performing co-curricular activities, while 7% believe it to be rare and 1% consider it to be frequent. Thirty percent of instructors support the assignment, while 60% oppose it, since students' skill and diversity cause difficulties in administering co-curricular activities, while 7% believe it occurs seldom and 3% believe it occurs frequently.

Eighty-one percent of teachers believe that the conservative attitude of the community toward co-

curricular activities creates difficulties in conducting co-curricular activities, compared to one percent who disagree. Fifteen percent of teachers consider this to be a rare occurrence, whereas three percent believe it to be a frequent occurrence. Seventy percent of teachers are in favor and five percent are opposed to the notion that a lack of community participation in co-curricular activities can lead to difficulties in conducting co-curricular activities, while twenty percent of teachers believe it occurs infrequently and five percent believe it occurs frequently. 60% of instructors are in favor, 12% are against, and 20% and 8% view it as seldom and frequently occurring, respectively, when it comes to community members discouraging children from participating in co-curricular activities. 72% agree and 23% disagree that a lack of interconnections between school activities and activities in the community makes it hard to do extracurricular activities. 16% think it happens rarely and 8% think it happens often. Seventy-one percent of teachers agree that students' lack of social awareness shouldn't make it hard for them to participate in extracurricular activities, while 18 percent disagree. Seven percent of teachers think this happens rarely, and four percent think it happens rarely.

Table 4. Problems related to Community

<i>Sr. No.</i>	<i>Statement</i>	<i>Yes</i>	<i>Seldom</i>	<i>Often</i>	<i>No</i>
21	Community's conservative stance on extracurricular activities.	81	5	3	1
22	Lack of community engagement in extracurricular activities.	70	20	5	5
23	Community-based demotivation of pupils	60	20	8	12
24	Absence of connections between community and school activities.	72	16	10	2
25	No development of social consciousness in pupils by society.	71	7	4	18

Sixty-nine percent of teachers agree with the idea that illiterate parents of students have trouble getting their children to do extracurricular activities, while only 21 percent disagree. At the same time, 3% think it happens rarely and 7% think it happens often. Sixty-seven teachers agree that parents who are too conservative make it hard to do extracurricular activities, while 23% disagree. Six percent of teachers think it happens rarely, and four percent think it happens often. Seventy-seven percent of teachers agree, and ten percent disagree, that interference from pressure groups in school

affairs can make it hard to run extracurricular activities. Six percent of teachers think this happens rarely, and eleven percent think it happens often. 77% of teachers agree, 13% disagree, 1% think it happens seldom, and 9% think it happens frequently that the lack of government laws in education makes it difficult to undertake extracurricular activities. No preference for co-curricular activities in job selection poses challenges for implementing co-curricular activities, according to 74% of instructors, while 24% disagree, while 1% think it happens seldom and 1% think it happens frequently.



Table 5. Parents Illiteracy

Sr. No.	Statement	Yes	Seldom	Often	No
26	Parents of students who lack literacy	69	3	7	21
27	Parents' conservative outlook	67	6	4	23
28	Pressure organizations meddling in school matters	73	6	11	10
29	Non-involvement of government policies in education.	77	1	9	13
30	No priority for extracurricular activities in the recruiting process.	74	1	1	24

Eighty one percent of teachers agree that running co-curricular activities can be difficult in the absence of funding, 4% disagree, 6% think it happens infrequently, and 9% think it happens frequently. Seventy-nine percent of instructors agree that a shortage of skilled personnel makes it difficult to conduct extracurricular activities, while 3% disagree, 11% say it happens seldom, and 7% say it happens frequently.

Seventy percent of instructors agree and 2% disagree that a lack of working relationships across schools causes problems with co-curricular activities, with 20% saying it happens seldom and 8% saying it happens frequently. Eighty-two percent of instructors agree and 0% disagree that a lack of grounds and halls causes issues with co-curricular activities, with 10% saying it happens seldom and 8% saying it happens frequently.

Table 6. Challenges related to School Administration

Sr. No.	Statement	Yes	Seldom	Often	No
31	Lack of available finances	81	6	9	4
32	Lack of trained personnel	79	11	7	3
33	Lack of working relationship among school	70	20	8	2
34	Lack of grounds and halls	82	10	8	0

Seventy-three per cent of teachers are in favour, and 1% are against that spending school expenditure creates problems in conducting co-curricular activities, while 17% account for it as seldom and 9% consider it as often. Sixty per cent of teachers are in favour, and 8% are against the lack of variety in teachers for conducting co-curricular activities occur problem in conducting co-curricular activities, while 20% account it as seldom and 12 % consider it as often. Fifty-five per cent of teachers

are in favour, and 5% are against that lack of factors for motivation possess problem in conduit co-curricular activities, account it as seldom and % a consider it as often. Fifty-four per cent of teachers are in favour, and 2% are against that lack of organizing proper programs at inter-school level create problem in conducting co-curricular activities, while 34% account it as seldom and 10 % Consider it as often.

Table 7. School expenses

Sr. No.	Statement	Yes	Seldom	Often	No
35	Process of spending school expenditure	73	17	9	1
36	Lack of variety in teachers for conducting co-curricular activities.	60	20	12	8
37	Lack of factors for motivation	55	25	15	5
38	Lack of organizing proper programs at inter school level.	54	34	10	2

DISCUSSION AN CONCLUSIONS

This research was done to investigate the challenges instructors experience while coordinating extracurricular activities. This study was confined to ten Ghanaian public high schools. A questionnaire was developed to gather and assess the opinions of educators. A detailed questionnaire was developed and was

individually delivered to educators. The researchers visited each school to collect completed questionnaires. The researcher's expectation that the affected parties would provide complete cooperation was accurate. In conclusion, the data obtained by the researchers was statistically examined as follows. The study tallied the data numerically and derived perception percentages. The investigation produced the tables displaying the perceptual responses. The researchers evaluated the

weight attributed to favorable, negative, often, and seldom statements. completed the interpretation process. Then, after compiling these comments into a table, the study evaluated the factors and assessed their significance. Sixty percent of instructors believe that a lack of collaboration from coworkers impedes the execution of extracurricular activities. 65 percent of instructors noted the effect that a conservative approach toward extracurricular activities had on students. Forty percent of instructors saw their job as a barrier to extracurricular activities. According to 70% of instructors, the inability to perform extracurricular activities is impeded by a lack of financial resources. Sixty-eight percent of instructors believe that the absence of equipment essential to support extracurricular activities creates difficulties in conducting extracurricular activities. Sixty-seven percent of instructors reported that improper table management impedes extracurricular activities. 78% of instructors felt that overemphasis on curricular activities creates difficulties in implementing extracurricular activities. Fifty percent of instructors believe that the timetable of extracurricular events after school hours impedes the conduct of extracurricular activities. Seventy-six percent of instructors stated that the absence of in-service teacher training programs impedes the implementation of extracurricular activities. 59% of instructors stated that the task allocation, regardless of teachers' ability, makes it difficult to undertake extracurricular activities. Sixty-seven percent of instructors reported that the distance between school and home creates difficulties for extracurricular activities. Seventy-three percent of instructors reported that the interaction of extracurricular activities with pupils' academics causes issues. 55% of instructors replied that a lack of enthusiasm to participate in extracurricular activities causes difficulties in implementing extracurricular activities. Sixty-nine percent of instructors believe that conservative views about extracurricular activities impede the execution of extracurricular activities. Seventy-one percent of instructors believe that the engagement of large numbers of pupils in extracurricular activities causes difficulties. Sixty-seven percent of teachers who favor extra schoolwork above participation in extracurricular activities have difficulties implementing such activities. Sixty-one percent of instructors believe that difficulties with co-curricular activities will arise if pupils are required to pay for extracurricular activities. Seventy-seven percent of instructors believe that their engagement in extracurricular activities has no direct impact on the conduct of extracurricular activities. Sixty-two percent of teachers think that giving students their preferences for extracurricular activities is hard for the students. Sixty percent of teachers didn't agree that a lack of skills and diversity among students makes it hard to do things outside of school.

Eighty-one percent of instructors reported that the community's conservative attitude toward extracurricular activities presents difficulties in implementing

extracurricular activities. Seventy percent of instructors indicated that the absence of community engagement in co-curricular activities causes difficulties in implementing co-curricular activities. Sixty percent of instructors said that pupils' participation in extracurricular activities is hindered by community opposition. Seventy-two percent of respondents felt that a lack of connection between school and community activities impedes the execution of extracurricular activities. 71% of instructors believe that the absence of community-based social awareness development among pupils impedes the execution of extracurricular activities. Sixty-nine percent of instructors stated that illiterate parents of pupils have difficulty coordinating extracurricular activities. According to 67 instructors, the conservatism of parents makes it difficult to undertake extracurricular activities. 73 percent of instructors stated that the intervention of pressure organizations in school matters impedes the execution of extracurricular activities. Seventy-seven percent of instructors agree that the absence of government involvement in education poses difficulties for extracurricular activities. Seventy-four percent of instructors believe that the absence of a preference for extracurricular activities in the job selection process creates difficulties in the conduct of extracurricular activities. Eighty-one percent of instructors stated that a lack of funding makes it difficult to organize extracurricular activities. According to 79 percent of the instructors, the conduct of extracurricular activities is hampered by a shortage of qualified personnel. 70% of instructors said that a lack of working relationships across schools impedes the execution of extracurricular activities. Eighty-two percent of teachers said that the lack of grounds and halls made it hard for students to do things outside of school. Seventy-three percent of instructors stated that school expenditures make extracurricular activities difficult (Avci & Gumus, 2013). Sixty percent of instructors stated that implementing extracurricular activities is hampered by the absence of diversity among teachers. 55% of instructors believe that a lack of motivational elements is a barrier for extracurricular activity participation. 54 percent of teachers say that the lack of well-organized programs between schools makes it harder for extracurricular activities to happen.

CONCLUSIONS

Using the survey questionnaire, data were analyzed, and major causes were responsible for the problems faced by teachers in conducting the co-curricular activities (Kuloglu, 2019). The following are the problems faced by teachers in conducting the co-curricular activities.

- There aren't enough facilities to hold events.
- insufficient financial resources.
- The community tends to be unsupportive of extracurricular activities.
- There's a dearth of properly educated workers.
- A focus on schoolwork that is too heavy.

- Participation in academic activities yields no immediate benefits for pupils.
- There is zero implementation of government education policies.
- There is a dearth of programs that provide ongoing education for current educators.
- Co-curricular activities are not given any weight when hiring and it get in the way of kids' schoolwork

Recommendations

The study recommended that academicians should clearly define the type of required participation of the students. The activities should not be expensive but manageable within budget. They should be popular and according to the interests of students. Teachers should give opportunities to participate in co-curricular activities equally to all students. There should be motivation for the students to participate in co-curricular activities.

The suggestion and initiative for the activities should come from the side of students. An activity timetable and a calendar for these activities should be prepared and distributed at the beginning of each session.

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