

**SCHOOLS' INVOLVEMENT IN CO-CURRICULAR
ACTIVITIES AND PUPILS PHYSICAL, PSYCHOLOGICAL
AND INTELLECTUAL DEVELOPMENT. A CASE OF
SELECTED PRIMARY SCHOOLS IN
LURAMBI SOUTH ZONE OF
LURAMBI DIVISION,
KAKAMEGA, COUNTY.**

BY

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE
OF OPEN AND DISTANCE LEARNING IN PARTIAL
FULFILMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELOR OF EDUCATION
(PRIMARY) OF KAMPALA
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UNIVERSITY.**

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DECLARATION

I Kombo Mboya Nelabi Patrick Registration No.BED/19794/72/DU, do here by declare that this research work is my own original work .It is not a production of a similar published work of any scholar for academic purposes nor has it been submitted to any other institution of higher learning for the award of Certificate, Diploma nor Degree.

I also declare that all materials cited in this paper that are not my own have been acknowledged.

This is to certify that this research work was carried out by me and is my original copy.

Signed  Date 02-05-011
KOMBO M.N. PATRICK.

APPROVAL

This research paper titled "SCHOOL INVOLVEMENT IN CO-CURRICULAR ACTIVITIES AND LEARNERS PHYSICAL, PSYCHOLOGICAL AND INTELLECTUAL DEVELOPMENT. A CASE OF SELECTED SCHOOLS IN LURAMBI SOUTH ZONE, LURAMBI DIVISION KAKAMEGA COUNTY", has been carried out under my supervision and is now ready for submission for examination to the senate of Kampala International University.

Signed  Date 2/5/11

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The primary school teachers need to be highly appreciated for they are the primary implementers of the primary school curriculum.

DEDICATION

This research work is dedicated to my mother Mrs. Elmina Shihafu, My wife Phoebe Andati (Mrs.), the rock of my family and the love of my heart, thank you for accepting to be part of the broadening of this career and my children Victor Brandonne and Bradley Valeem, I love you both, that you can never imagine of.

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ABTRACT

This research work was geared towards finding out the effects of school involvement in co-curricular activities on academic performance of pupils. The study is to be carried out in Lurambi south zone, Lurambi division, Kakamega County.

A random sampling approach was used in which 30 pupils were selected from each of the four (4) schools. Fifteen (15) of these pupils are boys while the other fifteen are girls. They are selected from the top two classes' i.e. class 7 and 8 randomly.

Five teachers were sampled from each of the four schools to give their opinion on the problem under investigation.

The instrument used on data collection was questionnaires for all the pupils and teachers. The questionnaires contained multiple choice questions from where the respondents as to choose from any of the alternative answers given, and in a few cases structured questions were inclusive where respondents had to fill in the spaces provided on the questionnaires. The researcher found out that co-curricular activities are essential to the productions of a full graduate of the education system and the following recommendations were made.

1. Co-curricular activities should be rejuvenated and taught just like other subjects on the curriculum
2. The Government and the ministry of eduction should resists from being passive and play their part towards making co-curricular activities a success. This can be done through ;
 - Sufficient supply of reference literature just like it is with other subjects in the curriculum.
 - Sensitizing the community about the need for co-curricular activities in the profile of the child.
 - Ensuring that the teacher – pupil's ratio is met.
 - Putting regular refresher for the teachers in co-curricular activities like it's is fro other subjects.
 - Making some co-curricular activities examinable at the end of primary school in KCPE.

DEFINATION OF TERMS

1. Education: - A process of acquiring knowledge, skills, morals, attitudes and values.
2. Pupils: - Individuals undergoing primary school education.
3. Learner: - Any individual undergoing process of education.
4. Psychological: -Concerned with mind and how it works.
5. Intellectual: - Concerned with persons ability to think in a logical way and understand things fast.
6. Physical: - Concerned with the body.
7. Primary school:-A school with learners between ages 5-11
8. Development: - A process of becoming bigger, stronger and better.
9. Games: - Form of play with rules.
10. Sports: - Form of play or activity done for exercise or enjoyment.

CHAPTER ONE:-INTRODUCTION

1.0. INTRODUCTION

Co-curricular activities are any form of playful competition whose aim is determined by physical skills, strategy, chance employed singly or in a combination (Loy, 1955-56)

Co-curricular activities such as games and sports play an important role in education of children. Some of the argument put forward by educationists why games should be included in the primary schools' curriculum are that co-curricular activities help in the motivation and growth, help in development of psychomotor skills in children.

Co curricular activities are of value because they build character, promoting appreciation for hard work and sportsmanship, on competition sports can bring joy of playing as simply recreation as a temporary diversion (Awake1991). So co-curricular activities provide the body exercise that improves general health; "sound mind is a sound body".

Promotion of co-curricular activities in schools depends on the interest, trained manpower and availability of funds. The three each as a complement of each other. One can lead to the failure of the other.

The researcher therefore thought it necessary to establish the effects of school involvement in co-curricular activities in primary schools.

1.1. STATEMENT OF THE PROBLEM.

There was inadequacy in the promotion and practice of co-curricular activities in schools of Lurambi Division, much as they did occupy some space on the schools' routine timetables.

On the other hand ,much as the K.I.E designed the national curriculum with knowledge that the inclusion of co-curricular activities, learning is facilitated to the fullest, there was

an element of mixed feelings about them inline with their contribution to the learning and understanding of pupils in academic curriculum.

It was upon this that the researcher reckoned to establish the effects of school involvement in this co-curricular activities and how they affect learning and understanding of pupils.

1.2 PURPOSE OF THE STUDY.

The purpose was to establish the effects of schools' involvement in co-curricular activities on pupil's physical, psychological and intellectual development.

1.3 RESEARCH QUESTIONS

1. What are the positive contributions of co-curricular activities on the learner's physical, psychological and intellectual development?
2. What is the government policy on co-curricular activities in primary schools?
3. How can positive attitudes towards co-curricular be activities inculcated amongst the learners and teachers in primary schools?

1.4 OBJECTIVES OF THE STUDY.

1. To establish, if pupil's participation in co-curricular activities can contribute positively to their physical, psychological and intellectual development.
2. To inculcate positive attitudes into learners and teachers towards participation in co-curricular activities in primary schools.
3. To find out the government policy on co-curricular activities in primary school

1.5 SIGNIFICANCE OF THE STUDY.

The researcher had the hope that after a successful completion of the study, the findings of this work were to be helpful to people in the following categories;

The ministry of education, through initiating programmes to sensitize pupils and parents about the value of co-curricular activities in physical, psychological, social and intellectual development of the pupils.

The teachers, in modifying their methods of teaching co-curricular activities. This will eventually increase pupil's interest in sports.

The schools in organizing refresher training for sports trainers so that they can motivate and teach pupils persuasively.

Schools games and sports department and national council for sports which will have a foundation to base in a campaign aimed at increasing primary school participation in co-curricular activities

For sensitizing parents on the importance of supporting their children in co curricular activities.

The games and sports masters in primary school who will get information on how to cope with problems resulting in participation in games and sports by learners.

1.6 SCOPE

The study was carried out in Lurambi south zone, Lurambi division, Kakmega County. The research was meant to investigate the effects of schools' involvement in co-curricular activities and pupils physical, psychological and intellectual development in primary schools. The period of study was be between 13th -30th September 2010.

1.7 LIMITATION AND DELIMITATION OF THE STUDY.

During this study the researcher encountered the following limitations and delimitations;

a) LIMITATIONS

Withholding of information by some teachers who mistook the mission of the researcher.

A financial constraint since the study was conducted in allocation far apart. This implied using a lot of money as transport charges.

b) DELIMITATIONS.

The researcher dwells among the people where this research was conducted. Local education leaders helped in making clear the intention of the researcher

The researcher was well familiar with the location and language of the people hence those who could not understand English or Swahili, local language was used.

CHAPTER TWO: LITERATURE REVIEW.

2.0 INTRODUCTION.

In this chapter the researcher reviews the literature on government policy on sports, alongside what other authors have to say about co-curricular activities. This includes the policies in place about co-curricular activities on the academic performance of the learner, and how to build a positive attitude among the stake holders towards co-curricular activities.

2.1 EFFECTS OF SCHOOL INVOLVEMENT IN CO-CURRICULAR ACTIVITIES AND PUPILS PHYSICAL.PSYCHOLOGICAL AND INTELLECTUAL DEVELOPMENT.

In real life, co-curricular activities are expected to contribute positively to the learner intelligence, given the saying “a healthy mind is a healthy body” This is because they improve on the physical of the learners for examples; games and sports and dancing in school choir.

It is partly for this reason that co-curricular activities have been made compulsory in primary school curriculum.

Andjuk (1979) says that co-curricular activities in primary schools should not be optional. It should start from lower primary and children should participate in athletics, gymnastics, running, jumping, dancing and other cultural forms of entertainment.

Epergne (1982) supplements Adjuku that in physical education, teachers should have a thorough understanding of various stages in athletic performance so that they can give children regular training. This includes training of skills which should be done regularly if children are to participate effectively in competition. Atkinson (1968) stated that the activity of organisms and acquisition of skills in “problem solving” can be enhanced by use of stimuli both positive and negative. However, this shows that the negative stimuli (punishment) at times can discourage. He encourages positive stimuli such as rewards, drama lessons, internal and external contests and competitions in co-curricular activities.

Such contests as recommended by Atkinson include science contest and debates among others. With the belief by so doing, the cognitive domain if contests are already being improved.

Hendrikz (1986) noted that it is the task of every individual teacher to his/her learners develop to their fullest. He recommends that teacher do all that is possible to motivate their learners into feeling good about schooling. This implies that teachers used to involve games since they entail many learners into learning to school through co-curricular activities.

David F. (1995) also observed that play has important implications for all areas of child's psychological life and it is a mistake to see it ran in older children as a trivial time-wasting activity. These are some incidental learning experienced by the child during play.

Just like David F; Catherine M (1991) also pointed it out that there is no doubt that children learn through play, just as they learn consciously and unconsciously from all forms of experiences. In this therefore, both David and Catherine show that games are not a waste of time but only that the learning that goes on there is un-noticed, therefore they enhance academic performance.

Ekatan V. (1996) also put it that the head teacher gets clear about whether the draft master time table made fulfils the basic requirements of a good master timetable is to harmonize the school activities, with curricular and co-curricular since they will help the learner in the process of being prepared to meet the world.

Ekatan in this case shows that for a learner to come out as a finished academic product he/she must not lack exposure to games and sports which constitute part of the co-curricular activities.

Kasozi (2005) observed that some teachers are unable to implement the physical education curriculum requirements not because they are unable, but because of the impression of the surrounding community about physical education. He noted that in the

community, many of the parents look at physical education as a waste of time for their children and it is common that parents take complication for their children at school such that they are exempted from most of co-curricular activities choir, athletics and manual labor at school. This implies that possibly many of the learners have a negative attitude to involvement in co-curricular activities because they do not want to be commanded by the beauty in which they work.

Rita L.A (1981) stated that reinforcement of an organization leads to the creation of the need for them to get more gratification from their action. Precisely Rita implies that if not reinforced the teacher can easily avoid their involvement in co-curricular activities and concentrate on academics, which is seemingly their major role towards building the pupils. Rita further noted that the environment is very important for acquisition and creativity of the mind and skills in problem solving. This indicates that teachers possibly avoid handling co-curricular activities because of the environment in which they were brought up, making them self conceited teachers.

2.2 GOVERNMENT POLICY ON CO-CURRICULAR ACTIVITIES.

President Kibaki (2005) underscored the learning instructions are completed by a well organized co-curricular activities programme so that students could benefit from a balanced and well sound educational curriculum.

The president pledged to invest more resources in this important area which helps to nurture the emotional, psychological and physical growth and development of children.

In recognition to the important role that music and other related creative arts in national development the government launched sessional paper No.1 2005 on Education, Training and Research, which provides a framework for the promotion of the country's national heritage.

The president emphasized that it is through arts like music that people's identity is expressed and perpetuated. He also pointed out that it is through arts that communities

develop, express and preserve their culture, intellectual skills and share in the diversity of the their heritage.

Within the school context the president implied that arts brought joy in learning and makes educational institutions more vibrant and pleasant places to learn in.

Prof. G. Saitoti (2007) explained that the huge government investment on co-curricular activities was to develop talent and preserve culture. He said arts and culture are major components in this era of globalization. Saitoti emphasized the need for one to be proud of his/her culture and history, lest he/she loses his/her identity. The minister said music provided a medium through which young people interact and express themselves through songs and dance. He stressed that music builds a strong bond among Kenyans as they appreciates each others culture and import social and moral values among children.

2.3 BUILDING “A POSITIVE ATTITUDE” TOWARDS CO-CURRICULAR ACTIVITIES.

Children attitudes can be developed when they understand the benefits of sports in their lives.

According to Elizabeth (1982) children are supported to be educated about the advantages of sports activities in their growth and development. This therefore through doing such activities like sports, children will be able to develop their own talents as well. Interests in sports begin with good education and effective learning.

Butcher (1978) observed that co-curricular activities in primary schools are taught and practiced through physical education. They make a significant contribution to the mental, emotional and social development of learners, since the nation needs individuals who are physically developed. This enables them solve problems, make decisions, be creative and make the environment comfortable place to live in.

From the social point of view Butcher noted that humans do not live in isolation, they need social skills so as to live with others. They have to exchange ideas and evaluate ideas of others. In this vein individual pupils have to be helped develop a base of belonging to some society.

Physical education therefore is looked at as able to teach pupils to reflect good morals, characters and also help them make judgment in group situation.

According to Coward (2000) co-curricular activities such as sports ensure the best development of children, their total fitness, healthy growth, rich recreational resources and social development. Coward added that with co-curricular activities pupils learn with others, belong to society, and have positive attitudes towards law abiding. They also learn rules of games, acquire knowledge of human body, make value judgment on safety measures and learn to be creative and imagination.

Combe (1988) stresses that the need of sports education is being very practical at primary level. This ensures that pupils graduating at this level have practical skills they can use for self employment or further training.

Epergne (1982) noted that the teacher or trainers with technical knowledge can teach well which eventually increases children's interests in sports. Good trainers do simplify the teaching, so primary schools need to be sensitized about the value of sports on behalf of the pupils and the government need to solicit funds which can facilitate the implementation of sports in primary schools.

Drowatzlly (1984) advised that quality instructions begin with quality planning. Teachers who appear to be able to get along with relatively little planning in other subjects are not likely to teach co-curricular activities well without adequate planning. They cannot achieve the intended objectives since sports teaching require a lot of prior preparation.

Elieb (1995) noted that a Head teacher has to ensure that the resources to cater for the co-curricular activities are sufficient acquired. This is because they are functional, skill oriented and graded towards serving the immediate basic learning performance deficiency needs. This implies that in all school planning, there should be a thought over catering for the co-curricular activities to cater for those with an academic performance deficiency.

Forojalla (1993) also looks at integration of co-curricular activities with academics. He noted that, mental development in children is enhanced by the development of the body. Exercise develops the child's muscle therefore should be made an integral part of the day to day lessons. Forojalla therefore is the view that teachers should look for all ways of ensuring that co-curricular activities are integrated in their teaching everyday.

Catherine M (1996) also noted how it is a mistake for teachers to assume that physical Education relieves the pupils' muscles and in day school children are helped to recover from home trauma and the brains recollected for school activities. Catherine therefore seriously rubbished the thought that as pupils arrive upper primary classes should be straight away entering class for book work. She urges teachers to push them out for physical education so as to make their brains ready for learning.

This therefore gives the implication that with the co-curricular beneficiaries under proper guidance on their usage that will enable them benefit and develop a positive attitude towards them.

In real life co-curricular activities are expected to contribute positively to the learners intelligence, given the saying "A healthy body is a healthy mind". This is because they improve on the physique of the learners, for example games and sports and dancing in the school choir. It is party for this reason that co-curricular activities have been made compulsory in the primary school curriculum.

The Kenya government is a signatory to the Kenya Education act of 1980 and the UNESCO chapter in physical education and sports. It has these documents to draw its sports and games policy K.I.E (2005). All signatories to these documents treat co-curricular activities as any other subjects in primary schools. It is for these reasons that K.I.E scheduled 9 lessons per week for physical education to aid in development of co-curricular activities in primary schools.

CHAPTER THREE: METHODOLOGY.

3.0 INTRODUCTION

In this chapter, the researcher presents the methods and procedures that were employed in the study. The methodology target population and research procedures are all quoted

3.1 RESEARCH DESIGN

The researcher employed descriptive and qualitative survey design. The relationship between co-curricular and academic performance of learners was analyzed qualitatively and quantitatively the description of relationship was made.

3.2 LOCATION OF STUDY

The study was conducted in Lurambi South Zone of Lurambi Division in Kakamega County. Data was collected from four (4) schools namely, Ekapwonje Primary School, Kilimo Primary School, Mwiwenga Primary School and Shisango Primary School.

3.3 POPULATION SAMPLE

The population sample included Five (5) teachers and thirty pupils from each of the four schools, Picking on fifteen boys and fifteen girls; the total population sample was 140 respondents.

3.4 SAMPLING TECHNIQUES.

Simple random sampling method was applied. This was intended to give the respondents an equal of being part of the study. The population used by number was 120 pupils and 20 teachers making a total of 140 respondents. (See table below.)

SCHOOL	NO. OF PUPILS	NO. OF TEACHERS	TOTAL
A	30	5	35
B	30	5	35
C	30	5	35
D	30	5	35
TOTAL	120	20	140

KEY

A- Ekapwonje Primary School

B- Kilimo Primary School

C- Mwiyeza Primary School

D- Shisango Primary School

3.5 RESEARCH INSTRUMENTS / TOOLS.

The following research instruments were used;

1. Questionnaires

These were used to obtain information from both the teachers and pupils respondents. They partly had multiple choice questions while in some cases they had structured items for in depth information.

2. Documentary check lists.

These were used to check on questionnaire distribution and retrieval. All questionnaires distributed were registered in it and same for those retrieved from the respondents.

3.6 SOURCES OF DATA

(1) Primary source. This was gathered used instruments above.

(2) Secondary source. This was collected from the works of others like text books news papers and research reports.

3.7 METHODS OF DATA COLLECTION.

The researcher first went to the school he had selected to obtain permission to be allowed in the various premises and get a date of appointment on which to collect data. To avoid being mistaken the researcher introduced himself to the respondents using an introductory letter from his workstation (School), an introductory letter from the university and a university students identity card.

3.8 DATA ANALYSIS.

The data was edited, coded and analyzed using descriptive statistics. The description was reflected in the tables that had numerical figures with percentages which were used to report the findings of the study.

CHAPTER FOUR:-

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 INTRODUCTION.

In the previous chapter, the methodology that was adopted for this research was presented. This chapter therefore handles the outcomes obtained using the approach shown chapter three.

The data obtained is presented in this chapter, under the following subheadings;

4.1 The effect of schools' involvement in co-curricular activities on academic performance of pupils.

The respondents to this research item were both teachers and pupils. The findings to this were as given in tables I, II, III, IV and V.

Table I: Pupils test to co-curricular activities.

The respondents to this research item were pupils alone. The responses were as below:

Qn. We like co-curricular activities; they make us feel good and more prepared to learn in class.

Response	Frequency	Out of	%ge
TRUE	111	120	92.5%
FALSE	09	120	07.5%

According to the findings as indicated in table I above, 92.5% of the pupils said that they liked the co-curricular activities and that they ever felt good and readier to learn after them. The 07.5% said they did not like the co-curricular activities; they instead got disorganized after them.

Table II: Parents' test to co-curricular activities

Respondents to this research item were pupils alone.

Qn. my parents do not want me to take part in co-curricular activities because they believe I may not pass exams.

Response	Frequency	Out of	%ge
TRUE	48	120	40.0%
FALSE	72	120	60.0%

As per the responses of the pupils in table II above, 40% of the parents had a negative test to their children's involvement in co-curricular activities indicating that they would fail exams, while 60% had a positive test to it, and did not believe that they would cause children to fail exams.

Table III: Pupils own view of the effect of co-curricular activities on their performance.

The respondents to this research item were pupils alone.

Their responses were as below.

Response	Frequency		Out of	%ge	
They cause academic retardation	42	78	120	35	65%
They equip us with quick problem solving techniques.	84	36	120	70	30%
There is something to learn for examination use	72	48	120	60%	40%

According to the results in table III above, 35% of the pupils believed that co-curricular activities negatively impacted on their academic performance, while 65% found on way that co-curricular activities would negatively impact on their academic performance.

In the same table, 70% believed that the skills they obtained from co-curricular activities were of help in equipping them with quick problem solving technique, while 30% rubbished the idea.

The same table also indicated that 60% of the pupil respondents agreed that co-curricular activities carried a lot of incidental learning that would be transferred to academic utility, while 40% saw no use of cc-curricular activities in the academic sphere.

Table IV: Teachers’ views of the co-curricular activities.

Teachers’ own view of co-curricular activities in line with pupils’ academic performance

Response	Frequency	Out of	%ge
Very good for pupils and their academics	13	20	65%
Time wasting and academically retarding	02	20	10%
Should be left for lower classes only	05	20	25%

As per the finding in table IV above, 65% of the pupils believed that co-curricular activities carried good academic implication for the pupils 25% said they are good, but should end at a lower , while 10% said co-curricular activities were time wasting and academically retarding to the pupils.

The teachers were further asked; why they thought these co-curricular activities were good from the pupils. The following reasons were given;

- They promote physical fitness of the pupils.
- They reduce any form of stress carried to school from home.
- They learn skills that are helpful in academics.

Those teachers who felt that co-curricular activities were bad and academically retarding to the pupils asked why, and they gave the following reasons:

- They are not examined at the end of the level
- They discourage their children from them
- They are least funded by MoE.
- They consume a lot of time to train, yet the time table restricts.

Table V: Community feelings about co-curricular activities.

Teachers observation of community feeling about co-curricular activities.

Qn. What is the attitude of the surrounding community to the Co-curricular activities?

RESPONSE	FREQUENCY	Out of	%ge
They are good for the pupils	08	20	40
They are time wasting and academically retarding	06	20	40
They should be left for lower classes only	06	20	30

According to the findings in table V, the observation of 40% of the teachers was that the community feels the co-curricular activities are a need for their children, 30% feel that it is better STD 8 is exempted while 30% said that the community around their schools had a complete negative bias on the co-curricular activities.

4.2 The governmental policy on Co-curricular activities.

The researcher tried to find out what the government has to say about co-curricular activities through an investigation that was done via various angles. The findings about this were analyzed and presented in table; VI, VII, VIII and IX.

Table VI: The common co-curricular activities in schools.

The respondents to this were both teachers and pupil.

RESPONSE	FREQUENCY		PERCENTAGE	
	Involved	Out Of	Involved	Not involved
Football & Netball	140	140	100%	0%
Athletics	140	140	100%	0%
Music Dance & Drama	140	140	100%	0%
Gardening	140	140	100%	0%
Debating & Quiz	104	140	74.3%	25.7%
Volley ball	35	140	25.0%	75.0%

According to table VI above, all respondents; teachers and pupils together indicated that there were six common co-curricular activities, with foot ball, net ball, athletics, music dance and drama and gardening, each having a command of 100% involvement by all schools. 74.3% are involved in debating and quiz 25.0% are involved in volley ball.

Table VII: Participation of pupils in co-curricular activities.

Respondents to this item were pupils only.

How often do you take part in co-curricular activities	Results		
It is our duty	12	20	60%
It is a demand by the Head teacher	02	20	10%
For public impression	00	20	0%
We gear DEO's action	06	20	30%

As per findings in table VII above, the teachers had varying reasons for their involvement in school co-curricular activities. 60% of them said they did, because it is their duty, 30% did so because of fear of action by relevant educational authorities like D.E.O, DIS and 10% did it in fear of sparking a quarrel with their head teachers.

This implies that 60% did involve themselves willingly to fulfill their duty, while 40% had a negative attitude to involving themselves.

**Table VIII: Why teachers involve themselves in co-curricular activities?
The respondents to this research item were only teachers. Their responses were as follows;**

RESPONSE	FREQUENCY	OUT OF	PERCENTAGE
It is our duty	12	20	60%
It is a demand by the Headteacher	02	20	10%
For public impression	00	20	0%
We fear DEO's action	06	20	30%

As per the findings in table VIII above, the teachers had varying reasons for their involvement in school co-curricular activities .60% said they did, because it is their duty,30% did so because of fear of action by relevant educational authorities like ;QUASO or DEO and 10%did it in fear of sparking a quarrel with their head teachers.

This implies that 60% did involve themselves willingly to fulfill their duty, while 40% had a negative attitude to involving themselves.

Table IX: Action for involvement or boycott of co-curricular activities.

This item was directed to the teachers alone.

RESPONSE		Frequency	Out Of	%ge
Positive rewards	When we participate, we get nothing	15	20	75%
	We get rewarded for our participation	05	20	25%
Negative rewards	When we boycott, nothing is done	10	20	50%
	We receive disciplinary action from authority	10	20	50%

As per the findings, there was profound evidence that in most cases, a given form of action direction was taken, upon involvement or boycott of co-curricular activities.

75% of the respondents said that whenever they took part in co-curricular activities, even they excelled, nothing was given to them in appreciation, and 25% said they received rewards. For boycott, 50% said that nothing would be done, while 50% said that they would fall disciplinary action from the head teacher.

4.3 Building a positive attitude to co-curricular activities.

This research item was directed to teachers alone; they made the following proposals;

- Government should do sufficient funding of the essential co-curricular activities.
- Co-curricular activities should become one of the examinable disciplines at the end of the primary school course.

- The ministry should ensure sufficiency of the facilities and equipment for co-curricular activities in all school as per the population of pupils, such as sports and games facilities, garden equipment among others.
- The teacher – pupil ratio should be matched with the stipulations by the ministry, through recruitment of the many jobless teachers to cater for the overloading of the few available teachers.
- Sensation of the community about the need for co-curricular activities on the curriculum and its implications should be done under the arrangement of government in alliance with MoE.
- Refresher courses for teachers to remind them of the implications of co-curricular activities to the learner's performance and to equip teachers with up to date methods of handling co-curricular activities should be arranged on a regular basis, just like it is done with other curriculum subjects.
- Literature on all co-curricular activities should be made available to schools just like that of other subjects.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

INTRODUCTION.

5.0 In the previous chapter, the researcher handled the findings of the study through analyzing and tabulating them. Frequencies and percentages were presented. This chapter deals with discussing the findings of the study, concluding about the findings and then making of the necessary recommendations, based on conclusions.

5.1 DISCUSSION.

The first research question was;

What is the effect of schools' involvement in co-curricular activities on pupils' physical, psychological and intellectual development?

Results on this research question were analyzed and presented in table I.II, III, IV and V.

In the first place, the pupils were asked, whether they had interest in the outlined co-curricular activities as in table I. 92.5% said they felt good with them and they always got more prepared to learn after co-curricular activities. The 7.5% said they did not like co-curricular activities.

Basing on the above ratio, it implies that default of co-curricular activities was some form of starvation on the side of the majority of the pupils, thus, retrogression to their academic performance.

The pupils were also asked that their parents thought about co-curricular activities as regards their effect on academic performance and 40% said their parents did not wish them to get involved, in the fear that their children would fail the exams. The 60% however rubbished this belief.

The pupils themselves were also asked what they thought would be the impact of co-curricular activities on their performance. 65% said co-curricular activities would not cause them any academic retardation, while 35% had the fear that they could be retarded academically with them. 70% of the pupils also believed that co-curricular activities equip them with quick problem solving techniques that help them develop rational thinking in day situations, while the 30% rubbished the idea.

Concerning the contribution of co-curricular activities to the academic field, 60% agreed that there is a lot of academic in them to apply in answering examinations, while the 40% said the co-curricular activities had nothing academic in them.

The ratios in the above three ideas indicate that the pupils love co-curricular activities, and that their feelings in that co-curricular activities impact positively on their academic performance.

The teachers were also asked, what they felt was the academic contribution of co-curricular activities on the academic performance of learners, of the responses obtained, 90% showed that they were good for the learners and had a positive contribution to their academic performance. The 10% indicated the co-curricular activities were instead academically retarding to the learners of the 90% however, 65% said they were entirely good with no limits, while 25% said they were good but Std 8 class needed to be exempted from them.

The teachers were asked the reasons for their arguments in the former and latter case and they had the following to say;

Those who said co-curricular activities were good for pupils forwarded reasons that:

- They promote physical fitness; “a healthy mind in a healthy body”.

- They make learners move away from the stress that they carry from home and prepare for the learning tasks.
- There is a lot learnt from some of them that is applicable in the examinations, for example from gardening, cleanliness, debating and quiz.

Those who said that co-curricular activities were bad forwarded reasons like:

- They are not on the exam syllabus
- Parents discourage their children from getting involved.
- They are least funded by the ministry
- The time required for training the pupils and performing them out weighs the allocated time on the table.

These results therefore imply that, much as co-curricular activities are helpful to learners, the considerably good number of those against them saw a seed of hatred for them in not only fellow teachers, but also among the pupils and their parents.

In table V, the teachers' observations of what the surrounding community has about co-curricular activities were presented. Of the responses obtained, 30% of the responses showed that the community looked at them as time wasting and academically retarding, 30% indicated that the activities were good, but the candidate class needed not to be involved, while 40% indicated that co-curricular activities were good to the academic performance of their children.

Such result also implies that the impression of co-curricular activities is biased by not only the teachers, but also the parents and the pupils.

The second research question was;

What is the government policy on co-curricular activities?

Data was collected on this research question and the findings recorded in tables I, II, III, IV and V. As per the findings the respondents indicated that it was compulsory that all schools take part in some four co-curricular activities, the rest were optional. The compulsory co-curricular activities include football, netball, athletics, music dance and drama, compound cleanliness and gardening.

There were other optional activities found which include; debating and quiz as the most cherished among the optional ones with 74.3%, then volleyball which was found only in 25.0% of the schools in the division

It is however visible that, much as the schools indicated the signs that they were fully involved in these activities, as indicated by presence of equipments, facilities and projects like gardens, many of the schools seemed to be doing them for formality. Only 33.7% of the respondents said they involved in them as a daily mandate.

The teachers were the asked, in view of their mode of involvement to mention what pushes them into the co-curricular activities and 60% said that it was their duty. The 40% indicated their involvement as due to external factors. This therefore implies that the 40% are an anti-co-curricular activities group, which spreads the gospel against their popularity on the curriculum.

It therefore implies that among other factors, teachers are a major cause of the negative attitude to the involvement in co-curricular activities.

The teachers were also interviewed on whether they receive any reward for their involvement in co-curricular activities or whether some form of action is taken for their boycott of the co-curricular activities 75% said that when they get involved, they do not receive any reward. In the same way, 50% said that when they do not get involved, nothing is done to them. This can also be viewed as a possible cause

for the neglect or negative attitude to the co-curricular activities among the many teachers.

On the other hand, only 25% said that when they get involved, they are rewarded, while 50% said that they face disciplinary action when they boycott.

In comparison, the forces that lead to people's non-involvement seem to out weigh those that induce involvement. This therefore indicated that the majority of those who get involved in coaching the pupils on co-curricular activities do so without devotion from the heart.

When asked about the rewards given for involvement in co-curricular activities, the majority of the 25% who receive rewards said that they are thanked and given a day's lunch allowance by the head teacher, which is not strong enough to push individuals in to capacity.

On the other hand, those who said that some form of disciplinary action is taken upon them mentioned action like;

- A quarrel with the head teacher
- Being reported to the QUASO and DEO
- Threats with transfers.

In such conditions, it is an implication that the policy on co-curricular activities is upheld on threats and punishments, not on principal responsibility and motivation.

The third research question was:

How can a positive attitude be built towards co-curricular activities?

The responses to this research question were teachers alone.

According to 4.3, teachers proposed that if co-curricular activities are to takeoff effectively, then there is need to make part of the examination syllabus.

This could be of help in uplifting their status among the various stakeholders. However, it should be noted that there are some subjects that are on the examination syllabus, but still performed poorly. It may not guarantee co-curricular activities 100% responses by making them an examinable subject.

In another way, since they are largely practical, they may be expensive to examine, considering the high population of primary school examination doers and considering the fact that at primary school level, there are no practical exams conducted.

5.2 Conclusion

In reference to findings obtained as discussed in 5.1 above, the following conclusions can be drawn:

- Most schools get involved in co-curricular activities as a result of the fear of punitive action that may be taken upon them by the DEO and any other officers from the Ministry of Education and Sports, NOT because of the essence of the co-curricular activities in the school life of the child.
- In case the pupils are involved in co-curricular activities, they feel good and more prepared for academic work.
- A big number of parents and teachers contribute to the negative attitude of the schools' involvement in co-curricular activities, assuming that it is a waste of time for their children's academic work.

5.3 Recommendations

- Basing on the above observations, the above recommendations can be adopted to help make co-curricular activities take a new and better stand:

Government should do sufficient funding of the facilities and equipment for co-curricular activities in all schools as per the population of pupils, such as sports and games facilities, garden equipment among others.

- The teacher –pupil ratio should be matched with the stipulations by the ministry, through recruitment of the many jobless teachers to cater for the involvement of the schools in the activities and overloading of the few available teachers.
- Sensitization of the community about the need for co-curricular activities on the curriculum and its implications should be done under the arrangement in alliance with MoE.
- Refresher courses for teachers should be arranged on a regular basis to remind them of the implications of co-curricular activities to the learner's performance and to equip teachers with up to date methods of handling co-curricular activities, just like it is done with other curriculum subjects.
- Literature on all co-curricular activities should be made available to schools just like that of other subjects.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS.

Name of school :-----

Instructions:

Where applicable, put tick in the box against the answer of your choice.
Where applicable, fill answers in the spaces provided.

Section A: Effects of co-curricular activities on physical, psychological and intellectual development.

1. What do you think is the attitude of the surrounding community to most of the co-curricular activities?

- Very good for pupils in their academics.
- Time wasting and academically retarding
- Should for lower classes only.

2. Give reason for your answer in 1 above.

3. What is your own opinion of these co- curricular activities?

- Very good for the pupils in their academics.
- Time wasting and academically retarding
- Should be for lower classes only.

4. Give reason for your answer in 3 above.

5. As professional teacher, suggest one way you can build appositive attitude among teachers, pupils and parents who have a negative to co-curricular activities.

Section B: Policy on co-curricular activities.

6. In which co –curricular activities does your school involve? (Tick the alternative that apply to your school)

- Football and Netball.
- Athletics.
- Music, Dance and Drama.
- Debating and Quiz.
- Volleyball.
- Basketball.
- Gardening.
- Others-----,-----,-----.

7. Why do you take part in the co-curricular activities above?

- It is our duty.
- It is a demand by the Headteacher.
- For public impression.
- We fear action by the DEO or other high education officers
- Others.

8. Tick the rewards you get from the following actions.

i) Not taking part in co-curricular activities.

Either

- Nothing is done on us.

Or

- A negative reward is given like:

ii) When we excel in coaching pupils for co-curricular activities:

Either

- Nothing is given to me

Or

- A positive reward is given like:

THANK YOU.

APPENDIX B: - QUESTIONNAIRE FOR PUPILS.

Name of school-----

Instructions

**Where applicable, put a tick on the answer of your choice.
Where applicable, fill answers in the spaces provided.**

Section A:

Effects of co-curricular activities on pupils' physical, psychological and intellectual development.

1. I like co-curricular activities, because they make me feel good and more prepared to learn.

- True
- False.

2. My parents do not want me to take part in co-curricular activities because they believe I may not pass exams.

- True.
- False.

3. Considering the performance of pupils who excel in c-curricular activities, they retard academic performance.

- True.
- False.

4. Co-curricular activities equip us with skills of quick problem solving

- True.
- False.

5. There is a lot we learn during co curricular activities like football, netball, music, gardening and compound cleanliness that can help us in academic work.

- True.
- False.

Section B: Policy on co-curricular activities.

Which of the following co-curricular activities does your school involve in?

- Football and Netball.
- Athletics.
- Music, dance and drama.
- Debating and Quiz.
- Volleyball.
- Basketball.
- Gardening.
- Others.-----,-----,-----.

How often do you take part in co curricular activities?

- Everyday
- At least every week.
- Once in a while.

THANK YOU.

APPENDIX C: LETTER FROM SCHOOL AUTHORITY.

SHIYUNZU PRIMARY SCHOOL
P.O BOX 987-50100
KAKAMEGA.

RE: TO WHOM IT MAY CONCERN.

Dear Sir/Madam,

The bearer of this letter is a member of staff of Shiyunzu Primary School. We are aware he is a student at Kampala International University (KIU), who is also required to write a research paper. Kindly accord him necessary assistance he may require from your learning institution.

Yours faithfully

MALOBA ISAAC (MR).
HEADTEACHER.