

**THE IMPACT OF CO-CURRICULAR ACTIVITIES AND
SOCIALISATION OF PUPILS ON ACADEMIC
PERFORMANCE IN SOME SAMPLED
PRIMARY SCHOOLS IN ALITO
SUB-COUNTY
KOLE DISTRICT**

**BY
OBUA GEORGE
BED/37633/123/DU-LR**

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF DEGREE
IN PRIMARY EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY**

SEPTEMBER 2014

DECLARATION

I Obua George do declare that this research report is my original work and has not been submitted for the award of Degree in Education in any Higher Institution of Learning before.

Signed : 

Date : 1/11/2014

APPROVAL

This research report entitled "The impact of Co-curricular activities and socialization of pupils on academic performance in some sampled primary schools in Alito Sub-county, Kole District" was carried out under my Supervision and approval as a University Supervisor and is ready for submission to the University.

Signed :



Name of Supervisor :

Mr. Okello Odiko Robert Peterson

Date :

01 - 11 - 2014

DEDICATION

I dedicate this research report to my Wife Filda Obua, my brother Ogwang Sam and my Daughters Aol Sandra and Ajok Monica for the support they gave me in all possible ways.

ACKNOWLEDGEMENT

I would like to express my appreciation to a number of people for the love and concern they showed me towards the success of this research work.

My gratitude goes to my Supervisor Mr. Okello Odiko Robert Peterson who worked hand in hand with me from the beginning to the end.

Another word of thanks goes to my Wife Filda Obua , my Brother Mr. Ogwang Sam who guided me, Mr. Abala Simon Peter ,Rev Patrick Otim Achol who gave me information.

ACRONYMS

MOES	Ministry of Education and Sports
PLE	Primary Leaving Examinations
PE	Physical Education
Eg	Example
P/S	Primary Schools
H/Qs	Headquarters

TABLE OF CONTENTS

Declaration	(i)
Approval	(ii)
Dedication	(iii)
Acknowledgement	(iv)
Acronyms.....	(v)
Table of contents	(vi)
Abstract	(vii)

CHAPTER ONE

INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem.....	2
1.3 Purpose of the Study	2
1.4 Objectives of the Study	2
1.5 Research Questions.....	3
1.6 Scope of the Study	3
1.7 Significance of the Study	3
1.8 Limitation and Delimitation	4
1.9 Conceptual Frame Work	4

CHAPTER TWO

LITERATURE REVIEW	5
2.0 Introduction	5
2.1 Literature review on contributions of co-curricular activities on Academic performance.....	5
2.2 Literature review on the Impact of co-curricular activities on academic performance....	6
2.3 How co-curricular and pupils' socialization promote Academic performance.....	7

CHAPTER THREE

RESEARCH METHODOLOGY.....	11
3.0 Introduction	11
3.1 Research Design	11
3.2 Population of the Study	11
3.3 Sampling selection	11
3.4 Data collection Method	12
3.5 Procedure for Data Collection	12
3.6 Validity and reliability	12
3.7 Data analysis	13
3.8 Ethical Issues	13

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS	14
4.0 Introduction	14
4.1 Procedure	14
4.2 Background information of the Study	14

CHAPTER FIVE

DISCUSSION , CONCLUSION AND RECOMMENDATION	20
5.0 Introduction	20
5.1 Discussion of the Findings	20
5.2 Conclusion.....	22
5.3 Recommendations.....	22

REFERENCES

APPENDIX

Appendix A : Introductory Letter to the Headteachers25

Appendix B: Questionnaires to the Headteachers26

Appendix C: Questionnaires to classteachers28

Appendix D: Interviews to Pupils30

Appendix E: Work plan32

Appendix F : Budget33

Map of Alito Sub-county showing the sampled Primary Schools34

ABSTRACT

This research report entitled “The impact of co-curricular activities and socialization of pupils on academic performance in the sampled primary schools in Alito Sub-county , Kile District was carried out by Mr. Obua George.

The objectives were: To identify the contribution of co-curricular activities and pupils socialization towards academic performance.

To examine the impact of co-curricular activities of pupils on academic performance.

To determine the extent to which co-curricular activities and pupils socialization promote academic performance.

The categories of respondents included the headteachers , class teachers and school pupils

The tools for data collection used were the structured questionnaires , the oral structured interviews and oral closed and open ended questions.

The data were presented in tables and were discussed , analysed and major findings highlighted and conclusion drawn.

CHAPTER ONE

INTRODUCTION

1.0 Introduction:

This chapter was undertaken to examine the background of the study statement of the problem, purpose of the study, objectives of the study, scope of the study, research questions , significant of the study , limitation and conceptual framework.

1.1 Background of the study:

According to Millard 1990, the development of co-curricular activities was shown in the beginning with many seeing it simply as a fact that would pass and quickly fade away. The author observed that one of the early philosophers behind these activities was that, they should whenever at all possible” grow out of curricular activities and return to co-curricular to enrich them.”

Eventually people including educators began to see benefits but it took awhile to adhere themselves to them. Non-academic activities were viewed as being primarily recreational and therefore were discriminated to academic achievement and were consequently discouraged.

According to Coward(1990), Co-curricular activities are activities implement that extends those contact and experience found in the work formal parts of school days. In relation, March and Waitman (2000) observed that co-curricular activities may have positive effects on life skills and may also benefit academic accomplishment. The question is, How do co-curricular activities improve on academic performance today?.

According to School (1980), co-curricular activities are school activities that promote improvement of academic performances.

Socialization according to Desise (2008) is the process by which individual learning and performance is expected by the society. Whereas co-curricular activities seen to have a wide range of benefits. Most school authorities in Uganda do not care much to programme for them as such they allocate responsibilities to class teachers without catering for their

competency in special areas. Therefore most primary school teachers perform there activities as a matter of minimum job requirement.

Co-curricular programmes entail provocation skills training activities that learners get involved in either by themselves or under the supervision of their teachers. Therefore, this study was in place to investigate the performance of co-curricular activities in primary schools and its impact on academic performance.

It was anticipated that limited performance of there activities has an effect on learning experiences that pupils learn.

1.2 Statement of the problem:

The impact of non participation in co-curricular activities on some sampled schools in Alito Sub-county, Kile District has shown poor socialization among pupils leading to poor academic performance in Primary Learning Examinations as it is said that , sporting activities refresh ones mind academically, hence a healthy mind in a healthy body.

It is for this reason that the researcher was compelled to establish the socialization impact on academic performance in some sampled primary schools in Alito Sub-county, Kile District.

1.3 Purpose of the study:

The purpose of the study was to investigate the impact of co-curricular activities and socialization of pupils towards academic performance in some of the sampled government aided primary schools in Alito Sub-county, Kile District.

1.4 Objectives of the study:

This study was guided by the following objectives.

- a) To identify the contributions of co-curricular activities and pupils' socialization towards academic performance.
- b) To examine the impact of co-curricular activities and socialization of pupils on academic performance

- c) To determine the extent to which co-curricular activities and pupils' socialization promote academic performance.

1.5 Research questions:

This study was guided by the following research questions:

- a) How did co-curricular activities and pupils' socialization contribute to academic performance?.
- b) What are the impacts of co-curricular activities and pupils' socialization on academic performance?.
- c) To what extent do co-curricular activities and pupils' socialization promote academic performance?.

1.6 Scope of the study:

The study was conducted in Alito Sub-county, Kileleshwa District within the sampled Government Aided primary schools. This study could not be carried out in the whole of Alito Sub-county as a unit due to limited time and financial constraints. That is why the researcher decided to study a few samples.

1.7 Significance of the study:

It is anticipated that the findings of this study would be of benefit in the following ways:-

It is hoped that the Ministry of Education and Sports (MOES) would use the findings of this study as a platform to reexamine the primary school curriculum as a way to review the subject matter to meet the needs of the learners.

The relationship between co-curricular activities and socialization would help school managers and staff to determine the gaps in integrating co-curricular activities to enhance academic performance.

The pupils would equally benefit through increased teachers' participation which would uphold co-curricular activities to be used as a career oriented target than a mere socialization activity in schools.

The findings from these samples would portray low co-curricular activities and how pupils' socialization affects academic performance in the whole primary schools in Alito Sub-county, Kile District.

1.8 Limitation and Delimitation:

The study was hoped to be hindered by among other factors which included the followings:-

Weather factor: During the course of the research work, there was heavy rainfall which led to poor roads. The roads were muddy and some swamps were flooded with water and became impassable.

The researcher was also greatly affected by shortage of fund. There was inadequate fund to meet the transport cost and buy some scholastic materials.

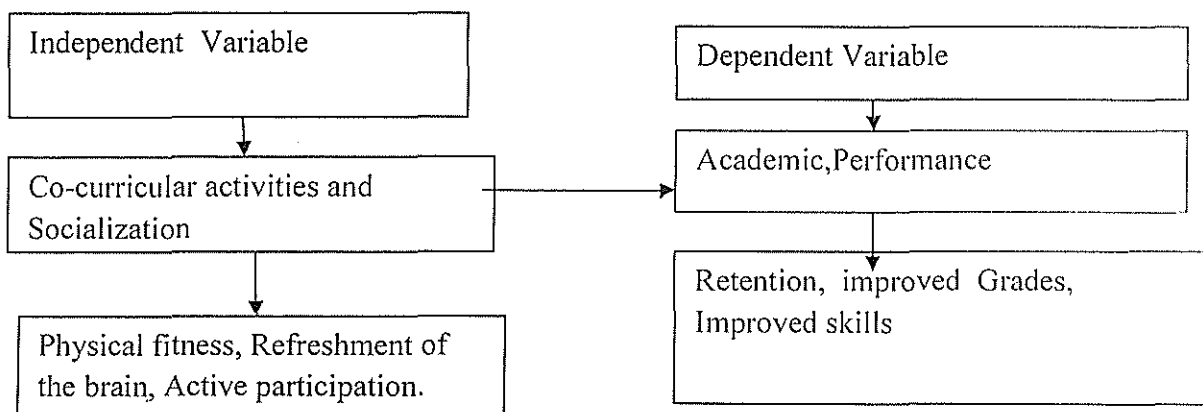
There was also negative attitudes of some respondents. They were not willing to respond positively towards the questionnaires which were presented to them.

Inadequate time – The researcher was greatly affected by time factor . There was very limited time for carrying out the research work from the beginning to the final stage.

Delimitations: The researcher had to overcome the above limitations through the following ways:- He had to plan properly where to go, borrowing money from friends and had to explain clearly to the respondents why the research was being out.

1.9 Conceptual frame work:

Conceptual Frame Work showing relationship among co-curricular activities, socialization and academic performance of pupils in sampled primary schools



Co-curricular activities and socialization encourages physical fitness, refreshment of the brain and active participation of pupils in class which later made pupils to be retained at school, have good grades in their academic performance and develop skills in the learners.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction:

A review of some literature on the impact of co-curricular activities and socialization of pupils in academic performance in primary schools in Uganda and also elsewhere in the world was made.

2.1 Review of related literature on the contribution of co-curricular activities and pupils on academic performance:

Coward and Leru (1990) observed that co-curricular activities were characterized by additional pre-vocational and therapeutical activities that were pre-requires for developing activity programmes for infants with emphasis on developmental milestones ; early developments that focused on developing both gross and fine functioning of an in individual.

The pre-skills targeted include: eye-hand coordination, visual and audio discrimination which helps in improving hand dominance and dexterity that becomes useful in learning basic skills eg writing and reading.

The author pointed out that indulging in co-curricular activities catered not only for development areas, but as well as corrective aspects.

The author further observed that, these skills are useful in increasing awareness and capacity of learners to engage in production and practical activities thus socially contributing to self reliant individuals.

The author quoted Nyerere (1982) who put it that , education had to involve the young in the development of society right at childhood through learning a variety of the school curricular practically and make use of this stock of knowledge and wisdom over generation in the society.

According to Eston (1993), put it that co-curricular activities enhance physical and mental development and emotional deficits that were enhanced to academic and social needs of the child.

The educator observed that academic performance was pre-determined by the quality and extent to which an individual social skills had developed. Therefore involvement in these activities not only develop or contribute to individual skills, interest in learning but also improve temperament in competition with others.

O' toole (1991) cited instances where learners lacked initiatives to self activity and were therefore negligent or were over protected and not given opportunity to participate in co-curricular activities tended to retard in several skills compared to those that were given more interactive periods in co-curricular atmosphere.

The author was concerned with this educator in that activity involvement in co-curricular activities greatly enhance not only physical , social , mental but as well as emotional stability which were pre-requisites to improve academic performance in pupils.

In support of the researcher, Petty (1993) confided that engagement in co-curricular activities would be allowing learners to accommodate their inferiority with others. This would be such that after the exercise , they would feel better and their minds eased, they would be ready to perform or learn other subjects with great motivation , concentration and attention.

2.2 Impact of co-curricular activities and socialization of pupils on academic performance:

Pupils' development could never be fully attained if they were not engaged in socialization with fellow peers.

Castardo and Zacioda (1999/2000) entailed formal and informal school activities thus embedded in games, role plays, art and craft done out or within class periods. These activities according to them usually enhance co-operation in pupils, on the whole, the authors observed that this made learners to learn to make social adjustment in all contact academic performance.

Scholl (1980) observed that engagement in co-curricular activities would enhance the pupils socialization through allowing learners to accommodate their inferiority with others accepting their individual differences , this could be to ease their minds.

The author added that learners participation in co-curricular activities predominantly motivated by their desire to socialize and share with others.

The author further observed that a well managed co-curricular activities resulted into high significant student development between various management factors and perceived impact , yet democratic procedure of teachers' advisor greatly influence the learners needs and their level of motivation which brought about imparting growth along the intellectual, social and emotional aspects.

Based on a descriptive correctional method used to present the various co-curricular activities categorized as religious, academic and socio-cultural related . Hanny Eta'l (2004) established that not only was there significant difference in the extent of contribution of co-curricular activities among aspects of development, socialization and learners management but there existed different forms of involvement for learners cognitive and effective development .

Further more, the findings demonstrated that the correlation between academic and co-curricular involvement is positive and linear.

Yet further, the findings portrayed on indication that to maximize cognitive and affective growth , learners should be involved in both academic and co-curricular activities as possible.

The researcher agreed with the findings generated above in that to ensure that school curriculum is fully exploited and interpreted a whole child content ought to be brought forward to build the cognitive , affective and psychomotor which co-curricular activities do promote.

2.3 Objective 3: How co-curricular activities and pupils' Socialization promote academic performance:

No student can successfully achieve academically with lack of positive attitudes towards extracurricular activities and perceptions about of self, his/ her peers and his/ her instructor. No matter how ambitious and well articulated a lesson may be , no genuine and good performance will occur if a student do not perceive themselves to be valuable and valued member of a learning society that is social and orderly (Felder, 1988).

The dimensions of learning instructional models provide some guidance. The models suggest that to enjoy learning and achieve on performance, students must feel accepted by teachers and peers, experience a sense of comfort and order, perceive tasks as valuable and interesting. Students should believe they have the ability and resources to complete tasks successfully, understand and be clear about tasks including what they expected to do, how they are expected to do it and how they will be evaluated (Bloom, 1957).

Claxton et al (1978), asserted that, "learning does not take place in the four walls of the classroom, it takes place in and out of classroom, in and out of school time and at home. It is therefore conducive to learn when the temperature is favourable, environment is conducive and the facility is convenient". He continued that "Studying" is different from "learning" studying involved a lot from the student so as to improve his/ her academic performance. A student needs a relaxed mind, quiet room, not sitting room where the singing voice of a family member can distract the flow of a studying mind, not in the open space where there is a lot of interruptions but a serious student needs a quiet room with good seats, well conditioned.

Professor Leland, (1983) said creating a positive classroom, positive self esteem is so important for the well being of all students. When they feel good about themselves, they appreciate the world in a positive way and are much more open to learning. If they don't value themselves, they will appreciate life from negative perspective, their self worth is evident in every thing they do. Teachers know that children with positive self esteem are more likely to achieve academically so a teacher who can find away to foster that self esteem in each of the student, he/ she will make a great difference to their achievement and their overall attitude towards education.

Creating a safe, accepting environment where each student is free to experiment and take risks in order to grow and change can foster self esteem.

Building students self esteem also benefits a teacher by increasing his/ her satisfaction in the profession.

How can a teacher foster self esteem?. Ensure that the classroom and programme honours the child's culture and language, acknowledge positive qualities, be non-judgemental and

accept students as they are , demonstrate appropriate ways of releasing anger, develop skills to help a child feel better about himself or herself, emphasize what each child knows encourage positively say “ You can succeed”, give children choices , inform parents “ guardians about students growth , keep boundaries that allow give and take listen reflectively and genuinely , give support for growth and change a safe classroom with minimum risk factors openness and honesty , provide acceptance, teach self awareness , provide undivided recognition, reaffirm a child’s existence with a compliment or an acknowledgement , respect others feelings, see uniqueness, separate the action from the person, structure opportunities for success, use humor but not at the expense of students, validate feelings.(Cockcroft , 1982).

For the teachers, the challenges is to maintain a positive classroom environment with a minimum of disruption. There is no doubt that this dilemma causes more anxiety for beginning teachers than any other aspect of their new career. Classroom management focuses on prevention rather than punishment. A secure, inviting classroom that portrays respects for dignity of children boys and girls alike and purposeful activities , prevent most discipline problem. The role of the teachers is crucial in establishing an effective learning environment . The objective is to instill inner self control of students, not merely to exert your control over them. A teacher should set the tone of the classroom from the start by being firm and fair, friendly yet professional. When you are more confident to your ability to maintain order, you will be more relaxed and students will perceive you as a person who cares. Without order in the classroom, very little learning would take place. Its important for a teacher to remember that children are basically good and that inappropriate behavior is a purposeful response to a need for either attention, power or revenge or avoidance of failure (Munene et al, 1997) .

Self discipline and good behavior are learned.

A teacher should guide students to know what to do and how to do it in all situations rather than punishing misdeeds . Help students to understand that with rights careers responsibilities. Encourage students to be responsible for their own learning and behavior. When students make choices, they learn new skills and social awareness from the outcome of those decisions (Leach , 1994) teaching to get better achievement of results is a continual interaction between teachers and students. Its important to remember that teaching is two dimensional; One is

working with the curricular and the other is working with people. Its so important to develop a repertoire to teaching strategies but become second nature to you. By having many strategies , you can monitor the class and change your approach on the spot. Teachers need to vary their teaching strategies. Often the process of learning is as important as what is being taught. New curricular demand more hands on learning, avoid too much “teacher talk” when its not appropriate for the curriculum.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction:

This section addressed the procedure and methods for data collection . The chapter highlighted the following sub-themes:-

Research design, population of the study, Sample selection , research instruments, research procedure and data analysis.

3.1 Research design:

The study employed a cross section of descriptive survey designed to collect important information from selected information basing on area under investigation. The results generated were analyzed and depended on in discussing findings.

3.2 Population of the study:

The target population involved class teachers. They were targeted because they account for the regular attendance, programming and implementation of the school syllabus . Therefore their attendance in the study informed the researcher about the contributions of co-curricular activities and socialization to academic performance.

A total of 80 respondents were interviewed the sampled schools in the survey were Apiioguro Primary School, Alang Primary School, Atan Primary School and Alito Primary School

Twenty (20) respondents from each school were interviewed.

3.3 Sample selection:

The selection of respondents were done through random sampling. 40 (forty) pupils from upper primary and forty (40) from middle primary, making a total of 80 pupils from the four selected schools.

Purposive sampling methods were used for Headteachers while simple random sampling were used for the teachers and pupils to give each one of them an equal opportunity to participate in the study.

3.4 Data collection method:

Questionnaires were used to collect data from Headteachers and teachers because they could read and write. On the other hand interview guides were used to collect relevant information from pupils.

Also the headteachers and teachers were interviewed. This was done because the information concerning the impact of co-curricular activities and socialization of pupils on academic performance could be obtained from them.

3.5 Procedure for data collection:

This study employed the following tools in the data collection.

The structured questionnaires that were intended for classteachers and headteachers. The next tool was oral structured interview schedule that was arranged in four, some focused group discussion as it was a large group but needed guidance during the discussion. The total was suitable as the views or opinions generated was assumed spontaneous

3.6 Validity and reliability:

Validity - To test the validity of the study, the researcher presented the research topic to the supervisor for discussion. The supervisor made some corrections, and then the researcher designed the problem and instruments for investigation.

Reliability. After the adjustments were made by the supervisor the researcher tested the instruments for reliability before going to the field for data collections.

Review literatures were used as a basis for the respondents opinion comparisons.

3.7 Data analysis:

The result obtained in the study was analysed using both qualitative and quantitative methods and presented in frequency tables drawn in chapter four.

3.8 Ethical values:

The researcher was ethical in his study through anonymity, that is responding without writing names and confidentiality which refers to keeping secret of any information given by the respondents.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF FINDINGS.

4.0 Introduction:

This chapter presents results generated in the data collection exercise.

Data was analyzed in frequency tables and interpreted in relation to observation and responses generated from an interview scheduled which was the basis for future discussion.

4.1 Procedure:

The presentation were based on contributions of co-curricular activities and pupils' socialization to academic performance and the impact of co-curricular activities on pupils' academic performance.

4.2 Background information of the study:

Presentation of results were generated from the research question stated below:-

How do co-curricular activities contribute to academic performance?.

Eight guiding questions were posed to investigate this objective further.

Table 1: Represents Headteachers and Class teachers responses on the contribution of Co-curricular activities towards academic performance.

Guiding statement	Responses	Headteacher		Classteachers	
		F	%	F	%
Usefulness of learnt skills in co-curricular activities to improve academic performance	Develops mental alertness	01	40	12	36
	Building social adjustment	01	20	03	24
	Speed in task accomplishment is improved	02	20	08	25
	Motivation to learn is enhanced	01	20	02	15
Total		05	100%	25	100%

Table 1: Represent responses from Headteachers and classteachers' opinion about contribution of co-curricular activities towards academic performance . The results indicated that co-curricular activities had a lot to do with enhancement of academic achievement. In view of the result above, it was apparent that they act as pre-requisites to mental alertness which implies good performance. 40% Headteachers, 36% classteachers. Through co-curricular activities learners tend to develop social adjustment which enhance active involvement in class work, Headteachers 20%, classteachers 24%. Motivation to learn is enhanced as several parts are integrated within a short time 20% Headteachers and 15% Classteacher.

In a nutshell, co-curricular activities contribute to academic achievement through improving mental alertness, improving social adjustment, motivating learners to perform in other subjects and championing the attained proficiency in other academic tasks.

Table II: Represents pupils' views on contribution of co-curricular activities towards academic performance.

Guiding statement	Responses	Pupils	
		F	%
Mention at least four skills acquired as a result of participating in co-curricular activities in schools.	Social skills	01	40
	Physical skills	01	20
	Language skills	02	20
	Communication skills	01	20
Total		05	100%

The result showed that while performing co-curricular activities, pupils learn social skills like sharing, turn taking, language skills and communication skills.

In all co-curricular activities improve class participation of pupils as it was motivative and stimulative to mental alertness.

It facilitated language, communication and other physical and social skills.

Presentation of results generated from research question two. The question stated that what is the impact of co-curricular activities on academic performance?.

Table III: Represents Headteachers' and class teachers' responses on the impact of co-curricular activities on academic performance.

Guiding statement	Responses	Headteacher		Class teachers	
		F	%	F	%
Impact of co-curricular activities on academic performance	Less advantaged to become active participants	03	25	08	25
	Talents are identified	03	33	12	25
	Contributes competition	02	13	04	20
	Builds a whole child	01	11	02	20
	Pupils learn a lot of skills	01	18	05	10
Total		05	100%	31	100%

Table II: Was an analysis of Headteachers' and class teachers' views about the impact of co-curricular activities an academic performance.

It was indicated that co-curricular activities impacted on academic performance as the less advantaged learners become active participants in social activities, 25% were Headteachers, 25% were class teachers. Special talents were identified 33% were Headteachers, 25% were class teachers. Contributes to competition among learners, 13% were headteachers , 20% were class teachers. This builds a whole child as learning is broad based 11% were Headteachers, 20% were class teachers.

Pupils learn a lot of social skills which improve their self esteem and interaction with other peers. 18% were Headteachers , 10% were class teachers .

Table IV: Represents pupils' opinions on the impact of co-curricular activities on academic performance.

Guiding statement	Responses	Pupils	
		F	%
How co-curriculars help the timid pupils	By involving them in active play and learning	25	37
	Helping in identifying their abilities	16	29
How co-curriculars help the stubborn pupils	Helps in identifying their special talents	05	17
	Enriches the skills they have already learnt	05	17
Total		51	100%

The result showed that co-curricular activities impacted on academic performance.

More so, as was the case with the timid learners, co-curricular activities did involve them in active play and learning. It also helped in identifying their abilities as shown in the table.

For the case of the stubborn pupils also tend to be outgoing. Co-curricular activities help them identify their special talents , equally it helps to enrich their skills they have already learnt.

In all, through co-curricular activities academic performance is enhanced as both the timid and the stubborn become active players, supportive of one another and unfolding their special talents which in all are pre-requisites to social skill development.

Table v : Pupils' views about frequency of performance of co-curricular activities

Guiding questions. How often do you do co-curricular activities in school?.	Responses	Pupils	
		Frequency	Percentage
	Daily	40	40
	Once a week	05	05
	Twice daily	55	55
Total		100	100

The result in table v showed that co-curricular activities was a regular activity in regular schools thus daily 40%, twice a week 55% and once a week 05%.

Other untabulated data indicated that class periods consumed a lot of time at school compared to co-curricular activities other than singing which was used in introduction of lesson or done as a separate subject.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction:

This was the last section of this study under this chapter; discussions of major findings were brought forward in line with the emerging opinions and concerns from the respondents and other researchers. Discussions were based objectively on key study.

Therefore conclusions were drawn and recommendations made.

5.1 Discussions of the findings:

Discussion of major findings generated under the research question one.

Whereas the major findings under this question suggested that all the respondents: Headteachers, Classteachers and Pupils acknowledged having the idea about co-curriculum activities.

In comparison with kiniko (2005) co- curricular activities have for ages been undermined and considered to contribute to academic failures in most schools.

The thinking severely under mines teachers and school managers' perspective towards promoting co-curriculars a long side theoretical academic work.

This confirms the contemplation of teachers about the benefits of co- curricular activities to academic performance.

Yet pupils who are denied access to these activities are devoid of whole child education.

In line with ministry of education and sport (1994) co- curricular activities became one active way of introducing complete education to the learners. The author pointed out that all academic tasks and no practical activities binds stereotypic mind which does not look at complete nature events at school.

The findings further demonstrated that co- curricular activities did improve learners attendance, class participation as it was not only motivate and stimulative to mental alertness but it also facilitated the development of language, communication, speech and other physical and social skills to learners.

In view of learners involvement in class activities Desire (2006) concurs with Peligil (1984) in that to attain activities participation of learners in diversity, there is need for the learners to be attracted, motivated to pick interest in involvement in co-curricular activities so as to enhance academic attainments and reduce social and physical deficits where learners show awakeness and percivesiness or hyperactive behaviours which in all enhance academic achievements.

In a nutshell involving learners in co-curricular activities contribute to improve academic attainments, unfolds and remediates learners' deficits which in all enhance academic achievements.

Discussion of major findings generated under research questions two. The major findings generated under this objective demonstrated that co-curricular activities stimulated actively in learners' potential, bringing humour, competition and related social skills which renders the school curriculum participatory therefore enhancing academic achievements and socialization in pupils.

In comparison with Huany Et-al (2004) there is motivation based on exposure of learners in co-curricular activities. The Author added that some learners speed and proficiency in academic task and physical activities respectively are greatly improved as learners wish to work out academic tasks very fast with maximum always to run and join the peers who are participating in turn, enjoyment and lovely activities out-doorly.

Therefore co-curricular activities become stimulus to academic accomplishment.

Understanding adults and teachers ought to use this opportunity as incentives and situations that could be litmus to enhance academic attainment.

In all co-curricular activities and socialization impact on learners performance by exposing them to variety of learning experiences outside academic task. These practical activities become litmus to enhance academic attainment and engagement in useful socialization.

5.3 Conclusion:

This study was intended to investigate the impact of co-curricular activities on academic performance.

Whereas the research question one sought to find out how co-curricular activities contribute to academic performance. It is evident that involving learners in co-curricular activities contribute to academic attainment, unfolds and remediates deficits in learners which in all enhances academic achievements.

In response to research question two that sought to find out the impact of co-curricular activities on academic performance. It was demonstrated that co-curricular activities impacted on learners performance through exposing them to variety of learning experiences outside academic tasks which practically becomes litmus to enhance academic attainment and engagement in useful socialization.

5.4 Recommendation:

Basing on the major findings and conclusions drawn, the study adopts these recommendations to guide events relating to learners socialization through co-curricular activities.

Headteachers and school managers ought to examine the content of primary school curriculum and determine ways in which co-curricular activities ought to be integral with other academic contents in the syllabus to promote socialization in a teaching learning environment. Class teachers ought to:

Address co-curricular activities as an integral teaching curriculum subject.

Develop positive attitude in promoting co-curricular activities to improve learners academic performance.

Identify learners exhibited porosity in co-curricular activities so as to develop careers in learners and produce role models that should be litmus to improve implementation of other practical skills in school.

In his discussion and conclusion, the researcher recommended that further research could be done in the following ways :-

The impact of music on academic performance.

The impact of co-curricular activities on the performance of only boys or girls.

REFERENCES

Desire Mieachrane (2008), Electronic journal of foreign language teaching Vol.5 supplement pp 156-159 Sydney, center for language studies. National University.

Cowar and Lan , TC (1990), Altaned Book of physical education for primary schools. Nairobi , Evaris Brothers.

Perigin H, Y.E Kand and Let;J (1984) Ahand book of physical Education for tropical schools and colleges London Macmillan.

Desire Mceachrane (2006) new study links carrying Dads to strong academic performance among children.

Sunday observer writes electronic journals Singapore.

Huang et-al(2004) Academic and co-curricular involvement that relationship and the best combinations for students growth. Journal of College student development pp 391 -806 Yohus Hopkins , University Press.

Kiniko Fajita (2005) . The effects of extra curricular activities on the academic performance of Junior High Students.

The Masters College Castardo and Ecnaida (1999-2000), co-curricular Programmes and students development of seventh day Adventists tertiary schools. Naga, Thesis University of Nneva Careers.

Scholl (1980) foundation of education for the visually capped children and Youth. Theory and practices, Washington DC , American Foundation for the Blind.

Matuan Ester (1993), Career Development for Girls vocational guidance / quarterly Vol.2 pp 273-277.

Ministry of Education and Sports (1994), A manual of guidance and counseling services for schools/ employers /agencies / social and community workers. Ministry of Education.

Felder . L,(1988): The impact of cooperative learning on students Achievements in Schools. New York , Macmillan Publishing Co. Inc.

Bloom (1957): Understand Psychology of Education , 2nd Edition, Newgate Press. US.

Claxton and Ralston (1978): Parents Beliefs about the Development of Preschool Children Physical Skills and Academic Achievement , Unpublished.

Leland , P.M. (1983): Discovering strengths in Elementary Schools, New York CBS Coll Pub.

Cockoft, W.H (1983): Sociology Counts, London HMSO

Munene J.C, and Caraso , J.,(1997) Teachers Work Experience as Determinants in Primary Schools (Unpublished)

Leach, L. (1994): Sexism in the classroom: A self Quiz for Teachers , Social Scope, Vol.17, n.6pp. 54-59.

APPENDICES

APPENDIX .A.

INTRODUCTORY LETTER TO THE HEADTEACHER

KAMPALA INTERNATIONAL UNIVERSITY,
P.O BOX 2000,
KAMPALA –UGNADA,
29TH, AUGUST,2014.

THE HEADTEACHER,

RE : REQUEST FOR RESEARCH DATA COLLECTION

This letter serves to request you to allow me conduct the above in your school

The research topic is “ The impact of co-curricular activities and pupils socialization on academic performance.

I am a student of Kampala International University in Lira Study Centre pursuing Bachelor Degree in Education

Your positive response towards the request will be highly appreciated.

Thanks,

Yours faithfully,

.....
OBUA GEORGE
RESEARCHER

APPENDIX .B.

QUESTIONNAIRES FOR HEADTEACHERS

Dear Sir/ Madam,

You are kindly requested to answer the questions below . These questions are about the impact of co-curricular activities and socialization of pupils on academic performance in Alito Sub-county , Kole District

Your responses will be confidential

- 1 Name of school
- 2 Identify two common co-curricular activities performed in primary schools
 - i.
 - ii.
- 3 Does your school participate in co-curricular activities?.
Yes ☐ No ☐
- 4 Does co-curricular activities in schools contributes to or undermines academic performance?.
- 5 Write down two ways on how co-curricular activities impact on introvert and extroverts in schools.
 - i.
 - ii.
- 6 How useful are the skills learnt in co-curricular activities to academic performance in children within primary school.
.....
- 7 What is the situation of co-curricular activities in your school:.
.....
.....
- 8 How do you comment on schools that hold their learners entirely in class doing academic work and no co-curricular activities at all:

-
9. Identify the common co-curricular activities promoted in primary schools
-
-
- 9 Why are some co-curricular activities not promoted in primary schools?.
-
-
- 10 How are children who excel in co-curricular activities encouraged to improve their academic performance.
-
- 11 Do co-curricular activities in school contribute to or undermined academic performance
- It contributes to improve performance
- It undermines academic performance

SECTION C:

Impact of co-curricular activities on academic performance

- 12 How do Co-curricular activities impact on introverts and extroverts in schools
-
-
- 13 How does the integration of co-curricular activities in school curriculum impact on academic performance.....
-
- 14 Do co-curricular activities and Socialization contributes to academic performance .
- Yes ☐ No ☐
- 15 What is the relationship with co-curricular activities , socialization and academic performance?.
-

APPENDIX .C.

QUESTIONNAIRES FOR CLASS TEACHERS

This research is meant to investigate the impact of co-curricular activities and socialization on academic performance in the sampled primary schools in Alito Sub-county, Kile District.

You are requested to participate in this study by providing your opinions to the questions posed here down.

Your response will be confidential

Thanks

SECTION .A.

1 Name of school

Age Sex Male Female

2 Do your class participate in co-curricular activities in your school?.

Yes ☐ No ☐

3 Name two common co-curricular activities performed in your school

i.

ii.

4 Write three reasons why some co-curricular activities are not performed in your school

i.

ii.

iii.

5 Do co-curricular activities and pupils socialization contribute to good academic performance?.

Yes ☐ No ☐

6 Experience as a teacher?.....

.....

SECTION .B.

7 How useful are the skills learnt in co-curricular activities to academic performance in children within primary school.

8 What is the situation of co-curricular activities in your school?.

9 Identify the common co-curricular activities promoted in primary schools

10. How do you comment on schools that hold their learners entirely in class doing academic work and no co-curricular activities at all:.

11. Why are some co-curricular activities not promoted in primary schools?.

12 How are pupils who excel in co-curricular activities encouraged to improve their academic performance?.....

13 Do co-curricular activities in school contribute to or undermines academic performance

It contributes to improve performance?.

It undermines academic performance.....

APPENDIX .D.

INTERVIEWS TO PUPILS

Dear Pupil,

You are kindly requested to answer the question below on the impact of co-curricular activities and socialization of pupils on academic performance in Alito Sub-county, Kole District.

Your response will be confidential.

Thanks you,

12. Name of school

13. How do you feel after an out door activities

Good ☐ Not good ☐ Not sure ☐

3 Do you think co-curricular activities help improve your class participation?.

Yes ☐ No ☐

4 Name three co-curricular activities you participate in while at school

i.

ii.

iii.

5 Does the teachers integrate co-curricular activities in academic work?.

Yes ☐ No ☐

6 If so (above) How does the teacher do this?.

7 How often do co-curricular activities in school?

.....

8 Between the times spent during class work and co-curricular activities . Which one takes a lot of time at school ?.....

.....

9 Mention at least three things you learn involving co-curricular activities in school?.

1.

2.

3.

APPENDIX .E.

WORK PLAN

The researcher will carry out his study as scheduled in the table below

NO	ITEM	ACTIVITIES
	May 2014	Identification of research topic.
	June 2014	Approval of research proposal.
	16 th -30 th August 2014	Data collection.
	1 st – 15 th August 2014	Submission of research proposal for data collected
	8 th -20 th September 2014	Checking research report by the Supervisor.
	1 st -10 th October,2014	Printing and binding report.
	15 th October ,2014	Submission of research report.

APPENDIX .F.

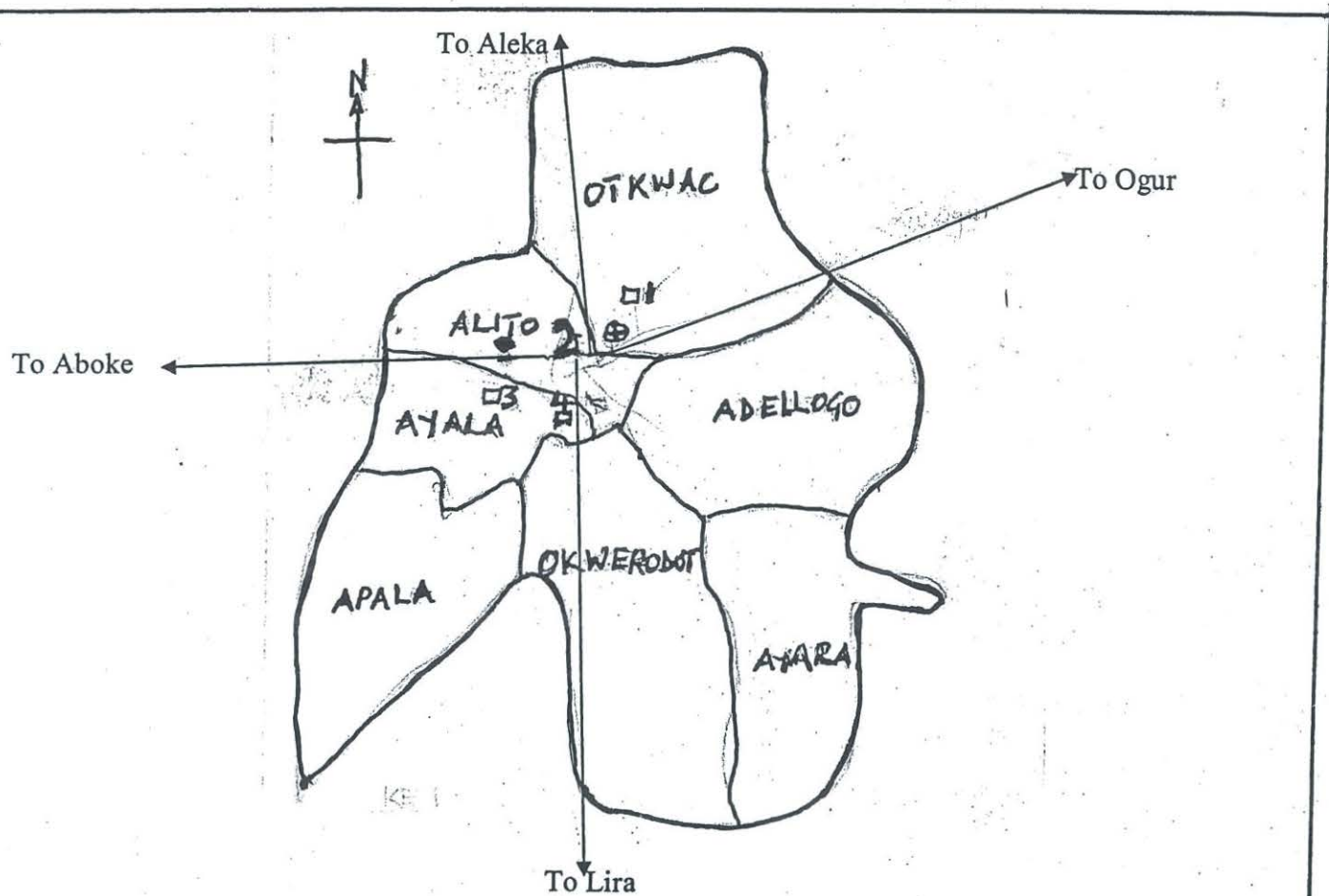
BUDGET

This chapter will point out the cost and the expenses met by the researcher during the course of the study. The researcher's designated budget is as laid below.

NO	ITEM	QUANTITY	RATE	AMOUNT
1	STATIONERY			
a	Duplicating Paper	1 ream	15,000	15,000/-
b	Pens	5 pens	400	2,000/-
c	Pencils	2 pencils	200	400/-
2	Transport	4 schools	10,000	40,000/-
3	Meals	4 schools	5,000	20,000/-
4	Printing	25 pages	1,000	25,000/-
5	Flash disc	1	25,000	25,000/-
6	Binding	3 copies		65,000/-
7	Miscellaneous			100,000/-
	Total			292,400/-

APPENDIX .G.

MAP OF ALITO SUB-COUNTY SHOWING THE SAMPLED PRIMARY SCHOOLS



KEY

Alito Sub-county Headquarters

Alito Health Center III

Feeder Roads

- | | |
|---|---------------|
| 1 | Apiioguru P/S |
| 2 | Atan P/S |
| 3 | Alito P/S |
| 4 | Alang P/S |