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Implementation of Co-Curricular Activities in Primary Schools in Iganga District, Uganda

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Abstract

This study assessed the effect of Facilitation, and School Participation on Implementation of Co-Curricular Activities in Iganga District in Uganda. The researcher carried out intensive, descriptive and holistic analyses. Questionnaires were used to obtain findings from respondents. Data was analyzed Using Statistical Package for Social Science (SPSS). The Co-Curricular Activities practiced in primary schools were; conducting field excursions (55%), writing school magazines (58%) though not in all schools, writing competitions with 60% rating, and cerebration of public holidays plus holding parties/picnics (53%), membership to certain clubs (51%) in the distribution and forming drama clubs/teams in schools (58%); self-governance among pupils (53%), and availability of learners' sports management teams (54%). Results from Linear Regression Analysis showed that Facilitation has a significant negative effect (B = -.178; $p<0.05$) on the implementation of CCAs or it poses a 17.8% effect on the implementation of CCAs in primary schools.The findings therefore show that both Facilitation (B= -.170; p= .000) and School Participation (B= -.139; p= .046) have negative effects on the implementation of Co-Curricular Activities in Primary Schools in Iganga district. In other words, the study found out that most of the activities meant to be ensured in the implementation of CCAs were not evident in schools, and where they were, stakeholders did not give it much priority.

Keywords: *Co-curricular Activities, Facilitation, School Participation*

1.0 Introduction

In the developing world, particularly in Africa, Co-Curricular Activities are soon becoming myths especially in primary schools. In Tanzania, for instance, research shows that teachers who used to teach singing, dancing and drama now do things voluntarily and even lack facilitation from the government. In Uganda, there is a concern raised about the death of co-curricular activities in schools. Historically, school life in Uganda was characterized by learners' active participation in sports, music and drama, among others, during breaks or organized periods of the day, week or term. However, as times go by, schools are now putting much attention on academics (Asaba, 2015).

Before the introduction of formal education, boys would go wrestling as a means of spending their leisure time, and this was one way of practicing Co-Curricular Activities. The hunting activity which involved running was another way to participate in co-curricular activities. Girls mainly concentrated on singing, skipping and other house cores (Lenihan& Martin, 2015)

In primary schools, Co-Curricular Activities are expected to be properly organized and conducted for valuable attitudes and Qualities for the all-round development of the personality; intellectual, emotional, social, moral and aesthetic but this is not the case in many of the primary schools in Eastern Uganda (Ojijo, 2014). Whereas the Ugandan government has been trying to send facilitation grants to schools to empower management, sports teachers and learners to participate in co-curricular activities, there are only countable primary schools, and mostly in central Uganda such as Gayaza, Maryland College school, and Namagunga which implement Co-Curricular Activities. Worse of it all, literature reveals existence of co- curricularactivities in secondary schools which suggests a gap for Co-Curricular Activities in primary schools, (Asaba, 2015).

The study was conducted in selected primary schools in Iganga District. These were particularly government aided schools which receive Universal Primary Education funds. Since the introduction of Universal Primary Education in Uganda, a lot has been done in these schools to ensure good performance and full participation in Co-Curricular Activities, and fulfillment of the new curriculum; however this has instead kept on lowering year after year. Government has appointed qualified teachers, built classrooms, supplied both textbooks and non-textbook materials, and allocated a percentage of 15% on all Universal Primary Education Funds released to schools to cater for Co-Curricular Activities, and has appointed inspectors in charge of sports, (Kothari & Singh, 2015). However, even with all these endeavors, the implication of Co-Curricular Activities is not evident on the ground.

1.1 Problem statement

Co-Curricular Activities are believed to be so important in the development of learners' brains and muscles in schools. Thus governments advocate for implementation of CCAs during break time or specific periods fixed on timetables. This used to be the order in schools and competitions were organized at Parish, sub County, and regional levels. Sports and games, music, dance and drama used to attract many people with the community where it was being practiced and outside, till around 1995 when morale for these Co-Curricular Activities started declining steadily. Currently, schools are focusing more on academics and giving very limited time to such activities. Ignoring CCAs can have a correlation with loss of motivation for school, poor classroom concentration and poor muscle and brain development. Though the Uganda government has tried to revive in primary schools, through providing capitation grants which is closely monitored by the Ministry of Education and sports, no significant impact is being reflected on the ground. It is therefore not known (even in the current research efforts) whether government facilitation is not adequate or schools do not participate. Without such knowledge, Co-Curricular Activities are likely to remain a point of contention.

2.0 Literature Review

2.1 Co-Curricular Activities that ought to be implemented in Primary Schools

Co-Curricular Activities are categorized into five: Educational Value Curricular Activities, Psychological Value Co-Curricular Activities, Physical Value Co-Curricular Activities, Civic Value Co-Curricular Activities, Cultural Value Co-Curricular Activities, and Social Value Co-Curricular Activities.

Educational Value Co-Curricular Activities have great "educational" potential. Research shows that all classroom teaching is theoretical and the practical knowledge is in Co-Curricular Activities. Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and

expression improves through debates and recitations. In the same vein, teaching of History gets vitalized by dramatization. School magazines teach the art of writing forcefully and effectively. Celebration of functions develops organizational capacities and leadership qualities in students. Projects provide direct learning opportunities, (Dreamcareer.com, 2015).

Psychological Value Co-Curricular Activities: These activities meet the psychological needs of the learners, mainly with reference to social demands of the pupils. They express personal behavior and provide a room for creative thinking. There are other various aspects of psychological value Co-Curricular Activities can provide. These include sublimation of instincts, emotional health, and increase interest of learners, and recognition of individual differences (Gyanunlimited.com, 2012).

Emotional 'Health is also an attribute of psychological value Co-Curricular Activitiescan provide and in this case, a learner is a bundle of innate urges or drives. It is natural for him/her to be curious, to show off, to master, to be loyal and to be sympathetic. Co-curricular activities provide valuable opportunities in which these drives may be capitalized for educational benefit. Unfortunately, learners may not come up to the required expectation e.g. some students who are backward in studies develop inferiority complex and find school life disgusting and can get emotionally unbalanced. Such activities provide a means of emotional adjustment for students, (Marilyn & Macleod, 2013).

Psychologically,Co-Curricular Activities also increase the Interest of learners whereby a learner who gives his or her time and effort to his school is more interested in it, because of his or her contributions e.g. the athlete talks about school spirit. Another aspect of psychological CCAs includes recognition of Individual Differences CCAs. By providing a number of co-curricular activities, we can ensure the expression of potential capacities of each individual e.g. writing, public speaking, dramatics, painting, different games and sports, organization of functions etc. which provide training in different aspects of personality of students. These activities, thus, cater for aptitude, interests and abilities of students and sometimes act as a determining factor for the choice of future vocation, (Sarfraz, Barkley, Celia, & Melissa, 2011)

Development of Social Value Co-Curricular Activities; Social cooperation is recognized as one of the important demands of citizenship. It is difficult to teach through school subjects like Languages, Mathematics or Social Sciences. By 'participating in group activities, pupils learn good manners and develop a sense of cooperation. Membership in a club, student council, dramatic cast or an athletic team requires co-operation. Thus, pupils learn to appreciate the relationship of an individual to the social group. Through team activities, students learn social cooperation**,** (Debatewise, 2000, p.5).

Development of Civic Value; in group activities pupils learn the value of doing one's duty. For example, students' self-government in schools provides an excellent training in exercising one's franchise and shouldering responsibilities. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. Learners develop a spirit of toleration of others' views, healthy exchange of ideas, fellow feeling and accepting victory and defeat with grace (Gyanunlimited.com, 2012).

Physical Development Value: While games, sports and athletics directly contribute to physical development of learners, other co-curricular activities indirectly contribute to it. These activities provide a useful channel for the growth and development of the body, (Asaba, 2015)

Recreational Value: Lack of ability and training in proper utilization of one's leisure time is one of the major defects in our present system of education. By providing and organizing various activities, we provide wholesome opportunities to our learners, rather than to spend their spare time in undesirable activities e.g. Movies, TV, idle talk etc. Hobbies developed at the secondary school stage become lifelong habits, (Aldrich & Maffat, 2004)

Cultural Virtue: Some co-curricular activities are of tremendous value, as they help in providing opportunities for better understanding of our cultural heritage and traditions, for example, activities like dramatics, folk songs, dance, folk music, exhibitions and celebration of various religious and social festivals provide better knowledge and understanding of our culture, foster cultural tastes and awaken cultural interests among learners. A Pupil would appreciate to learn all these though our language, religion, culture, food habits, dress etc. are different but we are one, and that we are leman beings of the same universe. Thus, co-curricular activities help in developing national and international understanding, (Asaba, 2015, p.20).

2.2 Facilitation, School Participation and Co-Curricular Activities

(a) Facilitation

Facilitation in terms of funds which primary schools receive to run co-curricular activities formally come from central governments especially financial inputs to buy footballs, uniforms especially for players, and playground boots, maintaining play grounds, training sports masters, among other tasks. These help to open up a free environment whereby pupils and school administrators can interact and implement the Co-Curricular Activities in primary schools, (Sarfraz, Barkley, Celia, & Melissa, 2011)

The government of Australia is one of those that believe in implementation of Co-Curricular Activities in schools and it facilitates these activities through “Go for your Life” initiative through sending funds to individuals and groups that show interest in Co-Curricular Activities and maintaining coordination between the central government and schools, (Treaudeu & Shepherd, 2007)

In Ireland, the government has a policy called the National Children’s Play Policy intended to facilitate children in all co-curricular activities. The policy follows a bottom-up approach whereby children are consulted about their abilities and whatever they suggest is what the government provides. In other words, the government sends facilitation based on already discovered inborn abilities to participate in co-curricular activities. The National Children Play Policy implements construction of play grounds not only in schools but extends the initiative down to village levels so that all children at school and those outside school can get involved in Co-Curricular Activities, (Lenihan & Martin, 2015).

In Uganda, physical education aims at developing knowledge, understanding, positive social behavior and attitudes through practical activities, body exercises and sport skills. It is therefore a project considered for implementation by the Uganda Ministry of Education and sports and the government is bound by the duty to provide textbooks to each and every school that is run under government programs, (National Curriculum Development Center, 2016,

The government also supports creativity and arts clubs in Uganda’s primary schools since 1971. In Uganda, arts education involves both artistic education that is child making art, and aesthetic education, the child as receiver of art. The government organizes and promotes ideas intended to initiate and strengthen ideas of teaching arts in schools. These include direct funding of projects at school, regional or national levels, (Nunan, 2009).

(b) School Participation

The participation of schools in sports is imperative for school age children to have access to sports and games. If programs are initiated in schools to cater for sports and games, pupils are motivated and they start selecting amongst themselves those who can manage to perform certain tasks. Schools do this in different ways. In some cases, they set up competitions among schools whereby learners who excel are given chance to study without paying fees for a period of time. Others even study on merit throughout their primary and even secondary education. This is a technique of reinforcement which learners fight and maintain due to its valuable outcomes, (Kristi & Yoga, 2013).

School participation in other areas such as music also poseses some other explanation on the effect of school participation and implementation of Co-Curricular Activities in primary schools. According to Vladrin (2014), schools can participate in music and dramma activities through recruiting music teachers and including music lessons in the timetable.

The school interest groups, however much they are important, they are not easily identified unless a study like this one, which goes straight to the field were conducted for better and reliable results. Many former students return to their alma mater after graduation to help to impart what they have learned to their juniors. Some do so within a formal framework, such as those in the uniformed groups (where ex-cadets are appointed as cadet officers), or the Voluntary Adult Leader scheme for those above age 20, (Debatewise, 2000).

Competitions may also be organized to create a competitive environment and provide such CCA groups with an objective to work towards achieving them. In Singapore, there are competitions at the zonal and national level. These include the Annual Zonal and National Sporting Competitions for sportsmen and the bi-annual Singapore Youth Festival for the Aesthetics-related Co-Curricular Activities, (Debatewise, 2000).

3.0 Methodology

3.1 Research Design

The study was conducted through the case study design involving intensive, descriptive and holistic analysis of the phenomenon. A case study design is an approach which requires the researcher to consider a small area to represent the wider perspective. In this case, Iganga District was chosen to act as the case study for the rest of Uganda.

3.2 Population and Sampling Approach

The study population consists of 1080 teachers, 108 head teachers and the District Sports Officer. The district has (153) one hundred fifty-three primary schools which are all government aided and under UPE program.A sample of 108 schools was selected from the total primary schools in Iganga District. The sample size 292 was calculated as;

n = $\frac{N}{1+N(e)^2}$wheren = sample size to be calculated, N the total population targeted and e = percentage of expected error made in selecting sample (5% or 0.05), and 1 is representative of any likely avoided element that would have been included.

n = $\frac{1080}{1+108(0.05)^2}$

= $\frac{1080}{1+1080\times0.0025}$

= $\frac{1080}{1+2.7}$Where did you borrow this formula?

$= \frac{1080}{3.7}$
= 291.8 = 292.
Stratified sampling technique was used to consider the study population by gender type while purposive sampling technique was used to directly include the District Sports Officer and the Head teachers. On the other hand, using Snow Ball Sampling technique, the head of sports in a school was approached and he/she helped to identify other sports teachers, who were not known in the same school.

3.3 Instruments

Close ended questionnaires were used to obtain responses from heads of Co-Curricular Activities and teachers. On the other hand, interview guides with open -ended questions/items were used to obtain responses from Headteachers and heads of department for sports.

3.4 Validity and reliability of instruments

Content Validity Index (CVI) was determined by Twenty (20) expert judges in the area covered by the instruments were asked to assess the content validity. These experts carefully reviewed the instruments and made judgment on how well the items represented their intended area. On the other hand, data was computed and analyzed by use of CronbachAlpha Coefficients. The instruments were considered relevant if the results are 0.6. If found below the 0.6, the items would be irrelevant and so they would be excluded. Fortunately, coefficients for each of the variables were above 0.6 thus making findings highly reliable as shown in the table below;

Table 3. 1: Reliability Results

Variable name	**Number of items**	**Cronbach's Alpha Coeff.**	**Cronbach's Alpha on standardized items**
Co-Curricular Activities	25	.704	.707
Facilitation	15	.870	.877
Participation	14	.736	.717

Source: Primary data

3.5 Data presentation and analysis Techniques

The quantitative data from the questionnaires was analyzed using Statistical Package for Social Science (SPSS) and findings were grouped according to major themes,after which frequency counts of the tallies were made and converted into percentages to illustrate any central tendencies and dispersions. Data were edited and revised for chronology, grammatical correctness and coherence and were reported along with the findings from the quantitative data in such a way as to triangulate the latter. Results were presented in tabular form, to illustrate percentages and frequencies of information obtained from the field according to different themes of the study. Mean scores were used to rank items for Co-Curricular Activities. Factor Analysis was used to explore significant factors for facilitation and regression coefficients to explore significant factors for school participation. The analysis of variance results were used to establish the extent to which Facilitation and school participation predicted implementation of Co-curricular Activities.

4.0 Results and Discussion

4.1 Co-Curricular Activities in Iganga District

Table 4.1 illustrates the five categories of CCAs expected to be implemented in primary schools in Iganga District. These categories include; Educational Value CCAs, Psychological or motional Co-Curricular Activities, social Value CCAs include, Civic Value CCAs and Physical Values CCAs.

Table 4. 1: Co-Curricular Activities

Co-Curricular Activities	Mean (M)	Standard deviation (SD)
Educational Value Co-Curricular Activities (ECCA)		
1. Conducting debates	1.9486	.93469
2. Going for excursions and tours	2.2534	.89528
3. Writing school magazines	2.4007	.77796
4. Writing competitions (Articles, essays, etc.)	2.3459	.86168
5. Cerebration of functions like Picnics	2.2089	.90104
Psychological/Emotional Value CCA		
1. Formation of groups to deal with health issues	1.9521	.95847
2. Periodic health check-ups	1.9384	.93222
3. Personal interaction with learners facing various challenges	1.7945	.95908
4. Preparing learners in public speaking	1.9247	.97801
5. Sports and games	1.8288	.95147
Social Value Co-Curricular Activities (SVCCA)		
1. Team work in school gardens	1.8425	.96458
2. Formation of discussion groups	1.5651	.82438
3. Formation of students Council	1.9349	.92644
4. Membership in clubs at school	2.0993	.95988
5. Drama teams	1.6712	.85843
Civic Value Co-Curricular Activities (CVCCA)		
1. Learners' self-governance through campaigns	2.2158	.89559
2. Classroom monitoring system	2.0514	.95649
3. Learners' sports management teams	2.1438	.96317
4. Appointing prefects team on weekly duties	1.6130	.85207
5. Students disciplinary teams	1.8767	.85265
Physical Development, recreation and Cultural Value Activities (PDRCCA)		
1. Sports and games	1.5753	.87607
2. Watching movies	1.8288	.94057
3. Celebration of religious festivals	1.7260	.90831
4. Observing holy seasons like Ramadan and Lent	1.9760	.95757
5. practicing cultural dances and drama	1.7363	.92073

$\sum = 292$

Table 4.1 illustrates a summary of results obtained to explain the kinds of Co-Curricular Activities. Variations existed in responses obtained as analyzed in the following subsections. Most importantly, however, there was no missing data for each and every item.

4.1.1 Educational Value Co-Curricular Activities (EVCCAs)

According to Dreamcareer.com (2015), EVCCAs have great "educational" potential since all classroom teaching is theoretical. Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. Language and expression improves through debates and recitations. In the same vein, teaching of History gets vitalized by dramatizationCelebration of functions develops organizational capacities and leadership qualities in students. Findings revealed that debates

were not significantly conducted in Iganga District primary Schools (M= 2.2158, SD = .89559)

The study further established that primary schools in Iganga District involved much in taking pupils for tours and excursions, (M= 2.0514 SD= .95649). Excursions and tours provide firsthand experience and reinforce classroom knowledge in subjects like history, geography, nature study etc. therefore, the study shows that learners not only rely on classroom work (Theory), they are equally able to compare notes with reality, which is good at improving the reasoning and building confidence in teachers.

The third EVCCA was known as "writing school magazines."According to findings, there are schools in Iganga district which write magazines, (M= 2.1438, SD= .96317). School magazines teach students the art of writing forcefully and effectively, and from these, we can get news editors or secretaries. Though majority of the respondents agreed, the percentage of respondnets that disagreed and those who remained neutral is still high. This is why the study attributes obstacles to failure in implementing EVCCAs on facilitation and school participation.

In addition, writing articles and essays was found to be a characteristic of primary schools in Iganga District as indicated in table 4.1 above, (M=1.6130, SD= .85207). Here learners' skills were assessed. In the due process, each individual will work hard to score highly in the following assessments. This kind of activity does not overlook the possible improvement in writing skills among learners.

According to Table 4.1, cerebration of functions such as picnics and public holidays was evident in primary schools in Iganga District, (M= 1.8767, SD= .85265). However, though majority of respondents agreed, there is still a significan percentage reflecting that certain schools do not acknowledge these important cerebrations. Could it be attributed to facilitation? This si what the study sought to find out.

4.1.2 Psychological Value Co-Curricular Activities (EVCCAs)

Findings about the Psychological Value Co-Curricular Activities reflect variations in responses. Gyanunlimited.com (2012) notes that Psychological Value Co-Curricular Activities meet the psychological needs of the learners, mainly with reference to social demands of the pupils. Formation of groups to deal with health issues in primary schools in Iganga District was not found to be largely evident in primary schools in Iganga District, (M=1.5753, SD= .87607). Health promotion is one of the key aspects in primary schools. They help to protect the health of both teachers and pupils. As a result, there has to be initiatives to conduct regular health check-ups for pregnancy, and general hygiene. The study sought to establish whether the reason for failure to engage in health programs by some schools is attributed to school participation or they just lack facilitation.

In the second item, respondents were asked to establish if there were periodic health check-ups in primary schools as a form of implementing CCAs in Iganga district. According to findings, health checkups were not common in Primary Schools, (M= 1.8288, SD= .94057). In primary schools, periodic health check-ups help to check pregnancy among female pupils, and also check the health of male pupils especially concerning hygiene of private parts. In addition, health check enables facilitators to train pupils and encourage them to always practice regular baths and cleaning of clothes whether at home or at school for those who stay in school hostels.

Personal interaction with learners facing challenges in primary schools is another aspect of psychological value CCAs that was established in primary schools. According to the study

results, personal interaction by teachers was identified as one of the Psychological Co-Curricular Activities, (M= 1.7260, SD= .90831). Findings from interviews never revealed anything about health checkups as forms of psychological CCAs practiced in primary schools in Iganga District.

Preparation of learners in public speaking, to a less extent explains another way in which psychological CCAs in Iganga District, (M= 1.9760, SD= .95757). This shows that there is a lot to be done to ensure that training in public speaking becomes part of the CCAs in Primary Schools.

Finally, on the psychological CCAs are the sports and games. Sports and games are said to be important in brain and muscle development thus necessary in schools in Iganga district. However, according to findings in Table 4.1 , there is a significant reduction in implementation of sports and games, (M= 1.7363, SD= .92073). This is why the study had to find out the extent to which the claims about school participation and facilitation affect implementation of these activities.

4.1.3 Social Value Co-Curricular Activities (SVCCA)

CCAs are meant to shape the social life of pupils. It prepares pupils in ways of interacting peacefully with friends in societies. There are five items under this category as indicated in Table 4.1 above shows that teamwork is not evident in many school gardens (M= 1.8425, SD=.96458). When pupils team up and run garden work, they share experience and promote the spirit of working together.

Whereas teamwork helps to create unity while outside classroom, formation of discussion groups helps mainly pupils who take long to understand concepts in class to ask their counterparts and improve their performance. Discussion groups are basically organized to handle complicated issues such as mathematics equations. However, it is not a common habit among primary schools in Iganga District (M= 1.5651, SD=.82438). This simply shows that to a large extent, discussion groups are not common in primary schools in Iganga District.

On the other hand, there is always needed to form students' councils in schools. These consist of a team that deals with views of learners before they are referred to teachers or head teachers. According to findings, (M= 1.9349, SD= .92644). Considering the nature of findings, student councils are not given much attention in many schools thus affecting the rate to which pupils could raise views on Co-Curricular Activities.

Membership of clubs in primary schools is one other aspect that is expected of Primary School pupils. According to table 4.1, (M= 2.0993, SD= .95988). In this case, the clubs in reference mainly include music, dance and drama clubs. According to the interview results, pupils just choose by discretion either to join a certain group or not. The groups also extend to sports houses. Schools group pupils into house to easily hold competitive rallies thus promoting CCAs in Iganga district.

The study found out whether there are drama teams. Respondents were asked to state whether or not drama teams explain social CCAs in primary schools in Iganga district and results show that (M= 1.6712, SD= .85843), a clear indication that drama is compromised by many primary schools in Iganga District.

4.1.4 Civic Value Co-Curricular Activities (CVCCA)

According to Gyanunlimited.com (2012), these activities train the learners for good citizenship. Co-curricular activities offer many opportunities for the development of self-discipline e.g. NCC and ACC. students develop a spirit of toleration of others' views, healthy

exchange of ideas, fellow feeling and accepting victory and defeat with grace. Findings in Table 4.1 shows that (M= 2.2158, SD= .89559)
Further, respondents were asked to establish whether or not, there are Classroom Monitoring System, with a representation of (M= 2.0514, SD= .95649). Classroom Monitoring Systems enable teachers to carry out continuous assessment to measure the extent to which pupils acquire knowledge which is imparted in them by teachers daily. In addition, primary schools are expected to have learners' sports management teams. In fact, there are teachers' sports teams and learners' sports teams too. The sports teams on the side of pupils enable them to develop self-drive towards CCAs. For teachers, the sports team is necessary in responding to equipment and facilitation needs of pupils during sports exercises (M= 2.1438, SD= .96317).
Civic Value CCAs are also reflected through appointment of prefects' team on weekly duties. Prefects can perform duties even without teachers' intervention. They monitor classroom attendance by learners to minimize issues of dodging classes, hygiene is closely monitored, and observation of rules and regulations is also registered. Findings according to Table 4.1 show that (M= 1.6130, SD= .85207).

Specifically, students' disciplinary teams are necessary because they enhance discipline through adherence to rules and regulations. In the line of CCAs, pupils' mindset is programmed in such a way that they are resistant to any acts which break rules and regulations, and also do all activities following school timetable. Results according to table 4.1 above revealed that (M= 1.8767, SD= .85265).

4.1.5 Physical Development, recreation and Cultural Value Activities (PDRCCA)

Research by Asaba (2015) shows that Physical Development CCAs which include games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contributes to it. These activities provide a useful channel for the growth and development of the body. Sports and games is one of the major aspects of PDRCCAs that ae meant to be implemented in Iganga District primary schools. According to findings, (M= 1.5753, SD= .87607) thus sports and games are not largely carried out in primary schools in Iganga district.On the other hand, watching movies is also considered among PDRCCAs. This enables pupils to be creative, have a relaxed mind and find ways of using leisure time productively in schools. Watching movies refreshes the mind such that by the time a pupil goes back to class, they are ready to digest new information without any brain hindrance. Unfortunately, based on the study findings, few primary schools still provide pupils with facilities to watch movies, that is to say, (M= 1.8288, SD= .94057).

Further, findings were meant to reflect whether or not primary schools in Iganga District celebrate religious festivals like Eid and Easter as part of CCAs for Physical development. Results show that in many schools, these cerebrations are not observed accordingly thus a need to find out which parts are missed in participation and facilitation. Table 1 shows that (M= 1.7260, SD= .90831). In close relation to this, religious sects have two great seasons that ought to be observed by administrators and schools basing on their respective denominations. The first is the month of Ramadhan and another is the lent period for Muslims and Christians respectively. To some extent, these holy months are observed, (M= 1.9760, SD= .95757). Finally, the study established whether or not, practicing cultural dances and drama as a form of physical recreation activities explain CCAs meant to be implemented in primary schools in Iganga district. According to results, (M= 1.7363, SD= .92073).

4.2 Factor Analysis for facilitation

Factor analysis was run using the Principle Component Analysis as the extraction method, and Varimax as the rotation method, and absolute value of extraction was 0.3 and below. Results obtained were as follows.

Table 4. 2: KMO Test of Significance

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.693
Bartlett's Test of Sphericity	Approx. Chi-Square	4077.700
	df	105
	Sig.	.000

Source: primary data

The Kaiser-Meyer-Olkin and Bartlett's Test of sampling adequacy is significant in factor loading. The rule of thumb denotes that for items to undergo extraction, the KMO sampling adequacy must be 0.5 and above, and statistical significance equal to or less than 0.05. therefore, Table 4.2 shows that the items used to measure Facilitation can be subjected to extraction, *(KMO = .693; df = 105; p<0.05)*.
Using the method of Principle Component Extraction, five factors were extracted out of the 15 in the questionnaire. Results after extraction are illustrated in the table below;

Table 4. 3: Factor Analysis for Facilitation

Rotated Component Matrix[a]

	Component				
	1	2	3	4	5
FAC1	.874				
FAC2	.830		.390		
FAC3	.817				
FAC4	.799				.417
FAC9	.684			.603	
FAC11		.914			
FAC14	.313	.812			
FAC12		.753		.406	
FAC13		.749		.400	.336
FAC6			.879		
FAC5	.333		.833		
FAC7	.401		.588	.422	
FAC10				.795	
FAC8	.301			.766	
FAC15					.902

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 8 iterations.

Results show that five components were extracted. Factors were arranged in descending order of scores. The rule of thumb used was that each factor that had an absolute value of extraction being less or equal to 0.3 was extracted. In component 1, low scores were observed with FAC5, FAC8 and FAC14. In Component 2, there were no observed low scores following the rule of thumb. However, in component 3, FAC2 had weak scores and was thus extracted. Component 4 had all factors with scores above the average, but FAC13 was extracted in component 5. The mean value of the remaining factors was used to establish the extent to which Facilitation affects implementation of CCAs in primary schools in Iganga district.

4.3 School Participation

A multiple regression analysis was run and some of the items were found no to be significant in explaining the extent to which school Participation affects the implementation of Co-Curricular Activities. B-values (coefficients) were used to establish percentage effect for

individual variables, while sig. column was used to determine whether the variable was significant of not.

Table 4. 4: Multiple regression results for School Facilitation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.805	.520		3.471	.001
	SP2	-.116	.045	-.148	-2.548	.011
	SP3	.147	.254	.027	.578	.564
	SP4	-.048	.030	-.100	-1.604	.110
	SP5	.071	.030	.137	2.334	.020
	SP6	-.168	.033	-.391	-5.108	.000
	SP7	.176	.026	.367	6.777	.000
	SP8	.123	.035	.246	3.475	.001
	SP9	.011	.036	.019	.312	.755
	SP10	.008	.035	.015	.216	.829
	SP11	-.094	.031	-.189	-3.040	.003
	SP12	.098	.043	.168	2.300	.022
	SP13	-.208	.033	-.410	-6.324	.000
	SP14	.038	.035	.074	1.078	.282
	SP15	.033	.040	.052	.839	.402

a. Dependent Variable: CCAs
R = .642
R^2= .413
R^2 change = .413
F = 13.897

Table 4.4 follows the rule that for a factor to have a statistical significance, the p-value <0.05. The model summary obtained for the coefficients shows that School participation predicts implementation of Co-Curricular Activities, *(R^2= .413, F = 13.879; p< .05)*, implying that School participation in co-curricular activities predicts a 41.3% change in activities designed for implementation of Co-Curricular Activities.

As a result, a Linear Regression analysis was run to establish the extent to which this change in prediction affects implementation of CCAs in primary schools in Iganga District. According to the Table 4.4, eight factors were found to be significant. The first was SP2 which details that the school program entails sports activities with a significant negative statistical effect *(B= -.116; p< .05)*; SP5 explains a significant positive effect *(B= .071; p=.020<.05)* such that availability of disciplinary actions in primary to regulate behaviors of pupils enhances implementation of Co-Curricular Activities ; SP6 standing for participation in singing and drama competitions as facilitated by the school*(B= - .168; p= .000);* SP7 in a way, has a strong positive statistical effect on the implementation of Co-Curricular Activities in primary schools in Iganga district *(B= .176; p= .000)*; SP8 has a significant statistical effect *(B= .246; p= .001)* attributed to ability of schools to advocate for programs that necessitate conducting of Arts and Crafts in schools for particular days of the week; (SP11) affects the implementation of Co-Curricular Activities in primary Schools in Iganga district *(B= -.094; p= .003)*; SP12*(B= -.098; p= .022)* "School sports masters meet in seminars always to improve on Sports and Games in schools" and SP13, which stands for "including of sports and drama competitions in term programs". A strong negative statistical effect generated in response *(B= -.208; p= .000).*

5.0 Facilitation, and School Participation and CCAs in Iganga District

The Analysis of Variance (ANOVA) results showed a statistical significance *(F =10.982; p<.05).* The model summary illustrates that both Facilitation and School participation pose a

significantly predict statistical results for implementation of CCAs *(R^2 = .071; p<.05)* such that these two variables 7.1 change in the implementation of CCAs in primary schools in Iganga District. The predicted changes are illustrated in the table 4.5 .

Table 4. 5: Regression results for Facilitation, School participation and implementation of CCAs

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	2.621	.177		.000
	FACILITATION	-.170	.041	-.235	.000
	School Participation	-.139	.069	-.114	.046

a. Dependent Variable: CCAs
R^2 = .071
F = 10.982

Looking at the B-values for each of the variables, the prediction is negative for both variables. Results show that Facilitation has a strong significant negative effect *(B= -.170; p= .000)* on the implementation of CCAs in primary schools in Iganga District. This can be interpreted that in general, all factors that explain facilitation negatively affect the implementation of CCAs by a rate of 17%. In other words, somehow somewhere, there are quite a number of things which are not fulfilled by stakeholders either the government, civil society organizations of parents to enhance the implementation of CCAs.

However, the study recognizes the fact that Facilitation alone cannot be accountable for the challenges facing implementation of CCAs in Iganga District. Table 4.5 shows that School participation too, has a significant negative impact *(B= -.139; p= .046)* on the implementation of CCAs in primary schools in Iganga district.

6.0 Conclusions and Recommendations

6.1 Conclusions

Among the Educational Value Co-Curricular Activities, the study established that most of them are not practiced in primary schools except conducting field excursions, writing school magazines, writing competitions and cerebration of public holidays plus holding parties/picnics. Among the Psychological Value Co-Curricular Activities, there was personal interaction with learners facing various challenges. The study also established only two CCAs under Social-Value Co-Curricular Activities: membership to certain clubs and forming drama clubs/teams in schools. Civic Value CCAs were: to promote self-governance among pupils and availability of learners' sports management teams. Finally, no serious physical, recreation and Cultural Value Activities were identified.

Results from Linear Regression Analysis showed that Facilitation has a significant negative effect *(B = -.178; p<0.05)* on the implementation of CCAs. The study further found out that School participation affects the implementation of CCAs both negatively and positively through factors such as schools not giving priority to sports activities, Failure to organize zonal and district competitions, seminars for schools' sports masters, and including drama and singing on regular school programs.

The findings therefore show that both Facilitation *(B= -.170; p= .000)* and School Participation *(B= -.139; p= .046)* have negative effects on the implementation of Co-Curricular Activities in Primary Schools in Iganga district. In other words, the study found out that most of the activities meant to be ensured in the implementation of CCAs were not evident in schools, and where they were, stakeholders did not give it much priority.

6.2 Recommendations

To the government, it is important that they not only end at sending money to the districts to facilitate implementation and development of Co-Curricular Skills but should have a team, that is well trained in handling human resource, to always come in, even without notice and monitor implementation of CCAs in schools. This can be well done during periods when competitions are expected to take place.

The main known role of pupils is to receive instructions from teachers and school managers about school programs and seasons when they are meant to be implemented. However, the research believes that it is incumbent upon pupils, who feel the urge to take on Co-Curricular Activities to continue pestering teachers concerned so that revival of CCAs is realized in schools.

It's important that they prioritize CCAs in schools because such activities not only end at school but can pave way to future career development of learners.

District Education Officers, Inspectors, and district sports leaders must work in collaboration with leaders of the same, from various levels to promote the culture of CCAs, and revive the last glory. This can even help to reduce on the number of job seekers in the country.

A good education system is inclusive of CCAs and without support from the central government; it is possible that all programs will be crippled. On this note, before any support is rendered from the central government, school leaders from different areas may be consulted about what children in the respective schools enjoy doing most.

A system to make progressive reports must be ensured by school heads backed up by district sports officers so that the central government becomes aware of how the money sent is being utilized by each school. This will help to address the issue of poor accountability and possible allegations for misuse of funds sent for implementing CCAs in primary schools.

The study manifests a situation whereby facilitation remains an issue of concern in implementation of CCAs. In fact, School participation can largely depend on facilitation. The need here is that more Non-Government organizations come in to provide some of the items which the central government might not be in position to render due to its tight programs.

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