MAKERERE UNIVERSITY

ANALYSING PERFORMANCE OF CO-CURRICULAR ACTIVITIES IN SECONDARY SCHOOLS IN ARUA DISTRICT

BY

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PLAN B

OCTOBER, 2016

DECLARATION

I ALERO TOM declare that, this research proposal is my original work which has never been submitted to any university or any other institution for the award of any qualification or other purposes whatsoever.

Signature …… Date ……

ALERO TOM

STUDENT

APPROVAL

This research proposal has been prepared was under our guidance as academic supervisors and is now ready for submission to the university for examination.

Signature …… Date ……

DR. KATUSIIMEH MESHARCH (PhD)

Signature …… Date ……

MR. LUBOGO RICHARD

DEDICATION

I would like to dedicate this research to my beloved wife and the entire family.

ACKNOWLEDGEMENT

I would like to appreciate the efforts of my supervisors, Dr. Katusiimeh Mesharch and Mr. Lubogo Richard for the tireless guidance and support during this study.

ABSTRACT

This study analysed the performance of co-curricular activities in secondary schools in Arua District. Specifically the study established the state of co-curricular activities in secondary schools, the effect of co-curricular activities on academic achievements of secondary schools, the challenges faced by schools in promoting of extra-curricular activities, and to propose ways of strengthening co-curricular activities in schools. Literature of the study variables was reviewed to give a basis of the study. The study adopted a cross sectional study and data was collected using a questionnaire and interview guide. Secondary schools in Arua district were the unit of analysis and head teachers, games master and students being the unit of inquiry. Fifty six (56) secondary schools were the sample population selected from 65 secondary schools.

Before analysing the data, a Cronbach Alpha was run which gave a high Cronbach above 0.7 implying that the data used was reliable to be used for the descriptive. The results indicated that respondents had a positive reaction towards co-curricular activities and listed a number of these activities such as; netball, football, scout, debate, among others. Respondents sighted finances, lack of student involvement in co-curricular activities among others as one of the challenges. The study recommends policy makers, school authorities/leadership and other stakeholders to take part in promoting co-curricular activities due to their ability to improve students learning, and interaction.

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CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, purpose of the study, problem statement, objectives of the study, research questions, significance of the study and scope of the study.

1.1 Background

Academic achievement is a great concern for education institutions including secondary schools. Schools offer learners a core academic curriculum together with other co-curricular activities. The co-curricular activities partly influence achievement of academic curriculum (Kariyana et al, 2012). Co-curricular activities are a context in which students are encouraged to manage their own experiences by exerting personal control over their environments and acting autonomously. They are integral in any school's education program regardless of whether they carry academic credit or not, provide opportunity exploration and skill building as well as both social differentiation and integration. They underpin the goal of teaching students to be responsible and fulfil human beings with opportunities that develop character, critical thinking, social skills, and talents (NASSP 1996). A research by Educational Research service,(1999) says that, students who participate in co-curricular activities gain real life lessons about the importance of teamwork, responsibility, commitment and hard work.

Over the past 20 years, research in United States shows that School districts are involved in a struggle between academic remediation and student involvement in co-curricular activities which has positive effects on student achievement and other social aspects. The National Federation of State High School Associations cites a number of case studies that show "students who compete in high school co-curricular activities make higher grades and have better attendance" (NFHS 2002). A study by Weber (2001) indicated that, co-curricular activities help students to develop

leadership and conflict management skills. Similarly, Zeher (2011), reported that, students engaged in co-curricular activities earn higher grades and more credit hours than un engaged students. Bill Weber, (2008) asserts that participating in co-curricular activities develop student's attitudes, skills, and knowledge to be successful academically, and have higher academic aspirations toward school. The benefits of student co-curricular activities are endless, but the primary goal of all activities is to boost student achievement in the classroom.

Back in the days, school life in Uganda was quite interesting because learners would actively participate in debates, drama, writing competitions, arts and sports among others. However of recent, such co-curricular activities are on a decline mostly in secondary schools as schools focus only on academics, citing limited time for other activities and the changing trends in schools (Asaba, 2015). Academic achievement of students in Secondary schools in Arua is still low as their main concern is on the academic curriculum with minimal participation in co-curricular activities. Co-curricular activities such as sports, dance and drama, debates, association games, guiding and scouting are all part of the school curriculum, however the time allocated for these activities is insufficient and the materials such as uniforms, balls, musical instruments, are missing. Some schools try to acquire the materials from others at a cost, which strains their minimal budget (ANPPCAN, 2009). However Co-curricular activities play a significant role in the development of students, they teach alternative skills such as team work, commitment, which enhance the achievement of academic curriculum(Kurian 2008).

There is limited information on how successfully students are educated in Uganda due to inadequate evidence of data as most of the surveys and studies have only collected information relating to school enrolment and access to schools on the contrary neglecting learner's academic achievements and co-curricular activities (Kasirye, 2009: MOES, 2013). Therefore this study can

draw insights into how the student's academic achievement can be enhanced by co-curricular activities in secondary schools.

1.2 Problem statement

The low levels of academic achievement of secondary schools in Arua District may be partly attributed to the increasing decline of co-curricular activities such as sports, dance and drama, debates, association games, guiding and scouting. This is because the management of secondary schools in the district have neglected the co-curricular activities citing limited time and inadequate resources (SNV Uganda 2011). Secondary schools in the Arua district concentrate on academic curriculum giving less on no attention to the extra-curriculum activities. The latter complements the former in academic achievement of students and schools in terms of academic performance, student concept mastery and school perception. Therefore low levels of academic achievements in secondary school are bound to continue unless schools actively involve students in co-curricular activities to influence the academic learning process in the core academic curriculum.

1.3 Purpose of the study

The purpose of the study is to analyse performance of co-curricular activities in secondary schools in Arua district

1.4 Objectives of the Study

The specific objectives of the study are:

1. To establish the state of co-curricular activities in secondary schools.
2. To establish the effect of co-curricular activities on academic achievements in secondary schools.
3. To establish the challenges faced by schools in promoting of extra-curricular activities.

4. To propose ways of strengthening co-curricular activities in schools

1.5 Research Questions

1. What is the state of co-curricular activities in secondary schools?
2. What is the relationship between co-curricular activities and academic achievement?
3. What are the challenges facing schools in promoting co-curricular activities?
4. What are the different ways of strengthening co-curricular activities in schools?

1.6 Significance of the Study

The findings of this study might contribute in the following ways:

I. The study will provide relevant knowledge and information to the Ministry of Education in regard to fostering co-curricular activities in schools.
II. The study will add knowledge in the area of co-curricular activities and students' academic achievements.
III. The research will be a mile stone in boosting the aspect of co-curricular activities in Uganda and Africa at large. This will be through knowledge on how co-curricular activities enable academic achievement.

1.7. Scope of the study

The scope of the study includes time scope, subject scope and geographical scope as explained below;

1.7.1 Subject scope

The study concentrated on the literature of state of co-curricular activities, relationship between co-curricular activities and academic achievement, challenges of promoting co-curricular activities and ways of strengthening co-curricular activities in schools.

1.7.2 Geographical scope

The study was carried out in secondary schools in Arua District.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature of the study variable and objectives; co-curricular activities, Academic achievement, state of co-curricular activities in secondary schools, effect of co-curricular activities on academic achievement, challenges faced by schools in promoting co-curricular activities and strategies of strengthening co-curricular activities in schools.

2.1 Definitions of variables

2.1.1 Co-curricular Activities

Co-curricular activities are those activities that enhance and enrich the academic curriculum during normal school days. They are also referred to as extracurricular, extra-class, non-class, school-life, and student activities (Tan & Pope, 2007). Co- curricular activities seem more student-centred than the regular classes. In co-curricular activities, students assume responsible positions of leadership; students' natural interests and immediate needs determine affiliations and experiences; and the teacher or facilitator is often a mentor or guide rather than an instructor (Stevens, 1999).

2.1.2 Academic achievement

Academic achievement is the outcome of education that is, the extent to which a student, teacher or institution has achieved their educational goals. This can be in form of academic performance (class grades, standardized tests and completion rates), student concept mastery and school perception (Castelli 2007). Academic achievement also involve education behaviour (attendance, dropout rates and behavioural problems at school) and students' cognitive skills and attitudes

(concentration, memory and mood) these can all be achieved through vibrant co-curricular activities in school (Kurian 2008).

2.1.3 Goals of education

Research by NASSP 1996 puts it that education helps in development of discipline through fostering knowledge and skills specific to the major field of study as well as broad understanding of the other fields of knowledge as well as Leadership and Integrity through encouraging students to develop an understanding and appreciation of the values of strong leadership, intellectual curiosity, ethical behaviour, mutual cooperation, civic responsibility, diversity, and tolerance. Kurian (2008) adds that education since ancient times, has been to bring people to as full a realization as possible of what it is to be a human being, develop the intellect of students, to serve social needs, to contribute to the economy, to create an effective work force, to prepare students for a job or career and to promote a particular social or political system. Kasirye, 2009 concludes that when students feel safe, engaged and respected they can focus on their academic goals. Effective character educators (teachers) ensure that these educational needs are meant thus teachers and school status play a big part upon which students can reach academic achievement i.e. it's not just about teaching students to be good but rather teaching them to be their best.

2.2 Theoretical background

2.2.1 Astin's Involvement Theory

Involvement theory stated that academic experience in a broad sense encompasses both classroom learning and out-of-class experiences. Astin's theory was predicated on five basic assumptions: Involvement refers to the investment of physical and psychological energy in various objects, Involvement occurs along a continuum, Involvement has both quantitative and qualitative features, The amount of student learning and personal development associated with

any educational program is directly proportional to the quality and quantity of student involvement in that program and the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement (Astin, 1984). Astin's theory presented a paradigm for viewing student participation in co-curricular activities, stressing the concepts of commitment and time. Involvement was an active concept that required the student and school to invest time and energy. Programs that motivate students to make such a commitment were the most successful. Importantly, the more the student's involvement in co-curricular activities, the greater will be the student's learning and personal development (Astin, 1998).

2.3 Co-curricular Activities and Academic achievement

Participation in co-curricular activities such as debates, association games and guiding and scouting is widely thought to play a key role in students' academic achievement (NASSP, 1996; Educational Research service, 1999; Weber, 2001; Stephens & Schaben, 2002; Huang & Chang, 2004; Hunt, 2005; Fung, Lee, & Chow, 2007; Shiveley's 2009; Kariyana et al, 2012). Co-curricular activities underpin the goal of teaching students to be responsible and fulfilling human beings with opportunities that develop character, critical thinking, social skills and talents (NASSP, 1996). Similarly, participation in co-curricular activities improve an adolescent's chances of avoiding risky behaviours such as dropping out, becoming teenage parent , engaging in delinquency, smoking or abusing drugs and alcohol (Zill et al, 1995).

Students who participate in co-curricular activities have the chance to excel individually, be part of the group and gain real life experience about the importance of team work, responsibility, commitment and hard work (Educational Research service 1999). Weber (2001) suggested that, many people believe co-curricular activities provide students with opportunities to broaden

learning experiences outside of the traditional curriculum and are seen as positive contributors to the overall performance of the student and the school. Students also realize the importance of developing overall competences, by joining co-curricular activities and working collaboratively with their student peers on academic work in order to gain hands-on experience (Fung, Lee, &Chow, 2007).Kariyana et al (2012) reported that, most educators felt that participation in co-curricular activities helped to improve students' confidence which is vital in their academic pursuit. Confidence in academic studies is a necessary ingredient in academic success. Such findings confirm Wang and Shiveley's (2009). Daniyal et al (2012) also confirms that participation in the co-curricular activities improve the academic performance of the students.

On the contrary, studies by Chambers & Schreiber, (2004); Black (2002); Light, (1990) found no such correlation between co-curricular involvement and academic performance. Chambers & Schreiber, (2004) suggested that only an academic curriculum enhance academic performance. It implied that the participation in some non-academic co-curricular activities might not directly benefit academic performance. Black (2002) suggested that, involvement in student clubs and organizations might even distract students from their regular study, and not all activities were of benefit to academic performance. Above all, contemporary literature argues that participation in co-curricular activities seems to have positive effects on several indicators of academic achievement, namely academic performance, self-concept and school perception (Peixoto2004).

However, the previous studies have so far been inconclusive with some of the studies only focusing on academic performance and not the entire academic achievement (such as, academic performance, student concept and school perception). They have also, not study some co-curricular activities in specificity like debates, association games and guiding and scouting, this

provides a gap for this study. Therefore the following research questions will be answered in this study;

2.4 State of co-curricular activities in schools

Eccles 2003 says that research indicates that both the type of extracurricular programs and level of participation have an impact on the individuals' development (Eccles, 2003) for example Eccles (2003) says that children and adolescents in the United States spend more than half of their waking hours in leisure activities. Klesse, 2004 adds that school activities provide students with a plethora of opportunities to learn and refine the skills necessary to positively affect students' current academic careers and become successful citizens after school. Klesse, 2004 proceeds with the assentation that co-curricular activities are also avenues for communication with peers and school, on-going learning experiences, positive attitudes, and school spirit and due to this, Gardner, 2006 says that due to this, more than half of American teenagers attending school participate in some sort of organized activities. Reeves (2008) states that there is a strong association between student involvement in extracurricular activities and improved attendance, behaviour, and academic performance. According to the National Education Policy (2009) of Government of Pakistan, co-curricular activities enable students to promote their hidden talents and skill facilitating them to play their effective roles in the development of society (Khan and Mohammad, 2014).

2.5 Challenges in promoting co-curricular activities

Asmal, 2000 says that one of the factors affecting promotion of extracurricular activities in schools are limited resources across the broad spectrum of provisioning, namely human, financial and infrastructural resources. Smit & Hennessy, 2001 adds that the learning environment is at times insufficient and the amount of additional investment by parents is low

and consequently the standard of educational programmes is lower in rural areas and low income earners. Wasserman & William, 2002 provides an example of South African where inner-city secondary schools are subject to controversies such as overcrowding, school violence, poor academic achievement, low extracurricular involvement, mismanaged bureaucracies and deteriorating facilities that may hinder promotion of co-curricular activities in schools. Masteralexis et al, 2005 say that co-curricular activities are so demanding to the extent that learners are required to be physically fit to participate in sport; team coaches should supervise and monitor learners constantly to prevent the performing of any dangerous acts that may be harmful and above all school leaders being accountable for any safety measures. Contrary to that Masteralexis, et. al, 2005 say that most school leaders in many schools do not have the extra time to devote themselves to these roles because they are under pressure to improve academic achievement against which all evaluations are done, thereby creating loopholes in the whole system of promoting extracurricular activities. Flanagan, 2006 says that implementing and promoting viable and sustainable extracurricular activities is a daunting task for many school leaders. Therefore Buck, Lund, Harrison & Cook, 2007 add that school leaders should motivate themselves and all other stakeholders to contribute to the realisation of viable extracurricular activities in school and that such motivation efforts will form an integral part of the school leader's responsibilities.

2.6 Strategies of promoting co-curricular activities

Astin (2001) asserts that students' involvement in different co-curricular activities at the school strengthens the existence of such activities. But Astroth and Haynes (2002) in their survey conducted on 25000 students found out that only 17% of students get involved in schools activities which makes shows less chances of the existence of co-curricular activities in schools.

Bernhardt (2002) says that teachers need to get oriented about different co-curricular activities in the schools so that they are involved and can competitively conduct such extracurricular activities in schools. Farenga.et al, (2002) in a joint research found out that music lessons can be used to design co-curricular activities that relate to sound to attract new students and encourage others to actively participate in school extracurricular activities. Holloway (2002) in his research adds that extra-curricular activities and student motivation are found be appealing to each other if students' interests, interaction, cooperation and their relationships with adults are respected. Linda et al., (2005) also adds that students' involvement and participation in co-curricular activities need to be given time to meditate and explore their environment as they learn and make autonomous decisions and that they need not to be intervened by their teachers and parents.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology of the study, containing the study setting, research design, population of the study, sample size and selection procedure, data collection instruments and methods, validity and reliability of the instrument, measurement of the study variables, data processing and analysis procedures.

3.2 Research Design

This study used across sectional research design to describe performance of co-curricular activities in secondary schools in Arua District. Therefore, data was collected from respondents at a point in time by using qualitative and quantitative approaches (Gary, 2001; Amin, 2005).

3.3 Population of the study

The study population was 65 secondary schools in Arua District. Of the 65 secondary schools, 27 were Government aided and 38 were private secondary schools (Arua district local government Statistical abstract, 2016). The study used secondary schools in Arua district because of the low morale and dissatisfaction among the students in Secondary Schools as reflected by reports on strikes, conflicts, absenteeism, stress, frustration and generally low academic achievement of the students.

3.4 Sample size and procedure

A sample of 56 secondary schools was generated using Krejcie and Morgan (1970). Of the 56 Secondary schools, questionnaires were collected from 44 Secondary schools. Simple random sampling was used to select secondary schools by assigning a unique number and writing the school name and number on separate pieces of papers and placing them in a box. Out of the box

schools were selected one-by-one without replacement until a total of 44 secondary schools was achieved. Secondary schools were the unit of analysis, because they cannot answer questionnaires by themselves and three people were selected from each school. Head teachers, Games teachers and heads of students were the unit of inquiry thus requested to fill the questionnaires, and 133 questionnaires were collected by the researcher, representing 80.12% response rate.

3.5 Data sources

Data about performance of co-curricular activities in secondary schools in Arua was gathered from the Head teachers, Games teachers and heads of students of the secondary schools understudy. Therefore, the researcher was able to collect original / primary data from the secondary schools in Arua about the performance of co-curricular activities.

3.6 Data Collection and questionnaire development

The questionnaire was designed basing on the researchers' review of relevant literature regarding the performance of co-curricular activities in secondary schools and specifically tailored on the study objectivities to obtain data from respondents. The researcher delivered the questionnaires to the respondents on appointment at their work places with the help of Head Teachers. Questionnaires were distributed with a cover letter from Makerere University Business School authorising the study. The questionnaires were administered to 56 Secondary Schools (160 Questionnaires) for collection of primary data.

The questionnaire used to collect data consisted of four sections; Section I had the background information about the respondents and the secondary schools, Section II tested the State of co-curricular activities in schools, Section III consisted the challenges in Promoting Co-curricular Activities, Section IV examined the Strategies of promoting co-curricular activities and Section

V examined the Co-curricular Activities and Academic Achievement. The questionnaire was according to the objectives of the study on a five point scale for quantitative data ranging from strongly disagree (1) to strongly agree (5). Qualitative data was collected using an interview guide to give the respondents an opportunity to express their opinions in a free-flowing manner.

3.7 Validity and reliability

The questionnaire was first tested for validity using the content validity index where 5 experts were requested to indicate the relevance of questions on the study variables, the computed CVIs were; State of co-curricular activities in schools 0.875, challenges in Promoting Co-curricular Activities 0.714, Strategies of promoting co-curricular activities 0.857, Co-curricular Activities and Academic Achievement 1.00.

The reliability of the instrument was calculated using Cronbach's alpha coefficient. These are summarised below.

Table 1: Showing the validity and reliability

Factor	Items	Cronbach's Alpha
State of co-curricular activities in schools	8	0.792
Challenges in promoting co-curricular Activities	7	0.706
Strategies of promoting co-curricular Activities	7	0.701
Co-curricular activities and academic Achievement	7	0.886

According to International Journal of Medical Education 2011, Cronbach's Alpha measures the internal consistency to show how closely related are items as a group. Cronbach Alpha was carried out to measure internal consistence among items in the group. Therefore Cronbach's Alpha of state of co-curricular activities in schools for the eight items stands at 0.792, challenges

in promoting co-curricular activities for the seven items stands at 0.706, strategies of promoting co-curricular activities of the seven items stands at 0.701 and that of co-curricular activities and academic achievement of the seven items stands at 0.886. Therefore the three variables with Cronbach high above 0.5 indicate that it's reliable.

3.8 Data analysis and presentation

Data from the field was edited, coded, cleaned and entered into the computer system for analysis. This involved the use of the statistical package for social sciences (SPSS Version 22) for data processing and analysis. Data analysis involved the use of descriptive statistics involving mean and standard deviation to extract the most important strategies analyses.

3.9 Measurement of variables

Co-curricular activities were measured by Debates, association games and guiding and scouting as used by Wamala el al, 2013; Zehner, 2011; Hunt 2005; Astin, 1984.

Academic achievement were measured by academic performance, student concept mastery and school perception as used by Kariyana et al, 2012; Castelli, 2007; Kurian 2008.

CHAPTER FOUR
PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

This chapter comprises of the results from the field and their interpretation. It focuses on the descriptive statistics of the study variables. These results are reported in respect to the study objectives. These objectives are; to establish the state of co-curricular activities in secondary schools; to establish the challenges faced by schools in promoting of extra-curricular activities; to propose strategies of strengthening co-curricular activities in schools and to establish the effect of co-curricular activities on academic achievements in secondary schools in Arua District. Descriptives were as follows;

4.1 Gender of the respondents

Gender of the respondents categorized males and females in the study.

Table 2: Showing the gender

	Frequency	Percent
Male	100	75.2
Female	33	24.8
Total	133	100.0

Source: Primary data

Most of the respondents were male with 100 representing 75.2% whereas females were 33 representing 24.8%.

4.1.1 The education level was as follows

Table 3: Showing the Level of Education

	Frequency	Percent
P.L.E	13	9.8
U.C.E	22	16.5
DIPLOMA	44	33.1
DEGREE	54	40.6
Total	133	100.0

Source: Primary data

Results in the above table show that 54 representing 40.6% respondents were degree holders, 44 representing 33.6% were diploma holders, 22 representing 16.5% had Uganda Certificate of Education, and 13 representing 9.8% had Primary Leaving Examination.

4.1.2 Data on position of the respondent in the school is as follows.

Table 4: Showing the data on position of the respondent in the school

Position		
	Frequency	**Percent**
Teacher	98	73.7
Student	35	26.3
Total	133	100.0

Source: Primary data

Results above show that teachers were the majority respondents with 98 representing 73.7% and students were 35 representing 26.3%.

4.1.3 The table below shows the number of years respondents spent at the school.

Table 5: Showing the number of years respondents spent at the school.

Length of service		
	Frequency	**Percent**
Less than 2 years	37	27.8
2 years and above	96	72.2
Total	133	100.0

Source: Primary data

Majority of the respondents in the study were those that had spent more than two years at the school with 96 representing 72.2% and those that had spent less two years at the school were 37 representing 27.8%.

4.2. Examining performance of co-curricular activities in secondary schools in Arua District.

Descriptive statistics with mean and standard deviation were used to examine the performance of co-curricular activities in Arua district. The descriptive statistics were made for each objective as follows.

4.2.1 State of co-curricular activities in secondary schools

Table 6: showing the descriptive Statistics for State of co-curricular activities in schools

	Mean	**Std. Deviation**
Our school engages in different co-curricular activities	4.2481	.88254
Our school engages in the different annual district sports champions	4.1880	1.04556
The school leadership emphasizes co-curricular activities at all levels	4.0301	1.07970
All students are supposed to engage in one or more than two school games	3.8120	1.18162
Our school engages in more than three categories of games and sports	3.7895	1.19375
The school allocates more than 2 hours of co-curricular activities every week	3.4361	1.33912
The school management advises all parents to engage themselves in developing students' talents in different games and sports.	3.4586	1.13826
I always feel very happy whenever our school engages in different games and sports	4.3684	.98067
Average	**3.9164**	**1.10515**

Source: Primary data

Results in the above table indicate that respondents had a positive perception on state of co-curricular activities in their schools (mean=3.9164) in terms of their schools engaging in different co-curricular activities (mean=4.2481), engaging in different sports in the annual district champions (mean=4.1880), school leadership emphasizing co-curricular activities at all levels (mean=4.0301), mandating all students to engage in one or two school games

(mean=3.8120), engaging in more than three categories of games and sports (3.7895), allocating more than 2 hours of co-curricular activities in a week (3.4361), management advising parents to engage in developing students' talents in different games and sports (3.4586), and students as well as students feeling very happy whenever their schools engage in different games and sports (mean=4.3684).

To further substantiate the state of co-curricular activities in secondary schools in Arua, the researcher used the interview guide to find out the co-curricular activities carried out in secondary schools in Arua and their current state. The following co-curricular activities in secondary schools were mentioned by respondents;

> *Netball, Football, Debates, Ball games, Athletics, Music dance and drama, Scouting, club activities like patriotism, Red Cross clubs, Scripture union and health clubs as the commonest co-curricular activities in Secondary Schools.*

4.2.2 Challenges in promoting co-curricular activities in secondary schools

Table 7: showing the descriptive Statistics for Challenges in promoting co-curricular activities

	Mean	**Std. Deviation**
Our school finds it hard to engage in different co-curricular activities due to finances	3.6579	1.38631
Our school does not have a sports prefect and games master	2.5038	1.74783
Our parents discourage students from engaging in school activities like football, netball and other sports.	2.5301	1.48956
We are very many and due to that I cannot engage in different games and sports	2.6541	1.35845
I am not physically fit to engage in different co-curricular activities	2.6880	1.54552
Students fear engaging in different co-curricular due to the way they are treated by their games master.	2.2820	1.26634
Our school director likes participating in different co-curricular activities	3.5263	1.27819
Average	**2.8346**	**1.43889**

Source: Primary data

In the table above, results indicate that there is a moderate perception of the challenges in promoting co-curricular activities (mean=2.846) in terms of schools engaging in different co-curricular activities due to finances (mean 3.6579), not having sports prefect and games master (mean=2.5038), parents discouraging students from engaging in school activities like football, netball and other sports (mean=2.5301), students and teachers being very many and cannot engage in different games and sports (mean=2.6541), not being physically fit in engaging in different co-curricular activities (mean=2.6880), fear of students to engage in different co-curricular due to the way they are being treated by their games master (mean=2.2820), school director liking to participating in different co-curricular activities (mean=3.5263).

Through the interview guide respondents further affirmed the challenges faced by schools in promoting co-curricular activities and the following challenges were cited by respondents in this study;

> *Insufficient funding, Negative attitude by some students and teachers towards co-curricular activities by the students, Poor motivation of games / sports administration, Limited interests of the learners to show up, Big number of students especially providing food for them during sports, and inadequate time dedicated to co-curricular activities.*

4.2.3 Strategies of promoting co-curricular activities

Table 8: Descriptive statistics for strategies of promoting co-curricular activities

	Mean	Std. Deviation
We are advised to engage ourselves in different co-curricular activities like debates, quiz and drama	4.4586	.87483
All teachers are supposed to engage in at least one co-curricular activity	3.4361	1.26343
Teachers competitively engage each other during different co-curricular activities	3.0865	1.30051
We can engage in co-curricular activities that are related to music	2.9211	1.28635
Our teachers' and administrators' actions inspire us to engage in co-curricular activities that he/she conducts	3.5489	1.12624
Students during co-curricular activities are given time to think and act on their own as individuals	3.4925	1.17096
We are put into groups during co-curricular activities to think and act as a group	3.5940	1.05914
Average	**3.5054**	**1.15450**

Source: Primary data

In the table above, the results indicate that there is a moderate positive perception on the strategies of promoting co-curricular activities with a mean of 3.5054. However item 4 (We can engage in co-curricular activities that are related to music) indicate that there is a moderate perception (mean=2.9211), students and teachers advised to engage in different co-curricular activities like debates, quiz and drama (mean=4.4586) with a positive perception. Other items had fairly moderate and moderate perception on the strategies of promoting co-curricular activities; all teachers are supposed to engage in at least one co-curricular activity (mean=3.4361), teachers competitively engage each other during different co-curricular activities (mean=3.0865), teachers' and administration actions inspire students to engage in co-curricular activities that they conduct (mean=3.5489), students during co-curricular activities are given time to think and act on their own as individuals (mean=3.4925), teachers and students are put into groups during co-curricular activities to think and act as a group (mean=3.5940).

Respondent were also asked to suggest ways through which school management committees can improve the current state co-curricular activities. The following responses were gathered;

> *Offering Bursaries to some student who perform well in co-curricular activities, motivation of sports administration, Lobbying for more support from stakeholders like government, School management should raise more funds in order to finance the co-curricular activities, Motivate teachers and the students regarding co-curricular activities by awards, Organize career talks to the students about co-curricular activities, Lobby for finance for proper feeding during such activities, Should have early planning of the activities to reduce financial problems, Encouraging and motivating the students to participate, There is need to sensitize the students about importance of participating in sports, Providing necessary sports equipment for the students, Allocate adequate time for co-curricular activities, Avail more facilities like play grounds, Increase budget line for sports.*

4.2.4 Co-curricular activities and academic achievement

Table 9: Descriptive Statistics for co-curricular and academic achievement

	Mean	**Std. Deviation**
Participating in co-curricular activities helps students understand what is being taught in class	3.2556	1.43893
Participating in co-curricular activities like debates and quiz improves my English and understanding of any topic discussed	3.2707	1.71503
Students learn multiple skills when they engage in co-curricular activities	3.3421	1.59470
Students who participate in co-curricular activities perform better than those who do not participate	3.0150	1.19332
During co-curricular activities students learn how to associate with others at school	3.3910	1.50169
Students learn a lot when they engage in co-curricular activities	3.2707	1.39874
Students engage in co-curricular activities to improve my interpersonal relations with other students	3.3609	1.29298
Average	**3.2723**	**1.44791**

Source: Primary data

Results in the above table indicate that there is a moderately positive perception of co-curricular activities and academic achievement (mean=3.2723) in participating in co-curricular activities help students understand what is being taught in class (mean=3.2556), participating in co-curricular activities like debates and quiz co-curricular activities improve English and understanding of any topic discussed (mean=3.2707), students learn multiple skills when they engage in co-curricular activities (mean=3.3421), students who participate in co-curricular activities perform better than those who do not participate (mean=3.0150), during co-curricular activities students learn how to associate with others at school (mean=3.3910), students learn a lot when they engage in co-curricular activities (mean=3.2707), students engage in co-curricular activities to improve my interpersonal relations with other students (mean=3.3609).

Respondent were also asked how co-curricular activities have impacted on their school's academic performance for the last three years. Most respondents alluded to the fact that co-curricular activities have had a positive impact on the school and students' academic performance, as per below comments from respondents;

> *Involvement in co-curricular activities refreshes students and helps them to read and understand hence making performance to improve. Ball games and sports, debate made the school known, Improvement of students English and performance especially debates, portrays good image of the school, maintains physical fitness of teachers and students, and also students' self-esteem is raised to perform better for example in Debates.*
>
> *However, other respondents suggested that normally the learners get interested in few activities like football, netball. This is where, they have their best performance. Similarly, some teachers don't complete their syllabus hence Poor performance in Class.*

CHAPTER FIVE
DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the detailed discussion of the findings guided by the objectives of the study, the chapter will also cover conclusion, recommendations and areas for further research.

5.1 The state of co-curricular activities in secondary schools in Arua District.

The descriptive statistics presented in chapter four indicated that respondents agreed that the schools at least spend more than two hours engaging in co-curricular activities such as; Netball, Football, Debates, Ball games, Athletics, Music dance and drama, Scouting, club activities like patriotism, Red Cross clubs, Scripture union. This is similar to what Eccles (2003) says that children and adolescents in the United States spend more than half of their school hours in leisure activities.

The results still show that school management advises parents to encourage students to engage in co-curricular activities. According to the National Education Policy (2009) of Government of Pakistan, co-curricular activities enable students to promote their hidden talents and skill facilitating them to play their effective roles in the development of society (Khan and Mohammad., 2014) and that co-curricular activities make students feel happy whenever they engage in them which may have an impact on enjoying school.

5.1.1 The challenges in promoting co-curricular activities in secondary schools

The results show the challenges faced in promoting co-curricular activities in secondary schools in Arua district; students say that during annual district championships at times they are not given food, negative attitude of some students and teachers towards co-curricular activities ,

insufficient funding to facilitate different co-curricular activities which is in agreement with Asmal, 2000 who says that one of the factors affecting promotion of extracurricular activities in schools are limited resources across the broad spectrum of provisioning, namely human, financial and infrastructural resources, lack of motivation by games / sports masters and therefore Buck, Lund, Harrison & Cook, 2007 advises that school leaders should motivate themselves and all other stakeholders to contribute to the realisation of viable extracurricular activities in school and that such motivation efforts will form an integral part of the school leader's responsibilities.

5.1.2 The Strategies of promoting co-curricular activities in secondary schools in Arua District

The results indicate that there are a number of strategies that the school management and other stakeholders can undertake to promote co-curricular activities in Arua District such as; Offering Bursaries to some student who perform well in co-curricular activities, school management should embark on motivating students and teachers towards co-curricular activities which is in agreement with what Bernhardt (2002) says that teachers need to get oriented about different co-curricular activities in the schools so that they are involved and can competitively conduct such extracurricular activities in schools. Lobbying for more support from stakeholders like government, School management should raise more funds in order to finance the co-curricular activities, organizing career talks to the students about co-curricular activities, early planning of the activities to reduce financial problems, There is need to sensitize the students about importance of participating in sports, Providing necessary sports equipment for the students. Linda et al., (2005) says that students' involvement and participation in co-curricular activities need to be given time to meditate and explore their environment as they learn and make

autonomous decisions and that they need not to be intervened by their teachers and parents. The results show that students need to be encouraged and motivated towards co-curricular activities.

5.1.3 What is the impact of co-curricular activities on academic achievement?

The results show that there is a likely impact of co-curricular activities on academic achievement among students in secondary schools in Arua District however during district sports championships in activities like netball, football, students tend to concentrate a lot on them than academics which affects their performance and also teachers fail to complete the syllabus. But for activities such as debates improves their English which improves their performance in English. This has been supported by Kariyana et al, 2012 who says that participation in co-curricular activities such as debates, association games and guiding and scouting is widely thought to play a key role in students' academic achievement and that co-curricular activities refreshes students and helps them to read and understand hence making performance to improve. Confidence in academic studies is also necessary ingredient in academic success. Such findings confirm Wang and Shiveley's (2009) and Daniyal et al (2012) who confirm that participation in the co-curricular activities improve the academic performance of the students.

5.2 Summary

The study mainly fixated on state of co-curricular activities in secondary schools, challenges faced in promoting co-curricular activities, strategies of promoting co-curricular activities and the impact of co-curricular activities on academic achievement. The literature in this study was reviewed to give a basis of the study.

The questionnaire and interview guide provided the data required to make meaning of the study on the variables.

Further researchers may wish to extend the research to other parts of the country or different districts, Africa and the world at large. It will also be important for future studies to carry out such studies over a number of years (use longitudinal research design). This is because there is need to create a system of knowledge creation for a number of years.

5.2.1 Conclusion

The results obtained from the study variables indicate; there are co-curricular activities practiced in secondary schools in Arua district such as Netball, Football, Debates, Ball games, Athletics, Music dance and drama, Scouting, club activities like patriotism, Red Cross clubs, Scripture union. The results also indicate that among the challenges faced in promoting co-curricular activities in secondary schools in Arua district; students say that during annual district championships at times they are not given food, negative attitude of some students and teachers towards co-curricular activities , insufficient funding to facilitate different co-curricular activities. The results further indicate that there are a number of strategies that the school management and other stakeholders can undertake to promote co-curricular activities in secondary schools in Arua District such as; Offering Bursaries to some student who perform well in co-curricular activities, school management embarking on motivating students and teachers towards co-curricular activities. Lastly results indicate that netball and football consume more time and that teachers fail to complete their syllabus due to that.

5.2.2 Recommendations

The state of co-curricular activities in secondary schools in Arua District

The descriptive statistics presented in chapter four indicated that respondents agreed that the schools at least spend more than two hours engaging in co-curricular activities such as; Netball, Football, Debates, Ball games, Athletics, Music dance and drama, Scouting, club activities like

patriotism, Red Cross clubs, Scripture union. Co-curricular activities need to be embraced more in secondary schools such as Debates and quiz so as to improve on students' performance and mastering of the English language and as well as other subjects. Also sports like netball and football need to be managed well to avoid interference and affecting students' attendance since they require much time.

The challenges in promoting co-curricular activities in secondary schools

The results show the challenges faced in promoting co-curricular activities in secondary schools in Arua district; students say that during annual district championships at times they are not given food, negative attitude of some students and teachers towards co-curricular activities , insufficient funding to facilitate different co-curricular activities. School leadership needs to inspire teachers and students to engage in co-curricular activities, provide necessities and mobilize funds for such activities.

The Strategies of promoting co-curricular activities in secondary schools in Arua District

The results indicate that there are a number of strategies that the school management and other stakeholders can undertake to promote co-curricular activities in Arua District such as; Offering Bursaries to some student who perform well in co-curricular activities, school management should embark on motivating students and teachers towards co-curricular activities. The researcher recommends schools to provide students with enough time to engage in co-curricular activities, Parents and teachers also need to inspire students to engage in different co-curricular activities so as to improve students' interactions and improve their performance.

What is the impact of co-curricular activities on academic achievement?

The results show that there is a likely impact of co-curricular activities on academic achievement among students in secondary schools in Arua District however during district sports championships in activities like netball, football, students tend to concentrate a lot on them than academics which affects their performance and also teachers fail to complete the syllabus. But for activities such as debates improves their English which improves their performance in English. The researcher recommends schools to engage in co-curricular activities such as debates and quiz which improve on the English language and also has high chances of improving students' performance.

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APPENDIX I

MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

Dear respondent,

I am a student pursuing a master's degree in leadership and governance undertaking a research study on **Analysing performance of co-curricular activities in secondary schools in Arua District**. You have been selected to participate in this study by filling in this questionnaire. This research is entirely for academic purposes and all responses will be treated with a high level of confidentiality.

Thank you for your valuable time.

Section one: Background information (please tick one appropriate category)

Gender: M ale ☐ Female ☐

Your level of education: P.L.E ☐ U.C.E ☐ Diploma ☐ Degree ☐

Your position in the School: Teacher ☐ Student ☐

Number of years spent at the institution: 1- 2 years ☐ 3 -5 years ☐ 6-9 years ☐

10-13 years ☐ 14 years and above ☐

SECTION TWO: **State of co-curricular activities in schools**

This section has statements about **State of co-curricular activities in schools** you are required to give your opinions by ticking one of the options that suits your choice using the scale provided bellow: ***1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly Agree***

		1	**2**	**3**	**4**	**5**
1	Our school engages in different co-curricular activities.					
2	Our school engages in the different annual district sports championships					
3	The school leadership emphasizes co-curricular activities at all levels					
4	All students are supposed to engage in one or more that two school games.					
5	Our school engages in more than three categories of games and sports.					
6	The school allocates more than 2 hours of co-curricular activities every week					
7	The school management advises all parents to engage themselves in developing students' talents in different games and sports.					
8	I always feel very happy whenever our school engages in different games and sports					

SECTION THREE: challenges in Promoting Co-curricular Activities

This section has statements about challenges in promoting co-curricular activities. You are required to give your opinions by ticking one of the options that suits your choice using the scale provided bellow: ***1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly Agree***

		1	**2**	**3**	**4**	**5**
1	Our school finds it hard to engage in different co-curricular activities due to finances.					
2	Our school does not have a sports prefect and games master					
3	Our parents discourage us from engaging in school activities like football, netball and other sports					
4	We are very many and due to that I cannot engage in different games and sports					
5	I am not physically fit to engage in different co-curricular activities.					
6	Students fear engaging in different co-curricular due to the way they are treated by their games master.					
7	Our school director likes participating in different co-curricular activities.					

SECTION FOUR: Strategies of promoting co-curricular activities

This section has statements about strategies of promoting co-curricular activities. You are required to give your opinions by ticking one of the options that suits your choice using the scale provided bellow: ***1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly Agree***

		1	**2**	**3**	**4**	**5**
1	We are advised to engage ourselves in different co-curricular activities like debates, quiz and drama.					
2	All teachers are supposed to engage in at least one co-curricular activity.					
3	Teachers competitively engage each other during different co-curricular activities.					
4	We can engage in co-curricular activities that are related to music.					
5	Our teachers' actions inspire us to engage in co-curricular activities that he/she conducts					
6	Students during co-curricular activities are given time to think and act on their own as individuals.					
7	We are put into groups during co-curricular activities to think and act as a group.					

SECTION FIVE: Co-curricular Activities and Academic Achievement

This section has statements about **co-curricular activities and academic achievement.** You are required to give your opinions by ticking one of the options that suits your choice using the scale provided bellow: ***1: Strongly Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Strongly Agree***

		1	**2**	**3**	**4**	**5**
1	Participating in co-curricular activities helps me understand what is being taught in class.					
2	Participating in co-curricular activities like debates and quiz improves my English and understanding of any topic discussed.					
3	Students learn multiple skills when they engage in co-curricular activities.					
4	Students who participate in co-curricular activities perform better than those who do not participate.					
5	During co-curricular activities students learn how to associate with others at school.					
6	Students can learn a lot when they engage in co-curricular activities.					
7	I engage in co-curricular activities to improve my interpersonal relations with other students					

Co-curricular activities and academic performance in secondary schools

Interview Guide

What are the co-curricular activities carried out in this school?

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How have co-curricular activities impacted on your school performance for the last three years?

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In your opinion, what are the challenges faced by schools in promoting co-curricular activities?

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……

THANK YOU AND MAY GOD BLESS YOU