



RESEARCH ARTICLE

ROLE OF THE TOP MANAGERS IN CO-CURRICULAR PROGRAM IMPLEMENTATION IN PRESERVICE TEACHER EDUCATION INSTITUTES

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Abstract

This study is directly related to understanding the process of co-curricular implementation in a Preservice Teacher Training Institute in Sri Lanka, in order to get the maximum benefit of it with the view of making teacher training more effective in these institutions.

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Introduction:-

The International Dictionary of Education (1980) has defined co-curricular activities as “Activities sponsored or recognized by school or college which are not part of the academic curriculum but are acknowledged to be an essential part of the life of an educational institution. Co-curricular activities include sports, school bands, student newspapers etc. They may also be classed as ‘Extra-curricular’ i.e. activities carried on outside the regular course of study, activities outside the duties of job or as extra class activities”. Because they are not examined in the same way that the academic curriculum is, and because most of them take place outside lessons, such activities have less status in education than the main curriculum. However, they are often held to be very important to the wider education of young men and women.

In addition, the school cannot be considered as a mere place of formal learning whose main concern is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community which is primarily interested in training its pupils in what we can call the ‘gracious art of living’. Knowledge and learning are undoubtedly of value but they must be acquiring as a by-product of interested activity because it is only then that they can become a vital part of the student’s mind and personality and influence his/her behavior. But the Art of living is much more comprehensive concept than the acquisition of knowledge however intelligently planned. Thus, the curriculum management means to change the behavior of the students using holistic learning experiences based on knowledge, skills and attitudes with the efficient use of all the available resources in the school, including the human resources, to achieve its objectives. The organization of the school its rules, regulations, tasks, responsibilities, hierarchy and the whole process based on this principle. Nevertheless, it is the teachers who take the major responsibility in actual implementation of the curriculum process in the school. The co curriculum is one important aspect of the total curriculum. Therefore, during the initial teacher training a reasonable weight should be on developing cognitive, psychomotor and affective skills of the prospective teachers to equip them with necessary capacity to handle the co-curricular activities in school.

In the light of all the above, an eminence of co-curricular activities in Teacher Education Institutes cannot be neglected. This is the stage where teacher-trainees learn to participate and organize co-curricular activities perhaps

for the last time in regular student's life. They are the individuals who will become future teachers. They are the ones who are going to guide the students, identifying their potentials and capabilities and help in organizing the co-curricular programs in the school.

Background and Rationale of the Study

The effective ways of training teachers to become skilled professionals have become a debatable issue of the present time. It is not advisable to compartmentalized teacher training by giving them only the subject knowledge, because to become an effective teacher the trainee needs to develop a balanced personality and also should learn the ways of organizing functions and tasks that will be entrusted to him/her when become practicing teachers.

One way of doing this is to provide extensive opportunities for trainee teachers to participate in co-curricular activities. The advantages of co-curricular activities are varied and numerous. Their educational functions are varied, numerous and so important that we cannot do away with them. The educational institute can be made dynamic if suitable curricular and co-curricular activities are organized in which each student teacher participates, contributes his/her maximum and prepares for becoming a good citizen of the society and there by good teachers in the schools. Thus, they cater to the development of student teacher's entire personality, because, co-curricular activities ensure the harmonious growth of personality in an individual. It is a source of strength for streamlining the talents of the person. It also helps to improve analytical thrust for knowledge, competitive spirit, communication abilities, value orientation, leadership, teamwork and various other facets of life.

Thus, participation in co-curricular activities is very important for two reasons for a prospective teacher. One is that the co-curricular activities establish good personality skills which can help the teacher to disseminate one's own duties in more effective way and then it is the teachers who organize and carry out co-curricular activities in schools. If they are not provided with the knowledge, skills and attitudes in their initial training related to this duty and responsibility the implementation of co-curricular activities in the school will be an utter failure.

None the less, this has become practicably impossible in the National Colleges of Education for several reasons, one of the major factors being the less cooperation rendered by the Teacher Educators in implementing them.

National Colleges of Education are pre-service teacher training institutes that play a prominent role in pre-service teacher education in Sri Lanka. These institutes provide pre-service teacher education based on modern trends in education. According to the policy of the government of Sri Lanka the teachers entering the school system need to be full-fledged teachers who have received teacher education in these National Colleges of Education. This is accomplished through a three year course in teacher education rendered by these institutions. (Manual of the NCOE's, 2001) The curriculum of the institute is basically divided into three areas i.e. Professional, Special and General. These three areas cover 760,540 and 300 teaching hours respectively (Evaluation Procedure for NCOE's, 2007). However, there is no significant place given in the academic component for the trainee to be aware of the importance of co-curricular activities in their students' life. Therefore, it can be assumed that it is expected that the trainee gets this insight from their own experiences by practically engaging in co-curricular activities. This opportunity is given to the trainee by accommodating for co-curricular activities in the daily routine from 4.30 - 6.30 p.m. every day and Saturdays 8.30 a.m. - 12.30 p.m. (Manual of the NCOE's, 2001)

Moreover, much importance is given to co-curricular activities in the assessment and evaluation procedure of the trainee. A monthly report is maintained on the details of co-curricular participation of the trainee and at the end of the course a mark is awarded which will be considered in awarding the merit passes for the trainees (Schedule 8, Manual of NCOE's, 2001). Although each co-curricular activity undertaken by the scholar is assessed, only five activities jointly agreed upon by the scholar and the Internal Evaluation Board will be evaluated. It is compulsory for two of the five activities to be in the areas of subject one and two offered by the trainee, while the rest could be general. It is compulsory for the scholars to obtain at least a "c" grade for successful completion of the course. As a result, they are interested in getting an appropriate mark leaving aside the genuine interest in participation in co-curricular activities.

Most of the co-curricular activities are carried out under the guidance of general area lecturers and therefore lecturers who teach special and professional area need not shoulder much responsibility over them. This could be one reason for the majority of the lecturers not participating in organizing co-curricular activities.

On the other hand, the course being residential the co-curricular activities are carried out after academic hours and Saturdays. Therefore, it is being considered an unnecessary burden by the lecturers who are resided out of College premises, which ultimately have contributed into a situation where the in-charge-ship of the activities have become a sole responsibility of lecturers residing in the quarters.

Statement of the Problem

Thus, the situation has posed a critical problem on the senior management such as the President, Vice President Academic and Quality Assurance, the Deans and the Lecturer Coordinator Academic and Quality Assurance.

The total curriculum of any educational institute consists of two basic categories i.e. formal and informal. The informal curriculum taught outside the class is equally important as which is taught in the class. Therefore, training teachers to implement the co-curricular activities which is an important part of the informal curriculum in schools is very essential. The teacher trainees can be trained in the National Colleges of Education to carry out this task by making them participate in co-curricular activities. One major barrier for doing this practically is the less participation of the lecturers themselves in co-curricular activities. Thus, this study aims at identifying the role of the top managers of National Colleges of Education in increasing lecturer participation for co-curricular activities.

The Objectives of the Study:-

The following are the objectives of the research carried out.

1. To identify the role of the senior managers in relation to the implementation of co-curricular activities in the NCoEs
2. To understand the prevailing situation of lecturer participation in co-curricular activities
3. To discover the strategies used by senior managers to increase lecturer participation and their strengths and weakness
4. To give recommendations on innovative strategies to be used in increasing lecturer participation in co-curricular activities.

Operational Definitions of the Research

Top Managers:

According to the Business Dictionary of National university of Singapore (2011) the top managers means the highest ranking executives (with titles such as chairman/chairwoman, chief executive officer, managing director, president, executive directors, executive vice-presidents, etc.) responsible for the entire enterprise. Top management translates the policy (formulated by the board-of-directors) into goals, objectives, and strategies, and projects a shared-vision of the future. It makes decisions that affect everyone in the organization, and is held entirely responsible for the success or failure of the enterprise.

According to Griffin (2013) definition of manager is as follows: "A manager is someone whose primary activities are a part of the management process. In particular, a manager is someone who plans, organizes, leads, and controls human, financial, physical, and information resources." And there are three basic levels of management: top, middle, and first-line managers.

He adds further, that the top managers are responsible for the overall direction and operations of an organization.

Particularly, they are responsible for setting organizational goals, defining strategies for achieving them, monitoring and implementing the external environment, decisions that affect entire organization. They have such titles as chief executive officer (CEO), president, chairman, division president, and executive vice-president. Managers in these positions are responsible for interacting with representatives of the external environment (e.g., important customers, financial institutions, and governmental figures) and establishing objectives, policies, and strategies and success or failure of an organization depends heavily on the ability of its managers to perform these tasks effectively.

In a National College of Education, the total academic staff comprise of officers belonging to the Sri Lanka Teacher Educators Service class 1, 2 and 3 established by the notification published on 11th March 1997 in the Gazette of the Democratic Socialist Republic of Sri Lanka under the Sri Lanka Teacher Educators Service Minute. (Manual of the NCOE's, 2001). The President is the chief executive officer in the National College of Education and she/he is a class one officer of the SLTES, and class 2 officers will be appointed as Vice presidents, Deans and Lecturer Coordinators. (Schedule 1, Manual NCOE's, 2001)

It is the duty of the President to control and direct the administration, finance and academic activities of the institution and there are three Vice Presidents, Administration and Finance, Academic and Quality Assurance, and Continuing Education who are in charge of each specified area respectively. There are three Lecturer Coordinators under each area and two Deans to organize professional, special and general area academic activities, Co-curricular and Internship activities. (Duty Lists, NCOE's, 2001)

Therefore, it is understood that the co-curricular schedule is direct responsibility of the Academic and Quality Assurance Vice President, lecturer Coordinator Academic and Quality Assurance and the two Deans. The overall guidance should be provided by the President. Therefore, the term top managers in this research referred to the President, Vice President Academic and Quality Assurance, the Lecturer Coordinator of Academic and the two Deans.

National College of Education:

The National Colleges of Education were established in 1986 under the 30th Parliamentary Act in 1986, to provide pre service teacher training to prospective teachers of the Sri Lankan education system. (National Colleges of Education from 1985-2000, MOE, 2000). These pre-service teacher training institutes provide three-year residential institutional training for prospective teachers who would become teachers of primary and secondary classes of the national school system in Sri Lanka. The trainees of the institution are selected according to their results acquired in the Government Certificate Examination Advanced Level conducted by the National Department of Testing and Evaluation. They need to acquire minimum university entrance qualification to enter a National College of Education.

Co-curricular Activities:

As defined by Oxford Dictionary (2008) co-curricular activities are complementing but not part of the regular curriculum. They play an important role in the curriculum of National Colleges of Education too. It is compulsory for all the teacher trainees to participate in all co-curricular activities during the two-year residential training period. The Co-curricular activities are held in week days from 4.30 pm to 6.30 pm and on Saturdays from 8.30 am to 12.00 p.m. (Prospectus, Pasdunrata N.C.O.E., 2008). The co-curricular activities carried out in the NCOE's are, Aesthetic subjects, Sports, Associations- such as Literary Association and English Club, Cadetting/Guiding/Scouting, Martial arts and Horticulture.

Lecturer:

A Lecturer, a person who gives lectures (Merriam - Webster Dictionary, 2011) is also an academic rank in the NCOE's. As specified by Manual of NCOE's (2001), Class 2-11 and 3 officers of the Sri Lanka Teacher Educator Service who teach subjects in professional, special or general area fall into the category of lecturers. According to the duty list of National Colleges of Education (2001), they are responsible for planning, implementation, supervision and evaluation of the learning process, co-curricular activities, teaching practice and the internship program.

Research Methodology:-

The Method

Many educational research methods are descriptive; that is, they set out to describe and to interpret what is happening at the moment. Descriptive research, according to Best (1970) is concerned with, conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. Since this researcher's idea is to gather data at a particular point in time with the intention of describing the nature of existing conditions and identifying standards against which existing conditions can be compared and determining the relationship that exist between specific events, the descriptive survey method is chosen to carry out this research. This research attempts to picture or document current conditions or attitudes, to describe what exists at the moment in order to give practical solutions to a critical issue.

The descriptive survey method is selected for several other reasons too. First, they can be used to investigate problems in realistic settings. Second, the cost of surveys is reasonable considering the amount of information gathered. A third advantage is that large amounts of data can be collected with relative ease from a variety of people. Finally, data helpful to this survey research already exist in the context. For example, data archives, documents, materials, registration lists, record books can be used as primary sources (main sources of data) or as secondary sources (supportive data) of information.

The Sample

Sampling is the process of selecting a few from a bigger group to become the basis of estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the group. In this research the sample would be selected according to two techniques that is purposive sampling and random stratified sampling.

The purposive sampling techniques would be used to select senior managers from the population, and random stratified sampling to select the lecturers and the trainees to be participated in the research.

The sampling of the population would be carried out as described in the table below.

Respondent	Number	Sampling Method
President	1	purposive
Vice President Academic	1	purposive
Deans	2	purposive
Lecturer-coordinator Academic	1	purposive
Lecturers in charge	10	purposive
Lecturers	10	Random stratified
Teacher Trainees	25	Random Stratified

The Data Collection methods

The data collection methods such as questionnaires, interviews, observation and documentary analysis would be used in this research. They will be implemented as indicated in the following table.

Instrument	Questionnaire	Interview	Observation	Documents
Sample population				
President		√	√	√
Vice President		√	√	√
Deans		√	√	√
Lecturer coordinator		√	√	√
Lecturers in charge		√	√	√
Lecturers	√	√	√	
Teacher Trainees	√	√	√	

The Data Analysis Methods

Two types of data would be collected in this research i.e. quantitative and qualitative data. The quantitative data would be analyzed by using statistical calculation methods such as bars graphs and percentages and the qualitative data would be analyzed using content analysis methods.

Limitations of the Study

The fact that this research is a part of the postgraduate Diploma in Education course would act as a key limitation of this study since it has to adhere to time limits and other constraints relevant to the course.

Moreover, the extent of data collection of the research completely depends on the limited time the researcher has to complete the research and hand over the report. Thus, the time factor will definitely limit the amount of cross checking that can be done. This multi method approach helps in triangulation of the data collected to produce a balanced study as far as possible. Therefore, the researcher would try to get the maximum use of the three data collection methods that would be used for the purpose of triangulation although the time is limited.

On the other hand, because of the limited time the researcher has to go for a convenient sample and therefore generalizing the findings of the study collected from a limited sample could be considered as another limitation of this study.

Significance of the Study

It is assumed that the objective of this study is worthwhile for several reasons, for many institutions, organizations and persons as follows.

The findings of the study will be very valuable for the Ministry of Education for planning and making policies relevant to teacher education and National Colleges of Education.

The National Education Committee can make use of the findings of this investigation for recommending for implementation of policies and reforms relevant to education generally and teacher education in the country specifically.

National Institute of Education is the organization that plan and implement curriculum development, the resource material and other professional development programs relevant to both education and teacher education. What is recommended from this study would be very valuable for them to carry out their tasks effectively.

There are seventeen National Colleges of Education throughout the country, what is found from this research can be applicable and implemented by all of them. Therefore, the study is useful for them too.

What is planned by the Ministry is carried out practically by the officers attached to Provincial, Zonal and Divisional Education Offices. The findings of this research would provide them with useful guideline to carry out their task effectively.

The ensuing information from the research would enhance the practices of the principals and teachers in the school system as the production from the NCOEs will cater to the needs of schools since they are the direct customers of the NCOE products.

Last but not least, the study would lay a basic foundation for institutions such as universities and the prospective researchers for further research and education in the same and similar fields and contexts

Literature Review:-

This chapter is written with the idea of gathering information that would help the researcher to refine the flow and the path of the research. Moreover, the researcher will be able to widen her horizons in knowledge wise and understand her capacities and limitations in carrying out the research and will be able to conduct it with much confidence and strength.

Therefore, this chapter would deal with the following topics.

1. Definitions of curriculum, co curriculum and their differences
2. The importance of co-curricular activities to students
3. The importance of co-curricular activities in teacher training
4. The co-curricular activities implemented in National Colleges of Education
5. Prevailing situation of the implementation co-curricular activities in NCOE's
6. Role of the top managers in increasing lecturer participation for co-curricular activities.

Definitions of Curriculum, Co Curriculum and Their Differences Curriculum

Just like most things in education, there is no agreed upon definition of 'curriculum'. The word originates from the Latin word '*currere*' referring to the oval track upon which Roman chariots raced.

The New International Dictionary (1998) defines curriculum as the whole body of a course in an educational institution or by a department

The Oxford English Dictionary (1996) defines curriculum as courses taught in schools or universities.

So it is understood that curriculum means different things to different people. Most people, including educators equate curriculum with the syllabus while a few regard curriculum as all the teaching-learning experiences a student encounters while in school. Since the early 20th century when Franklin Bobbitt dubbed the Father of Curriculum wrote his book *The Curriculum* in 1918, various theoreticians and practitioners have proposed definitions of curriculum.

A useful starting point for us here might be the definition offered by John Kerr and taken up by Vic Kelly in his

work on the subject. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (Kelly 1983: 10). Many of the other scholars too have given definitions on the curriculum depending on whether they view it as a plan, an educational experience, a learning experience or an actual occurrence etc. Some of them are stated below.

Tanner (1980) defined curriculum as “the planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners’ continuous and willful growth in personal social competence” (p.13).

1. Schubert (1987) defines curriculum as the contents of a subject, concepts and tasks to be acquired, planned activities, the desired learning outcomes and experiences, product of culture and an agenda to reform society.
2. Pratt (1980) defines curriculum as a written document that systematically describes goals planned, objectives, content, learning activities, evaluation procedures and so forth.
3. Goodlad and Su (1992) define curriculum as a plan that consists of learning opportunities for a specific time frame and place, a tool that aims to bring about behavior changes in students as a result of planned activities and includes all learning experiences received by students with the guidance of the school.
4. Cronbleth (1992) defines curriculum as answering three questions: what knowledge, skills and values are most worthwhile? Why are they most worthwhile? How should the young acquire them?
5. Grundy (1987) defines curriculum as a program of activities (by teachers and pupils) designed so that pupils will attain so far as possible certain educational and other schooling ends or objectives.
6. Hass (1987) provides a broader definition, stating that a curriculum includes “all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice” (p.5).

However, it is the work of two American writers Franklin Bobbitt (1918; 1928) and Ralph W. Tyler (1949) that dominate theory and practice within this tradition. In ‘The Curriculum’ Bobbitt states,

“The central theory [of curriculum] is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized. The curriculum will then be that series of experiences which children and youth must have by way of obtaining those objectives.” (1918: 42)

(The Undergraduate, Accessed on 03/11/2016)

Thus, by studying these definitions given by different scholars it is understood that definitions of curriculum are lying between the two ends simple and complex. If the curriculum is defined in its simplest term it can be depicted as the learning experiences, make use of by the school in order to achieve its educational objectives. Therefore, if the curriculum is taken in its broadest sense it should help in giving birth to a “complete person”. To achieve this, a ‘total curriculum’ needs to be implemented in the school.

The total curriculum consists of the formal learning take place in the classroom and the co-curricular activities that help in building up a holistic person with appropriate social skills and the informal learning which is gained from the school culture termed as hidden curriculum.

Co curriculum

The co curriculum is developed by the school to recompense and foster the formal curriculum of the school. Thus, through the co curriculum not only the cognitive and psychomotor skills of the student but also his/her positive attitudes, behaviors, higher order skills such as creative and logical thinking and personality skills are developed.

Co-curriculum is modeled on developmental theories which suggest that students move from a rather narrow view of themselves and the world. As a result of their experiences and learning which occurs both in-and out-of the classroom they develop into individuals with a more defined identity and pluralistic view of the world. Specifically, as students move along this continuum of cognitive and personal development such as developing a sense of purpose

where they are able to formulate personal, intellectual, and career goals, develop competence and experience growth in their intellectual, interpersonal, and physical skills, develop their personal identity by becoming aware of their gender, sexual orientation, self-acceptance, and self-esteem.

As quoted by Saleem et. al. (2011) Co-curricular activities, like the name implies, are those, not directly related with the prescribed curriculum and include sports, athletics, scouting, cubing, various hobbies, excursions literary societies, dramatics, debates etc. that bring social and physical adjustments in the child. The basic idea behind such activities in educational institutions is the building up of the student character and personality as well as training of their mind that may help/ facilitate academic achievement of the child.

The Difference Between Curricular and Co-Curricular Activities

The process of education is not something static or onetime measured rather, continuous and lifelong endeavor that can be divided in two parts; curricular activities and co-curricular activities. The co-curricular activities are also recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. These activities are no longer looked upon as extras but as an integral part of the school program. The distinction between curricular and extracurricular is gradually disappearing in modern educational practice and the coordination and integration of all the experiences of the pupils' intellectual, social, moral, emotional and physical abilities has become the object of the persistent efforts of the school. It is believed that unless both the curricular and co-curricular activities are done the very purpose of education would be left unrealized.

Curriculum can be identified through both curricular and co-curricular activities in an educational system. There are differences between both activities but there is no contradiction in these programmes.

Activities that are carried out inside the classroom, in the laboratory or in the workshop and have reference to the prescribed courses are called 'curricular activities'. These activities are a part of the over-all instructional programme. There is full involvement of the teaching staff in these activities.

On the other hand, co-curricular activities are those activities, which have indirect reference to actual instructional work that goes on in the classroom. In fact, today, there is only a sharp difference between curricular and co-curricular activities as the latter activities also supplement classroom teaching.

The Importance of Co Curriculum

It is a known factor that most of the classroom teaching is theoretical. This could be compensated as practical knowledge can be imparted through co-curricular activities. Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. Celebration of functions develops organizational capacities and leadership qualities in students. Projects provide direct learning opportunities. Some of these activities meet the psychological needs of the students too, mainly with reference to social demands of the pupils. They help in expressing personal behavior and provide a vehicle for creative thinking. (Saleem, 2011: Ahmed, 2011)

Moreover, co-curricular activities are a means of channelizing students' instincts into healthy and fruitful habits such as stamp and coin collecting. The instinct of sociability can be directed through independence, social service and other group work. Since a student is a bundle of innate urges or drives, it is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit.

By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater to aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation.

Co-curricular activities offer many opportunities for the development of self-discipline. Firstly, they develop in students a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace. Secondly, the school is a miniature society and the activities of the school should have direct relations with the activities of the society. Qualities like initiative and leadership are not always developed in a

classroom. On the playground, students get opportunities to develop leadership qualities like initiative, decision-making, judgment, tolerance etc. These qualities are required for a democratic society. Many girls and boys have little practice in controlling themselves and in directing their own affairs. They have not developed the ability to do these things. As a result, when they are placed in settings that demand self-direction, they are lost. Co-curricular activities provide numerous situations in which students may gradually get increasing responsibilities for their own direction.

While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body. Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our students, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits.

Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among students. Student would appreciate to learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are human beings of the same universe.

Thus, co-curricular activities will help in developing national and international understanding. We can concede by saying that co-curricular activities cater to the development of a child's entire personality, draw out the latent powers of children of different temperaments, supplement academic work, develop social and civic sense. Without these activities students would be mere book-worms.

Importance of Co-Curricular Activities in Teacher Training

When building up a 'total person' through education how the curriculum in the school and its co-curricular activities bestow a greater contribution to achieve the task is described above. Nevertheless, the active implementation of them is the responsibility of the teacher. "The education may be standard, the equipment may be modern and ample, the plan may be comprehensive and effective yet the education gained by the student solely depends on the teacher" (Adyapana Siyawasa-Vol.11:825). The contractual obligation of the teacher for the student is precisely depicted by the above statement. Therefore, the initial training of the teacher must endow with the amenities that impose this mission. One major line of attacking accomplishing this is the co-curriculum implemented in the teacher training institutions.

The co-curricular activities play a significant role in teacher training in two ways. The first is that they help in creating a teacher with a balanced personality equipped with cognitive, psychomotor and affective skills required to be competent teachers. The second is that the trainee gets a practical experience to organize the co-curricular activities in school once they become practicing teachers.

Teachers play an important role in the implementation of co-curricular activities of the school. Either the subject teacher, or class teacher or a teacher knowing well about the activities should arrange these activities with the help of other teachers and students. Since these activities need a lot of practice, teacher can take help of other teachers. In point of fact, teachers know well how to arrange these activities within limited resources and hence play an important part in organizing co-curricular activities in school.

There are several difficulties in performing and arranging the co-curricular activities in the school. In the absence of the interest by the students, who are more inclined towards studies, a teacher finds difficulties in arranging the function and preparing the students for them. Some of the teachers may not be able to find suitable students. Besides, the funds required for these activities may not be available or shortage of fund may create problems. Since several activities are being arranged the coordination between them is rather impossible. Therefore, to be equipped with the skills and capacities to face these challenges the teachers need preparation in their initial training.

Co-Curricular Activities Implemented in the National Colleges of Education

The trainees in National Colleges of Education undergo three-year pre-service teacher training with two-year residential period and one-year internship. They are qualified to be teachers and awarded the National Diploma in Teaching if they reach satisfactory marks in the evaluation procedure based on two major components i.e. evaluation of academic proficiency and evaluation of teacher competencies. (Evaluation Procedure for NDT, 2007).

The teacher competencies in two-year institutional period are evaluated under the following categories.

1. Experience in classroom practice
2. Orientation towards professional contribution
3. Involvement in co-curricular activities

To be eligible to sit the summative external evaluation, the candidate should demonstrate satisfactory performance in the above three areas.

The co-curricular activities are implemented in National Colleges of Education according to a given schedule i.e. on week days from 4.30 p.m to 6.30 p.m and on Saturdays from 8.30 a.m to 12.00 p.m. They are Aesthetic subjects, Sports, Associations, Cadetting / Guiding / Cubing / Scouting and Horticulture (Prospectus Pasdunrata National College of Education, 2010)

It is essential for all teacher trainees to take part in sports. Teacher trainees are expected to involve in sports activities and also in traditional games. Teacher trainees are also expected to organize a sport meet and to judge sport competitions. All the teacher trainees have the opportunity to participate in aesthetic subjects such as music, dancing and art. During the first year they have to follow all the three subjects and in the second year they have to follow a particular one. Drama competitions, art exhibitions, etc. are held each year and it is expected from teacher trainees to participate in them. During the two-year residential period teacher trainees must engage in activities related to many associations. English Literary Association, Buddhist Association, Christian association, Sinhala association, Sports association, etc are some of them. In the first year cadetting and second year other activities are conducted on Saturday morning and it is compulsory for the trainees to participate in them.

During the internship the teacher trainees are attached to a school close to their National College of Education in which they have to practice teaching for one year under the supervision of NCOE lecturers and experienced staff members in the school who would be appointed as the mentors. During this period their professional contribution would be assessed under the four projects. Two of them are related to co-curricular activities. They will get hundred marks each for successful completion of these projects. (Internship Manual, 2006)

Prevailing Situation of Implementation of Co-Curricular Activities in National Colleges of Education

At present the co-curricular activities are implemented under the supervision of the following top managers of the National College of Education.

The President

President is the chief executive officer of the National College of Education and is responsible for all activities related to administration, finance and academic affairs of the NCOE. Therefore, the task of effective implementation of co-curricular activities too comes under his/her periphery.

The Vice President Academic and Quality Assurance

To plan, organize, direct and control of the academic affairs, supervision, evaluation and quality assurance, to maintain progress reports of the trainees and preparing final result sheets of them are indicated as the responsibilities of the vice president academic and quality assurance. Since co-curricular activities are considered as part of academic curriculum he/she is answerable for their proper accomplishment too.

It is also the responsibility of him/her for the methodical maintenance of the records connected to the academic work and assessment tasks. Records of co-curricular activities fall into this category and must be regularly maintained. A monthly progress report of the lecturers should be maintained with details of academic work, co-curricular work and projects undertaken.

In addition, it is mentioned that he/she should hold the responsibility of apt execution of all academic work, teaching practice, co-curricular activities and internship work.

Dean 1 and Dean 2

It is the duty of the Deans to organize and implement special, professional and general area academic activities, education practice, co-curricular activities and internship program. Under the guidance of the Academic Vice President they have to direct, control and supervise all the above mentioned academic activities in the NCOE.

Lecturer Coordinator Academic

It is the duty of the Lecturer Coordinator Academic to coordinate all the academic activities of the National College of Education. Especially related to co-curricular activities, it is his/her responsibility to assure that all trainees participate in co-curricular programs and help the Vice President and Deans to organize and supervise co-curricular activities. (Duty Lists of Officers of NCOE's, Ministry Of Education, 2001; Manual of the NCOE's, 2001)

While the above top managers plan, organize, direct and control the implementation of co-curricular activities they are carried out by the lecturer in charge of each co-curricular activity with the help of the other lecturers.

The sports activities are conducted by lecturers in physical education, the aesthetic activities are conducted by lecturers in aesthetic subjects, the Associations are conducted with help of the lecturers in special, general and professional areas and co-curricular activities such as cadetting, guiding, scouting are carried out with the help of the visiting lecturers specialized in those activities. (Co-curricular Schedule 2011)

Role of the Top Managers Related to Lecturer Participation in Co-Curricular Activities

By studying the prevailing situation of the co-curricular programs it is understood that the role of the top managers is to plan, organize, lead and control the implementation of the co-curricular activities. This is called as leadership in the field of management. According to management concepts leadership is the process of enlisting and guiding the talents and energies of team members toward achieving common goals. This term is often used synonymously with educational leadership which depicts the idea of directing and controlling the teachers, students and other staff members in achieving educational aims. As specified by International Encyclopedia of Education (1994), planning of objectives, development of clear programs to achieve them, provide facilities for their successful implementation, giving feedback, making necessary changes and supervision, rewarding for good results are the activities of management.

According to Stoner (1995) "management means the process of planning, organizing, leading and controlling the human and other resources of an organization in order to achieve its common goals". The process of planning the activities of the organization and delegating authority and responsibility for suitable people to carry them out and guiding them in order to achieve the goals with necessary influence means Directing. This process consists of three major tasks. They are leadership, motivation and communication. (Kasturiarachchi, 2010)

The chief executive officer of the institution becomes the leader and his behavior directly results in either the development or the destruction of the same. As stated by Hovinger (1989) "I have not seen a good school with a bad principal or bad school with a good principal. The development or the destruction of the school solely depends on its principal". This statement is valid for any other educational institution too. Hannagan (1995) describes leadership as process of motivation of the workers of the organization to achieve specific objectives whereas Stoner (1996) describes it as a process of influencing and orientation of team members to get the work of the organization done.

However, according to a research carried out in Michigan University there are two types of leaderships. One is production oriented and the other is people oriented. In the production oriented leadership, the focus is given to increase the productivity of the organization despite the needs of the workers while in the people oriented leadership leader tries to maximize production by fulfilling the needs of the workers. Lewin, Lippit and White (1939) illustrate leadership styles in three categories according to the behavior of the leader. Autocratic leadership in which the leader makes all the decisions and get the workers to follow them, democratic leadership in which both leaders and workers comparatively make decisions and Laissez faire leadership in which leader is just nominal and workers do what they want.

According to the Managerial Grid theory put forward by Blake and Mountain five types of leadership styles are demonstrated.

(Production oriented leadership)

They are 1-Country club leadership, 2-Excellent leadership, 3-Organizational main leadership, 4- Impoverished leadership, 5-Autocratic task leadership. Nevertheless, to become an efficient leader one should not stick with one leadership style and there is no one leadership theory and according to the personality style of the leader and its corresponding with the needs of the organization pave the way to good leadership which is termed as situational leadership (Fielder, 1987). There are three situational factors to achieve this. The first is how the tasks of the organization are structured or organized; the second is the nature of the relationship between the leader and the followers, the third is how the leader has received the power and the amount of it.

The leadership of the principal of the school greatly contributes to its success or failure. A National College of Education is also very similar to a school. Thus, what is done in a school by the principal is very much applicable to the role played by the president in a National College of Education. As quoted by Stoner (ibid) it is the role of the President to plan, organize, lead and control the activities of the NCOE. Since a National College of Education is a large formal organization similar to type 'A' department in the country, the most influential resource in this organization is the human resource i.e. academic staff and how they are operated directly bear an influence on achieving its aims and objectives. Therefore, it is an important role of the top managers of the NCOE to take necessary measures to motivate the academic staff in order to make their work fruitful.

Since the responsibility of implementation of co-curricular activities does not directly fall under the umbrella of the lecturers' duty list apart from saying that "lecturers should engage in co-curricular activities", (without indicating how or how much), which does not have much weight, it is the motivation that can only lead to better participation of lecturers in co-curricular activities. As described by Chandrakumara (1998), the motivation is creating work place situations in a way that incline the workers to perform better with self-will to achieve the organizational objectives. According to Stoner (1996) motivation is a human and psychological factor that decides the commitment of the worker.

Moorhead and Griffin (1998) explain motivation as 'the set of forces that causes people to engage in one behavior rather than some alternative behavior. According to an article entitled 'Need-based Perspectives on Motivation' by Moorhead and Griffin, job performance depends on three main factors: Motivation, Ability and Environment. In order for an employee to reach a higher level of performance, he/she must 'want to do the job' (*motivation*), 'be able to do the job' (*ability*), and 'must have the materials, resources, and equipment to do the job' (*environment*). For this reason, the following relationship can be established: $\text{Performance} = \text{Motivation} + \text{Ability} + \text{Environment}$

Scientific Management Approach strongly emphasizes the belief that people are motivated by money. Frederick W. Taylor, the supporter of this approach, assumed that employees are 'economically motivated' and will work hard to earn as much money as they can. The human relations approach suggested that employees are motivated by social factors other than money, in other words, they respond to their social environment at work. Job satisfaction is assumed to be the crucial motive in improving employees' performance. Need theories represent the 'starting point' for most contemporary thoughts on motivation. These theories argue that humans are motivated by 'deficiencies' in one or more important needs or needs categories. Human beings then try harder to satisfy those needs and thus become motivated. The two best-known need theories are Maslow's hierarchy of needs and Alderfer's ERG theory.

The hierarchy of needs, developed by Abraham Maslow in the 1940s, was arguably the most famous need theory – famous probably because it was so straightforward and 'intuitively appealing' to those interested in work behavior. Maslow, who labeled human beings as 'wanting' animals, asserted that people have an 'innate' desire to satisfy a predictable five-step hierarchy of needs. These needs have been categorized in an order of importance, with the most basic needs at the foundation of the hierarchy. The three sets of needs at the bottom of the hierarchy can be grouped as 'deficiency needs', which must be satisfied in order for a person to be comfortable, while the top two sets can be named 'growth needs', which focus on the growth and development of an individual. Another very important theory of motivation is the ERG Theory, which was developed by Clayton Alderfer. The ERG Theory – E stands for Existence Needs, R for Relatedness Needs and G for Growth needs – has many aspects that are very similar to those of Maslow's hierarchy of needs, although there are still a number of very important differences between the two.

For Alderfer's ERG Theory, The Existence category is similar to Maslow's Physiological and Safety needs, while Maslow's Love and Self Esteem needs are placed in the Relatedness needs category. Finally, the Growth category is similar to the self-actualization and self-esteem needs of Maslow's theory. In the late 1950s and early 1960s, Frederick Herzberg developed what would be a very famous theory known as the Dual-Structure Theory. Originally called the 'Two-Factor' Theory, it went on to play a very important role in influencing managers' decisions on employee motivation. Herzberg claimed that the primary factors that cause satisfaction and motivation are called Motivation factors, such as achievement and recognition. The presence of these factors results in job satisfaction and motivation, while their absence leads to feelings of 'no satisfaction' rather than dissatisfaction. The other set of factors is called Hygiene factors, which refer to things such as job security, pay and working conditions. Without these factors, people will be dissatisfied; and if they are present, there will be feelings of 'no dissatisfaction', rather than satisfaction.

The Expectancy Theory first proposed by Victor H. Vroom in the 1960s, somehow focuses more on highly personalized rational choices that an individual makes when dealing with the prospect of having to work hard to achieve rewards. 'Expectancy' refers to the 'subjective probability' that one thing will result in another. Individual perception is therefore an essential part of Expectancy theory. According to the expectancy model, people's motivation strength increases as their perceived effort-performance and performance-reward probabilities increase. Employees are motivated to work harder when they believe their hard work will lead them to achieve personally valued rewards.

Employees, who donate their time and efforts for good causes, expect to receive rewards of some sort for their contributions. Managers have found that rewards play a significant role in motivating employees. There are two types of rewards: Extrinsic and Intrinsic. Extrinsic rewards are external outcomes granted to someone by others, such as money, employee benefits, promotions, recognition, status symbols, and praise. In other words, this kind of reward is provided by another person or by organizational system to individuals. In contrast, intrinsic reward derives internally from individuals and can be experienced through their work, such as the feelings of competency, sense of accomplishment, personal development and self-esteem.

Another way of motivating employees is participatory management. There are four key areas of participative management. Employees are allowed to participate in (1) setting goals, (2) making decisions, (3) solving problems, and (4) designing and implementing organizational changes. Employee motivation and performance are said to have significant improvement through personal involvement in one or more of the management areas. Participative management connects employees to their organizations, making them more dedicated to their jobs. Generally, workplace democracy too enhances all efforts to increase employee self-determination.

Thus, by looking at the above factors it can be concluded that the top managers of the National Colleges of Education can follow the motivational strategies listed below. To get the participation of the lecturers in making administrative decisions related to co curriculum, getting the lecturers to participate in training programs related to particular co-curricular activities, recommend them for promotions and nominate them for higher positions in the administration depending on their contribution, getting the participation of lecturers in administration procedures, giving monetary incentives such as travelling and substances, rotating schedules of co-curricular participation, appreciating the lecturers personally and in public too, giving rewards and certificates of appreciation necessary for salary increments, organizing rewarding ceremonies with the participation of trainees, provide opportunities for work in freedom, establish welfare activities, adhering to flexible administrative strategies such as giving opportunities to be away from the College on important errands without short leave, giving priority when giving loans, create recreational activities and give priority in awarding scholarships and study tours.

Research Methodology:-

The quality of the research depends on the methodology selected for it. This part of the chapter clearly defines the research methods used to conduct the study. The researcher explains how the necessary data and information to address the research objectives and questions was collected, presented and analyzed. Reasons and justifications for the research design, research instruments, data sources, data collection techniques, data presentation techniques and analytical techniques used are given.

Therefore, this part deals with four main aspects of the research. They are the research design, the sample, the data collection methods, and the data analysis methods. The first part details how the data collecting methods were

designed and organized, the second part describes who the participants of the research are and how they were chosen. The final section explains how the data collection methods were actually employed and collected and data is analyzed.

Research design

Heppner et al (1992:15) describe a research design as a plan or structure for an investigation or a list of specifications and procedure for conducting and controlling a research project. In other words, it can be described as a master plan which indicates the strategies for conducting a research. A research design serves as a master plan of the methods and procedures that should be used to collect and analyze data needed by the decision maker. The research design is a deliberately planned arrangement of conditions for the analysis and collection of data in a manner that aims to combine relevance to research purpose with the economy procedure.

Descriptive Research Design

Saunders et al (2003) defines the descriptive survey method as one which looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees. Descriptive research design is concerned with describing characteristics of a problem. Questionnaires and interviews are the two methods used to elicit information in a descriptive research.

Descriptive research design helps portray an accurate profile of persons, events and situations. A descriptive research design also allows for in-depth analysis of variables and the elements of the population to be studied and as well as collection of large amounts of data in a highly economical way. It enables generation of factual information about the study. This is so because the descriptive design relies much on secondary data which helps in developing the case basing on facts, sustained by statistics and descriptive interpretations from archival materials and data. The research relies on both primary and secondary data in order to come up with accurate and objective findings.

Primary Data

Primary data refers to data collected for the first time in the field. Jewel (2001), defines it as data that has been collected for the purpose for which it is originally used. Primary data for this particular research is collected using interviews and questionnaires. Interviews were done with a set of purposely selected top managers, and a set of randomly selected lecturers and teacher trainees.

Primary data collection was given the highest priority in this research as there was limited published material on the subject under study. For a subjective study like this one primary data is of prime importance because primary data draws information directly from the field. Facts and figures should be drawn directly from people because the problem focused here exists within people.

Secondary Data

According to Jewel (2001), secondary data is data that is collected for purposes other than the original use. It is an analysis of data that have already been collected for some other purpose. These may be contemporary or historical and the data may be qualitative or quantitative and usually needs adjustments and validation before being put to use. This data can include survey data and documentary data. Sources used to gather secondary data were document analysis collected from published and unpublished documents in the NCOE's.

Using secondary data saves time and money since the work has already been done to collect the data. It avoids the problems associated with the data collection process. Unlike primary data, secondary data generally provides a source of data that is both permanent and available in a form that may be checked relatively easily by others. The published documents give the researcher extra information on the research problem. Some of the information may not be found within the organization.

The Sample

A sample is a group in a research study in which information is obtained. Or a population selected for observation and analysis. It is a representative of a population taken to show what the results are like. Sidhu (2003:67) stresses the importance of sampling and further explains that if the population is very large, it can be satisfactorily covered through sampling.

Sampling Techniques

Sampling technique are categorized into two, that is probability and non- probability sampling methods. Sampling procedures include random, purposive, stratified and systematic. For the purpose of this research, purposive and stratified random sampling techniques will be used to find the right sample size.

Stratified Random Sampling

The total population is divided into segments or strata. Individuals to be included in the sample are then selected from these segments or strata. In this case the population was divided as top management, lecturers in charge, lecturers and teacher trainees. They are then further grouped according to the posts and areas such as special, professional and general. Stratified random sampling was used in this research because it ensures an equal representation of each of the identified segments or strata.

According to Danks (1996), purposive sampling occurs in a situation whereby the interviewer selects respondents who are judged to be representative of the population in the market. Purposive sampling is a non-probability sampling technique based on judgment. For the purposes of this research the researcher chose the participants who were viewed as the best source of information as the sample was likely to bring out the required data specific to the research problem through the experience with the organization.

Judgmental sampling ensures optimization of time and resources since information is sought from those people with valuable information and knowledge about the area under study. This makes the technique cheaper and easier since a few individuals with relevant information are chosen. Varden Bergh and Katz (1999) defined population as the group of people from which a sample can be drawn for the purposes of a research. Population is the total collection of elements about which we wish to make some inferences.

Sample size

Deciding on a sample size for an enquiry can extremely be difficult because there are no rules to follow. It all depends on what will be useful, what will have credibility and what can be done within available time and resources. A sample refers to a representative sub-group of the population. For the purpose of this research the sample was chosen using both random stratified sampling and purposive sampling.

Since the focus of the research was to identify the role of the managers related to co-curricular activities all the top managers in the National College of Education who handle the co-curricular activities were purposely selected to participate in the sample. They were the following.

1. The president
2. Vice president academic and quality assurance
3. Lecturer coordinator academic and quality assurance
4. Dean 1
5. Dean 11
6. Lecturers in charge of the following co-curricular activities

The other way of selecting the sample was random stratified sampling method. The ten lecturers and the twenty students who participated in the research were selected according to this method. Two first year students and two second year students from each co-curricular activity were selected to participate in the research. Two lecturers from each area that is special (major and minor), professional, and general were selected to participate in the research irrespective of their service and gender.

Data Collecting Methods

The study was carried out using the following data collection techniques.

1. Questionnaires
2. Interviews.
3. Observation
4. Documentary analysis

Questionnaires

Questionnaires are a very popular way of gathering data because they are cheaper and easier to use even in large scale and the responses can be quantified using statistical techniques. Although they have their own limitations such as describing rather than explaining things the way they are, and information can be superficial they can be used as an easy method of data collection and can be implemented with a large number of sample population.

Although it is said issuing a questionnaire is a political act that is not neutral (McNiff et.al 1996) the research found three good reasons for using them.

1. To find information from respondents that cannot be obtained otherwise
2. To collect information from a larger number of respondents
3. To minimize the influence of power and authority of the researcher on the respondents (Mostly on teacher trainees)

In this research the questionnaires served for two important objectives. One purpose was to gather information from the students; the other purpose was to gather information from lecturers.

There were two questionnaires used in this study. They contained mixed questions. There were open ended questions as well as closed questions. The open ended questions were used to allow the respondents to feel free and make them contribute more individual points of view and more detailed information. The closed questions were used because they require little time; make group comparisons easy and useful for testing hypothesis.

Questionnaire 1 was used to identify the teacher trainees' perceptions, attitudes, feelings and knowledge they had of co-curricular activities and the questionnaire 2 was used too with the same purpose but it was implemented among the lecturers. The questionnaire was meant to elicit the opinion of the both parties with regard to the place of co-curricular activities in the curriculum and the role actually played by the top managers in implementing them. Both these questionnaires can be found in the appendices.

About ten questions in the questionnaire were designed on the familiar Likert Scale because they are meant to elicit opinion rather than facts. They are sometimes called 'opinionairs' (McDonough and McDonough, 1997). On the other hand, an opinion could be given a numerical value according to this technique and thereby making it easier to analyze. Therefore, they were mostly used to identify the attitudes of participants related to co-curricular activities (disagree) these questions were formed after having casual discussions and observations in the college premises for about three days. After wording the questions, the researcher had a discussion with her two colleagues to decide the most appropriate wording in order to be sensitive to the feelings of the staff members of the institution. There were also some distracters to disguise the purpose of the questionnaire. The respondents were asked to answer these questions by placing a tick in the relevant column.

Some questions were completion of statements. The idea of these questions was to give more freedom to the respondent but also to limit their answers to some extent by giving them boundaries. There was another set of questions in which the respondent has to write his/her own answer in order to elicit the true opinion of the respondent.

The questionnaires were delivered in person. Questionnaires were distributed in after initial communication with the respondents to seek consent. The respondents were given one day to answer the questionnaires after which the questionnaires were collected for analysis. No public postal service or email service was used to distribute questionnaires.

Saunders et al (2003) argues that a reasonable and moderate high response rate (30-50%) is guaranteed with self-administered questionnaires, hand delivered and collected questionnaires.

The questionnaire survey also provides greater uniformity across research situations as respondents respond to the same standardized questions. At the same time the questionnaire survey technique gives the respondents enough time to respond to the questions as they were given the whole day to answer the questionnaires. Finally, the element of anonymity associated with the questionnaire survey technique enhances the chances of getting honest responses.

Observation:-

Observation is a method used in a variety of research contexts. Observation, as it stands, is a monolithic label, a broad and even amorphous umbrella term subsuming many and varied purposes and interpretations (McDonough and McDonough, 1997). However, in research observation is an intentional action rather than noticing of events. In using observations as a research tool three factors should be taken into consideration. Who is observing, why and how? As McDonough and McDonough (ibid) point out these questions carry different answers according to the situation. Whether research is done in the interests of increasing knowledge and understanding a phenomenon, whether it is undertaken explicitly to bring about changes and innovation in action or whether it is for personal and professional development.

If the researcher is experienced it is the most satisfying data collection method because it gives direct access to and gives permanent and systematic records of social interaction. It can enrich and supplement data gathered by other techniques too. Although it demands high time, effort and resources and is subjective to the extent of picking up observer bias, as this study focus on human interaction it was chosen as a suitable method. It is said that observation is not much suitable method for a research because of its subjectivity. However, in this research much focus is given to human behavior observation is an effective method of data collection in such situation. Nevertheless, to be objective a check list with appropriate guidelines was used in observation. Also detailed notes were taken down separately by the researcher and also another observer was used in observation.

Interviews

Interviewing is one of the commonest methods of data collection used in research. According to Drever (1995) interviewing is a very flexible method that suits a wide range of research. This is one of the major advantages of this tool. As Bell (1993) says a skillful interviewer can identify ideas, feelings and motives which a written response would conceal. Nevertheless, they are time consuming and always subjective to bias. Analyzing responses also present problems and wording the questions is highly demanding. Cohen and Manion (1985: 82) also rightly point out that “like fishing, interviewing is an activity requiring careful preparation, much patience and considerable practice if eventual reward is to be a worthwhile catch”. According to McDonough and McDonough (1997:181) interviews may be used as “the primary tool or alternatively in an ancillary role, perhaps as checking mechanism to triangulate data gathered from other sources”. The role of the interviews in this research is neither of the above. As mentioned in the introduction, they were used to collect diagnostic information to strengthen the information gathered from two questionnaires.

According to the time constraint only seven interviews were carried out. The subjects of the three interviews were semi-structured ones mostly based on the same questions asked from the lecturers in the questionnaire 2. However, taking the advantage of semi-structured interviews the answers from the respondents were directed towards the goal the researcher wanted to achieve. Recording of the interview was not done in order to win the confidentiality of the respondents so that they will come out with their true feelings. Nevertheless, important points of the interviews were noted down. However, every precaution was taken to retain the smooth flow of the conversation. This was not difficult as the interview schedule was comparatively shorter.

Documentary Analysis

As documentary analysis helps to gather secondary data this method too is used in the research to substantiate the data found from other primary sources. Although only few documents are available in the NCOE's related to co-curricular activity implementation they were analyzed.

Reliability of Techniques

Peterson (1982) defines reliability as the extent to which measures are free from errors. Thus, the greater the reliability, of an instrument, the less likely the errors of measurement to occur. More than one data collection instrument was used in order to eliminate the weaknesses inherent in each instrument.

Data Analysis Methods:-

After data has been collected, it needs to be presented in a way that communicates the information and enables conclusions to be drawn (Jewell, 2001). Data was collected from both primary and secondary sources, processed, analyzed and presented.

The collected data will be analyzed using two methods. The first is the statistical method through which the quantitative data will be analyzed. The second is the content analysis methods which will be used to analyze qualitative data. The analyzed data will be discussed using bars, graphs and percentages.

Data Presentation Techniques

Clear, accurate and appropriate ways of presenting data were chosen out of the several ways of data presentation. The several ways of presenting data include tables, pie charts, bar graphs and line graphs. Only tables, pie charts and bar graphs were used in this research. Tables are used to present large quantities of data arranged in labeled rows and columns. The researcher used tables to present data because measurement units are shown clearly. Tables are also easy to refer and the data can be easily interpreted. Pie charts are useful when presenting data which is to be compared. Pie charts are easy to understand and quick to interpret too. Bar graphs are one type of graphs that uses bands of standard width and varying length to present magnitude. They are used to present data covering time. The researcher used bar charts to present data because they help facilitate comparisons by virtue of their clear visual impact. They are also easy to use when presenting quantitative data.

Summary

This chapter looked at the research methodologies used in this research. Justifications on why the researcher chose to use those methodologies were given. Interviews, questionnaires, observation and documentary analysis were the main methods of data collection used to gather relevant data to achieve the research objectives. In data presentation, both qualitative and quantitative methods were used. The quantitative Data was analyzed using the simple statistics methods and the qualitative data using content analysis methods

Analysis, Interpretation and Presentation of Data

This research is conducted in order to find out the role of top managers in increasing lecturer participation for co-curricular activities. The data collection methods such as questionnaires, interviews, observation and documentary analysis are used in this research. The main objective of this chapter is to present both qualitative and quantitative data of the entire research using simple statistics methods such as percentages, graphs, tables, charts and the content analysis methods.

There are two questionnaires implemented in this research. Questionnaire 1 is implemented with the lecturers and the questionnaire two is implemented with the teacher trainees and the interviews are conducted with top managers and the lecturers in charge of co-curricular activities.

Personal Information

The first part of the questionnaires and the interview schedules consist of questions targeted at acquiring personal information of the respondents in order to understand whether they have enough experience and educational capacity to judge the situation impartially. The table 4.1. describes what is being found from the sample of the academic staff.

According to itthe majority of the academic staff belongs to SLTES class 3 and only one member is there in each class 1 and 2. Although this looks as an imbalance of the sample, when considering the cadre representation in an NCOE, the percentage is justifiable because only few members belong to class 1 and 2. Moreover the gender representation too is not equal. Nevertheless, in the modern world it is believed that gender does not affect decision making and both men and women are considered as equally good as managers. Also the 100% of the population is above 35 years in their age which is a very positive factor that influence the power of good decision making.

Table 4.1:- Personal Information of the Academic Staff.

Category	Number	Percentage
SLTES Class		
class 1	01	3%

class 2	01	3%
class 3	28	94%
Gender		
Male	07	23%
Female	23	77%
Marital Status		
Married	20	65%
Unmarried	10	35%
Age		
Age 35-39 years	12	40%
Age 40-44 years	09	30%
Age 45-49 years	06	20%
Above 50 years	03	10%

Table 4.2:- Educational and Professional Qualification.

Respondent group	No.of Degrees	No of Post Graduates	No of Masters	No of M.Phil
Lecturers	20	20	20	03
Lecturers in charge	05	05	05	00
Lecturer coordinator	01	01	01	00
Dean1	01	01	01	00
Dean 2	01	01	01	00
VP Academic	01	01	01	00
President	01	01	01	01
Percentage	100%	100%	100%	14%

According to Table 4.2, it is evident that all respondents have degrees, Post Graduate Diplomas and Masters to their names. Moreover, about 14% of the sample has Master of Philosophy degrees. Therefore, the sample is a very satisfactory one when taking their educational and professional qualification in to consideration and their perceptions, attitudes, and opinions cannot be denied. The table below indicates the teaching experience each category of respondents has. According to the figures 100% of the sample has more than ten years experience and about 75% have more than 20 years experience in their career and this guarantees the reliability of their responses since they have more than enough experience to comment on the prevailing situation of the National College of Education.

Table 4.3:- Service Experience of the Sample in National Colleges of Education.

Respondent group	Less than 10 years	10-20 years	21-25 years	More than 25
Lecturers	00	05	15	00
Lect.in.charge	00	02	03	00
Lect.coordinator	00	00	01	00
Dean 1	00	00	01	00
Dean 2	00	00	01	00
VP.Academic	00	00	00	01
President	00	00	00	01
Total	00	07	21	02
Percentage	00	24%	70%	06%

By considering all the above facts, it is understood that the sample is a very satisfactory one and is a good representation of the total population of the lecturers in the NCOE.

In addition, Questionnaire 2 is implemented with the teacher trainees. The first part of it consists of questions that aim at finding out their personal information.

Table 4.4:- Personal Information of Teacher Trainees.

Details	Percentage
Gender	
Female	12.5%
Male	87.5%
Age	
Age 20-22 years	40%
Age 23-25 years	60%
Province	
Western Province	25%
Southern Province	30%
North Central Province	15%
North Western Province	15%
Sabaragamuwa Province	15%
Year of Study	
Second Year	75%
First year	25%

The sample consists of both males and females. However, only 12.5% males are in it. The age range of the sample is as follows. The 40% of the sample belongs to 20-22 age range and the other 60% belongs to 23-25 age range. Majority of the participants are from Southern province (30%), Western Province becomes second with 25% participation, and from North Central province (15%), North Western province 15%, and Sabaragamuwa Province 15% participated in the sample. The sample consists of first year, second year teacher trainees but only 25% of the sample is selected from the first year as they have a shorter period of experience in the NCOE. Therefore, it can be concluded that this is a satisfactory representation of the total population.

Table 4.5:- Participation of the Sample in Co-Curricular Activities.

Activity	Lecturers																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Lit.Asso.	√	√	√	√	√	√	√	√	√	√										
Eng.Club	√	√	√	√	√	√														
Aesthetic											√	√								
Sports																				
Horticul.											√									
Martial.																				
Ca/sco/gu.																				
Planning																				
Org.Im.	√	√	√	√	√	√	√	√	√	√	√	√								
Supervi.																				
Evaluat.																				

When studying lecturers' participation, about 50% of the sample is involved in implementation of the activities of the Literary Association and 30% of them are involved in the responsibilities of the English Club. Only 10% are involved in organization of Aesthetic activities and there is a significant percentage of 30% who are not involved in any co-curricular activity. Moreover, no one in the sample is involved in the co-curricular activities such as horticulture, sports, martial arts, cadetting, scouting or guiding.

70% of the respondents are involved in organization and implementation of the co-curricular activities and none of them are involved in any planning, supervision or evaluation tasks. There is a 30% who is not involved in any task related to co-curricular activities. The entire picture can be grasped when studying the table above.

The Perceptions of the Respondents in the Worth of the Co-Curricular Activities

Question number 15 of the Questionnaire 1 is aimed at finding out the perceptions of the lecturers in the worth of co-curricular activities in the college curriculum, the table carries the scales strongly agree, agree, disagree and

strongly disagree and are given marks as follows. Strongly agree – 4, Agree – 3, Disagree – 2, Strongly disagree- 1. Since the midpoint of the above range is five, the marks above 5 is considered as displaying positive attitudes whereas marks below five is considered as displaying negative attitudes.

There are four questions that test respondents' attitudes for the worth of the co-curricular activities, and therefore, 20 is considered the total mark and 10 is considered as the midpoint. Hence, the respondents who scores more than ten marks are considered as having positive attitudes towards the role of the co-curricular activities in the curriculum. Consequently, the percentage of positive attitudes is 100% as all the respondents have scored more than twelve marks.

The idea of the second and third questions in Questionnaire 2 is to find out the attitudes of the teacher trainees towards participation in co-curricular activities. Surprisingly 100% positive respondent rate that means "yes" is there for both the following statements.

1. "I participate in co-curricular activities because I like them" and
2. "Even if I had the freedom of choice I still participate in the co-curricular activities"

The following are the most regular responses ticked off by participants as reasons for participating in the co-curricular program implemented in the National College of Education.

Table 4.6:- Reason for Participation in Co-Curricular Activities.

Reason for Participation	Number of Trainees	Percentage
Getting a good pass	20	50%
Being part of the course	16	40%
Being competent in the activity	16	40%
Being compulsory activity	06	15%

According to the information given in the table it is evident that majority of the trainees participate in the co-curricular activities because they want to get a good pass and about 40% participate in co-curricular as activities as they are part of the course and since the participant is competent in the particular field respectively. The activity being compulsory has had no much significant impact on the participation of the trainees.

As benefits of co-curricular activities they have indicated the following points.

Table 4.7:- Benefits of Participation in Co-Curricular Activities.

Benefit of Participation	Number of Trainees	Percentage
Becoming healthy	32	80%
Making friends	28	70%
Getting rid of boredom	28	70%
Showing ones talents	24	60%
To be proud of one's achievements	24	60%

Majority of the teacher trainees participate in co-curricular activities because they help one to become healthy and the other common two reasons are that they provide opportunities to make many friends and eliminate boredom.

Another unexpected aspect is no one has ticked off "getting a merit pass" as a benefit. Analysis of the registers of co-curricular participation and through observation, the fact that teacher trainees' participation is very high is consolidated because they believe in the benefits of the program as a whole for their personal and professional development.

On the other hand, lecturers in charge of co-curricular activities who participated in the interview also agree to the fact that co-curricular participation is beneficial to them, to the other lecturers and the trainees as well. Top managers who are interviewed too expressed similar views.

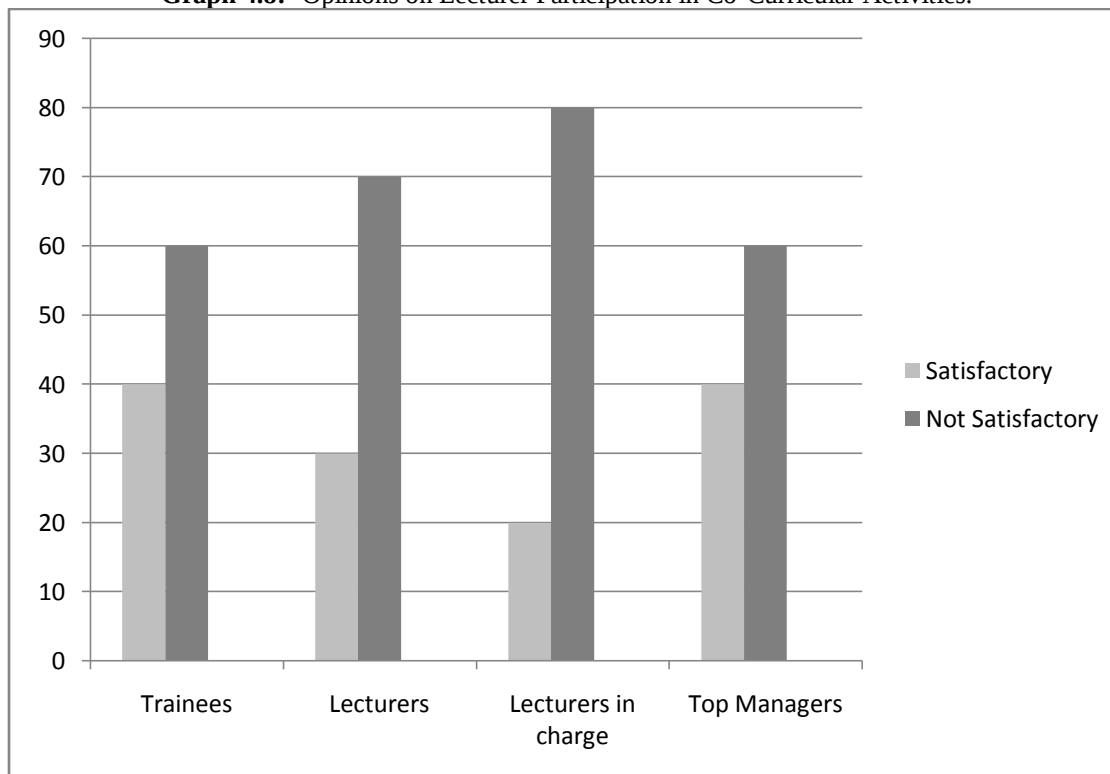
Opinions of the Sample on Lecturer Participation in Co-Curricular Activities

When seeking opinion on the participation of the lecturers the attitude is put on a scale with strongly agree, agree, disagree and strongly disagree and given marks accordingly. For positive attitudes 4 and 3 are awarded and for negative attitudes 2 and 1 marks are allocated. The total mark that exceeds the midpoint is considered as positive and below it as negative and the findings of the opinions of each group of respondents are demonstrated in the following graph.

The graph shows that,

1. The majority of the lecturers are on the opinion that lecturer participation in co-curricular activities is unsatisfactory.
2. It is also clear that majority of the students' shares the same view.
3. When interviewed the top managers too promptly agree to the fact that there is a poor participation from lecturers in co-curricular activities.
4. During the observation, the obvious factor noticed is the significantly lower number of lecturer participation in the sessions. For the horticulture club and the aesthetic activities only one lecturer from the general area participated and that is also the lecturer in charge of both activities. Surprisingly for such a large number of female teacher trainees participation there is not a single lady lecturer present. For martial arts too only the lecturer in charge is present. For the Literary Association there are three lecturers present out of the 24 E.L.T academic staff members.

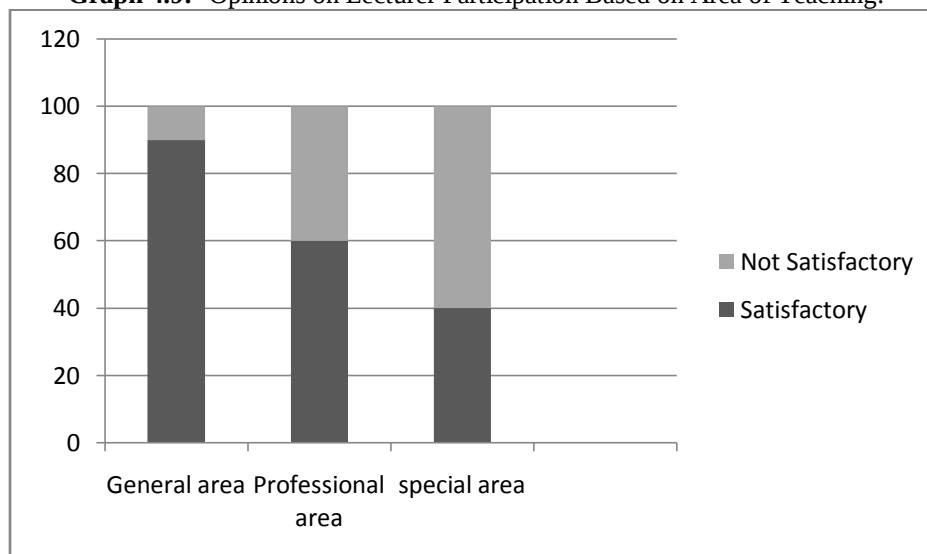
Graph 4.8:- Opinions on Lecturer Participation in Co-Curricular Activities.



Another important observation is that there are only Deans present for the co-curricular activities conducted by the part time lecturers and that is also in the role of a mere supervisor. Moreover, they too were not to be seen in the Literary Association session.

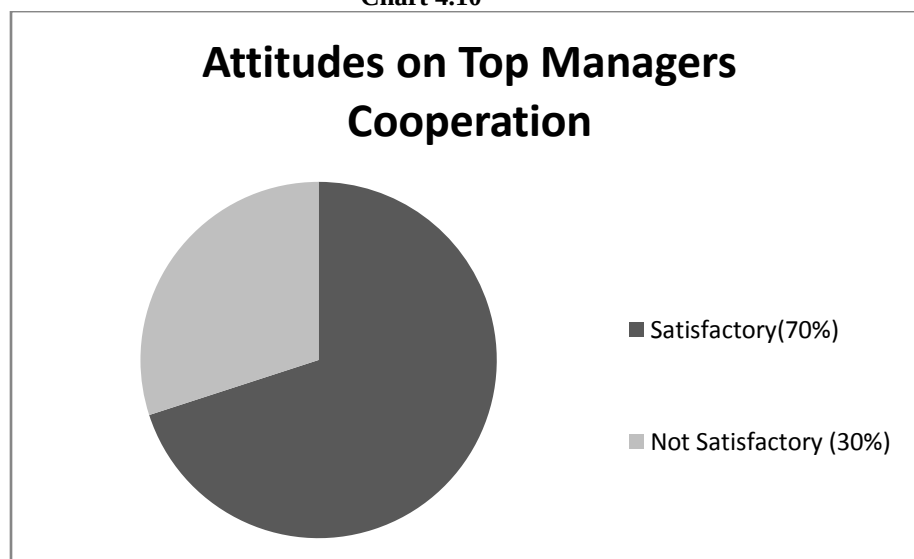
When the participation of the lecturers in co-curricular activities is analyzed separately according to the teaching area of the lecturer the following are the facts found from the responses given by the teacher trainees.

1. Only few lecturers from the special and professional area subjects participate in co-curricular activities compared to lecturers who teach subjects in the general area.
2. All top managers and the lecturers in charge of co-curricular activities supported this opinion and it is confirmed from the observations made.

Graph 4.9:- Opinions on Lecturer Participation Based on Area of Teaching.**Attitudes on Top Managers' Cooperation**

The question aimed at seeking opinion of the lecturers on the top managers' cooperation in implementing co-curricular activities reveals the following facts.

1. Majority of the lecturers are in the view that there is good cooperation from the top managers in implementation of co-curricular activities.
2. Nevertheless, they believe that top managers are not personally involved in organization or implementation of co-curricular activities which is obvious from the chart below.

Chart 4.10

There is a majority of 70% from the sample that agrees to the fact that top managers' cooperation for co-curricular activities is satisfactory where as 30% is on the opinion that it is not satisfactory.

Perceptions on Top Managers' Personal Involvement in Co-Curricular Implementation

For the statement the "Top Manager's personal Involvement in co-curricular implementation is satisfactory" most of the lecturers have ticked off the "strongly disagree" and the "disagree" columns and only few have marked the "agree" column and none has ticked off the "strongly agree" column. As described in the above instances marks are given to each answer on the same scale i.e. for strongly agree 4 marks, agree 3 marks, disagree 2 marks and strongly

disagree 1 mark. Accordingly, the marks above the midpoint are considered as expressing positive attitudes and marks below it as conveying negative attitudes.

A comparable question is given to the trainees in their questionnaire to find out their opinion on the involvement of top managers which is analyzed by using similar methods. The inferences drawn resemble the findings of the questionnaire 1 given to lecturers.

The interview with the lecturers in charge of the co-curricular activities too substantiates them and the findings are analyzed using percentages in the table below.

According to the information indicated in the table 4.11 it is clear that,

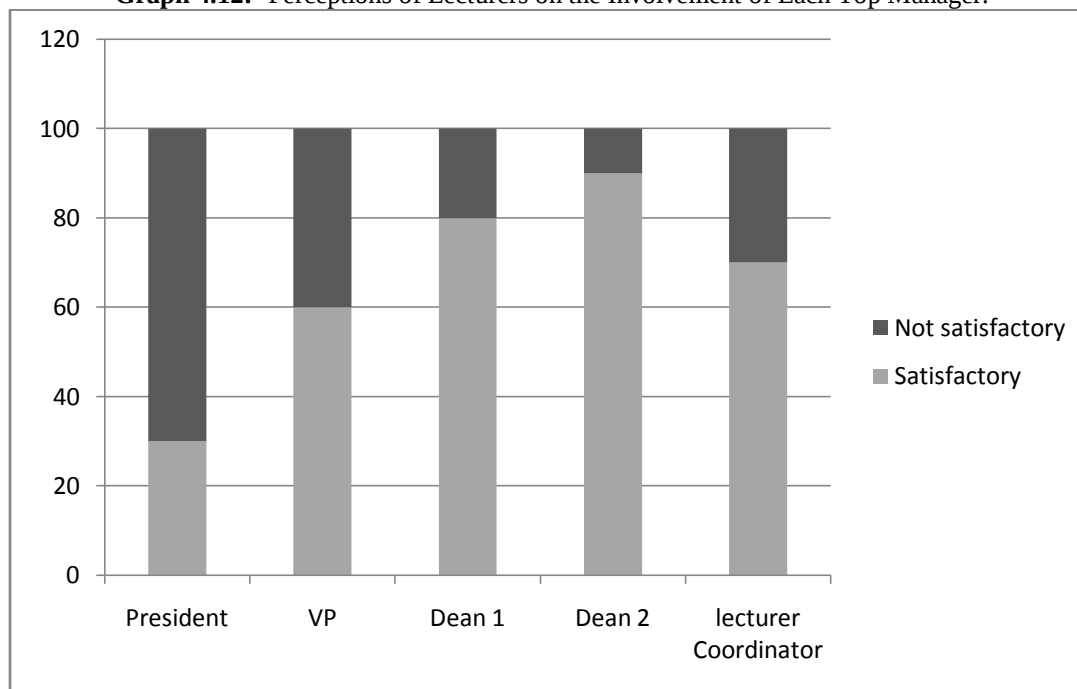
1. Trainees' perception on top managers' involvement is satisfactory which is indicated by 60% of the sample where as
2. An 80% of Lecturers and lecturers in charge of co-curricular activities support the conclusion that the top managers' personal involvement is not satisfactory.
3. Consequently, there is 73% majority who believes involvement of top managers is not adequate.

Table 4.11:- Perceptions on Personal Involvement of Top Managers.

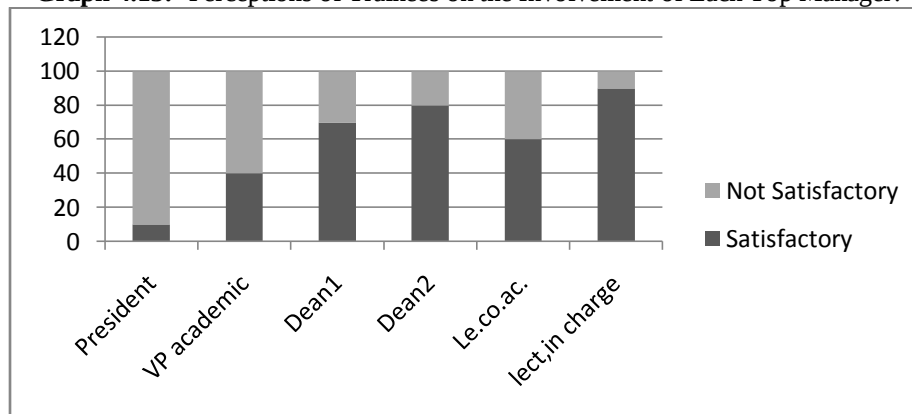
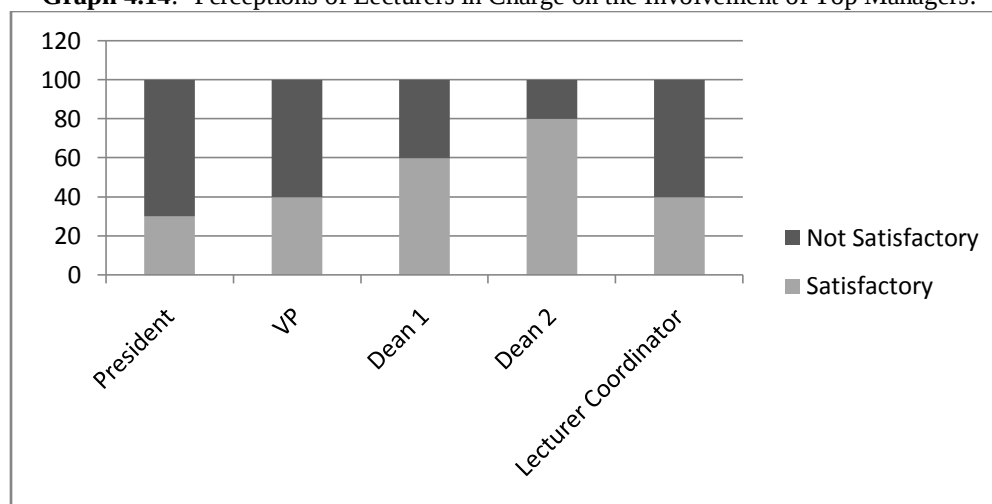
Category	Satisfactory		Not Satisfactory	
	Number	Percentage	Number	Percent.
Trainees	24	60%	16	40%
Lecturers	16	80%	04	20%
Lecturers' in charge	04	80%	01	20%
Total Percentage	44	73%	21	27%

The involvement of each top manager in co-curricular as indicated by the above three groups is given in the graph below. The graph 4.12 indicates how it is perceived by the lecturers.

Graph 4.12:- Perceptions of Lecturers on the Involvement of Each Top Manager.



Graph 4.13 depicts the perceptions of the trainees while figure 10 indicates views of the lecturers in charge of co-curricular activities.

Graph 4.13:- Perceptions of Trainees on the Involvement of Each Top Manager.**Graph 4.14:-** Perceptions of Lecturers in Charge on the Involvement of Top Managers.

It is recognized that personal involvement of some of the top managers is considered as low by all three groups i.e. the trainees, the lecturers and the lecturers in charge of co-curricular activities. The most significant factor is although the numbers are different they all express similar opinion on the amount of involvement of each top manager which cannot be overlooked.

On the other hand, the most disappointing factor is that the lecturers, lecturers in charge and teacher trainees believe that appreciation of the top managers of the lecturers who take part in co-curricular activities is extremely low. This is clearly indicated by the table 4.15.

What is depicted by it can be summarized as follows.

1. Although 50% of the trainees express positive views on top managers' appreciation of lecturers who participate in co-curricular activities another 50% believes it is not satisfactory.
2. On the other hand, 100% of the sample of the lecturers think their efforts are not properly recognized by the top manager
3. And it is confirmed by the 80% of the lecturers in charge who share the same opinion.

Table 4.15:- Perceptions of the Total Sample on Appreciation of Lecturers Involved by Top Managers.

	Expression of Positive Attitudes		Expression of Negative Attitudes	
	No	%	No	%
Trainees	20	50%	20	50%
Lecturers	00	00%	20	100%
Lecturers' in charge	01	20%	04	80%

Total	21	23.4%	44	76.6%
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Opinions as for the Reasons for Poor Lecturer Participation.

As for the inquiry of reasons for low rate of lecturer participation the following are the most common responses given by the sample of the lecturers.

1. Heavy work load in the time table
2. Co-curricular activities are scheduled to be carried out after academic hours
3. Not giving due recognition or appreciation for those who participate
4. negative attitudes such as poor commitment and dedication by some of the lecturers
5. Not providing adequate facilities for lecturers who stay after academic hours such as washrooms, changing rooms, restrooms etc. most of the co-curricular activities are not course specific, and
6. Poor personal involvement by some top managers in co-curricular implementation.

The lecturers' in charge of co-curricular activities opinion is that

1. Some of the lecturers are not committed enough for their duties and
2. Most of them have a very tight time table due to the shortage of lecturers
3. On the other hand, there is an extremely low recognition given to those who commit their time for co-curricular activities and all lecturers share similar benefits regardless of their participation in these activities.
4. For the lecturers who participate the facilities are not enough such as not providing accommodation or priority for quarters, not having sufficient sanitary facilities etc.,
5. Less personal involvement of top managers in co-curricular implementation

As reasons top managers quoted,

1. Less commitment and dedication, not liking to sacrifice their extra time for the benefit of trainees,
2. Personal problems such as transport, children and work at home for lady lecturers and
3. Lack of facilities such as rest rooms, wash rooms etc.

Apart from trying to shove off the responsibility from their own shoulders the other reasons cited by each group are more or less similar.

As strategies the top managers have used setting schedules to distribute work, trying to provide accommodation for lecturers engage in co-curricular activities, hiring part time lecturers to give relief to permanent lecturers etc.

Problems Related to Co-Curricular Program

1. Although the teacher trainees believe that co-curricular activities are important for their training program they have problems related to its schedule and relevance to their course of study.
2. At the same time, they consider that lecturer participation especially lecturers in special and professional areas are very low.
3. On the other hand, according to their point of view involvement of top managers too is not up to the expected standard.
4. Similarly, lecturers too believe top managers are not involved in co-curricular activities as expected and
5. Lecturer participation is very low.

When the trainees are asked to state three problems that disturb effective implementation of co-curricular activities the following were the most commonly mentioned ones.

1. Poor lecturer participation,
2. Activities irrelevant to their course of study,
3. Repetition of activities,
4. And negligence of the practical side

The top managers mentioned in the interview that,

Shortage of lecturers as the major problem faced in implementation of co-curricular activities.

Since all the co-curricular activities specified by the Ministry and common to all NCOE's are not related to professional qualifications of most of the academic staff such as cadetting, scouting and guiding. For aesthetic and sports only one lecturer is there in the staff and it is not practical to get them to work from 4.30 p.m. to 6.30 pm after

working on a full time table during the regular academic hours. According to the regulations provided aesthetic lecturers can report to duty at 10.30 a.m. and can be released after 6.30 p.m. but sports lecturers have to report before 6.30 a.m. to implement the Keep Fit program and therefore they can go off after 2.30 p.m. Another problem is that the staff consists of more lady lecturers and they prefer to stick to the regular working hours from 8.15 a.m. to 4.15 p.m. which poses another problem for the management. One solution for this is to hire part time lecturers to carry out co-curricular activities. In consequence many co-curricular activities such as sports, art, cadetting, guiding, scouting and martial arts are carried out by part time lecturers and they need to be paid by the NCOE which is an extra burden on its budget.

As weaknesses they have mentioned

1. Less cooperation from lecturers,
2. Having to conduct mass classes due to lecturer shortage,
3. Less practical work,
4. Poor facilities,
5. Weak relevance to the formal curriculum,
6. Fixed schedules common to all NCOE's rather than giving freedom to select what is suitable to each college,
7. No proper place given in the evaluation procedure.

As strengths the interest of both trainees and lecturers to take part in co-curricular activities are mentioned.

Most of these points revealed by the parties concerned are confirmed during the observation.

1. It is observed that both lecturers and the trainees are ready with necessary preparations to carry out all the activities being observed. There is a good number of trainee participation too in all the activities observed by the observers. Nevertheless, some trainees did not participate actively in the day's activity nevertheless with a large number of students such as 225 nothing could be done to prevent it. Thus, it is understood conducting mass group co-curricular program does not guarantee the achievement of objectives specified.
2. As mentioned by most of the lecturers and trainees it is noticed that co-curricular activities are conducted with only some meager resources. The activities would be more useful if the required facilities are there, although lecturer in charge used the available resources to the maximum.
3. It appears that more practical activities could be used as stated by the lecturers in charge when they are interviewed if there are enough facilities. It is observed even for sports it is theoretical presentations done during the particular time period. For martial arts there are demonstrations carried out after which the trainees are given opportunity to practice them. For the Literary Association a debate is conducted which is interesting to watch none the less the space is not enough for the large number of trainees to enjoy it to the utmost.

Weaknesses Related to the Role of the Top Managers in Co-Curricular Implementation

The following five points are the most frequently mentioned ones by the lecturers as the weaknesses related to the role of the top managers in co-curricular implementation.

1. No proper guidance by the top managers
2. No proper feedback by them to the lecturers
3. Lack of active involvement
4. Poor personal involvement
5. Negative attitudes towards innovations/changes

As the strengths the following three points were mentioned in most of the lists.

1. Assigning duties
2. Preparing time tables and schedules
3. Giving freedom to implement activities according to own wishes

However, the strengths mentioned do not carry much weight as many of the lecturers have avoided mentioning strengths and also some have even gone to the extreme of mentioning "no strengths" which indicates their negative attitudes towards the role played by top managers in co-curricular implementation at present.

As the suggestions for improvement the lecturers have mentioned points such as,

1. Engage in meaningful supervision and providing feedback
2. Being personally involved and interested
3. Providing necessary facilities and resources
4. Appreciating and rewarding lecturers involved impartially

As solutions the following were suggested by the trainees.

1. Setting more time for practical activities
2. Giving more opportunities/time allocation for activities such as Literary Association, English Club which are more relevant to the formal curriculum
3. Changing of time for co-curricular activities
4. Take measures to increase lecturer participation

From the interview and analyzing the documents the researcher could find out that the duties and responsibilities of these top managers are defined by the Manual of the National College of Education published by the Ministry of Education. Nevertheless, no specifications given related to the responsibilities of co-curricular activities apart from saying “must hold the responsibility of proper implementation of co-curricular activities”. Therefore, they all are engage in an ancillary role related to co-curricular activities which does not even assure how much time is spent on planning, organization, implementation or supervision of co-curricular programs.

Final Comment

The following conclusions could be drawn from the data analysis of this research. The first and foremost the participation of lecturers in co-curricular activities is very low due to various reasons quoted by different groups. According to the lecturers it is a result of poor motivation by the top managers as they do not involve personally in implementing co-curricular activities or appreciate those who participate in them. Also there are no proper facilities for the lecturers who are involved in. The lecturers in charge too agree with these facts declared by the lecturers. Top managers too agree that lecturer participation is low but according to them the major factor for this is the negative attitudes such as less commitment and dedication on the part of the lecturers, their personal problems and shortage of physical facilities. On the other hand, the researcher could not find out any motivational strategy that is implemented in the NCOE to increase lecturer participation thorough the findings of questionnaires, interviews, observation or documentary analysis.

Findings and Recommendations:-

The main objective of this study is to identify the role of the top managers in increasing lecturer participation for co-curricular activities. The researcher’s personal opinion based on her personal experience as a teacher educator for twelve years is that co-curricular activities play a key role in constructing a teacher with balanced personality. Nevertheless, it has become a difficult task to achieve in the National Colleges of Education due to several factors, one major barrier being the less participation of lecturers in implementation of co-curricular activities. Although there are several other factors that can take into account as resulting this, a significant portion of the responsibility can be attributed to the role played by the top managers in these teacher training institutes. The role played by these top managers has de-motivated lecturers to engage in co-curricular programs.

It was thought that the objective of this study was worthwhile on several counts. First it was believed the study would contribute to an understanding of the relationship between the role of the top managers and effective lecturer participation in execution of co-curricular activities for the success of teacher training programs carried out by National Colleges of Education. Second, it would reveal some dynamics and forces that would have caused a lessening of lecturer participation in co-curricular programs and ways and means of remedying them. Third, the ensuing information would benefit the researcher personally as a teacher educator and the policy makers of education in Sri Lanka as a guideline in training teachers. Last, but not least, it might even contribute to some kind of reflection in the practices of the participant lecturers and top managers in Pasdunrata National College of Education in a transition time like this.

Findings of the Study

The findings of the research will now be summarized. The salient aspects emerged from the two questionnaires, interviews, observation and documentary analysis will be emphasized and discussed in the light of their repercussions.

The variables of sex, age, educational and professional qualifications or experience are not taken into consideration when selecting the sample of the lecturers participated in the research. Similarly, the variables of sex, age, course of study or selection category of the trainees are not given any consideration when selecting the sample of them. Therefore, the results of the research findings will be summarized as a whole.

In the general picture, there are some obvious features that stood out.

1. Lecturer participation is significantly very low in the implementation of co-curricular activities. Moreover, there is a less involvement of them in planning, organization, supervision and evaluation of the co-curricular activities too.
2. There is a significantly low contribution of special and professional area lecturers in co-curricular programs when compared with the general area lecturers
3. The least involvement of top managers personally in co-curricular activities has greatly influenced as a de-motivation factor for lecturer participation in co-curricular activities.
4. In addition, lack of appreciation or rewarding on the part of the top managers to the lecturers who participate in co-curricular activities has contributed as another factor that de-motivate lecturer participation.
5. There are many other less important factors that have caused a decrease in lecturer participation in co-curricular activities such as heavy work load, poor physical facilities, personal problems in which top managers can play a big role but unfortunately neglected by them.
6. No proper delegation of power and authority, tasks and responsibilities were carried out in an appropriate manner to make the implementation of co-curricular programs fruitful.
7. The co-curricular activities have little relevance to the formal curriculum of the National College of Education and have little prominence in the assessment and evaluation procedure of the trainees which has a negative impact on its successful implementation.

Recommendations:-

The findings of the present investigation tend to support the theory that role played by the top managers has negatively contributed to lecturer participation in co-curricular implementation of the NCOE. Consequently, the following recommendations are made for successful carrying out of co curriculum in National Colleges of Education.

For Policy Makers

The National Colleges of Education were established through an act of parliament in 1985. What was practical at the time is not practical in today's complicated society. In 1985, these educational institutions had ample resources both human and physical to accomplish their goals because the intake was smaller and the selection criteria were different. Today these institutions do not cater to the changing needs of their clientele i.e. teacher trainees or the system of education. Consequently, before it is too late necessary reforms must be introduced for the sake of achieving what is being prescribed to the NCOE's otherwise their mission "to produce quality competent teachers to the system of schools" would be an utter failure.

Therefore, the following suggestions are made to the policy makers. It is a trivial need of the time to change the ongoing co-curricular activities and make them more relevant to the formal curriculum implemented in each NCOE and the freedom of choice needs to be given to the NCOE to address their own individual needs. Then recruiting part time lecturers will not be necessary and waste of resources will be minimized.

In addition, the recruitment of lecturers should be done at regular intervals and in doing so the needs of the system must be revised and addressed to. Rather than filling the vacancies according to the total number the specialization of lecturers must be taken into consideration. Moreover, the recruited lecturers must be placed appropriately according to the needs of the NCOE's.

For the National Institute of Education

The current assessment and evaluation system has negatively contributed to de-motivation of effective implementation of co-curricular activities. The participation of teacher trainees is not properly evaluated after the introduction of 2007 reforms to the Assessment and Evaluation system of the National Colleges of Education. With these changes introduced in 2007, co-curricular activity does not bear any significant place in the final result or the National Diploma in Teaching certificate awarded after successful completion of the course. Thus, the authorities in the NCOE's pay less attention to co-curricular program.

More time allocation from the co-curricular activities needs to be given to subject related co-curricular activities taking into account the subject 1 and 2 followed by teacher trainees. Hence, the curriculum needs to be revised to cater to the essential aspects of teacher training such as co-curricular which bears an important role in making of an efficient and effective teacher.

For National Colleges of Education

Although the policies, rules and regulations are dictated by the Ministry of Education and the National Institute of Education the practical accomplishment of them solely lies with the top managers of the National College of Education. The success of the National College too depends on them. Whatever is prescribed from the top, to derive the best out of them the necessary measures must be followed by top managers to lead the staff in the college. Therefore, they should manage good relationship with the staff members in order to achieve the goals and objectives of the institution. This is applicable to co-curricular implementation as well. Without proper motivation from the top managers it would be difficult to get the cooperation of the lecturers in executing co-curricular programs in these particular institutions.

Another important issue is the co-curricular schedule. Although it is practical to implement them from 4.30 to 6.30 as an evening session since the course is residential, there are so many practical constraints because the NCOE cannot deal with the personal issues of the lecturers. There should be immediate solution to needs such as accommodation, heavy work load and shortage of sanitary facilities.

For the System of Schools

The teachers produced by the National Colleges of Education must cater to the needs of the schools. When the teacher trainees are appointed to schools for their internship training the authorities in the schools should take necessary measures to provide facilities for the trainees to carry out their three projects which resembles co-curricular programs in school effectively because it has a significant contribution in making the trainee confident in successful implementation of co-curricular programs ones appointed to schools permanently. In addition, there should be constant conversation between the school, NCOE and MOE for making teacher training in NCOEs more effective.

For Prospective Researchers

The field of teacher education in Sri Lanka is relatively underexplored. Thus there should be more researches carried out in National Colleges of Education especially relevant to the areas that supplement the core curriculum such as activities in the co curriculum. From the research carried out a foundation could be laid for further research related to co-curricular activities.

Particularly the impact of the minor role given in the evaluation system for co-curricular activities could be studied to identify its effect on successful teacher training for recommending necessary reforms for relevant authorities.

A further investigation could be carried out to identify the impact of the role of the top managers on the effectiveness of each National College of Education and consequently what is found could be applied to other NCOEs as well.

Limitations of the Study

Although it is a very negative approach, the extent of data collecting for this research completely depended on the limited time the researcher had to complete the research and submit the report. Thus, the time factor limited the amount of cross checking that can be done. (Bell, 1993). This multi method approach helps in triangulation of data to produce a balanced study as far as possible. Therefore, the researcher tried to get the maximum use of the limited data collection instruments used although time was very limited.

There were many limitations to the selected data collection methods too. One of the major limitations was using questionnaires to identify attitudes, perceptions and opinions on the co-curricular activities of the respondents. There is a tendency of giving the appropriate answer rather than the true opinion of the respondent in these instances. Nevertheless, this was the best method available to test the attitudes of a large number of respondents within a short period of time. On the other hand, power relationship between the trainees and the personal knowledge of the staff about the researcher might have affected the results of the questionnaires.

The limitations that will affect the reliability and credibility of the research findings will be too discussed as follows.

First and foremost, selecting a convenient sample i.e. limiting the research to Pasdunrata National College had made the findings difficult to be generalized because in the general context there are seventeen colleges dispersed in almost all parts of the island. Second, the selected NCOE is passing a transitional period in its top managers and as a

result there were two academic vice presidents, four deans and two lecturer coordinators during the past few months. It might have an impact on the answers of the questionnaire because the respondents might have referred to all of them or one of them in their answers. Third, selecting only a limited number from the first years and the selected first year students having a short period of time spent in the NCOE might have a variable in the Sample. The study would have been more balanced if there was opportunity to select more number of first year students.

Fourth having less number of male participants in the sample might have affected the results, because it was noticed when analyzing responses, they had given more honest answers and very hard in their attitudes towards top managers than female lecturers and trainees.

Last but not least the allowance must be made for this research being conducted in a very trying period of the NCOE with its recent changes in the top management and there is no doubt that this has hardened the attitudes towards the top managers and considerable time and effort would be needed to change them.

Final Comment

The researcher agrees with the idea of Robins (1995) that motivation means the willingness to putting a special effort to realize the goals of the organization with the belief that it would lead to realize one's personal goals. Therefore, a change in attitudes and behavior of top managers is extremely important in changing attitudes and behavior of the lower levels of the organization. According to Stoner (1995) it's the role of the top manager to plan, organize, lead and control the institution. Although there are few researchers carried out on the role of the top managers in National Colleges of Education, it is evident that they too have to play the role of a top manager defined by Stoner (ibid). Especially the President of the College has a greater role to play in this context. He/she has much power and authority and only answerable to the secretary to the MOE through the commissioner. As said by Hovinger (1989),

"There is no good school with a bad principal and bad school with a good principal".

This could be alluding to NCOE's as well because they too are educational institutions exceedingly similar to schools.

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