

**THE IMPACT OF CO-CURRICULAR ACTIVITIES ON ACADEMIC
PERFORMANCE OF LEARNERS IN PRIMARY SCHOOLS IN
BUNATSAMI SUBCOUNTY, BUDUDA
DISTRICT**

**MASOLA IBRAHIM WATEYA
BU/UP/2022/1754
DEPE (KYU) GRADE III, CERT (KYU)**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE
AND EDUCATION FOR THE PARTIAL FULFILLMENT OF THE
AWARD OF BACHELORS OF EDUCATION (PRIMARY)
OF BUSITEMA UNIVERSITY**

AUGUST, 2024


DECLARATION

I **MASOLA IBRAHIM WATEYA, REG NO. (BU/UP/2022/1754)**, hereby declare that the work presented in this Research Report is based on my own research and has never been submitted to any institution of learning for a degree.

Signature AW Date 27.8.2024

APPROVAL

This is to certify that this Research Report was carried out under my supervision as a university supervisor.

Signature..........Date 30/08/2024
MR. WESSWA NANDOKHA CHARLES
SUPERVISOR

DEDICATION

This Research Report is dedicated by my beloved Parents and my wife for their encouragement, words of wisdom and financial support.

ACKNOWLEDGEMENTS

First and foremost, I thank the Almighty God, the creator of Heaven and Earth for the gift of life He has given me through my academic journey. May the glory and honor remain His Forever?

I acknowledge my supervisor Mr. Weswa Nandokha Charles for his guidance, advice, comments, constructive criticisms and correction for without him, this research proposal would not have been possible.

I am also grateful to all my friends for their spiritual and moral support.

May the almighty God bless you all.

TABLE OF CONTENTS

DECLARATION	Error! Bookmark not defined.
APPROVAL.....	Error! Bookmark not defined.
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ABSTRACT.....	x

CHAPTER ONE

1.0 Introduction	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 General Objective	4
1.4 Objectives of the Study.....	4
1.5 Research Questions	4
1.6 Scope of the Study	5
1.6.1 Content Scope.....	5
1.6.2 Geographical Scope	5
1.6.3 Time Scope.....	5
1.7 Significance of Study.....	5
1.8 Conceptual Framework.....	7
1.9 Definition of the Study.....	8

CHAPTER TWO

Literature Review

2.0 Introduction	9
2.1 Theoretical Framework.....	9

2.1 The Extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects.	9
2.2 Benefits of Co-Curricular Activities on Academic Performance in Core Subjects.	13
2.3 Challenges of Curricular Activities on Academic Performance in Core Subjects.	16

CHAPTER THREE

Methodology

3.1 Introduction	19
3.2 Research Design	19
3.3 Study Population	19
3.4 Sample Size	20
3.5 Sampling Techniques	20
3.5.1 Census Sampling	20
3.5.2 Simple Random Sampling	20
3.6 Instruments for Data Collection	21
3.6.1 Questionnaires	21
3.6.2 Interview Guide	21
3.7 Data Quality Controls	21
3.7.1 Validity	21
3.7.2 Reliability	22
3.8 Data Analysis	22
3.8.1 Quantitative Data Analysis	22
3.8.2 Qualitative Data Analysis	23
3.9 Ethical Considerations	23

CHAPTER FOUR

Data Presentation, Interpretation, Analysis and Discussion of Findings

4.0 Introduction	24
4.1 Response Rate	24

4.2 Demographic Features of the Respondents	24
4.3 Objective One: To determine the extent to which Co-Curricular Activities Impact Learners’ Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.	27
Objective Two: The Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.	32
Objective Two: Challenges of Curricular Activities on Academic Performance.	35
Table 4.11: Challenges of Curricular Activities on Academic Performance.	35
Pupils’ Questionnaires	38

CHAPTER FIVE

Conclusion and Recommendation

5.0 Introduction	41
5.1 Conclusions	41
5.2 Recommendation.....	42
APPENDIX I: QUESTIONNAIRE FOR TEACHERS	47
APPENDIX II: PUPILS’ QUESTIONNAIRE.....	52
APPENDIX III: HEADTEACHERS’ INTERVIEW GUIDE	54
APPENDIX IV: BUDGET FOR THE RESEARCH PROCESS.....	56
APPENDIX V: LETTER FOR DATA COLLECTION	57

LIST OF TABLES

Table 4.1: Response Rate Determination.....	24
Table 4.2: Gender of Respondents.....	25
Table 4.3: Age Bracket of the Respondents.....	25
Table 4.4: Work Experience	26
Table 4.5: Level of Education.....	26
Table 4.6: Showing The Academic Performance of Learners In Core Subject.....	27
Table 4.6: Showing Particular Co-Curricular Activities Do Learners Engage In At School	28
Table 4.7: Showing How often do you Engage in these Activities	28
Table 4.8: Of What Significance Are These Activities To Their Academic Performance In Class?.....	29
Table 4.9: Respondents were asked to relate the extent to which Co-Curricular Activities Impact Learners' Academic Performance In Core Subjects In Bunatsami Sub County, Bududa District. No=24 Teachers	29
Table 4.10: Showing the Perceived Benefits of Co-Curricular Activities on Academic Performance In Core Subjects in Bunatsami Sub County, Bududa District.....	32
Table 4.11: Challenges Of Curricular Activities on Academic Performance.....	35
Table 4.12: Of what benefits are co-Curricular Activities to you as a Learners?.....	38
Table 4.13: How Does Co-Curricular Activities Influence Academic Performance.....	39
Table 4.14: To What extent do teachers Participate in Co-Curricular Activities?	39
Table 4.15: Whether pupils face challenges in the academic Performance Of The Core Subjects.....	40

LIST OF FIGURES

Fig: 1.1 Conceptual Framework	7
-------------------------------------	---

ABSTRACT

The study was about the impact of Co-Curricular Activities on Academic Performance of learners in Primary Schools in Bunatsami Sub County, Bududa District, to determine the extent to which co-curricular activities impact Learners' academic performance in core subjects, the perceived benefits of co-curricular activities on academic performance in core subjects and to assess the perceived challenges of curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District. The researcher employed a cross sectional research design where both qualitative and quantitative analysis was used to examine the Impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District. The study population constituted a total number of 200 respondents out of which a sample of 154 respondents was selected. Study respondents included (Teachers, Head teachers and Pupils). The study employed both questionnaires and interview guide. It is found out that co-curricular activities greatly impact learners performance because curricular activities provide students with opportunities to apply knowledge gained in core subjects to real world scenarios deepening their understanding, boost overall motivation hence better academic grades, influences pupils' confidence and ability to initiate better grades, balancing co-curricular activities with academic responsibilities teaches students valuable time management skill, enhancing their ability to prioritize tasks and meet deadlines and engagement in diverse extracurricular experience can foster a well-rounded education. It was further noted that co-curricular activities are important and beneficial for it enhances critical thinking skills, provide a creative outlet, stimulating students' minds and enhancing their ability to think, co-curricular activities which have helped to reduce stress levels, can instill confidence and motivation in students and sense of accomplishment and fulfillment gained from excelling in co-curricular pursuits can boost self-esteem. The study found out that the challenges faced include balancing Co-curricular activities with academics, engaging learners in co-curricular activities can sometimes lead to distractions from academic studies, juggling between co-curricular commitments and academic responsibilities may cause stress and fatigue among pupils, pupils struggle with maintain academic standards while actively participating in co-curriculum and managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements. It is recommendation that there is need to Integrate co-curricular activities into the daily or weekly schedule and ensure that these activities complement the academic curriculum rather than compete with it. There is need to offer a diverse range of activities, including sports, arts, music, drama, debate, and clubs (e.g., science club, language clubs) and further to cater to various interests and talents to engage more students. There is need to encourage parents to support and get involved in co-curricular activities and regularly communicate the benefits of these activities to parents and guardians. It is also recommended that there is need to provide professional development for teachers to manage and supervise co-curricular activities effectively and encourage teachers to identify and nurture students' talents and interests.

CHAPTER ONE

1.0 Introduction

The study consisted of the background of the study, state of the problem, general objectives, objectives of the study, research questions, scope of the study, significance of the study and the conceptual framework.

1.1 Background of the Study

Education is a broad concept which transcends the four walls of a classroom. Total education is the type that focuses on the overall development of the child. Such education comprises of curricular and co-curricular activities. Co-curricular activities (CCA) were previously known as extra-curricular activities. They pertain to activities contributing to the academic learning experience especially activities that provide learners with opportunities to learn and develop skills through active participation. CCA and programs may be led by faculty or staff, or by learners themselves, but they must have stated goals and measured outcomes. CCA foster the development of co-operation and establish important social negotiation skills within the peer group (Eccles & Templeton, 2002).

Globally, different activities, in which learners participate, both inside and outside the school itself, are among the multiple situations or agents that can have effect on performance. In the USA, co- curriculum activities have been associated with an improved education level, more competences that are interpersonal, higher aspirations and a better attention level (Mahoney, Cairos & Farwer, 2003). Increased critical thinking and personal and social maturity (Bauer & Liang, 2003), higher motivation (Hallway, 2002), and benefits that serve to bridge school activities with those performed outside the academic setting (Noam, Biancarosa & Dechausay, 2003). A study by Chege (2013), showed that there is a variety of CCAs being carried out in schools and their implementation is influenced by several factors. These factors are; resource allocation, pre-planning of the activities, training of learners and patrons of CCA, monitoring and evaluation of the CCA. The learners' perception regarding the value of CCA also implementation to other learners and the rest of the school.

Kumar et. al (2004) commented that co-curricular activities hold a place of great importance in the field of education for the all-round development of children. In Pakistan, mentions have been made in various educational books, commission reports and educational plan regarding the policy, programme, activities and significance of these activities. They further added that for social, physical and spiritual development co-curricular activities are prerequisite. Co-curricular activities are the activities performed by learners that do not fall in the realm of the ordinary curriculum of educational institution (Bashir, 2012). According to Ongonga, Okwara and Okello (2010) almost every student in the Kenyan education has experienced co-curricular activities either as a spectator or participant. Yet, outside athletic participation, research on the effects of participation in specific school activities (e.g. music, drama, netball, basketball, football and volleyball) is scant. History suggests that participation in such activities as band, choir and orchestra have a positive effect on everything from academic achievement to self-discipline and from citizenship to personal hygiene (Morrison, 1994). Besides, Ongonga et al. (2010) while addressing the relationship between music and academic achievement argued that music enhances knowledge in the areas of mathematics, science, SST, physical education and English.

In Kenyan primary schools as far as co-curricular activities are concerned, it is assumed to have positive effect on learners' " academic performance while others view it as a hindrance to academic success and a waste of learners' precious time. Therefore, this duality in the perception of the contribution of sports should be corrected through research findings. Besides, it is important to note that sports can assume other functions other than the traditional function of entertainment and leisure. These functions include; supporting academic objectives, boosting learners' self-concept, self-efficacy, affective needs, behavioral needs, social needs, discipline, retention rates among others.

In Uganda, curricular activities and co-curricular activities, Ongonga et al. (2010), asserted that participation in co-curricular activities is not fully supported by most schools and the contribution of it to the learners' self-concept and academic performance have not been clearly articulated to the educators, teachers, learners and even parents.

Yet, the experiences and opportunities provided by primary schools through curricular and co-curricular participation also influence learners' development. Furthermore, direct interaction with the school curriculum in schools such as the degree of success or failure in various subject matters and the degree of encouragement provided for academic effort influence self-growth, educational aspirations and values of learners. Besides, no research has addressed itself to the impact of co-curricular participation on academic performance and looked at it from the perspective of enhancing the self-concept for better performances in both academics and sports, as well as providing opportunities to the less endowed academically learners to succeed.

It is said that learners who participate in co-curricular activities have higher levels of social, emotional and healthy behaviors than those who do not and that co-curricular activities are a part of learners' everyday life it is against this state of affairs that the researcher seeks to examine the Impact of co-curricular activities on academic performance in primary schools in Bunatsami Sub county, Bududa District.

1.2 Statement of the Problem

The function of education is to bring changes in child behavior and personality in a more desirable form.

The development of a child's body and mind demands proper nurturing of physical and intellectual qualities as few of the major determinants of their personality. Thus, co-curricular activities participation make a significant contribution to the overall development of pupils and is congruent with the major goals for primary education. Greenspan (2003), notes that education enhances learners' fundamental mathematics and problem-solving skills that will benefit them as lifetime decision makers. Therefore, modern approaches of education must emphasize all round development of the child. One way of achieving this is to allow learners to get involved in co-curricular activities.

Co-curricular activities are recognized as a source of enrichment and vitalization of the school curriculum, mainly through the cultivation of hobbies, interests, etc. These activities are no longer looked upon as extras but as an integral part of the school

programme (Acquah & Anti Partey, 2014). Participation in co-curricular activities provides many important outlets for learners in today's world. It provides them with challenges, alternative resources, and life-long learning experiences. Co-curricular activities, as the name implies, are those, not directly related with the prescribed curriculum and may include; sports, athletics, scouting, clubbing, excursions debates and various hobbies to bring social and physical adjustments in the child. The basic idea behind such activities in educational institutions is to build up learners' character and personality as well as to train their minds in order to facilitate academic achievements of the child. Yet, many stakeholders in the school system seem to be of the belief that co-curricular activities consume academic time unnecessarily. It is against this state of affairs that the researcher seeks to examine the Impact of co-curricular activities on academic performance in primary schools in Bunatsami Sub County, Bududa District.

1.3 General Objective

To examine the Impact of Co-Curricular Activities on Academic Performance of learners in Primary Schools in Bunatsami Sub County, Bududa District.

1.4 Objectives of the Study

The study objectives were as following specific objective

- i. To determine the extent to which co-curricular activities impact Learners' academic performance in core subjects in Bunatsami Sub County, Bududa District.
- ii. To investigate the perceived benefits of co-curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District.
- iii. To assess the perceived challenges of curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District.

1.5 Research Questions

The study was guided by the following questions.

- i. To what extent does co-curricular activities impact Learners' academic performance in core subjects in Bunatsami Sub County, Bududa District?
- ii. What are the perceived benefits of co-curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District?

- iii. What are the perceived challenges of curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District?

1.6 Scope of the Study

The study scope was limited to content scope, time scope and geographical scope

1.6.1 Content Scope

The was limited to the extent to which co-curricular activities impact Learners' academic performance in core subjects, the perceived benefits of co-curricular activities on academic performance in core subjects and to assess the perceived challenges of curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District.

1.6.2 Geographical Scope

The research was conducted within the primary schools located in Bunatsami Sub County, Bududa District which is located in the Eastern Part of Uganda, it borders Manafwa in the North, Sironko District in the North East, Kenya in the East, Namisindwa in the South and Mbale District in the West.

1.6.3 Time Scope

The study took a period of three months from March to July 2024.

1.7 Significance of Study

The findings may be significant not only to pupils but also to teachers, curriculum planners, parents and educators as they provide an empirical data on importance of sports to teachers upon which to base their future judgments and decisions.

The findings may also assist school administrators in making policies on using facilities and equipment to improve learner's participation in competitive sports. This will help to promote a sense of belonging to schools and eventually control indiscipline.

The study found out that there is a strong relationship between participation in competitive sports and school connectedness.

The implication of this finding to school management and education sector is that there is need to invest heavily in facilities and equipment in order to promote competitive sports participation leading to school connectedness and eventually address cases of indiscipline, strikes and reduce truancy in the schools.

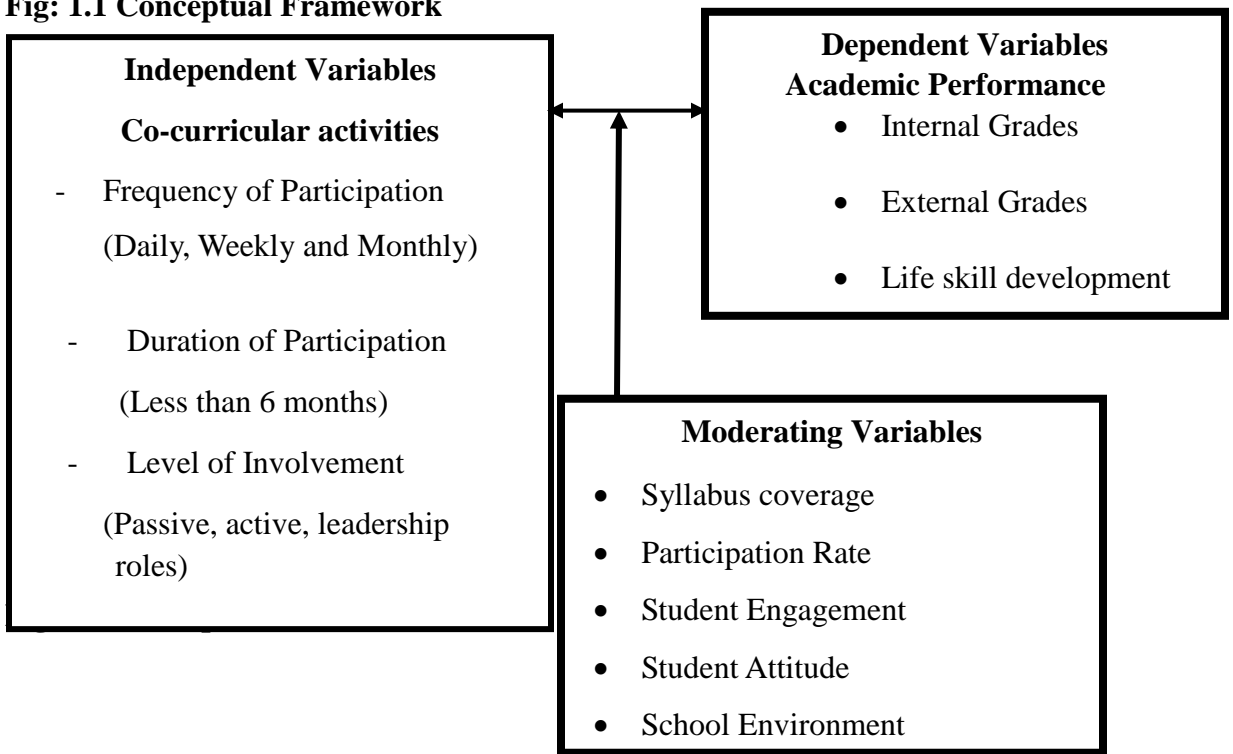
This study suggest that schools should have more organized school sports programmes' such as inter-houses, inter-classes, inter-streams and so on. It would be prudent for all schools to encourage every pupils to be registered to participate in at least one sport and schools should allocate more time for their participation in competitive sports.

The findings of this study may useful to assess far co-curricular activities impact on learners' performance raising awareness on the advantages or disadvantages of being active in co-curricular activities and how to manage time between co-curricular activities and the normal curricular with the information at hand several precautions can be taken on being an active pupils.

1.8 Conceptual Framework

By employing this framework, the study can provide a comprehensive understanding of the complex interplay between co-curricular activities and academic performance within the specific context of Bunatsami Sub county primary schools. It gave details of the Independent and dependent variable.

Fig: 1.1 Conceptual Framework



Source: Developed by the Researcher (2024)

The conceptual framework shows the relationship between the independent and dependent variables. Under the independent variable, there is co-curricular activities which include infrastructural facilities, teachers influence and parents influence which hence have a relationship with academic performance through internal grades attained in weekly and monthly tests. The framework assumes that co-curricular activities without interference can improve the pupils' academic performance through better test scores, good grades in external examinations and high progression rates among pupils in primary schools.

1.9 Definition of the Study

The following terms are defined within the context of this study:

Academic Performance: Refers to the grades Pupils get in examinations.

Co-Curricular Activities: Refer to non-academic experiences sponsored, sanctioned, or supported by the school.

Co-curricular: Refers to planned activities that fall outside the realm of the normal curriculum.

Parental Involvement: Refers to a combination of commitment and active participation on the part of the parent to the school and to the pupils in all aspects of their development.

Student Involvement: Refers to Pupils' participation in co-curricular school activities.

CHAPTER TWO

Literature Review

2.0 Introduction

This chapter consisted of the review of literature on the infrastructural facilities on learners' participation in co-curricular activities, role of teachers influence learners' participation in co-curricular activities and how parents involvement influence learners' participation in co-curricular activities in primary schools in Bunatsami Sub County, Bududa District.

2.1 Theoretical Framework

This study based on Tinto's Internationalist Theory. Tinto (1987) posits that learners' development can be associated with greater connections in their commitment to school opportunities (such as inside- and outside-the-classroom activities) and their desire to finish school. Tinto's Internationalist Theory (2004) supports the idea that the pupil's initial level of commitments also influences his or her level of subsequent commitments.

Tinto's theory, intended for application in education, suggesting that institutions must identify ways for learners can increase interactions, such as participating in outside-the-classroom learning experiences such as co-curriculum activities. These experiences can help learners gain knowledge and increase their persistence to continue learning through and beyond school life.

Tinto (1997) stresses that in community schools, greater classroom support is necessary to encourage pupils' involvement with school commitments. Primary school need to engage pupils in outside-the-classroom experiences such as co-curricular activities to expose and improve their talents.

2.1 The Extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects.

According to Poh-Sun Seow and Gary (2014), co-curricular refers to activities, and learning experiences that complement, in some way, what students are learning in school, that is, experiences that are connected to or mirror the academic curriculum. Co-

curricular activities are defined by their separation from academic courses. For example, they are ungraded do not allow students to earn academic credit, they may take place outside of school or after regular schools hours, and they may be operated by outside organization. Co-curricular activities facilitate in the development of various domains such as intellectual development, emotional development, social development, moral development, and aesthetic development. Creativity, enthusiasm, and energetic, positive thinking are some of facets' of personality development and the outcomes of co-curricular activities.

Co-curricular activities are the true and practical experiences received by learners. The theoretical knowledge gets strengthened when a relevant co-curricular activity is organized related to the content being taught in the classroom. Intellectual aspects of personality are solely accomplished by classroom, while aesthetic development, character building, spiritual growth, physical growth, moral values, creativity, are supported by co-curricular activities. It helps to develop co-ordination, adjustment, speech fluency, extempore expressions, among learners at the school (Makarova & Reva, 2017).

Co-curricular has several importance and benefits to the learner: co-curricular activities stimulate playing, acting singing, recitation, and narrating in students; activities like participation in game debates, music, drama, help in achieving overall functioning of education; co-curricular activities enables the students to express themselves freely through debates; games and sports helps the learner to be fit and energetic; to the learners themselves it helps to develop the spirit of healthy competition; these activities guide students how to organize and present an activity, how to develop skills, how to co-operate and co-ordinate in different situations all these help in leadership qualities; co-curricular activities provides the avenues of socialization, self-identification and self-assessment when the learner come in contact with organizers, fellow participants, teachers people outside the school during cultural activity; it makes learners perfect in decision making; it develops a sense of belongingness; co-curricular activities provide motivation for learning, and develop the values like physical, psychological, ethical, academic, civic,

social, aesthetic, cultural, recreation and disciplinary values (Burns, Jasinsinki, Dunn & Fletcher 2013).

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college and university. Schools mostly define cognitive goals that either apply across multiple subject areas, for example, critical thinking or include the acquisition of knowledge and understanding in a specific intellectual domain, for instance, numeracy, literacy, science, history. Therefore, academic achievement should be considered multifaceted construct that comprises different domains of learning (Marsh, & Shavelson, 2010).

A number of studies have been carried out to identify and analyze the numerous factors that affect academic performance in various centres of learning. Their findings identify students' effort, previous schooling (Mushtaq2012), parents' education, family income, self-motivation, age of student, learning preferences, class attendance and entry qualifications (Roberts, K. L., & Sampson, (2011), as factors that have significant effect on students' academic performance in various settings.

One of the major factors, affecting the operation of a successful development of co-curricular activities among the learners is the provision of adequate facilities, equipment, and supplies. In general, the term facilities, equipment and supplies are used as an alternative word for each other. But in the field of physical education, games & sports and in practical subject these three words have different meanings. In this regard, facilities may be defined as an area, space or teaching station, it may be located either out-of-doors or inside a building, such as classroom, play field, laboratory, gymnasium, auditorium (Winston *et al* 2008). Similarly the term 'equipment' is interpreted as non-expendable items which may be a part of the permanent construction. Such as backboard of basketball, goal post in football or hockey ground etc., whereas supplies are those expendable materials or items that need to be replaced at frequent intervals, such as balls, bats, net, book, paper, paint, brushes etc. This study aims at investigating the influence of

physical facilities on the development of co-curricular activities among learners in Bunatsami Sub County, Bududa District.

It was observed by Sowa and Gressard (2014), that most schools have the needed facilities (except for athletics). He also observed that schools do not have sufficient items of musical instrument but, they hire the needed instruments. Some school have well-furnished auditorium, where most of the district level workshops, seminars are conducted. However, co-curricular programs in most schools have remained unattractive chiefly because of inadequacy of facilities. In fact, amount and variety of facilities, equipment and supplies needed depend upon several factors including the type and extent of program, the number of learners to be served, and of course, budgetary considerations. Although it is recognized that good leadership is the most important ingredient in teaching and conduct of schools, the proficient teacher can do better job by the use and mobilization of local resources and material.

Another study of reading skills development showed that the higher learners' level of involvement in organized extracurricular activities, the higher their reading achievement. This study also noted that the effect of these "achievement-related experiences" was stronger among those from lower socioeconomic backgrounds, although all social class and gender subgroups benefitted (as cited in Funkhouser, Humphrey, Panton, & Rosenthal, 2015).

Bhullar et al. (2002) in their study concluded that parents in most of the areas encouraged their daughters to participate in co-curricular activities and sports competition. The study of Bawa and Debnath (1993) has shown that learners suffering from high anxiety got relieved of it through a regular participation in co-curricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment.

In conclusion, co-curricular activities play a vital role in promoting holistic student development by providing opportunities for physical, creative, intellectual, and

social growth. Infrastructural Facilities on Learners' Participation in Co-Curricular Activities allows educators to design well-rounded programs that cater to the diverse needs and interests of students.

2.2 Benefits of Co-Curricular Activities on Academic Performance in Core Subjects.

The purpose of this research was to examine effects of over-scheduled involvement in co-curricular activities on the educational attainment of students at secondary school level in Kohat division carried out by Suleiman (2014). The study was experimental in nature and therefore, pre-test-post-test equivalent Groups design was used. The students of experimental group were involved in co-curricular for 40 minutes in school and 2 hours after school time. The students of the control group were involved for 40 minutes in school only. Data was collected through pre-test and post- test technique. Data was analyzed using the statistical tools, that is, mean, standard deviation, and test. When the research was carried out its findings indicated that there were significant negative effects of over- scheduled involvement in co-curricular activities on the educational attainment of students at secondary school level.

Studies have been conducted concerning the relationship between co-curricular activities and academic performance. When looking at the variety of out-school option students may choose, it is important to consider how connecting with an activity might benefit them. It has been suggested by Eccles (as cited in Akos, 2006), that participation in voluntary, co-curricular activities increase school participation and achievement. This happens because it facilitates: a) the acquisition on interpersonal skills and positive social norms, b) membership in pro-social peer group, and c) stronger emotional and social connection to one's school. Co-curricular activities may contribute to an increase of wellness in mental health, improved students engagement in school and achievement. Strengthen their long-term educational outcomes and find that participation may decrease problem behaviors.

Participation in structured co-curricular activities promotes not only academic achievement but also personal Social development. According to Morinaj et al. (2017), participation in school's music program lessened students feelings of alienation, promoted individual growth and provide a common bond between home and school. It

can provide adolescent with a social network and support system that is associated with their schools (Aritzeta et al., 2016) Rees & Sabia (2010) Suggested that participation in athletics is related to the following positive academic outcomes including higher grade point average, fewer disciplinary referrals, lower absentee rates, decrease in dropout rates, stronger commitment to the school, liking schools better, being in the academic tract coursework, taking more demanding coursework, more likely to attend college full time and graduate holding higher aspiration for attending college. These positive effects are not just from participating in athletics but also from joining other activities as well.

Studies conducted indicate that co-curricular activities do, in fact promote academic performance in students. However, are the co-curricular activities themselves, regardless of outside or social influences, responsible for this impact on academic performance? Guest and Schneider (as cited in Acquah & Anti Parthey, 2014) conducted research on what influence various social factors had on the relationship between co-curricular activities and academic performance. They found that most of studies previously conducted on the relationship between two factors had not taken into account the meaning that participation in co-curricular activities (held) for individual participation within distinct social contents. They believed that every school and community assigned certain values to various activities, putting more importance on some over others. According to Guest and Schneird, the value that is placed on each activity affects the relationship between that specific activity and academic performance.

Schools are more than just places where academic learning occurs. Depending on many factors, they are also complex social environments that can be inviting or alienating. Successful programs for at-risk learners attempt to create an environment that helps learners develop a sense of commitment to the school community Terenzini et al (2012). Co-curricular activities such as student government, academic or special interest clubs, theatre and music groups, and internal sports teams have traditionally enhanced learners ' sense of school membership by providing them with a special position in the school community. Learners involved in these kinds of co-curricular activities find opportunities

to shine and are less likely to become disengaged from school. Many studies have indicated an association between co-curricular activities in general and positive academic outcomes.

Educationists say that co-curricular activities help children develop their personality, for psychologists it sublimates their instincts and gives vent to their pent-up feelings, and sociologists maintain that it helps them in the words of Dunhill (1963) that stated that to act civically, to live as friendly neighbors and to develop a sense of responsibility through accepting responsibility. Better achievement in co-curricular activities not only gives satisfaction to the learners but it also infuses a sense of pride in their school. This tone or school spirit should help every activity or pastime undertaken by the learners of the school. Co-curricular activities play an important role in the lives of learners. Thus, several studies have been conducted in various countries on the status and effects that co-curricular activities can have on learners. In those studies some have focused on specific population such as athletes whereas others have focused on outcome variables such as personal and social development, academic achievement, and participation in activities related to delinquency.

The study also aimed at determining the influence of teachers' role in the development of co-curricular activities among learners in primary schools in Lamu County, Kenya. Emphasis on co-curricular activities has been made because the Ministry knows of the positive effect of learner being all-rounder when they excel in academic and co-curricular activities. In some primary schools, applications for the entrance are judged on the examination of co-curricular activities but great care is taken to ensure that the selected pupils are active in curriculum activities too. The concern here is whether pupils who participate in co-curricular activities are gaining any benefits or is it a mere waste of time and effort by all parties. The importance in education does not only lie in academic but also in all other fields which are required in educating pupils, which include skills and co curriculum.

Fostering a sense of school co-curricular engagement in a personalized environment requires an expanded role for teachers. In this expanded role, teachers seek to influence learners' social and personal development, as well as their intellectual growth. To sustain a pervasive "ethic of caring," adults maintain continuous and sustained contact with learners, responding to the learners as whole persons rather than just as clients in need of a particular service. Expanding their traditional role as transmitters of knowledge, teachers help create networks of support that foster learners' sense of belonging and support learners to succeed in the school. For their part, adults in the school need to promote positive and respectful relations between adults and learners; help learners with personal problems; cultivate learners' ability to meet school standards; and support learners' efforts to find a place in society by forging appropriate links between personal goals and interests, school opportunities, and future plans. In exchange for this active commitment from the school, learners behave positively and respectfully toward adults and peers and commit their mental and physical efforts in school tasks to a level making their own achievement likely.

In conclusion, analyzing student participation rates in co-curricular activities across different grade levels in primary schools provides valuable insights into the factors influencing engagement and the benefits of involvement. By understanding the unique needs and interests of students at each stage of development, educators can design inclusive and comprehensive co-curricular programs that promote holistic pupils' success.

2.3 Challenges of Curricular Activities on Academic Performance in Core Subjects.

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. When students get overscheduled, they might be spreading themselves too thin, which may lead to spending less time studying and preparing for class. Some athletes may have life-long injuries that occur when they are participating in sports. This is another potential negative effect of participation in co-curricular activities.

Bhullar et al. (2012) in their study concluded that parents in most of the areas encouraged their daughters to participate in co-curricular activities and sports competition. The study of Bawa and Debnath (2014) has shown that learners suffering from high anxiety got relieved of it through a regular participation in co-curricular participation. Participation in this activity improves self-esteem, self-satisfaction, personal worth and emotional adjustment. Booth (2018), Ikagami (2010), Johnson and Coffey (2014), reported that participation in co-curricular, especially in sports, yoga, field visit, social service, drama, helped in reducing the anxiety level of the participants.

This study as well investigated the Perceived Challenges of Curricular Activities on Academic Performance in Core Subjects. When families are involved in their children's co-curricular talent development in positive ways, research shows that children achieve higher grades have better attitudes and behavior, graduate at higher rates and enroll in higher education in greater numbers. Parents and other family members influence their children's social development by supervising how they spend their time outside of school; fostering the development of their children's confidence and motivation to become successful learners; and influencing the work of schools through their participation in governance, advisory, and advocacy groups.

Although research indicates that pupils of all ages develop their co-curricular talent in schools where parents and other family members are involved, few empirical data show which strategies for fostering partnerships with families work best at the secondary school level -thus the need to investigate these strategies. The same principles that govern successful elementary school parent involvement programs appear to hold true for high schools as well. Schools must view parent involvement as a process rather than as a series of isolated events; communication between the school and families should be ongoing and participatory; and a committed leadership must support ongoing parent-involvement efforts and assessment activities to inform future planning.

According to Southgate & Roscigno, (2009), there have been several studies conducted to determine if there is a relationship between exposure to music and student achievement. According to a new study conducted by Social Science Quarterly, music lessons in school

and outside of school have a positive impact on reading and mathematical scores. Two professors at Ohio State, determined that music has a positive association with academic achievement. Southgate and Roscigno (2009) determined that this association was even stronger for students during their high school years. The study also revealed that not all adolescents have the same opportunity to participate in music or band programs. The socioeconomic status of the students plays a significant role in their amount of exposure to music. The lower socioeconomic students tend to have less exposure to music and band programs. Besides the students social class, the students ethnicity is also a predictor of exposure to music and band programs. Southgate and Roscigno believe that this information will have a major impact on federal, state, and local school levels. These agencies need to determine how to use resources to help all students. The development of music and band programs in the schools can allow all students to have more exposure. These programs can be successful despite the predictors of ethnicity and social class (Southgate & Roscigno, 2009).

In conclusion, understanding the factors influencing student participation in co-curricular activities, such as gender and academic performance, is essential for promoting inclusive and equitable educational environments. By addressing stereotypes, biases, and barriers to participation and fostering a supportive and inclusive school culture, educators can empower all students to explore their interests, develop talents, and thrive in co-curricular pursuits.

2.4 Conclusion

It is imperative to note that a lot of studies have been conducted on curriculum activities and academic performance and gaps identified as far as academic performance is concerned, in Bunatsami Sub County in particular, pupils' performance has had challenges and studies on pupils performance had not been conducted which made this study inevitable.

CHAPTER THREE

Methodology

3.1 Introduction

This chapter consisted of the research design, study population, sample size, sampling procedures, data collection instruments, validity, reliability of the research instruments, data analysis and ethical considerations.

3.2 Research Design

A study design is a stated structure and process of conducting a research project, detailing the plan and method for systematically and scientifically obtaining the data to be analyzed Amin (2005). The researcher employed a cross sectional research design where both qualitative and quantitative analysis was used to examine the Impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District.

These approaches was used for mutual validation of findings for the production of more coherent and a complete picture of the investigation domain. A complete numerical description of findings with such design was provided. This approach was given consideration because it enables approval and disapproval of assumptions, captures a specific point in time and the data generated can be used for various types of studies Creswell (2005). Therefore using a combination of approaches helped to compile information on the Impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District.

3.3 Study Population

Mugenda (2013) defines a study population as a complete set of individuals, cases or objects with common observable characteristics. The study population constituted a total number of 200 respondents out of which a sample of 154 respondents was selected. Study respondents included (Teachers, Head teachers and Pupils). These categories selected because they are key informants of the study.

3.4 Sample Size

Kakinda (2000) describes a sample as a subset of the population, this study in particular selected 154 respondents to participate in the study.

Table 3.1 Showing Category of Respondents, Population, Sample Size and Sampling Techniques.

Category	Population	Sample Size	Sampling Technique
Pupils	172	127	Simple Random
Teachers	25	24	Simple Random
Head Teachers	03	03	Census Sampling
Total	200	154	

Source: Researcher (2024) for Population, Krejcie and Morgan for Sample Size (1970), and the Researcher for Sampling Techniques

3.5 Sampling Techniques

3.5.1 Census Sampling

Census Sampling. Is a procedure of systematically acquiring and recording information about members of a given population Behrisch (2016). Head teacher was selected using census sampling because they are top policy and decision makers in school affairs, knowledgeable and experienced with information that enriched the study.

This approach was used because census as a method reduces costs in monetary terms such as the facilitation of research assistants, reduces the time needed to collect data and produces the data as required and more detailed information can be asked.

3.5.2 Simple Random Sampling

Simple Random Sampling is the kind of sampling that gives every member of the population an equal chance to be included in the study (Lance & Hattori, 2006). Out of a population of 150 pupils, 108 pupils were randomly selected to participate in the study while out of 25 teachers, 24 teachers was selected randomly. This strategy was utilized since it is more affordable and gives respondents an equal chance to participate. To record fair and balanced results, each respondent in this situation was selected at random to create equal chances for the respondents to participate in the study.

Simple random sampling is important for such a study because it is easy to use and gives accurate representation of a large population.

3.6 Instruments for Data Collection

Concerning research instruments, the researcher used three basic instruments; questionnaires, interview guides and documentary analysis as research.

3.6.1 Questionnaires

Questionnaires are a set of printed or written questions with a choice of answers, devised for the purposes of a survey or a statistical study Leedy and Ormrod (2001). This involved the use of pre-set questions that were issued to get information from respondents. The researcher used questionnaires because of their ability to produce data and provides responses from a wide range of opinion from different respondents at once. It is a practical and most convenient method of gathering data, offer a quick way to get results.

3.6.2 Interview Guide

Interviewing is a shared face to face interaction between the interviewer and the interviewee (Amin, 2005). Semi structured interview guides was used. Interviews were used to collect primary data from head teachers. This instrument was used with a purpose of collecting more in-depth information on the examine the Impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District.

3.7 Data Quality Controls

Data quality controls was used to ensure that data is reliable and valid; the two principal aspects of validity and reliability was treated as follows:

3.7.1 Validity

The researcher established the validity of the instrument through discussion of the instrument with colleagues, the supervisor and other experts. In order to compute the content validity index (C.V.I), the questions were developed and the opinions of the supervisor and other experts were put in consideration to ensure consistence of the

instrument. This helped to rate the relevance of the items in the questionnaire in relation to the research objectives. This was consistent with Creswell (2005).

To compute the Content Validity Index (CVI), the researcher used the formula below.

$$CVI = \frac{R}{K}$$

Where CVI = content validity index

R = No. of items rated as relevant

K = Total No. of items in the instrument

According to Amin (2005), any score above 0.7 is deemed appropriate and valid as far as the instrument is concerned.

3.7.2 Reliability

According to Ahuja (2000), reliability refers to the consistency of a measure of a concept. A pilot study was conducted in the selected primary schools in Manafwa District to select pupils and teachers who were given a similar set of questionnaire to test the reliability of the instrument and cronbach alpha coefficient was then be used to provide an estimate of how well all the variables on a test instrument measure the same phenomenon, Cronbach Alpha Coefficient is considered to be a fundamental measure of the reliability of research instrument if it is found greater than 0.7.

Ahuja (2000), argues that the research instrument is reliable, acceptable and worth being used for data collection if found above 0.7.

3.8 Data Analysis

Qualitative and quantitative techniques was used to analyze the data.

3.8.1 Quantitative Data Analysis

During and after data collection, quantitative data was edited, coded, classified and tabulated inform of frequencies and percentages. Descriptive statistics enabled the researcher to synthesize and summarize the quantitative data. The descriptive statistics described the sample in terms of responses to the question using tables and frequencies.

3.8.2 Qualitative Data Analysis

Qualitative data from head teachers and parents was analyzed through content analysis. The data collected from interviews was used to triangulate quantitative data from the questionnaire. The findings were analyzed and then discussed under the sub themes of the study. Conclusions were drawn from the observations based on the data analysis.

3.9 Ethical Considerations

A form was provided entailing details about confidentiality on the side of respondents that whatever they disclosed was treated with utmost secrecy.

The researcher addressed ethical issues when reporting the collected data, this was done by avoiding opinions that suggest bias based on gender, sexual orientation, racial or ethnic group, disability or use of specific research language and also the researcher was sensitive to the stereotyped labels and knowledge participation of people in the study.

The researcher obtained informed consent of each participant after full disclosure of the purpose, nature and benefits of the study while allowing participants to ask any pertinent questions. In this case, confidentiality of any information given was granted and the identity of respondents was confidential. This offered privacy to participants during data collection.

The researcher obtained a letter of introduction from the Faculty of Science and Education at Busitema University in Uganda, and sought for permission to administer the questionnaires and interview guides to the respondents.

CHAPTER FOUR

Data Presentation, Interpretation, Analysis and Discussion of Findings

4.0 Introduction

This chapter dealt with the presentation of data, analysis and discussion of the findings of the study. This was done according to the objectives of the study. The researcher used frequency distribution tables in presenting the data and use of short quotations in support of the qualitative data to examine the impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District.

4.1 Response Rate

The researcher distributed 151 questionnaires to pupils and teachers in the selected primary schools. Only 150 questionnaires were returned, indicating one questionnaires was not returned.

Statistically, the Number of Questionnaires Distributed

Table 4.1: Response Rate Determination

Response Rate	Percentage
Total Returned Questionnaires	150
Total Distributed Questionnaires	151
Response Rate	99.3%

Source: Fields Data (2024).

4.2 Demographic Features of the Respondents

This section discussed the background information of the respondents who were relevant to the study in reference to gender, age, work experience and highest level of education as explained below;

Table 4.2: Gender of Respondents

	Category	Frequency	Percent
Teachers	Male	16	67
	Female	08	33
	Total	24	100
Pupils	Male	32	25
	Female	106	85
	Total	126	100

Source: Fields Data (2024).

In reference to Table 4.2 regarding the gender of the teachers, 16(67%) were male, while 08(33%) were female. It was observed that there were more male respondents compared to female respondents. This suggests that male respondents were more available and possibly more curious about the study. As for the pupil, 32(25%) were male while 106(85%) were female, there were more female pupils as compared to the male pupils. Despite the difference in numbers, male pupils were equally represented. The importance of gender representation in this research is to ensure that all genders had the opportunity to express their opinions on the study.

Table 4.3: Age Bracket of the Respondents

	Age	Frequency	Percent
Teachers	21-30	10	42
	31-40	08	33
	41 and above	06	25
	Total	24	100
Pupils	10-13	92	73
	14-18	34	27
	Total	126	100

Source: Primary Data (2024)

Table 4.3 shows the age distribution of respondents: 10(42%) were aged 21-30 years, 08 (33%) were aged 31-40 years, and 06 (25%) were over 40 years old. Most respondents were in the 21-30 age group. All teachers were mature since they were over 18 years old. As for the pupils, majority were 10-13 years. Their opinion as regards the study were

pertinent. Age was a significant factor in this study to gather diverse perspectives and reliable information from different age groups, enriching the study's findings.

Table 4.4: Work Experience

Category of Work Experience	Frequency	Valid Percent
0-5 years	13	54
6-7years	08	33
12 years and above	03	13
Total	24	100.0

Source: Fields Data (2024).

In reference to the table 4.4: it was noted that 13(54%) of the respondents had worked for 0-5 years, 08(33%) were for 6-7 years, 03(13%) have served for 12 years and above. Findings indicated that all the teachers had the experience in the teaching profession. Work experience in this case was relevant for purposes of exhausting information from respondents about the study.

Table 4.5: Level of Education

Category of Level of Education	Frequency	Valid Percent
Diploma	09	38
Bachelor's Degree	10	42
Post graduate	05	20
Total	24	100.0

Source: Fields Data (2024).

Table 4.5 presents the education level of the teachers who participated in the study. The findings indicate that 09(38%) respondents were of Diploma level, 10(42%) were of Bachelors level of education, 05(20%) were of post graduate level of education. Findings indicated that teachers were highly qualified and had the appropriate experience in the teaching profession. Educational level in this study was relevant for purposes of getting clarity (enhanced information) for the study about examine the impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District.

4.3 Objective One: To determine the extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

This objective assessed the extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

How is the Academic Performance of Learners in Core Subjects in Bunatsami Sub County, Bududa District?

Table 4.6: Showing the Academic Performance of Learners in Core Subject

Response	Frequency	Percentage
Good	18	12
Fair	82	55
Worse	12	08
Improving	38	25
Total	150	100

Source: Primary Data (2025)

Study findings indicated that 18(12%) said the performance of is good, 82(55%) said performance is fair, 12(08%) said worse while 38(25%) said improving. Findings indicated that majority said the performance was fair. This implied that a lot more efforts are required to ensure improving in pupils' performance.

What particular co-curricular activities do learners engage in at school?

This refers to the kind of activities learners engage in during school hours. Respondents were asked whether about the particular co-curricular activities do learners engage in at school and their responses were as follows;

Table 4.6: Showing Particular Co-Curricular Activities Do Learners Engage In At School

Response	Frequency	Percentage
Football	50	33
Netball	83	55
Volley ball	18	12
Total	150	100

Source: Primary Data (2024)

Study findings noted that 50(33%) said football, 83(55%) said Netball while 18(12%) said volleyball. Findings indicated that majority of the respondents said netball for the girls while 50(33%) said football for the boys. This implied that activities are often carried out in primary schools in Bunatsami Sub County, Bududa District. These activities are meant to help pupil refresh and become active in class. An environment away from class for entrainment to help pupils regain focus whenever in class.

Table 4.7: Showing how often do you engage in these activities

Response	Frequency	Percentage
Every after Classes	50	15
Twice a week	83	75
Once a week	18	10
Total	150	100

Source: Primary Data (2025)

Findings indicated that co – curricular activities are carried out every after class with a response rate of 50(15%), 83(75%) said twice a week while, 18(10%) said once a week. Findings indicated that majority of the respondents said twice a week. Study findings indicated co-curricular activities are only time tabled twice a week however pupils are free play during lunch breaks, breakfast and evening after classes to relax, refresh and gain the rhythm for classes.

Table 4.8: Of What Significance are these Activities to their Academic Performance in class?

Response	Frequency	Percentage
Co-curricular activities make learners to gain focus	15	10
Helps them to concentrate and focus in class	38	25
Makes learners to be active in class to avoid dozing while in class	97	65
Total	150	100

Source: Primary Data (2025)

Findings indicated that 15(10%) of the respondents said co-curricular activities make learners to gain focus, 38(25%) said helps them to concentrate and focus in class while 97(65%) said makes learners to be active in class to avoid dozing while in class. It was noted that majority of the respondents said co-curricular activities makes learners to become active in class to avoid dozing while in class. This not only helps to void pupils from failing but also improves their grades in assessments.

Table 4.9: Respondents were asked to relate the Extent to Which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District. No=24 Teachers)

Co-Curricular Activities as it Impacts Learners' Academic Performance in Core Subjects	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
1. In our school, co-curricular activities provide students with opportunities to apply knowledge gained in core subjects to real world scenarios deepening their understanding.	00(00%)	00(00%)	04(17%)	13(54%)	07(29%)
2. Pupils boost overall motivation hence better academic grades	00(00%)	00(00%)	05(21%)	15(63%)	04(17%)
3. Co-curricular activities influence pupils' confidence and ability to initiate better	00(00%)	00(00%)	02(17%)	12(54%)	10(29%)

grades					
4. Balancing co-curricular activities with academic responsibilities teaches students valuable time management skill, enhancing their ability to prioritize tasks and meet deadlines.	00(00%)	00(00%)	08(33%)	02(08%)	20(83%)
5. Students' engagement in diverse extracurricular experience can foster a well-rounded education	00(00%)	00(00%)	04(16%)	05(20%)	15(65%)

Source: Primary Data (2024)

Co-Curricular Activities provide Students with Opportunities to Apply Knowledge Gained in Core Subjects to Real World Scenarios Deepening their Understanding.

Findings on whether co-curricular activities provide students with opportunities to apply knowledge gained in core subjects to real world scenarios deepening their understanding, it was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 04(17%) were moderate with the statement, 13(54%) strongly agreed while 07(29%) agreed with the statement. It was noted that co-curricular activities motivate learners to study, helps them to focus and encourages them to explore other talents away from class. This is important because it enhances it creates exposure for students.

Pupils Boost Overall Motivation Hence Better Academic Grades. It was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 05(21%) were moderate with the statement, 15(63%) strongly agreed while 04(17%) agreed with the statement. Finding noted that co-curricular activities help pupils to be motivated to only concentrate in class but also read hard with the right mindset. This has been proven to improve grades.

It was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 05(21%) were moderate with the statement, 15(63%) strongly agreed while 04(17%) agreed with the statement that co-curricular activities influence pupils' confidence and ability to initiate better grades. It was noted that co-curricular activities help to make pupils physically fit,

make pupils exercise and gain the momentum for class and books. It is clearly noted that co-curricular activities significantly have improve student improvement in grades.

Balancing co-curricular activities with academic responsibilities teaches students valuable time management skill, enhancing their ability to prioritize tasks and meet deadlines. Findings indicated that 00(00%) strongly disagreed, 00(00%) disagreed, 08(33%) were moderate with the statement, 02(08%) strongly agreed while 20(83%) agreed. It was noted that majority of the respondents agreed with the statement. Findings indicated that makes pupils to be time conscious to understand that there is always time for everything; the time to be in class, the time to be on the pitch, and the time to understand their responsibility. This has helped to create an atmosphere for being active in class hence helping to improve grades.

Students' Engagement in Diverse Extracurricular Experience Can Foster a Well-Rounded Education. Based on the findings, it was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 04(16%) were moderate with the statement, 05(20%) strongly agreed while 15(65%) agreed. It was noted that majority of the respondents agree with the statement. They said engaging in co-curricular activities helps to enhance pupils minds, makes them confident, active and self-reliant. This is fundamental for improving performance.

Objective Two: The Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

This section dealt with the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

Table 4.10: Showing the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

Benefits of Co-Curricular Activities and Academic Performance in Core Subjects	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
1. Engaging students in our school in co-curricular activities enhances critical thinking skills, which can positively influence academic performance	00(00%)	00(00%)	02(17%)	12(54%)	10(29%)
2. Co-curricular activities provide a creative outlet, stimulating students' minds and enhancing their ability to think outside the box, which can lead to innovative approaches in core subjects.	00(00%)	00(00%)	08(33%)	05(21%)	11(46%)
3. Our students participate in co-curricular activities which have helped to reduce stress levels and prevent burnout, leading to increased focus and productivity in core academic areas.	00(00%)	00(00%)	05(21%)	15(63%)	04(17%)
4. Building leadership skills through co-curricular involvement can instill confidence and motivation in students, hence positively impacting their engagement and performance in core subjects.	00(00%)	00(00%)	08(33%)	11(46%)	05(21%)
5. The sense of accomplishment and fulfillment gained from excelling in co-curricular pursuits can boost self-esteem and motivation, contributing to overall academic success in core subjects	00(00%)	00(00%)	12(50%)	08(33%)	04(16%)

Source: Primary Data (2024)

Our school in co-curricular activities enhances critical thinking skills, which can positively influence academic performance

Study findings indicated that 00(00%) strongly disagreed, 00(00%) disagreed, 02(17%) were moderate with the statement, 12(54%) strongly agreed while 10(29%) agreed with the statement that engaging students in our school in co-curricular activities enhances critical thinking skills, which can positively influence academic performance. It was noted that Activities like debates, science fairs, and math clubs require pupils to analyze problems, think critically, and develop solutions, Arts, music, and drama encourage creative thinking. Creative problem-solving is a key aspect of critical thinking, and students can transfer these skills to their academic work while Group activities such as sports, project-based learning, and student clubs require pupils to work together, discuss different viewpoints, and make collective decisions. This interaction fosters critical thinking as pupils learn to evaluate different perspectives.

Co-curricular activities provide a creative outlet, stimulating students' minds and enhancing their ability to think outside the box, which can lead to innovative approaches in core subjects.

Study findings that 00(00%) strongly disagreed, 00(00%) disagreed, 08(33%) were moderate with the statement, 05(21%) strongly agreed while 11(46%) agreed with the statement that co-curricular activities provide a creative outlet, stimulating students' minds and enhancing their ability to think outside the box, which can lead to innovative approaches in core subjects. It was found out that activities like art, music, drama, and writing allow pupils to express themselves creatively, fostering imagination and innovation. In addition many co-curricular activities involve challenges and problem-solving, which enhance critical thinking and the ability to approach problems from different angles, group activities, such as sports and club projects, teach pupils how to work together, communicate effectively, and think collaboratively.

Our students participate in co-curricular activities which have helped to reduce stress levels and prevent burnout, leading to increased focus and productivity in core academic areas.

Findings indicated that 00(00%) strongly disagreed, 00(00%) disagreed, 05(21%) were moderate with the statement, 15(63%) strongly agreed while 04(17%) agreed with the statement that our students participate in co-curricular activities which have helped to reduce stress levels and prevent burnout, leading to increased focus and productivity in core academic areas. It was noted that co-curricular activities play a significant role in reducing stress levels and preventing burnout, which in turn can enhance focus and productivity. By engaging in activities such as sports, music, arts, and clubs, students can take breaks from their academic work, allowing them to recharge and return with renewed energy and focus. This balance helps maintain mental and physical health, leading to improved academic performance.

Building leadership skills through co-curricular involvement can instill confidence and motivation in students, hence positively impacting their engagement and performance in core subjects.

Findings indicated that building leadership skills through co-curricular involvement can instill confidence and motivation in students, hence positively impacting their engagement and performance in core subjects. In response, it was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 08(33%) were moderate with the statement, 11(46%) strongly agreed while 05(21%) agreed. It was observed that engaging in activities like sports, music, drama, and debate helps pupils develop new skills, which boosts their self-esteem and confidence, in addition participating in group activities encourages pupils to interact with peers, fostering teamwork and communication skills, which enhances their social confidence, further still engaging in enjoyable activities outside the classroom helps reduce stress, making pupils more relaxed and focused, which positively impacts their overall motivation and performance. Overall, co-curricular activities provide a well-rounded education, contributing significantly to the personal growth and motivation of pupils.

The sense of accomplishment and fulfillment gained from excelling in co-curricular pursuits can boost self-esteem and motivation, contributing to overall academic success in core subjects. In response, it was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 12(50%) were moderate with the statement, 08(33%) strongly agreed while 04(16%) agreed. It was noted that success in co-curricular activities, such as winning a competition or performing well in a play, provides pupils with a sense of accomplishment and recognition, motivating them to pursue further goals.

Objective Two: Challenges of Curricular Activities on Academic Performance.

Table 4.11: Challenges of Curricular Activities on Academic Performance.

Challenges of Curricular Activities on Academic Performance	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
1. Balancing Co-curricular activities with academics can be a significant challenge for pupils.	00(00%)	00(00%)	05(21%)	15(63%)	04(17%)
2. Engaging learners in co-curricular activities can sometimes lead to distractions from academic studies	00(00%)	02(00%)	06(17%)	04(17%)	12(63%)
3. Juggling between co-curricular commitments and academic responsibilities may cause stress and fatigue among pupils	00(00%)	03(13%)	06(24%)	10(42%)	05(21%)
4. Some pupils struggle with maintain academic standards while actively participating in co-curriculum.	00(00%)	00(00%)	08(33%)	11(46%)	05(21%)
5. Pupils face challenges in managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements	00(00%)	00(00%)	05(21%)	15(63%)	04(17%)

Source: Primary Data (2024)

Balancing Co-curricular activities with academics can be a significant challenge for pupils.

It was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 05(21%) were moderate with the statement, 15(63%) strongly agreed while 04(17%) agreed with the

statement that balancing co-curricular activities with academics can be a significant challenge for pupils. Findings indicate that Pupils may struggle to allocate enough time for both academic work and co-curricular activities, leading to stress and potential burnout, in addition, insufficient support from parents, teachers, or the school system can make it difficult for pupils to balance both aspects effectively. However, with proper support, time management skills, and a balanced approach, pupils can benefit significantly from participating in both academics and co-curricular activities, enhancing their overall development and well-being.

Engaging learners in co-curricular activities can sometimes lead to distractions from academic studies. Finding indicated that 00(00%) strongly disagreed, 00(00%) disagreed, 06(17%) were moderate with the statement, 04(17%) strongly agreed while 12(63%) agreed with time spent on co-curricular activities might reduce the time available for studying, completing homework, or revising for exams. In addition, physical and mental exhaustion from intense or frequent co-curricular activities can impact a learner's ability to focus and perform well in their academic work. Further still Learners might prioritize co-curricular activities they enjoy over their academic responsibilities, leading to neglect of their studies.

Juggling between co-curricular commitments and academic responsibilities may cause stress and fatigue among pupils

Findings indicated that juggling between Co-Curricular Commitments and Academic Responsibilities may cause Stress and Fatigue among pupils. According to the findings 00(00%) strongly disagreed, 03(13%) disagreed, 06(24%) were moderate with the statement, 10(42%) strongly agreed while 05(21%) agreed. It was noted that balancing a full academic schedule with multiple co-curricular activities can lead to an overloaded daily routine, leaving little time for rest and relaxation, pupils may feel pressure to excel in both academics and co-curricular activities, leading to increased stress. Further still difficulty in managing time efficiently can result in last-minute rushes to meet deadlines, causing additional stress.

Some pupils struggle with maintain academic standards while actively participating in co-curriculum

It was noted that 00(00%) strongly disagreed, 00(00%) disagreed, 08(33%) were moderate with the statement, 11(46%) strongly agreed while 05(21%) agreed with the statement that some pupils struggle to maintain academic standards while actively participating in co-curriculum. It was found out that some pupils do struggle to maintain academic standards while actively participating in co-curricular activities, pupils may find it difficult to prioritize academics over co-curricular activities they enjoy, leading to neglect of their academic responsibilities. With appropriate support, effective time management, and a balanced approach, pupils can successfully engage in both academics and co-curricular activities, benefiting from the holistic development that both areas provide.

Pupils face challenges in managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements

Findings indicated that that 00(00%) strongly disagreed, 00(00%) disagreed, 05(21%) were moderate with the statement, 15(63%) strongly agreed while 04(17%) agreed pupils face challenges in managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements. It was noted that limited number of hours in a day can make it difficult for pupils to allocate sufficient time to both academics and co-curricular, pupils might struggle to determine which activities should take precedence, leading to poor time management and potential neglect of important tasks. Overall pupils can benefit from guidance on time management strategies, setting realistic goals, creating structured schedules, and learning to prioritize their tasks effectively. Support from teachers, parents, and coaches can also play a crucial role in helping pupils manage their time and commitments successfully.

Pupils' Questionnaires

Pupils were asked about the following questions and their responses were as follows;

To Investigate the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

This dealt with the pupils' opinion on the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

Table 4.12: Of What Benefits are Co-Curricular Activities to you as a Learners?

Response	Frequency	Percentage
Enhances critical thinking skills	32	25
Stimulating students' minds and enhancing their ability to think	57	45
Helped to reduce stress levels	25	20
Enhances critical thinking skills	13	10
Total	127	100

Source: Primary Data (2024)

Study findings indicated that 32(25%) said enhances critical thinking skills, 57(45%) said Stimulating students' minds and enhancing their ability to think, 25(20%) said helps to reduce stress levels while 13(10%) said enhances critical thinking skills. Pupils said co-curricular activities help to refresh pupils' minds, become active and focus and this in a way helps to upgrade their academic performance much as of now, pupils' performance is not all that good but school are tirelessly working to improve their performance such as continuous assessment, engaging in seminars, quiz and time for activities.

Table 4.13: How Does Co-Curricular Activities Influence Academic Performance

Response	Frequency	Percentage
It opens up students' minds to focus on books	63	50
Makes students body physically fit	32	25
Makes students active in class	32	25
Total	127	100

Source: Primary Data (2024)

Findings indicated that 63(50%) noted that co-curricular activities opens up students' minds to focus on books, 32(25%) said co-curricular activities makes students body, physically fit, 32(25%) said co-curricular activities makes students active in class. It was noted that majority of the pupils said co-curricular activities opens up students' minds to focus on books. In their discussions, they said co-curricular activities are good because they make the brains active and re – activate body muscles for a physical and psychologically sound mind which hence helps to improve pupils' concentration in class.

Table 4.14: To what extent do teachers participate in co-curricular activities?

Response	Frequency	Percentage
No extent	00	00
Little extent	25	20
Moderate extent	76	60
Great extent	25	20
Total	127	100

Source: Primary Data (2024)

Findings indicated that 00(00%) said no extent, 25(20%) said little extent, 76(60%) said moderate extent while 25(20%). It was noted that majority said teachers to a moderately extent participate in co-curricular activities. Findings indicated that in schools, there are teachers who are responsible for sports, however those who are not responsible are not limited from participation. It is therefore an open space for teachers to always engage as a form of exercise for their bodies as well.

Section E: The Perceived Challenges of Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

Table 4.15: Whether pupils face challenges in the academic performance of the core subjects.

Response	Frequency	Percentage
Yes	102	80
No	25	20
Total	127	100

Source: Primary Data (2024)

Study findings indicated that 102(80%) agreed while 25(20%) disagreed. From the findings, it was noted that majority of the pupils have a negative attitude towards certain subjects. Subjects such as mathematics, and English always bully pupils, issues related to absenteeism affect performance and many more pupil do not adequately concentrate to study. These have severely affected pupils' performance.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the conclusions and recommendations in reference to the impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District. Areas of future research that can supplement this study are also suggested.

5.1 Conclusions

The conclusions were made in line with the major objectives that guided the study.

5.1.1 Extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

It is concluded that Co-curricular activities greatly impact learners performance because curricular activities provide students with opportunities to apply knowledge gained in core subjects to real world scenarios deepening their understanding, boost overall motivation hence better academic grades, influences pupils' confidence and ability to initiate better grades, balancing co-curricular activities with academic responsibilities teaches students valuable time management skill, enhancing their ability to prioritize tasks and meet deadlines and engagement in diverse extracurricular experience can foster a well-rounded education.

5.1.2 Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

It is further still concluded that co-curricular activities are important and beneficial for it enhances critical thinking skills, provide a creative outlet, stimulating students' minds and enhancing their ability to think, co-curricular activities which have helped to reduce stress levels, can instill confidence and motivation in students and sense of accomplishment and fulfillment gained from excelling in co-curricular pursuits can boost self-esteem.

5.1.3 Perceived Challenges of Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

It is concluded that the challenges faced include balancing Co-curricular activities with academics, engaging learners in co-curricular activities can sometimes lead to distractions from academic studies, juggling between co-curricular commitments and academic responsibilities may cause stress and fatigue among pupils, pupils struggle with maintain academic standards while actively participating in co-curriculum and managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements.

5.2 Recommendation

It is recommendation that there is need to Integrate co-curricular activities into the daily or weekly schedule and ensure that these activities complement the academic curriculum rather than compete with it.

There is need to offer a diverse range of activities, including sports, arts, music, drama, debate, and clubs (e.g., science club, language clubs) and further to cater to various interests and talents to engage more students.

There is need to encourage parents to support and get involved in co-curricular activities and regularly communicate the benefits of these activities to parents and guardians.

It is also recommended that there is need to provide professional development for teachers to manage and supervise co-curricular activities effectively and encourage teachers to identify and nurture students' talents and interests.

There is need to partner with local organizations, sports clubs, and cultural groups to enhance the range of activities offered and invite community members to conduct workshops or mentor students.

There is need ensure adequate facilities and resources are available for a variety of activities and invest in necessary equipment, such as sports gear, musical instruments, and art supplies.

There is need to recognize and celebrate students' achievements in co-curricular activities through awards, certificates, and public acknowledgment and offer incentives, such as special privileges or trips, to motivate participation.

Reference

- Acquah, B. & Anti Partey, P. (2014). The Influence of Co-Curricular Activities on Students' Performance in Economics. *Journal of Educational Management*. 6. 147-160.
- Aritzeta, A., Balluerka, N., Gorostiaga, A., Alonso-Arbiol, I., Haranburu, M., & Gartzia, L. (2016). Classroom emotional intelligence and its relationship with school performance. *European Journal of Education and Psychology*, 9(1), 1-8. doi:10.1016/j.ejeps.2015.11.001.
- Bawa, G.S. & Kalpana D. (2014). "Role of Games and Sports in Determining Anxiety level." *Research Bi-Annual for movement*. Vol. - 9, No.2.
- Booth, E.G. (2018) "*Personality traits of Athletes as Measured by MMPI.*" *Research Quarterly*. Vol.29.No1
- Burns, G. N., Jasinski, D., Dunn, S., & Fletcher, D. (2013). *Academic Support Services and Career Decision-Making Self-Efficacy in Student Athletes*. *Career Development Quarterly*, 61(2), 161-167. doi:10.1002/j.2161-0045.2013.00044.x
- Jacobs, S. S. (2014). *Technical characteristics and some correlates of the California Critical Thinking Skills Test, Forms A and B*. *Research in Higher Education*, 36 (1), 89-108.

- Makarova, V. & Reva, A. (2017). *Perceived impact of extra-curricular activities on foreign language learning in Canadian and Russian university contexts*. *Apples – Journal of Applied Language*, 11(1): 43–65.
- Marsh, H.W & Shavelson, R. (2010). *Self-Concept: Its Multifaceted, Hierarchical Structure*. *Self-Concept: Its Multifaceted, Hierarchical Structure*, *Educational Psychologist*, 20:3, 107-12. https://doi.org/10.1207/s15326985ep2003_1.
- Morinaj, J., Scharfb, J., Grecu, A., Hadjar, A., Hascher, T & Marcin, K. (2017). *School Alienation: A Construct Validation Study*. *Frontline Learning Research* 5(2): 36-59.
- Mushtaq, S. N. K. (2012). Factors affecting students' academic performance. *Global Journal of Management and Business Research*, 12(9).
- Poh-Sun Seow & Gary P. (2014). A Literature Review of the Impact of extra-curricular Activities Participation on Students' Academic performance, *Journal of Education for Business*, 89:7, 361-366, DOI: 10.1080/08832323.2014.912195.
- Rees, D.I. & Sabia, J.J. (2010). Sports participation and academic performance: *Evidence from the National Longitudinal Study of Adolescent Health*. *Economics of Education Review* 29: 751–759.
- Rees, D.I. & Sabia, J.J. (2010). Sports participation and academic performance: *Evidence from the National Longitudinal Study of Adolescent Health*. *Economics of Education Review* 29: 751–759.

Roberts, K. L., & Sampson, P. M. (2011). School board member professional development and effects on student achievement. *International Journal of Educational Management*, 25(7), 701-713.

Southgate, D. & Roscigno, V. (2009). *The Impact of Music on Childhood and Adolescent Achievement*. *Social Science Quarterly*, 90(1): 4

Tinto, V. (1987). *Theories of student departure revisited*. In J. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 2, pp. 359-384) New York: Agathon Press.

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

I, **MASOLA IBRAHIM, Reg no. BU/UP/2022/1754**, am conducting a research study Impact of Co-Curricular Activities on Academic Performance in Primary Schools in Bunatsami Sub County, Bududa District. You have been randomly selected among the respondents to furnish me with information based on your perceptions and experiences concerning. The information provided will be treated confidentially and shall only be used for academic purposes. Please fill in diligently, freely and honestly.

Thank you in advance.

SECTION A: BACKGROUND INFORMATION (tick as appropriate)

Gender: Male [] Female []

Age group: 21-25 Years [] 26-30 Years [] 31- 35Years [] 36+[]

Highest level of education: Post graduate [] Graduate [] Diploma [] Certificate []
None []

Marital Status Married [] Single [] Divorces / separated []

Section B: To determine the extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

1. How is the academic performance of learners in core subjects in Bunatsami Sub County, Bududa District?

Good

Fair

Worse

Improving

2. In your View, What particular co-curricular activities do learners engage in at school?

.....
.....
.....

3. How often do did engage in these activities?

.....
.....
.....

4. Of what significance are these activities to their academic performance in class?

.....
.....
.....

Indicate your level of agreement with the following statements that relate to the extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3 moderate, 4 agree, 5 strongly agree

Co-Curricular Activities as it Impacts Learners' Academic Performance in Core Subjects	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
6. In our school, co-curricular activities provide students with opportunities to apply knowledge gained in core subjects to real world scenarios deepening their understanding					
7. Pupils boost overall motivation hence better academic grades					
8. Co-curricular activities influence pupils' confidence and ability to initiate better grades					
9. Balancing co-curricular activities with academic responsibilities teaches students valuable time management skill, enhancing their ability to prioritize tasks and meet deadlines.					
10. Students' engagement in diverse extracurricular experience can foster a well-rounded education,					

Indicate your level of agreement with the following statements that relate to investigate the perceived benefits of co-curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District.

Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3 moderate, 4 agree, 5 strongly agree

Benefits of Co-Curricular Activities and Academic Performance in Core Subjects	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
6. Engaging students in our school in co-curricular activities enhances critical thinking skills, which can positively influence academic performance					
7. Co-curricular activities provide a creative outlet, stimulating students' minds and enhancing their ability to think outside the box, which can lead to innovative approaches in core subjects.					
8. Our students participate in co-curricular activities which have helped to reduce stress levels and prevent burnout, leading to increased focus and productivity in core academic areas.					
9. Building leadership skills through co-curricular involvement can instill confidence and motivation in students, hence positively impacting their engagement and performance in core subjects.					
10. The sense of accomplishment and fulfillment gained from excelling in co-curricular pursuits can boost self-esteem and motivation, contributing to overall academic success in core subjects					

6. In your opinion, how best can you advise the school to improve the academic performance of learners in primary schools in Bunatsami Sub County, Bududa District?

.....

Indicate your level of agreement with the following statements that relate to the perceived challenges of curricular activities on academic performance in core subjects in Bunatsami Sub County, Bududa District. Use a key 1-5 where 1 represents strongly disagree, 2 disagree, 3.

Challenges of Curricular Activities on Academic Performance	Strongly Disagree	Disagree	Moderate	Strongly Agree	Agree
6. Balancing Co-curricular activities with academics can be a significant challenge for pupils.					
7. Engaging learners in co-curricular activities can sometimes lead to distractions from academic studies					
8. Juggling between co-curricular commitments and academic responsibilities may cause stress and fatigue among pupils					
9. Some pupils struggle with maintain academic standards while actively participating in co-curriculum.					
10. Pupils face challenges in managing their schedule effectively to accommodate bot academic requirements and co-curricular engagements					

11. In your views, how best can primary schools in Bunatsami Sub County, Bududa District overcome these perceived challenges.?

.....

APPENDIX II: PUPILS' QUESTIONNAIRE

Instructions: *(Please read the instructions given and answer the questions as appropriately as possible).* It is advisable that you read carefully and correctly fill in each section as provided.

Section A: Background information

1. What is your gender?

Male []

Female []

Section A: To Determine the Extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District

2. How long have you been in this school?

.....
.....

3. In what kind of co-curricular are you involved?

.....
.....

4. How is your academic performance in the core subjects?

Good

Fair

Worse

5. To what extent do these activities enhance your academic performance?

No extent []

Little extent []

Moderate extent []

Great extent []

Very great extent []

\

Section B: To Investigate the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

1. Of what benefits are co-curricular activities to you as a learners?
2. How does co-curricular activities influence academic performance to you?
3. To what extent do teachers get participate in co-curricular activities?

No extent []

Little extent []

Moderate extent []

Great extent []

Very great extent []

Section E: The Perceived Challenges of Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

1. Do you face any challenges in the academic performance of the core subjects?

Yes No

2. If yes, mention some of the challenges faced?

.....
.....
.....

3. How best can these challenges be overcomes?

.....
.....
.....

\

APPENDIX III: HEADTEACHERS' INTERVIEW GUIDE

Section A: Background Information

- 1. What is your gender? Male [] Female []
- 2. For how many years have you been the Head teacher in this school?
a) Below 10 years [] b) 10 – 20 years [] c) Over 20 years

Section A: To Determine the Extent to which Co-Curricular Activities Impact Learners' Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

- (i) What particular co-curricular Activities do you engage in at your school?
.....
- (ii) Of what significance is Co-Curricular Activities to the learners' academic performance in core subject?
.....
.....
- (iii) How is the overall learners' academic performance in your schools?
.....

To Investigate the Perceived Benefits of Co-Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

- (I) What are the Perceived Benefits of Co-Curricular Activities in school?
.....
- ii) How do Co-Curricular Activities influence the Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District?

The Perceived Challenges of Curricular Activities on Academic Performance in Core Subjects in Bunatsami Sub County, Bududa District.

- (I) What challenges do you face towards the improvement of academic performance in the core subjects?
.....
.....

(II) How best can the challenges faced be overcome towards the improvement of the academic performance in the core subjects?

.....
.....

APPENDIX IV: BUDGET FOR THE RESEARCH PROCESS

Activity	Amount
1. Typing Research Proposal	15,000/=
2. Printing the Proposal	8,000/=
3. Photocopying the proposal	10,000/=
4. Printing questionnaires	10,000/=
5. Photocopying questionnaires	12,000/=
6. Pre-testing the tools	10,000/=
7. Data collection	50,000/=
8. Typing the Research Report	25,000/=
9. Printing the Research Report	20,000/=
10. Photocopying the Research Report	25,000/=
11. Binding the Research Report	45,000/=
12. Transport	20,000/=
13. Miscellaneous Expenses	50,000/=
Total	300,000/=

Appendix V: Letter for Data Collection