THE IMPACT OF CO-CURRICULAR ACTIVITIES ON PRIMARY SCHOOL CHILDREN'S ACADEMIC PERFORMANCE IN TORORO DISTRICT: A CASE STUDY OF RUBONGI SUB-COUNTY

BY

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DECLARATION

I, Eulu Grain Silver do hereby declare that this research report is my own original work and has never been presented in any university or tertiary institution of higher learning for any award.

Signature: ..... Date: 15/JAN/2018.....

EULU GRAIN SILVER

SUPERVISOR'S APPROVAL

This research report has been successfully written under my supervision and is now ready for submission.

Signature: ..... Date: 4th Feb 2018.....

DR. OLOWO GEORGE OKONGO

SUPERVISOR

DEDICATION

This research report is dedicated to my beloved wife and children who gave me ample time to enable me get up to this level.

ACKNOWLEDGEMENT

Carrying out a research study is a very hard task and it involves many different stake holders. This is because research is carried out within and among the public. Hence I am hereby expressing gratitude to all stakeholders who either participated or contributed towards the successful completion of this study. Entirely I would like to express my gratitude to the administrative staff of Rubongi sub-county for giving me access to the area of study. In particular, further gratitude go to my family especially my wife and children for having allowed me to set other things aside and go for further studies. I beg them to forgive me where and when I did not meet their expectations. I would also like to thank my supervisor, Dr. Olowo George Okongo for having dedicatedly advised me throughout the research process, and may the Almighty God reward him abundantly. To my coursemates I thank them all for mutual collaboration and contribution towards my work and I will always remember them in person throughout my time of service.

Generally, I do not want to forget about the administration of Kampala International University-Tororo study centre, that to some extent they have also been fair to me the time I had a lot of problems more especially financial constraints. May God reward all of you.

TABLE OF CONTENTS

DECLARATION i

SUPERVISOR'S APPROVAL ii

DEDICATION iii

ACKNOWLEDGEMENT iv

TABLE OF CONTENTS v

LIST OF TABLES viii

ABBREVIATIONS/ACRONYMS ix

CHAPTER ONE: GENERAL 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 3

1.4 OBJECTIVES OF THE STUDY 3

1.5 RESEARCH QUESTIONS 3

1.6 SIGNIFICANCE OF THE STUDY 4

1.7 SCOPE OF THE STUDY 4

1.7.2 Content scope 5

1.7.3 Time scope 5

1.8 LIMITATIONS OF THE STUDY 5

1.8 DELIMITATIONS OF THE STUDY 5

CHAPTER TWO: LITERATURE REVIEW 6

2.0 INTRODUCTION 6

2.1 THE MAIN EFFECTS FOR PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES 6

2.2 LEVEL OF PARTICIPATION OF CHILDREN IN CO-CURRICULAR ACTIVITIES IN RUBONGI SUB-COUNTY 9

2.3 IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES IN CHILDREN'S ACADEMIC PERFORMANCE 10

CHAPTER THREE: METHODOLOGY 13

3.0 INTRODUCTION 13

3.1 RESEARCH DESIGN 13

3.2 STUDY POPULATION 13

3.3 SAMPLE STRATEGY AND SAMPLE SIZE 13

3.4 RESEARCH INSTRUMENTS 14

3.4.1 Questionnaire 14

3.4.2 Interviews 14

3.4.3 Documentary analysis 14

3.5 VALIDITY AND RELIABILITY 14

3.6 DATA ANALYSIS AND PROCESSING 15

3.7 ETHICAL CONSIDERATION 15

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF FINDINGS 16

4.0 INTRODUCTION 16

4.1 SECTION A: BIODATA/BACKGROUND INFORMATION 16

4.2 SECTION B: MAIN EFFECTS FOR PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES 19

4.3 SECTION C: LEVEL OF PARTICIPATION OF CHILDREN IN EXTRA CURRICULAR ACTIVITIES 20

4.4 SECTION D: IMPORTANCE OF EXTRA CURRICULAR ACTIVITIES IN THE 21

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION 23

5.0 INTRODUCTION 23

5.1 DISCUSSION 23

5.2 CONCLUSION 25

5.3 RECOMMENDATIONS 25

REFERENCES 26

APPENDIX A 27

APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS 27

APPENDIX 2: WORK PLAN SCHEDULE 30

APPENDIX 4: BUDGETARY ESTIMATE 31

LIST OF TABLES

Table (4.1.1) Sex of the respondents 16

Table (4.1.2) Age of the respondents 17

Table (4.1.3) Level of education of the respondents 17

Table (4,1.4) Occupation of the respondents 18

Table (4.2.1) Are there effects for participating 19

Table (4.2.2) Effects for participating in extra curricular activities 19

Table (4.3.2) determinants of the level of participation in extra curricular activities 20

Table (4.4.1) Are you aware of the importance of extra curricular activities in the academic 21

Table (4.4.2) Importance of extra curricular activities in the academic performance of children 21

ABBREVIATIONS/ACRONYMS

NGOs	-	Non-Governmental Organisations
CBOs	-	Community Based Organisations
FBOs	-	Faith Based Organisations

ABSTRACT

The Topic of the study is "The impact of co-curricular activities on primary school children's academic performance in Tororo District." The objectives of the study were to establish the main effects of participating in extra-curricular activities in Rubongi sub-county, assess the level of participation of children in co-curricular activities in Rubongi sub-county and to ascertain the importance of co-curricular activities in children's academic performance in Rubongi sub-county. In order to establish the gaps in as far as the study was concerned, the literature was reviewed following the objectives of the study, and the research design used in the study was explorative and descriptive in nature. The population of the study was selected through purposive sampling which was derived to be 60 respondents. The research instruments used in data collection were interviews, questionnaire, documentary and analysis. The collected data was manually processed using Ms-Words and Excel computer packages. The background information biodata were all used as a foundation in determining results. The major effects of participating in extra curricular activities were exposure and professionalism. The level of participation of children in extra curricular activities was empowerment, culture and academic concentration. The major importance of participation in extra-curricular activities in academic performance of children were that the learners were motivated and for physical fitness. Through the discussions held the study concluded that extra curricular activities were part and parcel of academic work that should not be ignored. Among the recommendation made towards the study it was that the broad perspective of extra curricular activities should be emphasized, among others.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

Besides classroom work teenagers and pupils in particular participate in a number of organized activities. These organized activities are called co-curricular activities or extra-curricular activities and it is present among all primary and even secondary schools age going children. More than half of American teenagers attending school participate in some sort of organized activities (Gardner, Ruth & Brooks-Gunn et.al, Mahoney Harris & Eccles, 2006). In the Ugandan context these organized extra-curricular activities include games and sports, music, dance and drama. Whereas in the global context it is much broader as it may include other things like clubs, athletic opportunities, dance line or cheer teams, scouts, drama or theatre, youth groups and student council. Some children are academically gifted when others are not. Some are gifted both in academics and in extra-curricular activities. On the other hand there are some children who are gifted only in extra-curricular activities. Pupils are either involved or not involved in extra-curricular activities hence their participation becomes an interest because of the impact of expected on the academic performance of children.

1.1 BACKGROUND OF THE STUDY

Co-curricular activities are sometimes seen as time consuming affecting class work concentration of children. Because of this at times some schools do not get involved in games and sports. At times individual participants go for training while others are studying. This has got grievous implications on one's academic performance. Generally, extra-curricular activities have

got both negative and positive impacts on the schools and particularly in the life of the individual child.

Co-curricular activity is a very broad discipline, and according to Eccles (2003) states spend more than half of their working hours in leisure activities. Participation in activities has been linked to social and academic success, yet over participation may be too stressful for young adults as it may consume too much of their free time. However, this study is looking at co-curricular activities on the context of education, more especially at primary school level.

Although co-curricular activities is very broad, on the Ugandan primary school context it is confined to mainly games and sports, in simple terms going for athletics and playing football. Co-curricular activities involve implanting talents into the primary school children or at times nurturing talents are scarce and not all children have it. However, since it is the policy of the ministry of education that games and sports have to be carried out, all schools got involved during the expected seasons. In the period of games and sports in particular, this goes through different levels and it occupies a lot of time with schools traveling to different centres before able and talented candidates are signed out. The unique thing about co-curricular activities is that some children become very interested and involved in it and forget all about academic work.

1.2 STATEMENT OF THE PROBLEM

Extra-curricular or co-curricular activities have been given a mixture of positive and negative doubts, whether it has an impact on the academic performance of children at primary school level. The fact that physical education and athletics which form the basis of co-curricular

activities on the African context can also be achieved through practice, training and even theoretical guidance, the controversy surrounding it still remains as majority of the pupils whose aim is to concentrate on academics find it as a waste of time has chosen to ascertain the impact of co-curricular activities on primary school children's academic performance.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to examine the impact of co-curricular activities on primary school children's academic performance in Tororo district.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study were;

(1) To establish the main effects for participating in extra-curricular activities in Rubongi sub-county

(2) To assess the level of participation of children in co-curricular activities in Rubongi sub-county

(3) To ascertain the importance of co-curricular activities in children's academic performance in Rubongi sub-county.

1.5 RESEARCH QUESTIONS

Research questions were as stated below;

(1) What are the main effects for participating in extra-curricular activities in Rubongi sub-county?

(2) How is the level of participation of children in co-curricular activities in Rubongi sub-county?

(3) What is the importance of co-curricular activities in children's academic performance in Rubongi sub-county?

1.6 SIGNIFICANCE OF THE STUDY

This study may be a rare one of its kind, wanting to remove the doubts or biasness about co-curricular activities in primary schools. Life can be successful through acquiring livelihood skills and through academic struggle and performance. Hence the findings of this study shall help Ministry of Education Uganda to come out with policies that shall help primary school teachers and the children/pupils to understand the role of co-curricular activities in children's academic performance in addition to personal talent as an asset to the individual. Examples of this kind are the late John Akibua, Kiprotich, Kipsiro among others as renowned athletics, and the late Ouma, Omondi, Masajjage, and Onyango, Bogere, Paul Hasule as great footballers in Uganda. These sportsmen have either earned a living out of sports and some are still doing so.

1.7 SCOPE OF THE STUDY

The scope of the study was divided into three different sub-sections which include geographical scope, content scope and time scope.

The study was carried out in Rubongi sub-county in Tororo district. Rubongi sub-county is neighbouring Toro municipality on the western side. And Tororo district/Tororo town is approximately 108km East of Kampala, the capital city of Uganda.

1.7.2 Content scope

The content scope of the study was attached to the main effects for participating in extra-curricular activities in Rubongi sub-county. It was further attached to the level of participation of children in co-curricular activities in Rubongi sub-county, and also attached to the importance of co-curricular activities in children's academic performance in Rubongi sub-county.

1.7.3 Time scope

The period covered by this study started from 1980 to date. This is almost 30 years down the road. This period is enough for the research to establish all the misconceptions people have towards co-curricular activities and the general attitude people have towards co-curricular activities.

1.8 LIMITATIONS OF THE STUDY

There were a big problem between carrying out the research study and going about the daily duties of the researcher. This was because the period of the research activity fall during the time schools were going on hence managing the two activities were very tasking and stressing. The economic strength was very narrow hence it was a big problem to the researcher to overcome situations that needed money.

1.8 DELIMITATIONS OF THE STUDY

The researcher drew a work plan schedule as a formula for managing research activity and the office activities. In the same way the researcher as well drew a budgetary estimate to solicit enough funds for his research activity.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter the literature was reviewed basing on the objectives of the study and the research questions. This is because the objectives of the study and the research questions. This is because the objectives of the study and the research questions determine the direction the research is among, and finally the conclusion.

2.1 THE MAIN EFFECTS FOR PARTICIPATING IN EXTRA-CURRICULAR ACTIVITIES

It is essential to get involved or participate in extra-curricular activities, first of all as one of the major school activities designed in the curriculum. There are many different types of extra-curricular activities, but physical education in particular is very important for the body in as far as physical fitness and generally the health is concerned. In a similar connection, Eccles (2003) suggested that, participation is voluntary. But school-based extra-curricular activities increase school participation and achievement (cited in Mahoney et.al, in press). In a detailed elaboration, extra-curricular activities facilitates the acquisition of interpersonal skills and positive social norms, membership in pro-social peer groups and it creates stronger emotional and social connections to one's school, a form of social bonding among peers. Thus participation has far reaching effects in the life of the student participation contributing to an increase of wellness in mental health, improved students' engagement in school achievement strengthening their long-term, educational outcomes and find that participation is said to have the capacity to decrease problem behaviours.

One study in particular discussed how being involved in physical extra-curricular activities that actually improve self-perceptions. It is important to understand that participation in extra-curricular physical activities may influence the mental well being of young people by reducing stress, keeping fit and feeling overall better about their appearances (Daley & Leahy, 2003), and two who were involved in these activities reported significantly higher self perceptions compared to those who did not participate.

Daley and Leahy (2003) did a study involving 126 randomly selected children who were 8 or 9 years old, who participated in physical extra-curricular activities. Al of these participants were involved in some form of physical extra-curricular activity organized by the school at least once per week either during lunch time or after school hours. The second group consisted of 63 additional children who did not participate in physical activities. Those who had regular physical activity perceived themselves in a positive manner. The researchers established a positive association between participation in various forms of physical activity and positive self-perception (Daley & Leahy, 2003).

Participation in extra-curricular activities and its impact in primary school children's academic performance is unlimited. This is because it has positive effects on the adults as well. In other words, it can give adolescents confidence about their physical and perhaps social selves and social competence, and many report that socialization and friendships are important in their lives. Generally when people regardless of age are involved in extra-curricular activities they often have greater opportunity to interact with others, develop friendships and to develop social confidence. Extra-curricular activity can pave way for one's career. In addition to the natural

gifts particular individuals have, additional skills in physical education for example increase one's talents and professionalism.

When adolescents are in extra-curricular activities, they often have greater opportunity to interact with others, develop friendships, and to develop social confidence. Also, participation might be interpreted as a sign of maturity and as a self-affirming behavior. The research showed that those who participated seemed to have a developed sense of commitment and obligation. It was shown that those who participated in extra-curricular physical activities had a higher self-perception than those who were not participants (Daley & Leahy, 2003).

Other effects and benefits of participation in extra-curricular activities have revealed academic success from other circles. According to Brown (n.d), student participants in extra-curricular activities had better grades, higher standardized test scores, higher education attainment, attended school regularly, and had higher self-concepts. In addition, young people who participate also have been found to be less likely to use substances such as drugs and alcohol, less likely to drop out of school misbehave at school and commit delinquent acts (Brown, n.d). for example, research indicted that youths who are involved in pro-social activities from 2-8pm are less likely to commit or be a victim of a crime (Brown, n.d). Participation in structured extra-curricular activities promotes not only academic achievement but also personal social development. For example, Lugan and Scarborough (2008) told the story about a student impacted through participation in activities.

2.2 LEVEL OF PARTICIPATION OF CHILDREN IN CO-CURRICULAR ACTIVITIES IN RUBONGI SUB-COUNTY

Participation in co-curricular activities in rural primary schools is always mistaken for none academicians. Yet research has indicated that co-curricular activities play a role towards academic excellence and success. There has always been a debate whether participation in extra-curricular activities has a positive correlation with academic success. According to Reeves (2008), students who took part in three or four extra-curricular activities during the academic year had dramatically better grades than those who participated in no extra-curricular activities at all. Darling Cadwell, and Smith (2005) suggested that participation in athletics is related to the following positive academic related outcomes including higher grade point average, fewer disciplinary referrals, lower absentee rates, decrease in drop out rates, stronger commitment to the school, liking school better, being in academic tract in coursework, taking more demanding coursework, more likely to attend college fulltime and graduate, holding higher aspirations for attending college, applying to more universities and colleges, and had better occupational status 15 years after high school.

These positive effects are not just from participating in athletics but also from joining other activities as well. According to Olson (2008) students in fine arts activities had significantly lower absentee rates than those students who did not participate at all. In this research it was also determined that drop outs were involved in fewer extra-curricular activities than those who stayed in school (Cited in Olson et.al, Bowman & Mathews, 2008). Involvement in extra-curricular activities is consistently and positively correlated with good school attendance and good attendance is often correlated with a higher grade point average (Olson, 2008).

Despite the positive impact of extra-curricular activities on student's performance, and as has been mentioned the belief in rural schools more especially is that extra-curricular activities is a waste of time and is meant for the talented few whose interest is not academic. Hence when considering how extra-curricular activities impact students, mention should be made regarding potential negative impact of participation in out-of-school activities. Reeves (2008) determined that parents and teachers might fear students may lose their focus on academics when they become too busy with out-of school activities. Attending too many rehearsals, practices, and meetings may cut into homework time. When students get over scheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class. Extra-curricular activity in the local context entails only athletics and may be physical education yet it may also include soccer, youth group, scouts and dance class so there is an activity each might of the week. Comparing this to the situation on the ground, primary schools in particular do not have neither do they hold any activity of this kind at night. One can undoubtedly say without reservation that the level of participation in extra-curricular activity in the area is still very low.

2.3 IMPORTANCE OF EXTRA-CURRICULAR ACTIVITIES IN CHILDREN'S ACADEMIC PERFORMANCE

Many research reports have established that extra-curricular activities have got multiple role in the life of the youth in particular. This is because the youth are the ones mostly involved in several extra-curricular activities while at school. At the same time they are the ones whom school education has exposed to learning and getting skill of different talents. Hence participation in extra-curricular activities is very important as the successful individuals depend

on it as a means to their living. Participation in structured extra-curricular activities promotes not only academic achievement but also personal social development. In other words, participation in extra-curricular activities impacts on the life of the individual socially, economically and even politically. Socially participation increases and widens the individual's social networks. In this social network the individual is capable of grabbing opportunity to develop to as far as economically and otherwise.

Generally, through participation the individuals have unique opportunities to develop their social skills and their social identities. According to Olson (2008), participation in a school's music program for example, lessened students' feelings of alienation, promoted individual growth and provide a common bond between home and school. It can provide adolescents with a social network and a support system that is associated with their school (cited in Darling, Coldwell & Smith et.al in Feldman & Matjasko, 2005). On the contrary, some people and views on children's participation in extra-curricular activities. Hence when considering how extra-curricular activities impact students, mention should be made regarding potential negative impact of participation in out of school activities. Connected to this, Reeves (2008) determined that parents and teachers might fear students may lose their focus on academics when they become too busy with out-of-school activities. Attending too many rehearsals, practices, and meetings may cut into homework time. When students get over scheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class. Another down side to participation might occur when parents push their children to be involved in nearly every activity available using activities to provide day care is not recommended, yet

some parents schedule their child in prano lessons, soccer, youth group, scouts and dance class so there is an activity each night of the week.

This may not only impact the child's academic success, but may even effect the dedication shown to each activity as the child may not be thereby choice. On the same note, Thompson (2008) further discussed this concept when stating "The level of commitment is much more important than the specific activity". Not only can over scheduling impact academics and level of commitment, it can also impact the student emotionally and physically which could lead to stress, figure and burn-out.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This section brought out the overall plan of executing the study. The researcher employed various methodologies and techniques used in carrying out the study. The methodologies used include research design, study population, sample strategy, sample size, instruments of data collection, research process, validity and reliability tests, data processing and analysis and ethical consideration.

3.1 RESEARCH DESIGN

The research design that guided this study was descriptive and explorative designs. The data collected was got through exploration and the meaning from them was made known through exploration. This was made successful qualitative and quantitative approaches were used.

3.2 STUDY POPULATION

The population of the study included education officers, teachers, pupils of upper primary classes, NGOs whose activities was related to education and other members of the public.

3.3 SAMPLE STRATEGY AND SAMPLE SIZE

The sample strategy that was used in determining the sample size was mainly purposive apart from other members of the public who were selected through simple random sampling. The sample size was 60 participants which were technically considered liable and convenient for this study.

3.4 RESEARCH INSTRUMENTS

Three types of research instruments were used in this study. They include questionnaires, interviews and documentary analysis.

3.4.1 Questionnaire

Self-administered questionnaire was drawn and administered to the participants. Questionnaires were used because of their advantages over other research instruments. They are fast and covered the area of the study within the shortest time possible.

3.4.2 Interviews

Structured questions highlighting the objectives of the study was drawn, and used to interview the key informants of the study. The key informants of the study included the District Education Officers, Local Leaders, NGOs, Community Based Organisations (CBOs) and FBOs among others.

3.4.3 Documentary analysis

The documents having information related to the study were reviewed in order to beef up the information gathered.

3.5 VALIDITY AND RELIABILITY

The researcher made preliminary visit to an area neighbouring the area of study. On this preliminary visit the researcher collected some data that he used in establishing the validity and the reliability of he research instruments.

3.6 DATA ANALYSIS AND PROCESSING

The data was processed using Ms-word and Excel computer packages through sorting and filtering data. Data was then analysed using percentages.

3.7 ETHICAL CONSIDERATION

To avoid plagiarism, data quality control was maintained through utmost confidentiality.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 INTRODUCTION

In this chapter data was presented, analysed and interpreted. This was done basing on the objectives of the study which included the main effects for participating in extra-curricular activities, the level of participation of children in extra-curricular activities, and the importance of extra-curricular activities towards children's academic performance.

4.1 SECTION A: BIODATA/BACKGROUND INFORMATION

In this section sex of the respondents, level of education of the respondents, occupation of the respondents and age of the respondents were anaysed.

Table (4.1.1) Sex of the respondents

Response	Frequency	Percentage (%)
Female	20	33.3
Male	40	66.7
Total	60	100

(Source: Field data)

According to the findings in Table (4.1.1) above, the sex of the respondents was highest at 66.7%, and lowest at 33.3%. Although the number of male participants was higher, the number of the female participants was also a major factor in influencing the findings.

Table (4.1.2) Age of the respondents

Age of respondents	Frequency	Percentage (%)
(18-30)	10	16.7
(31-40)	20	33.3
(41-50)	20	33.3
(51-600	10	16.7
(60+)	-	-
Total	60	100

(Source: Field data)

The findings showed in table (4.1.2) above indicates that the age brackets which dominated the participation were (31-40) and (41-50) by 33.3% while age bracket (60+) had no participants at all. On the other hand if 16.7% respectively were all added up together, they could also become a major factor.

Table (4.1.3) Level of education of the respondents

Education level	Frequency	Percentage (%)
Primary	15	25
Secondary	30	50
Tertiary	10	16.7
None	05	8.3
Total	60	100

(Source: Field data)

Table (4.1.3) above indicates that 50% of the respondents who were the majority were educated up to at least secondary level. And 8.3% of the respondents did not obtain education at all. Whereas if 25% and 16.7% were added up together, they could also become a major factor.

Table (4.1.4) Occupation of the respondents

Occupation	Frequency	Percentage (%)
Teacher	30	50
Education officer	05	8.3
Local leaders	05	8.3
Others	20	33.3
Total	60	100

(Source: Field data)

The findings presented in table (4.1.4) above indicate that 50% of the respondents were teachers, and they were the majority. Other members of the participants were multiple. Whereas 8.3% of the respondents were not major factors but they beefed up information about the occupation of the respondents which was gathered.

4.2 SECTION B: MAIN EFFECTS FOR PARTICIPATION IN EXTRA CURRICULAR ACTIVITIES

Table (4.2.1) Are there effects for participating

Effects	Frequency	Percentage (%)
Yes	40	66.7
No	20	33.3
Total	60	100

(Source: Field data)

Table (4.2.1) indicates that the majority of the respondents answered affirmatively by 66.7% and negatively by 33.3% as the majority of the respondents. However, the responses of the minority respondents could not be ignored.

Table (4.2.2) Effects for participating in extra curricular activities

Effects	Frequency	Percentage (%)
Exposure	25	41.7
Professionalism	25	41.7
Good academic performance	05	8.3
Poor academic performance	05	8.3
Total	60	100

(Source: Field data)

According to table (4.2.2) above, the effects for participating in extra curricular activities was highest at 41.7% respectively, and lowest at 8.3% respectively. This meant that exposure and professionalism were the major factors.

4.3 SECTION C: LEVEL OF PARTICIPATION OF CHILDREN IN EXTRA CURRICULAR ACTIVITIES

Table (4.3.2) determinants of the level of participation in extra curricular activities

Determinants	Frequency	Percentage (%)
Empowerment	20	33.3
Culture	20	33.3
Academic concentration	20	33.3
Total	60	100

(Source: Field data)

The findings in Table (4.3.2) indicate that the three determinants have got equal rate of influence on determining the level of participation in extra curricular activities by 33.3% respectively.

4.4 SECTION D: IMPORTANCE OF EXTRA CURRICULAR ACTIVITIES IN THE ACADEMIC PERFORMANCE OF CHILDREN

Table (4.4.1) Are you aware of the importance of extra curricular activities in the academic performance of children?

Effects	Frequency	Percentage (%)
Yes	30	50
No	30	50
Total	60	100

(Source: Field data)

According to Table (4.4.1) above, the responses of the respondents are trying, in such a way that half of the total number of the respondents stated that they were aware, while the other hall stated that they were not aware. This put the position of extra curricular activities in dilemma.

Table (4.4.2) Importance of extra curricular activities in the academic performance of children

Importance	Frequency	Percentage (%)
Motivating learning	20	33.3
For physical fitness	20	33.3
Exposure	10	16.7
Opportunities	10	16.7
Total	60	100

(Source: Field data)

The findings in Table (4.4.2) above indicate that the importance of extra curricular activities was highest at 33.3% respectively, and lowest at 16.7% respectively, indicating that there were only two-group dominating factors, and the other group being the minority. Whereas if the minority factors were added they could not become a very strong factor neither being important factor in extra curricular activities.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 INTRODUCTION

In this chapter, the findings of the study more discussed, conclusion made and the recommendations were drawn.

5.1 DISCUSSION

The discussion was based on the sections of chapter four for participation in extra curricular activities, and the importance of extra-curricular activities in the academic performance of children.

The findings revealed that men were the majority of the participants of the study. However, the role of women in the study cannot be ignored. Culturally, the tradition exposes men more than women that could be the reason why men were the majority participants. The study also revealed that the youth and people of middle age were the participants of the study compared to the older people. This meant that the younger people could easily be accessed more than the older people. The majority of the respondents studied up to secondary level. This was followed by those who studied up to primary school level. This meant that majority of the respondents did not acquire high education, and this was why the majority of the participants were teachers. The 16.7% of the respondents must have been the local leaders and education officer who were only 8.3%. Where as the 33.3% must have been the peasants and other members of the study who also participated in the study.

More than 50% of the respondents pointed out clearly that they were aware of the effects for participating in extra curricular activities. Stating the effects, the participants pointed out that exposure and professionalism were the major effects for participating in the extra curricular activities, meaning that extra curricular activities exposes students who are involved in it. On the same point exposure may mean that extra curricular activities enable those students who excel in it to access other opportunities as well. At the same time extra curricular activities is a professionalism of its own from which one can earn a living. On academic performance extra curricular activities play a minimal role but it also depends on the type and nature of extra curricular activities. However, the findings reveal that the level of participation of children in extra curricular activities was high although this was contested 41.7% of the respondents whose observation that it was only moderate. The level of participation was determined by three major factors which include empowerment, culture and academic concentration. People need to be empowered on the usefulness of extra curricular activities. The usefulness of extra curricular activities had been obstructed by the strength of traditional culture that encourage the children to believe that it was only academic work which could lead one towards success.

On the other hand empowerment would help students to understand that they need to balance between academic concentration and extra curricular activities because they are both vital in one's success in life.

The determinants on the level of participation in extra curricular activities have a connection with the controversy whereby half of the number of the respondents answered affirmatively, and the other half answered negatively on the importance of extra curricular activities in children's academic performance. Like it was established that extra curricular activities motivates learning

and promotes physical fitness as well. On the other hand, the role of extra curricular activities on exposing students and giving opportunities cannot be ignored.

5.2 CONCLUSION

Despite minor loopholes, the process of research led to a successful study. The study establish the impact of co-curricular activities on primary school children's academic performance. Extra curricular activities/co-curricular activities is part of academic work that should not be ignored hence they are inseparable. Also extra curricular activity should not only be linked to physical education, it is broad and it involves many things including reading books on subjects offered. That is why; schools are encouraged to form clubs such as agriculture club, music club, geography club, history club, among others.

5.3 RECOMMENDATIONS

Basing on the conclusion, the following recommendations were drawn:-

Primary school curriculum should emphasise the link between extracurricular activities and academic performance. And the broad perspective of extracurricular activities should also be emphasized. Hence, the traditional perspective of narrowing extracurricular activities to only physical education should also be ironed out.

The traditional way of linking extracurricular activities to only physical education should/can be eradicated by training and empowerment of teachers and the general public t get a clear view on the link between extracurricular activities and academic performance in primary schools.

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APPENDIX A

APPENDIX 1: QUESTIONNAIRE FOR RESPONDENTS

Iam Eulu Grain Silver a student of Kampala International University carrying out a research study on "The impact of co-curricular activities on primary school children's academic performance in Tororo district: A case study of Rubongi sub-country". You are hereby informed that you have been randomly selected to participate in this study. The information you give shall only be used for academic purposes and shall be kept with utmost confidentiality. Tick or fill in as appropriate.

SECTION A: BIODATA (BACKGROUND INFORMATION)

1. Sex of the respondents: Male ☐ Female ☐
2. Age of the respondents:

   (18-30) ☐

   (31-40) ☐

   (41-50) ☐

   (51-60) ☐

   (61+) ☐
3. Level of education of the respondents

   Primary ☐

   Secondary ☐

   Tertiary ☐

   None ☐

4. Occupation of the respondents:

Teacher ☐

Education officer ☐

Local leader ☐

Others .....

SECTION B: MAIN EFFECTS FOR PARTICIPATING IN EXTRA CURRICULAR ACTIVITIES

5. Are there effects for participating in extracurricular activities?

Yes ☐ No ☐ Other.....

6. If the answer in number (5) above is yes, state them hereunder:

(a) Exposure ☐

(b) Professionalism ☐

(c) Good academic performance ☐

(d) Poor academic performance ☐

SECTION C: LEVEL OF PARTICIPATION OF CHILDREN IN EXTRA CURRICULAR ACTIVITIES

7. How is the level of participation of children in extracurricular activities?

High ☐ Low ☐ Other.....

8. State the causes for your answer in the above question (7)

a) .....

b) .....

c) .....

d) .....

SECTION D: IMPORTANCE OF EXTRA CURRICULAR ACTIVITIES IN THE ACADEMIC PERFORMANCE OF CHILDREN

9. Are you aware of the importance of extracurricular activities in the academic performance of children?

   Yes ☐ No ☐ Other.....

10. If the answer to the above question (9) is yes, state the importance hereunder.

    a) Motivates learning ☐

    b) Physical fitness ☐

    c) Exposure ☐

    d) Getting other opportunities ☐

Any other comment: .....

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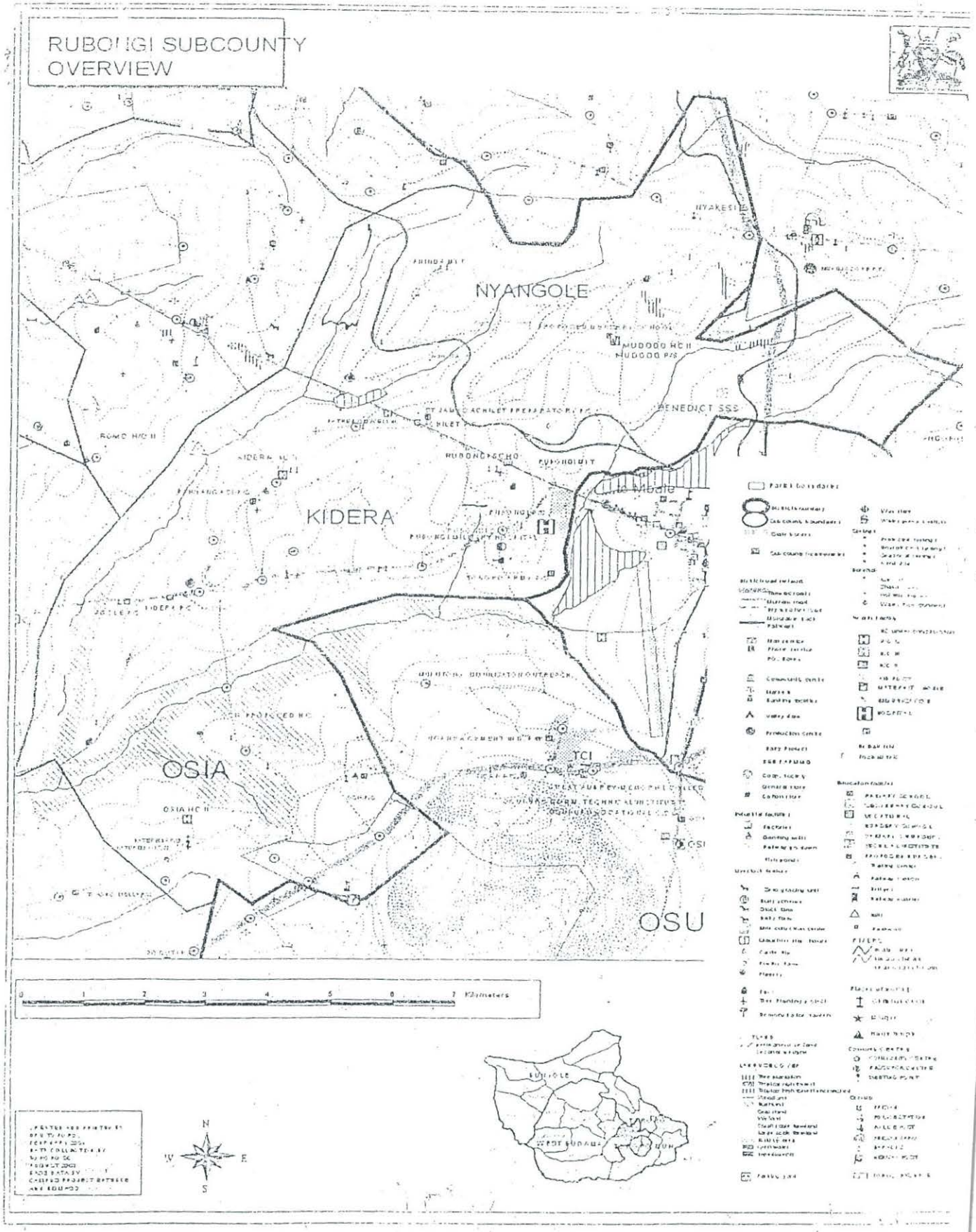
(Thank you for your invaluable support)

APPENDIX 2: WORK PLAN SCHEDULE

	Assignment	Expected delivery date
1.	Topic choice and approval	June – September 2016
2.	Research Proposal completion	September – November 2016
3.	Collection of data and Questionnaire dispensing	June – September 2016
4.	Analyzing and compilation of data	
5.	Report writing and submission	

APPENDIX 4: BUDGETARY ESTIMATE

ITEM	AMOUNT
Stationary i.e. p, typing, internet, etc	120,000
University fees	100000
Airtime	30,000
Transport	100,000
Lunch	50,000
Miscellanies	50,000
Total	**450,000**


RUBONGI SUBCOUNTY
OVERVIEW
NYANGOLE
KIDERA
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MUDOOO HC II
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