

The Influence of Learners' Participation in School Co-curricular Activities on Academic Performance: Assessment of Educators' Perceptions

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ABSTRACT The study sought to establish educators' views on the influence of learners' participation in school co-curricular activities on their academic performance. The study adopted a case study design that utilized both quantitative and qualitative approaches. Data were solicited from educators in both private and public schools in one educational district in the Eastern Cape Province of South Africa. A convenient sample of forty teachers participated in the study. The study employed a semi-structured questionnaire to collect quantitative data and phenomenological interviewing to gather qualitative data. Quantitative data collected were coded and analysed through a blend of both descriptive and inferential statistics. Qualitative data were analysed using content analysis method. The study found that educators held positive views about the participation of learners in co-curricular activities as they felt the participation was beneficial in numerous ways. Educators were also of the view that values imparted through participation in co-curricular were important in learners' academic performance. The study also established that learners' involvement in co-curricular activities did not always guarantee learners' success in academic studies. This study gives recommendations regarding learners' participation in co-curricular activities.