



ABSTRACT

The study examined curriculum and implementation practices among public and private primary school practitioners in Nigeria. These were with a view to providing information on the status of curricula and co-curricular issues in public and private primary schools in Nigeria. The study adopted the survey research design. The population consisted of public and

CURRICULUM AND IMPLEMENTATION PRACTICES AMONG PUBLIC AND PRIVATE PRIMARY SCHOOL PRACTITIONERS: CURRICULA AND EXTRA-CURRICULAR ISSUES IN NIGERIA

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Introduction

Quality education is crucial to the development of the totality of the individual. Achieving this aim involves coordinated efforts by education stakeholders at ensuring that learners interact effectively with every aspect of their environment culminating in the cognitive, affective and psychomotor development of the target learners. Primary school is a veritable avenue through which such comprehensive education could be employed and implemented. In Nigeria, as explicated in the NPE (NERDC, 2013), primary education is the education given to children aged six to twelve years. Schools are designed to provide various learning experiences that will prepare the learners for future living and by extension developing well equipped and informed learners. At the heart of the school programme is the curriculum. The



curriculum is the primary vehicle for achieving the goals and objectives of a school. This goes to show that the importance of the curriculum for meeting the school's mission cannot be overemphasized.

The term curriculum has taken on several meanings over the years and this diversity in meaning is obvious even in present times. Henson (2003) submits that curriculum developers who have a clear mental grasp of several of these meanings can perform a wider range of curriculum development activities and can do so more effectively than those who have only a vague idea of what is meant when the word curriculum is mentioned. Ehindero (2010) taps from these

private primary school pupils, head-teachers, teachers and supervising officers in the ministries of education from three states (Ondo, Oyo and Lagos) in Southwestern Nigeria. The sample which comprised 864 primary school pupils, 18 head-teachers, 180 teachers, and three supervising officials in ministries of education was selected using multistage sampling technique. Data were collected using six instruments, namely: Curricula and Extra-curricular Activities Adequacy Checklist (CEAAC); Curricula and Extra-curricular Activities Integration Checklist (CEAIC); Curricula and Extra-curricular Activities Interest and Involvement Questionnaire (CEAIQ); Curricula and Extra-curricular Activities Implementation Questionnaire (CEAIQ) and Factors Affecting Implementation of Curricula and Extra-curricular Activities Questionnaire (FAICEQ). Data for this study were analysed using simple frequency, percentage, Relative Significance Index (RSI), Analysis of Variance. The results showed that selected curricula activities were fairly adequate in public primary (63%) and private (57%) schools while selected extra-curricular activities were not adequate in public primary (22.1%) and private (22.1%) schools. Results showed that teachers' workload (86.1%), lack of motivation (68.5%), inadequate teachers' workbooks (63.9%), lack of funds (61.1%), policies (75.0%), ignorance (81.5%), parents' stance (65.7%), teachers' lack of interest (74.1%), and lack of adequate facilities and equipment (90.7%) were factors affecting the implementation of curricula and extra-curricular activities in public and private primary schools in the region. The study concluded that co-curricular activities were neither properly integrated into the school programme nor implemented in Southwestern Nigeria.

Keywords: curriculum, extra-curricular, implementation, practices, practitioners



several meanings by submitting that it is a series of planned learning experiences deliberately and purposefully organised to maximize the opportunities available for individuals to actualize their inherent genetic blue print in both formal and informal institutions. The curriculum thus becomes one of the instruments for implementing education policies and programmes. Consequently, the Federal Government of Nigeria in recognition of the role of the curriculum and education, states in the NPE (NERDC, 2013) section 2, c; sub-section 19 (a-f), the objectives of primary and secondary education. The objectives of primary education focus on:

- (a) the inculcation of permanent literacy, numeracy and the ability to communicate effectively;
- (b) laying a sound basis for scientific, critical and reflective thinking;
- (c) promoting patriotism, fairness, understanding and national unity;
- (d) instilling social, moral norms and values in the child;
- (e) developing in the child the ability to adapt to the changing environment; and
- (f) providing opportunities for the child to develop life manipulative skills that will enable the child function effectively in the society within the limits of the child's capacity. (p.7)

A consideration of these objectives both for the primary points to the need to integrate a variety of content, activities and experiences in relevant educational programmes. Besides, these objectives clearly indicate the need to fuse the three domains of learning – cognitive, affective and psychomotor into the learning content and activities provided for in the school programme. To this end, school programmes need to be relevant, practical and comprehensive, while interest and ability are expected to determine the individual's direction in education. In order to make learning experiences in primary school relevant and practical, the Federal Government of Nigeria, through the Nigerian Educational Research and Development Council (NERDC) developed the curricula: the nine-year Basic Education Curriculum (BEC). The curricula is premised on the objectives of primary school and also capture the philosophies of the primary school system.

In order to achieve success in primary school, it is mandatory to have appropriate curricula with relevant curricula and extra-curricular activities. Curricula activities are activities that are carried out inside the



classroom, in the laboratory or in the workshop, and have direct reference to prescribed subjects such as English, Mathematics, Civic Education and Computer Studies while extra-curricular activities are activities and events sponsored by the school. They include sporting activities such as football, table tennis, volley ball; literary and debating activities, music, dance, drama activities etc. and clubs/societies such as Press Club, Boy's Brigade and Girls' Guide.

For the success of these educational programmes, good planning and adequate implementation are of paramount importance. Planning in terms of making choices as to the learning experiences which are appropriate and desirable for pupils in primary school, and implementation in terms of translating stipulations in a planned curriculum into practice in and out of the classroom through teaching, learning and practical participation.

In the operation of the school programme generally and in Nigeria in particular, all aspects of the school curriculum should be given adequate recognition and attention for the maximum benefit of the learners and for the goals and objectives of the curriculum to be accomplished. This therefore implies that if attention is being paid to one aspect of the curriculum while neglecting the other aspect in the school system, then the implementation process would be said to be faulty. If this is the case, then the school would be said to be running contrary to the provision of the NPE (NERDC, 2013), section 2, and sub-section 32 which encourages the incorporation of curriculum issues: curricula and co-curricular activities in the school programme.

If there is a lopsided curriculum in the operation of the school programme, such could generate a spillover effect on the pupils, school, family and the society at large as was the case with the Japanese curriculum. It had to be restructured to cater for the needs of the pupils after cases of suicide among school children were linked to the ways pupils were being handled in schools. Pupils were kept in classrooms consistently for longer periods (6.30am-6.00pm), on almost a daily basis with focus on the subject offerings only, thus denying learners the opportunity to discover and develop their creative instincts (Kuchikomi, 2009 and Whitman, 2015).



In addition, the National Sports Policy of Nigeria (NSPN) (2009) states clearly that all primary schools shall have play grounds for sports as a condition for approval for their establishment and that all schools shall establish a structured sporting programme which covers every pupil except those exempted on medical grounds.

The question is 'Are Nigerian primary schools structured along these guidelines and with reference to the fundamental issues of what are best for learners and a balanced curriculum'? It is perceived that some public and private primary schools abide by some of the guidelines while others do not. In fact, some primary schools are said to focus more on curricular activities alone while others carry out selective co-curricular activities in addition to curricular activities. In order to address these inconsistencies about curriculum issues in the school system, adequate attention is expected to be paid to selecting content and activities for the overall benefit of the pupils.

Statement of the Problem

The curriculum is crucial in achieving the goals and objectives of primary school. The school curriculum deals with curricula and extra-curricular activities but it appears there are inconsistencies in the implementation of both activities in the school system in Nigeria. The perceived imbalance in curricula and co-curricular activities may be due, among others, to inadequacies inherent in the selection and organization of content and activities as well as school administrators', teachers' and other practitioners' views about curricula and extra-curricular activities in the school programme. However, the NPE (NERDC, 2013) section 2, sub-section 32, encourages the incorporation of both activities in the school programme, informal observations show that there are inconsistencies in the operation of both activities in public and private primary schools. School-heads, teachers and supervising officials in the Ministry of Education who are key players at ensuring that curricula and extra-curricular activities succeed in the school system are being accused of not playing their roles as expected. Unfortunately, this seeming inconsistency as it relates to the integration and implementation of both



activities in public and private primary schools has not been adequately established; hence, the need for this study.

Objectives of the Study

The specific objectives of the study are to:

- i. assess the adequacy of selected curricula and extra-curricular activities in primary schools in Southwestern Nigeria;
- ii. examine the level of integration of curricula and extra-curricular activities in primary schools in the study area;
- iii. determine the level of implementation of curricula and extra-curricular activities in primary school in the study area; and
- iv. investigate the factors affecting the implementation of curricula and extra-curricular activities in primary school in the study area.

Research Questions

Based on the objectives of this study, the following questions were asked and answered:

- (1) How adequate are the selected curricula and extra-curricular activities in primary school in the study area?
- (2) What is the level of integration of curricula and extra-curricular activities in primary school in the study area?
- (3) What is the level of implementation of curricula and extra-curricular activities in primary school in the study area?
- (4) What are the factors affecting the implementation of curricula and extra-curricular activities in primary school in the study area?

Methodology

The study adopts the survey research design. The population consisted of primary school pupils, head-teachers, teachers and supervising officers in the ministries of education in Southwestern Nigeria. The sample comprised 864 primary school pupils, 18 head-teachers, 180 teachers, and three supervising officials in ministries of education was selected using multistage sampling technique. In the first stage, the three states (Ondo, Oyo and Lagos) were selected using purposive sampling technique. In the second stage, all the three senatorial districts



in each of the states were used making a total of nine senatorial districts. In the third stage, one Local Government Area (LGA) was selected from each of the senatorial districts using simple random sampling technique making a total of nine LGAs. Then, two schools consisting of one public primary and one private primary were selected from each LGA using stratified random sampling technique.

In stage five, Primaries IV, V and V were selected using purposive sampling technique. Sixteen pupils from each arm of the three streams of classes from each of the 18 primary schools (Primaries IV, V and VI) were selected using random sampling technique. Also, 18 head-teachers of the 18 primary schools were selected using simple random sampling technique. In addition, 180 certified teachers and one senior supervising official from the ministry of education in each of the three states were selected using accidental sampling technique

Six instruments were used to collect data for this study. Data collection for this study lasted for eight weeks. Data for this study were analysed using descriptive and inferential statistics.

Results and Discussion

Research Question One

How adequate are the selected curricula and extra-curricular activities in public primary and private primary schools in Southwestern Nigeria?

Table 1: Adequacy of Selected Curricula Activities in Public and Private Primary Schools in Southwestern Nigeria

S/N	Curricula Activities and Assessment Criteria	States						Summary	
		Ondo		Oyo		Lagos		Assigned Scores	
		Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores
		Public	Private	Public	Private	Public	Private	Public	Private
1	Maths								
	Performance Objectives	8	10	9	9	8	10	83.3%	97%
	Content	6	9	5	8	6	9	57%	87%



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	Teacher-Students Activities	5	8	5	7	6	9	53.3%	80%
	Teaching Learning Materials	4	7	4	6	5	8	43.3%	70%
	Evaluation Guide	4	8	4	7	6	9	47%	80%
Total								(57%)	(83%)
2	English Language								
	Performance Objectives	7	9	5	7	6	9	60%	83%
	Content	6	7	5	8	7	8	60%	83.3%
	Teacher-Students Activities	4	7	5	8	5	7	47%	73%
	Teaching Learning Materials	4	6	5	7	6	8	50%	70%
	Evaluation Guide	5	6	6	8	7	7	60%	70%
Total								(55.3%)	(75%)
3	Computer Studies								
	Performance Objectives	6	4	7	7	6	4	63.3%	57%
	Content	5	5	6	8	5	6	53.3%	63.3%
	Teacher-Students Activities	4	4	6	4	6	6	53.3%	47%
	Teaching Learning Materials	5	7	6	6	6	9	57%	73.3%
	Evaluation Guide	6	8	5	6	7	7	60%	70%
Total								(57%)	(61%)
4	Civic Education								
	Performance Objectives	4	6	7	5	6	6	57%	57%
	Content	4	3	5	6	6	8	50%	57%
	Teacher-Students Activities	4	4	6	7	7	9	57%	67%



	Teaching Learning Activities	5	5	4	6	6	6	50%	57%
	Evaluation Guide	5	5	5	7	6	7	50%	63.3%
Total								(53%)	(60%)
Total	Performance Objectives across Curricular Activities in all Subjects							(66%)	(72%)
	Content across Curricular Activities in all Subjects							(55%)	(71%)
	Teacher-Students Activities across Curricular Activities in all Subjects							(53%)	(67%)
	Teaching Learning Material across Curricular Activities in all Subjects							(50%)	(68%)
	Evaluation Guide							(55%)	(71%)
Grand Total	Public and Private Primary Schools in Southwestern Nigeria.								(63%)

Table 1 shows the adequacy of selected curricula activities in public and private primary schools. Judging from the grand total percentage from each of the selected curricula activities across the states, selected curricular activities were fairly adequate (63%) in both public and private primary schools in Southwestern Nigeria.

Table 2: Adequacy of Selected Extra-curricular Activities in Public and Private Primary Schools in Southwestern Nigeria

s/no	Extra-curricular Activities	States						Summary	
		Ondo		Oyo		Lagos		Summary (%)	
		Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Assigned Scores	Public	Private
1	Debate competition	4	4	4	5	6	7	47%	54%
2	Quiz competition	3	5	5	6	7	7	50%	60%
3	Boys' Scout	2	1	2	1	2	1	20%	10%
4	Girl's Guide	2	1	3	1	3	1	27%	10%
5	Football	2	1	2	1	2	1	20%	10%
6	Athletics	2	1	2	1	2	1	20%	10%
7	Lawn Tennis	1	1	1	1	1	1	10%	10%
8	Scrabble	2	2	1	1	1	2	13%	17%



9	Table Tennis	2	1	1	1	2	1	17%	10%
10	Basketball	1	2	1	1	2	1	14%	13%
Total								(25%)	(20%)
Grand Total: Public and Private Primary Schools in Southwestern Nigeria								(22.1%)	

Table 2 shows the adequacy of selected extra-curricular activities in public and private primary schools. Judging from the grand total percentage from the selected extra-curricular activities across the states, selected extra-curricular activities were not adequate (22.1%) in both public and private primary schools in Southwestern Nigeria.

Table 3: Inventory of Selected Extra-curricular Facilities and Equipment in Public and Private Primary Schools in Southwestern Nigeria

STATES									
s/no	Extra-Curricular Facilities and Equipment	Ondo		Oyo		Lagos		Summary (%)	
		Assigned Scores	Public	Private	Assigned Scores	Public	Private	Assigned Scores	Public
1	Football Pitch	2	1	4	1	4	1	40%	10%
2	Athletics Facilities: track and field	4	1	3	1	5	1	40%	10%
3	Table Tennis	3	1	1	1	1	1	17%	10%
4	Basketball	1	1	2	1	3	2	20%	13%
5	Lawn Tennis	1	1	1	1	3	1	17%	10%
Total								(27%)	(11%)
Grand Total: Public and Private Primary Schools in Southwestern Nigeria.								(18%)	

Table 3 shows the inventory of selected extra-curricular facilities and equipment in primary schools in Southwestern Nigeria. Judging from the grand total percentage from the inventory of selected extra-curricular facilities and equipment across the states, selected extra-curricular



facilities and equipment were not adequate (18%) in primary schools in Southwestern Nigeria.

Research Question Two

What is the level of integration of curricular and extra-curricular activities in public and private primary schools in Southwestern Nigeria?

Table 4: Integration of Curricula and Extra-curricular Activities in Public and Private Primary Schools in Southwestern Nigeria

STATES									
S/No	Integration of Curricula and Extra-curricular Activities	Ondo		Oyo		Lagos		Summary	
		Assigned Scores		Assigned Scores		Assigned Scores		(%)	
		Public	Private	Public	Private	Public	Private	Public	Private
1	Football	1	1	1	1	1	1	10%	10%
2	Athletics	1	1	1	1	1	1	10%	10%
3	Table Tennis	1	1	1	1	1	1	10%	10%
4	Basketball	1	1	1	1	1	1	10%	10%
5	Lawn Tennis	1	1	1	1	1	1	10%	10%
6	Debates	3	2	4	2	4	2	37%	20%
7	Quiz	3	1	3	2	3	2	30%	17%
8	Boys' Scout	1	1	1	1	1	1	10%	10%
9	Scrabble	1	1	1	1	1	1	10%	10%
10	Girls' Guide	1	1	1	1	1	1	10%	10%
Total								(15%)	(12%)
Grand Total: Public and Private Primary Schools in Southwestern Nigeria.								(13.1%)	

Table 4 shows the integration of curricula and extra-curricular activities in primary schools in Southwestern Nigeria. Judging from the grand total, curricular and extra-curricular activities were not integrated in terms of the school programme/school time-table in primary schools in Southwestern Nigeria.

Research Question Three:

What is the level of implementation of curricula and extra-curricular activities in public and private primary schools in Southwestern Nigeria?



Table 5: Level of Implementation of Curricula Activities in Public and Private Primary Schools in Southwestern Nigeria.

Level of Implementation	Head teachers		Primary School Teachers	
	Public Freq. (%)	Private Freq. (%)	Public Freq. (%)	Private Freq. (%)
Large Extent	5 (55.6)	5 (55.6)	30 (66.6)	26 (57.8)
Fair Extent	1 (11.1)	-	15 (33.4)	10 (22.2)
Low Extent	3 (33.3)	4 (44.4)	-	9 (20.0)
Total	9 (100)	9 (100)	45 (100)	45 (100)

Table 5 shows the level of implementation of curricula activities in public and private primary schools in Southwestern Nigeria. The results from Table 5 is that in terms of implementation of curricula activities in primary indicated that implementation was fair.

Table 6: Level of Implementation of Extra-curricular Activities in Public and Private Primary Schools in Southwestern Nigeria

Level of Implementation	Head teachers		Primary School Teachers	
	Public Freq. (%)	Private Freq. (%)	Public Freq. (%)	Private Freq. (%)
Large extent	1 (11.1)	-	14 (31.1)	16 (35.6)
Fair extent	3 (33.3)	1 (11.1)	25 (55.6)	18 (40.0)
Low extent	5 (55.6)	8 (88.9)	6 (13.3)	11 (24.4)
Total	9 (11.1)	-	14 (31.1)	16 (35.6)

Table 6 shows the level of implementation of extra-curricular activities in primary schools in Southwestern Nigeria. Responses from respondents vary.

Research Question Four:

What are the factors affecting the implementation of curricula and extra-curricular activities in public and private primary schools in Southwestern Nigeria?



Table 7: Factors Affecting the Implementation of Curricula Activities in Primary Schools in Southwestern Nigeria.

Factors Affecting the Implementation of Curricula Activities	Strongly Agree	Agree	Disagree	Strongly Disagree	RSI
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Lack of funds hinders the implementation of curricular activities in schools	66 (61.1)	41 (38.0)	1 (0.9)	-	3.6
Policies guiding the implementation of curricula activities in schools are flouted by proprietors, managers and school authorities	30 (27.8)	74 (68.5)	4 (3.7)	-	3.2
Lack of motivation from appropriate authorities discourages teachers from putting in their best in curricula activities	34 (31.5)	74 (68.5)	-	-	3.7
Teachers' work load prevents them from adequately participating in curricula activities	9 (8.3)	93 (86.1)	6 (5.6)	-	2.9
Teachers view curricula activities as superior to co-curricular activities	2 (1.85)	50 (46.3)	54 (50.0)	-	2.5
Other distractions such as delay in teachers' salaries	1 (0.9)	55 (50.9)	52 (48.2)	-	2.5
Head teachers view curricula activities as superior to extra-curricular activities	7 (6.5)	40 (37.0)	61 (56.5)	-	2.5
Parents do not buy recommended texts and other materials for their wards	39 (36.1)	37 (34.3)	28 (25.9)	4 (3.7)	2.9



Inadequate teachers' workbook for each of the recommended texts	69 (63.9)	20 (18.5)	15 (13.9)	4 (3.7)	3.0
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Table 7 shows the factors affecting the implementation of curricular activities in primary schools. The RSI of the five items are 3.0, 3.6, 2.9, 3.2 and 3.7 respectively showing the various challenges facing the implementation of curricular activities at the primary school level in the states of interest.

Table 8: Factors Affecting the Implementation of Extra-curricular Activities in Primary Schools in Southwestern Nigeria

Factors Affecting the Implementation of Extra-curricular Activities	Strongly Agree	Agree	Disagree	Strongly Disagree	RSI
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	
Parents regard extra-curricular activities as distractions	8 (7.4)	69 (63.9)	28 (25.9)	3 (2.8)	2.8
Lack of funds hinders the implementation of extra-curricular activities in schools	46 (42.6)	55 (50.9)	4 (3.7)	3 (2.8)	2.9
Teachers workload prevents them from adequately monitoring extra-curricular activities in schools	83 (76.9)	10 (9.3)	12 (11.1)	3 (2.78)	2.1
Teachers lack interest in extra-curricular activities in schools	2 (1.9)	20 (18.5)	82 (75.9)	4 (3.7)	2.5
Head-teachers view curricula activities as superior to extra-curricular activities	41 (38.0)	55 (50.9)	8 (7.4)	4 (3.7)	2.1



Lack of motivation from appropriate authorities discourage teachers from putting in their best in extra-curricular activities in schools	44 (40.7)	57 (52.8)	4 (3.7)	3 (2.8)	2.5
Policies guiding the implementation of extra-curricular activities in schools are flouted by schools proprietors and authorities in school	28 (25.9)	71 (65.7)	2 (1.9)	7 (6.5)	2.4
Ignorance on the importance of extra-curricular activities in the total development of the pupils affects its implementation in schools	12 (11.1)	88 (81.5)	5 (4.6)	3 (2.8)	2.1

Lack of adequate facilities and equipment in the following extra-curricular activities affects implementation in my schools:

Football pitch	1 (0.9)	98 (86.1%)	6 (5.6)	3 (2.8)	2.9
Athletics	-	89 (82.4)	16 (14.8)	3 (2.9)	2.8
Parents do not encourage their wards to participate in the following sporting activities because of fears of sustaining injuries:					
Football pitch	-	36 (33.3)	66 (61.1)	6 (5.6)	2.6
Athletics	1 (0.9)	60 (55.6)	42 (38.9)	5 (4.6)	2.5

Table 8 shows the factors affecting the implementation of extra-curricular activities in primary schools. The RSI of the five items are 3.4, 2.1, 2.4, 2.1, and 2.9 respectively showing the various challenges facing the implementation of co-curricular activities at the primary school level in the states of interest.



Discussion

The outcome of the qualitative and quantitative analyses produced a wealth of data. To the first research question on adequacy of selected curricula and co-curricular activities in primary schools in Southwestern Nigeria, the results showed that private primary schools were better off than their counterparts in public schools in terms of selected curricula activities in the three states of interest. This may be due to the fact that there was effective supervision of teaching and learning in private schools than public schools. Similarly, in terms of selected extra-curricular facilities and equipment in primary, public schools fair better than private schools especially in the areas of provision of football pitch and athletics facilities. Almost all the private schools lack adequate equipment and facilities that could encourage participation in sporting activities.

These findings point to the fact that schools generally tend to focus primarily on curricula activities. The implication of these findings is that in terms of teaching and learning and providing adequate curricula offerings based on governments' stipulations as enunciated in the NPE (2013), most of the schools were still struggling to meet up with the standards set out in the NPE (2013) and the NERDC (2009) for primary schools in Nigeria. Findings on the adequacy of selected curricula activities in most of the schools observed in this study corroborate the views of Fullan (1999), Obanya (2005), Ehindero (2010), Olarinoye (2011) and (Ivowi (2011) that the content of the curricula for primary schools currently in practice in Nigeria may be too overloaded and that the wherewithal in terms of qualified personnel, facilities and equipment to execute the goals and objectives of the curricula may affect the implementation of curricula activities in schools.

It is instructive to point out that majority of the private primary schools in the three states sampled were not having stipulated facilities and equipment e.g. football pitches which coincidentally are a major requirement for establishing schools in Nigeria. This discovery goes against the stipulations of the FME (2005) which states that before schools can be permitted to operate in Nigeria, such schools should have a football pitch among other things. This perhaps explains one of the



reasons why extra-curricular activities were at low ebb in schools because pupils need these facilities and equipment in the first place for them to be able to participate actively in these activities. In addition, most of the schools visited were not keen on extra-curricular activities, hence, the inadequate or partial provision of activities that would promote extra-curricular activities in schools. These findings corroborate the findings of Whilhite and Banset (2014) who submit that curriculum planners and practitioners should direct their attention to the unintentional learning which comes as a result of students' participation in extra-curricular activities in schools.

To the second research question on the level of integration of curricular and extra-curricular activities in primary schools in Southwestern Nigeria, the results showed that curricula and extra-curricular activities were not integrated in terms of the school programme/school time-table in primary schools in the region.

In schools visited, by the researcher, the imbalance between curricula and extra-curricular activities were obvious. There was heavy concentration on school subjects. It therefore means that both public and private schools were guilty of not including curricula and extra-curricular activities in the school time-table. This implies that extra-curricular activities were not given due recognition in the school system occasioned by the fact that the enabling environment for these activities to co-exist alongside curricula activities was not created. On research question three which was asked in respect to the level of implementation of curricula and extra-curricular activities in primary schools in Southwestern Nigeria, results revealed that the implementation of curricula activities across the states was fair while that of extra-curricular activities was low.

These findings point to the fact that while curricula activities were fairly implemented in almost all the schools in Southwestern Nigeria, extra-curricular activities in the region had been relegated to the background. The findings of this study reinforce the findings of Okebukula (2005) and Ehindero (2014) that implementation challenges in Nigeria can be attributed to the centralized system of the educational system—a national curriculum, standardized nationwide students



examination system with federal imposition of mandates upon both states and local government. All these tend to remove curricula policies, decisions and developments from the locus of curriculum implementation: the classroom and the teachers.

On research question four which is asked in respect to the factors affecting the implementation of curricula and extra-curricular activities in primary schools in Southwestern Nigeria, results showed that teachers' workload (86.1%), lack of motivation (68.5%), inadequate teachers' workbooks (63.9%), lack of funds (61.1%), policies (75.0%), ignorance (81.5%), parents' stance (65.7%), teachers' lack of interest (74.1%), and lack of adequate facilities and equipment (90.7%) were factors affecting the implementation of curricula and extra-curricular activities in primary schools in the region.

These findings reinforce the views of Okoroma (2006) and Morinho (2009) that inarticulate policies, inadequate resources and poor planning are major hindrances to effective curriculum implementation in Nigeria.

Conclusion

The conclusion drawn from this study is that extra-curricular activities were neither properly integrated into school programme nor implemented in Southwestern Nigeria. Practitioners in the education sector pay more attention to curricula activities at the public and private primary schools while neglecting extra-curricular activities in the scheme of things in term of non-provision of funds from appropriate authorities, inadequate supervision and inadequate facilities and equipment in the school system.

Recommendations

Following the findings of this study, it is recommended that:

1. School administrators/managers and stakeholders should device effective strategies in the school programme that would allow pupils to be actively involved in curricula and extra-curricular activities in school.



2. Stakeholders in the education sector should come up with specific percentage of time for extra-curricular activities in the school programme and strategies for measuring such activities.
3. Constant but regulated school competitions should be organised to create a competitive environment in order to enhance team spirit and love among pupils/students and staff.
4. Adequate funds should be made available for schools in order to engage in productive curricula and extra-curricular activities.

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