



CHALLENGES OF ADMINISTERING STUDENTS' ACADEMIC CLUBS IN DELTA STATE PUBLIC SECONDARY SCHOOLS

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Abstract: The study examined the challenges of administering students' academic clubs in Delta State public secondary schools. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted for the study. The population of the study comprised all the 448 secondary school principals across the twenty-five Local Government Areas of Delta State. Simple random sampling technique was used to draw 224 principals for the study. A self-developed instrument titled 'Challenges of Administering Students' Academic Clubs Questionnaire (CAACQ)' was used for data collection. The instrument was duly validated by three experts and subjected to reliability test using split-half method which yielded coefficient value of 0.85. Mean was used to answer the research questions and t-test to test the hypotheses. The results of the study revealed among others that the challenges of administering students' academic clubs in Delta State public secondary schools include: students' low enthusiasm for participation in academic club activities in schools, club activities not adequately reflected in school timetable and students are overloaded in curriculum activities among others. It was also found that management options for tackling challenges of administering students' academic clubs are: ensuring adequate funding of the clubs, assigning teachers to oversee the affairs and activities of the club, regular in-service training for affected teachers and creation of internal/external monitoring team. Based on the findings, the researchers recommended among others that school administrators should assign academic club responsibilities to teachers according to their competencies and interest. School administrators should be committed to their learners' welfare and should ensure that their educational environment is supportive of all forms of academic club activities.

Keywords: Challenges, Students, Academic Clubs, Schools

INTRODUCTION

The Nigerian educational system recognizes the right of every child to quality education. Children from different homes' backgrounds, cultures, tribes and religions need quality education. Ughamadu and Ezinine (2021) noted that education is an instrument for transmitting the societal norms and values as well as equipping learners with skills and knowledge required for overcoming a series of

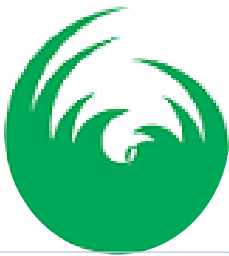
developmental challenges such as illiteracy, poverty, unemployment and ignorance. Education aims at the development of the total personality of the child through a learning experience in the school system. The total personality of children could be reflected in school activities to enhance happy and normal life through the academic club.

British International Journal of Education and Social Sciences

An official Publication of Center for International Research Development

Double Blind Peer and Editorial Review International Referred Journal; Globally index

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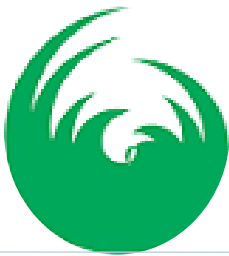
Students' academic club is a veritable means for creating a learning experience for children in the school system. Nwankwo and Okoye (2015) defined students' academic clubs as student-based school organizations, consisting of administration-approved organizations functioning with myriads of tasks with varied specific objectives in respect of each club. The authors added that an academic club offers most students the opportunity to explore areas of academic areas not covered by the curriculum and gives the club members plenty of opportunities to practically study. According to Ikram (2019), student academic club is a temporary group formed with the aim of enabling students to engage in intramural and extramural activities in scientific, social, cultural, artistic and sporting fields throughout their learning. Students' academic club activities serve as a source of enrichment and vitalization of the school curriculum. According to Ashok (2004), students' academic clubs form a vital link in the pattern of educational experiences necessary for all students. Besides, debate, music, drama among others provides opportunities for self-expression and participation which inculcate various important traits in the learner.

Psychologically students' academic clubs like drama, debate, sport and music are considered essential because they provide outlets for the flow of the surplus energies of the students. Eccles et al (2016) stated that some of the characteristics of students' academic club, which directly or indirectly help the classroom teaching of students include, students' academic club activities lag emphasis on aesthetic as well as spiritual development, which are the essential component of education. It helps in developing features like speech frequency and extempore. Academic club activities are a good platform to excel in acting, singing, speaking and recitation. Therefore, students' academic club becomes an integral part of school's curriculum and students' life.

Education based on the students' academic club activities help in the overall development of the learners' personalities. Students' academic club activities furnish many values among students. Thus, students' academic club depends upon students and administrators, how they are imbibing these values for the better education and health of students. Students participate in physical activities contribute to physical health vitality and endurance of the students. Psychological needs are met by students' academic club activities, (Gardner, Roth & Brooks-Gunn, 2008). Psychological needs such as emotions, self-assertion, self-esteem, and curiosity are trained and groomed by these activities. A large part of theoretical works in discipline like geography and science can get value-added from excursions, tour and nature study. Students' academic club activities help to inculcate civic and democratic values by participating in self-government and administering different festivals and ceremonies. Students' academic club activity is also an effective platform to inculcate values like social aesthetic, cultural recreation and discipline among students.

School administrators who are directly involved in administering students' academic clubs in secondary schools perform multi-dimensional functions in administering and executing students' academic club activities. It is also the school that plays a pivotal role in conducting students' academic club activities. The school administrators or teachers take the responsibility for how activities should proceed. The teacher can be a planner, leader, innovator, director, manager, recorder, advisor, motivator, communicator or coordinator to mention but a few. While executing such activities the teacher is faced with difficulties.

Administrators face many problems while administering students' academic club activities. The most important lacuna in conducting these activities is inadequate



equipment and tools due to financial indecisiveness (Fusco, 2008). Some students generally do not show enthusiasm towards such works. It all depends on the teacher who has to persuade the students to participate in students' academic club activities. The school time-table most time, does not include these activities. Generally, students' academic club activities take place before or after school hours.

Administrators are also not well versed in administering different activities in the club. In the modern education system, students are loaded with homework, or less time for recreation. In many research, it has been shown that students' academic club activities are neglected in formal education, (Fredrick, & Eccles, 2006). There is no specialized teacher for fieldwork or students' academic club activities in the schools in Delta State. Some parents also show their disinterest in these activities. Parents are worried in regards to their wards participating in students' academic club activities. Their questions are like what is the importance of students' academic club activities in school? However, if these activities are not implemented suitably the students will not be able to harness its benefits to the fullest.

Statement of the Problem

The students' academic club in the school system has witnessed several challenges in Delta State. Academic pursuit is not limited to classroom activities alone. Students' academic club activities such as debate, quiz, music, cultural, health club, jet club among others act as stimulants for improved learning outcome is eroding from many schools' activities.

The continual neglect of academic club has consequences on the three domains of learning (cognitive, affective and psychomotor) of the child's development and could be reduced when he/she is not allowed to participate in

extracurricular activities such as the students' academic club activities, found to be valuable in the social and psychological growth of the learner.

The students need to be involved in academic clubs to shape their skills for daily interaction with peers and the wider society. Hence the question the study attempt to answer is what are the challenges facing the administering of students' academic club activities in Delta State Secondary Schools? These questions along with other specific questions have been stated to guide the investigation

Purpose of the Study

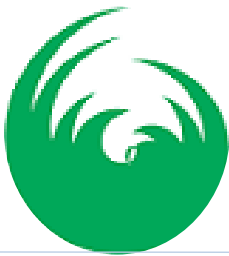
The purpose of this study was to examine the challenges of administering students' academic clubs in Delta State public secondary school. Specifically, the study sought to;

1. Identify the challenges of administering students' academic clubs in Delta State public secondary school;
2. Identify the sources of the challenges of administering students' academic clubs in Delta State public secondary school;
3. Investigate the management options available for the challenges of administering students' academic clubs in Delta State public secondary school

Research Questions

The following research questions guided the study:

1. What are the challenges of administering students' academic clubs in Delta State public secondary schools?
2. What are the sources of the challenges of administering students' academic clubs in Delta State public secondary schools?



3. What management options are available to address the challenges of administering students' academic clubs in Delta State public secondary school?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between rural and urban public secondary schools in terms of the challenges of administering students' academic clubs.
2. There is no significant difference between male and female principals of public secondary schools in terms of the challenges of administering students' academic clubs.
3. There is no significant difference between rural and urban public secondary schools in terms of management options available to address the challenges of administering students' academic clubs.

Methodology

A descriptive survey research design was used adopted for the study. According to Nworgu (2015), a descriptive survey design is a type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of entire group. The population of the study was made up of the principals of 448 public secondary school principals in the 25 Local Government Areas of Delta State. A sample of 224 public secondary school principals was used for this study using a simple random sampling technique. The sample represented 50% of schools in each local government area in Delta State.

The instrument used for data collection was a self-developed questionnaire titled "Challenges of Administering Students' academic Clubs Questionnaire (CAACQ)". The instrument was divided into two sections

A and B. Section A deals with the demographic variables while section B has a total of 22 items. Specifically, Section B(i) of the questionnaire deals with the challenges of administering students' academic clubs with 9 items, Section B (ii) contains 6 items sources of the challenges of administering students' academic clubs, while section B(ii) of the questionnaire deals on management option to the challenges of students academic clubs with 7 items. The response format was based on a four-point scale of Strongly Agree (SA) Agree (A), Disagree (D), and Strongly Disagree (SD). The respondents indicated their level of agreement by ticking (✓) on the rating scale. The scale was weighed 1, 2, 3, and 4 respectively. The validity of the instrument was determined by the three experts. Based on their comments, corrections, recommendations, suggestions made by the experts the final draft was written thus the face validity was established.

To ensure that the instrument consistently what it intended to measure it was subjected to a split-half reliability test using 200 principals who were excluded from the main study. The instrument was administered to the respondents after which the items were divided into equal halves of odd and even numbers. The scores were computed using Pearson Product Moment correlation statistics and a co-efficient of 0.85 was obtained which showed high-reliability co-efficient.

The instrument was administered by the researcher and five research assistants to the respondents by visiting the schools. The instruction on the instrument was clearly explained to the respondents to ensure that they have a clear picture of what they were expected to do. The researcher retrieved the completed copies of the instrument on the spot. Mean was used in answering the research questions while t-test statistics was employed to test the hypotheses. For the research questions a mean score of 2.50 and above was accepted and below 2.50 was rejected.



Result

Research Question 1: What are the challenges of administering students' academic clubs in Delta State public secondary school?

Table 1: Mean score analysis on challenges of administering students' academic club

S/ N	ITEMS	N	\bar{x}	Remark
1	Unavailability of students' academic club equipment	244	2.86	Agree
2	Students' low enthusiasm about students academic club	244	2.97	Agree
3	Lack of students' club activities on school time-table	244	2.81	Agree
4	Teachers are not well-versed in organizing different students' academic club activities	244	3.13	Agree
5	No specialized teachers for students' academic club activities	244	3.13	Agree
6	Students are overloaded with curriculum activities	244	3.12	Agree
7	Objectives of students' academic club are not clear to students	244	2.93	Agree
8	Unconducive surrounding environment	244	2.78	Agree
9	Poor funding of students' academic club	244	2.99	Agree

Data in table1 shows mean scores analysis on challenges of administering students' academic club. The result of the analysis shows that respondents agreed on all the items with 2.86, 2.97, 2.81, 3.13, 3.13, 3.12, 2.93, 2.78, and 2.99 on the unavailability of students' academic club equipment, students' low enthusiasm about students' academic club, lack of students' academic club activities on the school timetable, teachers not well-versed in organizing different students' academic club activities, no

specialized teacher for students' academic club activities, students are overloaded with curriculum activities objectives of students' academic club are not clear to students unconducive surrounding environment and poor funding of students academic club.

Research Question 2: What are the sources of the challenges of administering students' academic clubs in Delta State public secondary school?

Table 2: Mean scores analysis on sources of the challenges of administering students' academic clubs

S/N	ITEMS	N	\bar{x}	Remark
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10	Time for academic club activities	244	1.78	Disagree
11	Lack of awareness of the benefits of students' academic club	244	3.22	Agree
12	Inadequate facilities	244	2.86	Agree
13	Students' family background	244	3.07	Agree
14	Students' perception of academic clubs	244	2.98	Agree
15	Poor funding of students' academic club by government	244	2.90	Agree

Data in Table 2 shows mean scores analysis on sources of the challenges of administering students' academic clubs. The result of the study revealed that respondents agreed on 1.78, 3.22, 2.86, 3.07, 2.98, and 2.90 on lack of awareness of the benefits of students' academic club, inadequate facilities, students' family background, students' perception of the academic club and poor funding of students academic club by government respective. However, respondents disagreed with 1.78 on time for academic club activities as a source of the challenges for administering students' academic clubs.

Thus sources of the challenges of administering students' academic clubs in Delta State public secondary schools include lack of awareness of the benefits of students' academic clubs, inadequate facilities, students' family background, students' perception of the academic club and poor funding of students' academic club by government.

Research Question 3: What management options are available for the challenges of administering students' academic clubs in Delta State public secondary school?

Table 3: Mean scores analysis on management options to the challenges of students' academic clubs

S/N	ITEMS	N	\bar{x}	Remark
16	Ensuring adequate funding of students' academic clubs	244	2.99	Agree
17	Teachers should be assigned academic club responsibilities	244	2.79	Agree
18	Regular in-service training for teachers on the need for students' academic club	244	3.08	Agree
19	Creation of internal/external monitoring team for school students' academic clubs	244	2.84	Agree
20	Community participation in funding students' academic club	244	3.04	Agree
21	Making academic club compulsory for students	244	2.95	Agree



Data in table 3 shows mean scores analysis on management options to the challenges of students' academic clubs. The result of the study shows that respondents agreed on all the items with mean scores of 2.99, 2.79, 3.08, 2.84, 3.04, 2.95 and 3.15 on ensuring adequate funding of students' academic clubs, teachers should be assigned academic club responsibilities, regular in-service training for teachers on the need for students academic club, creation of internal/external monitoring team for school students academic clubs, community participation in funding students' academic club making academic club compulsory for students and supportive environment for all forms academic club activities.

Thus management options available for the challenges of administering students' academic clubs in Delta state

Table 4: T-test of significant and summary table of difference between urban and rural principals of public secondary schools in terms of challenges of administering students' academic club

Variable	N	\bar{x}	Df	α	t-cal.	t-crit.	Decision
Urban Principals	119	2.84	222	0.05	0.017	± 1.96	Not Significant
Rural Principals	105	3.08					

The result in table 4 shows the difference between urban and rural principals of public secondary schools in terms of the challenges of administering students' academic clubs. From Table 4 above mean scores of 2.84, and 3.08 were obtained for urban and rural principals respectively. While the t-calculated value of 0.017 which was obtained is less than the t-critical value of ± 1.96 at a 0.05 level of significance. This proves that there is no significant difference between rural and urban principals

public secondary school include: ensuring adequate funding of students' academic clubs, teachers should be assigned academic club responsibilities regular in-service training for teachers on the need for students academic club creation of internal/external monitoring team for school students' academic clubs, community participation in funding students academic club, making academic club compulsory for students and supportive environment for all forms of academic club activities

Hypothesis 1: There is no significant difference between rural and urban principals of public secondary schools in terms of the challenges of administering students' academic clubs.

of public secondary schools in terms of the challenges of administering students' academic clubs. Thus the null hypothesis was retained.

Hypothesis 2: There is no significant difference between male and female principals of public secondary schools in terms of the challenges of administering students' academic clubs.



Table 5: T-test summary table of difference between male and female principals of public secondary schools in terms of challenges of administering students' academic clubs

Variable	N	\bar{x}	Df	α	t-cal.	t-crit.	Decision
Male Principals	98	2.92	222	0.05	0.684	± 1.96	Not Significant
Female Principals	126	2.97					

difference
between
male and
female
principals

The result in table 5 shows the difference between male and female principals of public secondary schools in terms of the challenges of administering students' academic clubs. From table 5 above mean scores of 2.92 and 2.97 were obtained for male and female principals respectively. While the t-calculated value of 0.684 which was obtained is less than the t-critical value of ± 1.96 at a 0.05 level of significance. This indicates that there is no significant

of public secondary schools in terms of the challenges of administering students' academic clubs. Thus the null hypothesis was retained.

Hypothesis 3: There is no significant difference between rural and urban principals of public secondary schools in terms of management options available for the challenges of administering students' academic clubs.

Table 6: T-test summary table of difference between rural and urban principals of public secondary schools in terms of management options available for the challenges of administering students' academic clubs

Variable	N	\bar{x}	df	α	t-cal.	t-crit.	Decision
Urban Principals	119	3.98	222	0.05	0.702	± 1.96	Not Significant
Rural Principals	105	3.93					

of

The result in table 6 shows the difference between urban and rural principal of public secondary schools in terms of management options available for the challenges of administering students' academic clubs. From table 6 above mean scores of 3.98 and 3.93 were obtained for urban and rural principals respectively. While the t-calculated value of 0.702 which was obtained is less than the t-critical value of ± 1.96 at a 0.05 level of significance. This implies that there is no significant difference between rural and urban principals of public secondary schools in terms of management option available for the challenges

administering students' academic clubs. Thus the null hypothesis was retained.

Discussion

The result of the study shows that the challenges of administering students' academic clubs in Delta state public secondary school include unavailability of student academic club equipment, students' low enthusiasm about students' academic club, lack of students' academic club activities on school time-table, teachers not well-versed in organizing different students' academic club activities, no



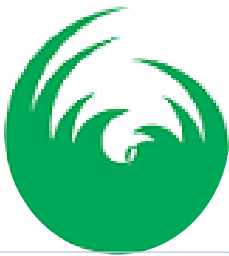
specialized teacher for students' academic club activities, students are overloaded with curriculum activities, objectives of students' academic clubs are not clear to students unconducive surrounding environment and poor funding of students' academic club. The hypothesis tested showed that there is no significant difference between rural and urban as well as male and female public secondary schools in terms of the challenges of administering students' academic clubs. This finding agrees with Hughes (2009) who stated that as secondary school administrators attempt to handle the diverse responsibilities they face within the context of increasingly critical constituencies for example state and national policymakers, learners' families, community members, school boards, and professional associations, complexities arise these have affected their ideology about students' academic clubs.

The finding also agree with Clothier and Hudgins (2010) who stated that an unconducive surrounding environment coupled with the imperative to educate learners at the highest level of achievement has placed tremendous strains on secondary schools and the administrators in particular. While schools have generally provided middle and upper-income learners with the intellectual tools necessary for success in our societies, they have commonly failed to cope effectively with the task of educating disadvantaged learners. School administrators in the metropolitan centers have with the rising tide of learners, been forced to seek new remedies for the alienated learner population within city centers. Of greatest importance is the fact that administrators realize that students' academic club activities prepare learners to face some of the crises and problems in the environment and have begun implementing these activities. This finding is also in line with Mayberry (2004) and Craig (2010) who opined that schools have been left to the poor, funding dwindles as more parents send their children to private schools and

there is a general lack of resources for schools to provide proper curricular and students' academic club activities.

This finding is in line with Okumbe (2009) who added that many of the school activities have been affected by a lack of qualified staff and the ones available are qualified for teaching mostly curricular activities. This finding is in line with DiPaola and Tschannen-Moran, (2003) who stated that due to increased workloads, rising expectations of learners, parents and the community as well as increased accountability and public scrutiny fewer teachers are willing to help school administrators with regard to administrative tasks of both curricular and students' academic club activities. This finding is in line with Logan and Sachs (2012) who recognized that there is a tendency for national policies to focus more on school management than on the real teaching and learning taking place. The inherent weaknesses of devolution of such national policies are that they fail to explain how the various elements of school management that are promoted will lead to improved curricula and students' academic club activities.

This finding is in line with Schonert, Elliot and Bills (2011) stated that urban schools provide different forms of students' academic club activities than rural schools, thus necessitating a negative correlation between persistence and leadership experiences in school. While rural schools tend to provide fewer students' academic club activities because schools in urban areas provide adequate teachers as well as a playground where students' academic club activities can take place but challenges remain the same. This finding is in line with Downey (2000) who argued that the small number of participants in each students' academic club activity typically offers students in rural schools more opportunities for active participation and leadership roles than students in urban schools but the



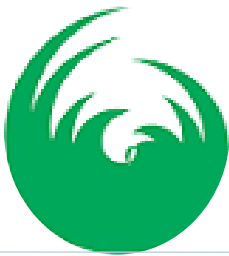
challenges of students' academic club are not limited to any location.

This finding agrees with Braddock (2001) who hypothesized that the challenges of administering students' academic club activities in school do not differ between genders. Finn (2003) stated that teachers who administer students' academic club activities in male schools can be transferred to female schools and once the facilities needed for students' academic club activities are available then knowledge can be transferred.

Sources of the challenges of administering students' academic clubs in Delta state public secondary school include lack of awareness of the benefits of students' academic club, inadequate facilities, students' family background, students' perception of the academic club and poor funding of students' academic club by government. This finding is in line with Okwach (2007) who stated that one of the sources of the challenges of administering students' academic clubs is the teacher. Some teachers may become biased toward students who participate outside the classroom, forming bonds that may affect the grades of the individual students. The finding is also in line with Wangai (2012) who pointed out that one of the major sources, affecting the operation of successful development of students' academic clubs is the provision of adequate facilities equipment and supplies. This finding is also in line with Akpan (2013) who identified certain sources which have made students' academic clubs unsuccessful to include inadequate school facilities and equipment authoritarian method of administration insufficient moral/religious instruction and improper communication among school administrator, teachers and students, lack of security and devotion to duty and poor attitude to learning. This finding is also in line with Grace (2014) who opined that family background is another source of the challenges of administering students' academic clubs. Principals and

teachers agree that what is going on at home will impact a student's propensity to learn. Divorce single-parent poverty, violence and many other issues are all challenges a student brings to school every day. While some teachers and administrators try to work with children in less than ideal family environments, they can only do so much, especially when parents are often not willing to partner with the school to provide for the children.

Management options are available for the challenges of administering students' academic clubs in Delta state public secondary schools include: ensuring adequate funding of students' academic clubs, teachers should be assigned academic club responsibilities, regular in-service training for teachers on the need for students' academic club, creation of internal/external monitoring team for school students' academic club, making academic club compulsory for students and supportive environment for all forms academic club activities. The hypothesis tested showed that there is no significant difference between rural and urban as well as male and female public secondary schools in terms of management options available for the challenges of administering students' academic clubs. This finding is in line with Smith and Hennessy (2001) who stated that ensuring the provision of enrichment activities help to offset the negative factors which place learners at risk. This finding is in line with Forsyth and Tallerico (2009) who suggested that the administrators of secondary schools should be committed to their learner's welfare as well as ensure that their educational environment is supportive of all students' academic and non-student academic activities and that all activities are conducive to desirable learning experiences for all learners. This finding is also in line with Masteralexis (2005) who suggested a safe environment for academic club activities. He stated further that the school administrator is also accountable for ensuring a safe environment whether in urban or rural areas for learner participation in students' academic club



activities. As a basic prerequisite males and females should be physically fit to participate in sports team coaches should supervise and monitor learners constantly to prevent the performing of any dangerous acts that may be harmful bearing in mind that the school administrator is accountable for such safety measures. This finding is in line with Watkins (2004) who stated that secondary school administrators should supervise both curricular and students' academic club activities in the school irrespective of the location (urban or rural).

Conclusion

Students' academic club is a veritable means for creating a learning experience for children in the school system, though it has bedeviled with a series of challenges ranging from unavailability of students' academic club equipment students' low enthusiasm about students' academic club, lack of students' academic club activities on school timetable teachers not well-versed in organizing different students' academic club activities. Sources of the challenges include lack of awareness of the benefit of students' academic clubs, inadequate facilities, students' family backgrounds, students' perception of the academic clubs and poor funding of students' academic club by the government. However these challenges can be managed by ensuring adequate funding for students' academic clubs, teachers should be assigned academic club responsibilities regular in-service training of teachers on the need for students' academic clubs, creation of an internal/external monitoring team for school students' academic clubs, community participation in funding students' academic club, making academic club compulsory for students and supportive environment for all forms academic club activities.

Recommendations

Based on the findings, the following recommendations were made:

1. School administrators need to be committed to their learners' welfare and should ensure that their educational environment is supportive of all forms of academic club activities.
2. School administrators should assign academic club responsibilities to teachers according to their competencies and interest
3. Students should be urged to participate in academic club activities
4. Students' academic clubs should be made compulsory for all students in the school
5. Time for academic club activities should be included in the school timetable to accommodate students optimally

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