

**EFFECT OF EXTRACURRICULAR ACTIVITIES ON  
LEARNING PROCESS IN RWANDAN PUBLIC BOARDING  
SECONDARY SCHOOLS: A CASE OF RWAMAGANA  
DISTRICT/RWANDA (2014/2019)**

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**Abstract**

*This study sought to examine the effect of extracurricular activities on learning process in Rwandan public boarding secondary schools: a case of Rwamagana district (2014/2019). This had focused on the following specific objectives which are: To find out the effect of sport activities on learning process in Rwamaga public boarding secondary schools, to examine the effect of club activities on learning process in Rwamaga public boarding secondary schools. The researcher used descriptive research design. Quantitative approaches to carry on this research. Quantitative approach were is used to analyze quantitative data from questionnaire. The research used 3686 people as target population and 290 as simple size to represent the whole population. Data were collected using structured questions with 5-point Likert scales. Quantitative data were analyzed using frequencies, percentages, standard deviation, means, and regression analysis. The finding from study concluded that there significant effect of extracurricular activities and learning process in Rwandan public boarding schools. Case of Rwamagana District. SPSS were used to calculate regression analysis of the study. Government should train school and sector administrative committee to involve parent in decision making process because it has discovered that some of schools do not involve them, they call them to approve the decision they taken, Government should mobilize the parents about their impact on learning and teaching process and how is very beneficial when to they work with school hands in hands in education of their children and Stakeholders and government should work together to supervise if the schools are giving parents time to express their opinions on how the education of their children can be done and conducted. Study gave suggestion for future researcher. Other topic are the effect of extracurricular activities on learners' academic performance in nine years basic of education and the relationship between extracurricular activities and university students' enrollment.*

**Keywords:** *extracurricular activities, learning outcome and boarding schools*

Around the world, countries are putting much effort in developing and sharpening education system. Thus, many researchers made investigations on different activities that can enhance the effectiveness of education; it is for the reason why extracurricular activities are among key elements that served as models to enhance learning process in a number of learning Institutions. Ha, Johns and Shiu, (2003) indicated that abilities of many learners nowadays are generally not improved comparing to technological reform that is being made in the world. In developed and modern world wishes of children are being prioritized. Physical education and other related courses are being improved to

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become mandatory in different schools. According to Karaküçük, (1999) stated that extracurricular activities include sports, music, painting and theatre which are normally out of curricular activities should be mandatory for every learner. Learner's participation in those extracurricular activities is making education successful and making their talents outburst to the community and to other services that may need these talents.

According to Holloway (2002) explained that extracurricular activities are always volunteer and done outside of daily school curricula, none of the participants can get award academically due to their participation in these activities and there is no academic credit for learners who are involved in those activities. He went further and explains that extracurricular activities encourage learners, make them feel interested, motivated and engaged to school affairs. Through these activities, learners can build socialization, solidarity, friendship and knowing each other. Through extracurricular activities, learners socialize themselves with bright students who can help them academically in revision hours or any after class hours (Holloway, 2002).

Researchers like Bryan at all (2012) indicated that extracurricular activities are being included in education programmes developed by policy makers. Many secondary schools mostly religious schools and universities are putting more effort to making extracurricular activities most participatory and even compulsory to all students while some researchers explained that some extracurricular activities could be ranked on transcripts for making an encouragement to the learners (Makarova & Reva, 2017).

It is evident that Students spend most of their free time off classroom and they have to choose activities that should occupy them after classroom hours. These activities also affect their academic performance in many different ways. Not only classroom activities lead to success; extracurricular activities also affect learners' academic performance (Stephens & Schaben, 2002). Most of the colleges and universities are putting more efforts in enforcing extracurricular activities that should also raise institutions 'reputation due to high performance of their students.

In many countries, extracurricular activities were made to help learners to develop or make their talents appear. They trigger learners to discover themselves in finding or understanding their future career such as becoming famous sport players, becoming models, movie players, entertainer, public speaker, priest. In those same countries, Schools, colleges and even Universities are making extracurricular activities an important activity in their daily planning. In some African countries, extracurricular activities are treated as an important program that helps students to achieve academic performance and learners' motivation. In Kenya and Uganda, every student is involved in extracurricular activities as watcher, fan or active participant. Even if a big number of Students participate in extracurricular activities, the research on their involvement in Secondary Schools and colleges such as drama, volleyball, football, and handball,

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musical clubs, healthy clubs,...demonstrated that it still negligible (Ongonga, Okwara&Okello, 2010). Other researchers identified that the involvement in activities like choir, drama, bands and orchestra have great impact on learners' academic performance and even motivation, self-determination and they can be used as a trigger to their involvement in teaching and learning (Morrison,1994). Nowadays, different African countries are putting much effort in their National policies to develop extracurricular activities through strengthening different categories of activities included in that programme such as Sports, clubs, dance troops, debate clubs, religious clubs and so on. Ministry of sports and ministry of education of different countries are also developing the policies that can help implementing these programmes efficiently and effectively. However, many education partners do not participate in planning of activities that can reinforce extracurricular activities like training trainers, preparing the syllabus, building the pitches and explaining and encouraging learners for engaging themselves in these activities. In education system there are two main categories of curriculum such as curricular and extracurricular activities but both have a big role in enhancing learners' motivation and academic performance (Ongonga, 2010).

Rwanda has not been left behind in developing extracurricular activities however their implementation still needs a long way to improve. Currently, the Ministry of Education, Workforce Development Authority and Rwanda Education Board are changing the situation and make extracurricular activities more participatory in schools and universities. Sports federations are getting involved in talents detection programmes in schools so that talented Students could be identified and sent to specific schools where they can meet with coaches and professional teachers who will help them to raise their talents (Tashobya, 2019). The Rwandan Minister of education Mutimura Eugene said that sports in schools should be given a priority because sports in schools do not only develop skills, knowledge and talents but italso is among ways to quality of education and values and healthy learners resulting to their better academic performance.

### **Research questions**

What is the effect of sport activities on learning process in Rwamagana public boarding? To what extent do clubs' activities affect learning process in Rwamagana public boarding?

### **Methodology**

This research used quantitative approach in investigating the effect of extracurricular activity on learning process in Rwanda public boarding secondary schools. Case of Rwamagana District. Descriptive research design was used to study significance effect of independent variables (extracurricular activities) and dependent variables (learning process). Design used quantitative methods to analyze the data collected from the field which give countable or quantifiable data that was used to achieve intended objectives (Mugenda & Abel, 2003).

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### **Study population**

This research targeted 5 headmasters, 5 directors in charge of studies, 135 teachers and 3541 students located in Rwamagana public boarding schools. The researcher decided to involve this people considering the information they have relating to education issues, especially those which can be helpful in responding or giving us some ideas about extracurricular activities. The researcher used non probability sampling specifically systematic sampling while selecting the schools to be selected in study which were Ecolesecondaire Muhazi and TTC Bicumbi researcher involved those two schools because, they were the best schools which gave time and opportunities to students to participate in extracurricular activities. The researcher used Yamane sample size determination since it is scientific method to be used in research (Louangrath, 2014).

$$\text{Sample size. } n = \frac{1045}{1+1045(0,05)^2} = 290$$

### **Validity and reliability of instruments**

The researcher sent questionnaire to the University experts to analyze by checking the relevance and content accuracy. After screening this questionnaire, errors and the content were readjusted, then after the English expert analyzed grammatical errors so that the work could be clear to every reader. Questionnaire were tested by using it to the people who had the same information like study population. People who were included in pre-test were excluded to the final research in data collection. In piloting study the questionnaire were sent to the people who were in the same condition. After piloting study the researcher used Cronbach alpha to measure reliability. Reliability consists of measuring the consistency of the tools that the researcher used during data collection period from the field. When this pre-test (instruments) gave the same results.

### **Findings**

#### **Analysis of variance of sport activities on learning process**

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.052	1	.052	138.696	.000 <sup>b</sup>
	Residual	.003	8	.000		
	Total	.055	9			
a. Dependent Variable: learning process						
b. Predictors: (Constant), sport activities						

The analysis of variance in the table 10 indicated that there is positive significant effect of learning process. This means that null hypothesis is rejected while alternative hypothesis is accepted (there is significant effect of sport activities and learning process in Rwandan public boarding schools.

#### **Analysis of variance on clubs activities on learning process**

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.036	1	.036	14.906	.003 <sup>b</sup>

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	Residual	.019	8	.002		
	Total	.055	9			
a. Dependent Variable: learning process						
b. Predictors: (Constant), clubs activities						

The table above indicated that there is positive significance effect of clubs activities on learning process in Rwandan public boarding school. This implies that null hypothesis is rejected while alternative hypothesis is accepted, hence there significance relationship between clubs activities and learning in Rwandan public boarding.

**Discussion**

According to the objective number one which is effect of sport activities on learning process in Rwamagana public boarding secondary schools. The results indicated that there is positive and significant effect of sport activities on learning process in public boarding schools ( $\beta=0.972$  and  $p$  value  $<0.05$ ). Means that null of hypotheses was rejected and alternative hypotheses were accepted. This is similar to the study of Bailey (2005) who indicated that there is positive and significant effect of sports activities on learners’ academic performance in schools because when learners participate in sport, there is the development of team work and creation of new friends who can support academically. Other researcher such as Howie and Pate (2012) asserted that Physical activities have relationship with academic achievement in children because students who engage in sports tend to have good life that contributes in teaching and learning process. When students are healthy they attend schools regularly and even stress and other mental and physical fatigues are reduced. It means that schools should strengthen sport activities to allow their students perform physically and mentally better.

The findings from objective number two which was the effect of club activities on learning process in Rwamaga public boarding secondary schools. The study concluded that there is positive and significant effect of clubs activities on learning process in Rwandan public boarding schools ( $\beta=0.807$  and  $p$  value  $<0.05$ ) as indicated by the study null hypothesis was rejected while alternative hypotheses were accepted. This means that clubs activities affect learning process. This findings have similarity of the research made by Johnson and Moulden, (2011) asserted that learning process can be affected by clubs activities because clubs help students to participate in different issues which have direct relationship with learning process. Adeyemo, (2010) continued conducting research on clubs activities and learning process and the researcher come up with conclusion that clubs activities have significance relationship with learners academic performance.

**Conclusion**

Basing on the findings of the study, the effect of extracurricular activities on learning process in Rwandan public boarding schools indicated that sport activities, clubs activities have significance effect on learning process in public

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boarding school, since none of hypothesis tested negative or rejected and alternative ones were accepted. This sharpened the objective of this research and so, the researcher came up with conclusion that there is significant effect of extracurricular activities on learning process as indicated by other researchers such as Ahmad et al (2015) asserted that there is significant effect of extracurricular activities on learning process.

### **Recommendation**

Government should train school and sector administrative committee to involve parent in decision making process because it has discovered that some of schools do not involve them, they call them to approve the decision they taken, Government should mobilize the parents about their impact on learning and teaching process and how is very beneficial when to they work with school hands in hands in education of their children and Stakeholders and government should work together to supervise if the schools are giving parents time to express their opinions on how the education of their children can be done and conducted.

### **Suggestion for further studies**

Other topic which can be studied by other researchers. They are namely: the effect of extracurricular activities on learners' academic performance in nine years basic of education and the relationship between extracurricular activities and university students' enrollment.

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