

Extra-Curricular Activities as Predictors of Primary School Pupils' Academic Self-Efficacy in Kira Municipality, Wakiso District, Uganda

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Abstract:- The current study was carried out in Kira Municipality, Wakiso district, Uganda to investigate among other things, the relationship between extra-curricular activities and primary school pupils' self-efficacy in Kira Municipality, Wakiso district, Uganda. The study was based on Spearman's two-factor theory of intelligence and Piaget's theory of Constructivism. It employed a cross sectional survey design, using quantitative approach. A sample of 400 pupils was taken from ten primary schools. This was got using Morgan & Krejcie (1971) method of determining the sample from a given population. To get the data, the researcher used self-administered questionnaire on extra-curricular activities and a standardized questionnaire of likert scale type, the *Morgan-Jinks Students Efficacy Scale (MJSES)*. The MJSES is an inventory designed for middle school students to gain information about student efficacy beliefs that are related to school success. The collected data were analysed using the Pearson's Linear Correlation Coefficient. The findings were that the primary school pupils' level of participation in extra-curricular activities significantly predict their perceived academic self-efficacy (Sig. 0.003). Based on the finding that the pupils who highly participated in extra-curricular activities highly felt the confidence to perform well academically, and those who participated less in extra-curricular activities felt that they would not perform well academically, the researchers recommended that there is need for the two groups of pupils, the higher and lower participants in extra-curricular activities both to develop a feeling and confidence that they can perform very well academically, and hence work hard to achieve it.

Key Words: - Extracurricular activities; predictors; academic self-efficacy

I. INTRODUCTION

In most countries, the developments of extracurricular activities as well as developing pupils' self-efficacy have over the years been taken seriously. In Greece, the renowned educational thinkers such as Plato, Socrates, among others, demonstrate the relevance of extracurricular activities in the educational system, and because of their views, extracurricular activities were promoted in the educational system of Greece in Athens and Sparta, with a view that extracurricular activities promote not only fitness but also the learners' self-efficacy (Sifuna & Otiende, 1994). This study addressed two variables namely, extracurricular activities and academic self-efficacy. Extracurricular activities are the non-academic tasks the learners usually engage in outside the

classroom for various reasons such as reducing boredom, for physical fitness, for general health purposes, for socialization, for encouraging a spirit of good competition among the learners, for forgetting stressful situations, as well as for enhancing learning. These activities include among others football, netball, volleyball, athletics, jumping, singing/music, dance and drama. Perceived academic self-efficacy is defined as a person's belief about their capabilities to achieve a certain level of performance in a given subject or learning area (Casandra-Carlene, 2013). This belief can influence events that affect a person's life. Self-efficacy determines how people feel, think, motivate themselves and behave. In this study, the dependent variable was conceptualized as the learners' feeling of ability to perform well in four subjects, namely English, Science, Social Studies (SST) and Mathematics. This was necessary because, despite the fact that the Government of Uganda, as well as the individual parents have invested heavily in the Education of the children, not much is known about the influence of extracurricular activities on the children's academic self-efficacy.

Statement of the Problem

Extracurricular activities have for long been known to reduce the learners' stress and to enhance learning. Games such as volleyball, netball, football; as well as the sports such as high jump, long jump, cross-country (running) among others, do a lot in not only reducing stress but also to improve the participants' health. Because of this, it is a requirement by the Ministry of Education in Uganda for each school to have space for such activities. Unfortunately, however, some schools especially the private ones do not have space for such activities and some which have the space such as football or netball pitches, do not optimally utilize them. Emphasis in primary schools is on academic achievement. Despite this, students usually fail examinations. Due to socio-economic challenges, such as poverty in homes, rudeness of some teachers, HIV/AIDS, the perception that some subjects like Mathematics and Science are hard, some learners have inferiority complex which translates into low self-efficacy (Musoke, 2015; Okello, 2016). The study was therefore carried out to answer the question: Is there a significant relationship between the level of primary pupils' participation in extracurricular activities and their academic self-efficacy in Kira Municipality, Wakiso district, Uganda?

II. RELATED LITERATURE

Academic Self-efficacy is defined as a person's belief about their capabilities to achieve certain level of performance in a given subject or learning area (Bandura, 1994). This belief can influence events that affect a person's life. Perceived self-efficacy determine how people feel, think, motivate themselves, and behave. It influences the choices they make, the effort they put forth, how persistent they are when confronted by obstacles, and how they feel. A strong sense of self-efficacy can enhance a person's accomplishments in many ways. A strong sense of self-efficacy can influence person's aspirations; increase their level of motivation and their perseverance interface of difficulties and setbacks (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). Bandura et al. (1996) state that unless a person believes that they can produce a desired effect by their actions, they have little incentive to act. A child's self-efficacy can affect the different aspects of their lives as well. Bandura et al. (1996) states that a child's belief in their efficacy to regulate their own learning activities and to master difficult subject matters affect their academic motivation, interest, and scholastic achievement. A child's perceived self-efficacy affects adaptation and can influence perseverance and resilience to adversity (Bandura, Barbaranelli, Caprara, & Pastorelli, 2001), as cited in Pearson (2009).

One way for students to promote and practice their pro-social and interpersonal relationships is to be involved in extracurricular activities outside of class. Perry-Burney and Takyi (2002) found that girls who are involved in team sports tend to have a higher sense of self-confidence while playing. These feelings resulted in higher grades academically, increased participation in extracurricular activities in school, and more involvement at home. It was found that these behaviors were demonstrated because of their high level of self-efficacy. These girls were also found to have clearer and more consistent view of their long-term goals. It was also found in Perry-Burney and Takyi's study that not only did these girls have higher grades, they also scored higher on standardized tests when compared to their non-athletic peers (cited in Pearson, 2009).

Hibert (2000) found that young urban males who were involved in extracurricular activities felt that their involvement allowed them to develop their talents and exposed them to another world outside of their urban community. Furthermore, they began to see themselves as valued individuals. This perception enabled their belief in self to become stronger. This in turn led them to believe they were better prepared to succeed. It was concluded by Hibert (2000) that the most important factor influencing the success of the urban males in his study was a strong belief in self. The students that participated in this study claimed that it was in fact their membership in the school's swim team that fostered their strong sense of self and had a powerful impact on shaping their belief in self. In addition, Perry-Burney and Takyi (2002) concluded from their survey that teenage girls

from suburban schools who participated in team sports have a higher sense of self-confidence; they also observed improvement in GPA and the desire to attend college (cited in Casandra-Carlene, 2013).

Barber, Eccles and Stone as well as other researchers (as cited in Martin and Dowson 2009) found that extracurricular activities such as sports, music, dance, clubs, and church groups are positive influences in a child's life. This positive influence affects their educational, social and emotional lives. This sense of belonging is a key factor that helps create positive effects in a child's life. The adults involved in these extracurricular activities model effective behaviors, and help develop social skills that in turn build a student's sense of control (Martin & Dowson, 2009), as cited in Casandra-Carlene (2013).

Self-efficacy beliefs have been shown to affect educational performance through their effects on motivation, achievement and self-regulation. Motivation studies have found that three indicators of motivation (choice of activities, persistence and level of effort) are influenced by self-efficacy beliefs. For example, Bandura and Schunk, (1981) found that children with a high sense of perceived self-efficacy were more likely to choose to continue with a task than children with low self-efficacy, Schunk (1981) found that children with a high sense of self-efficacy persisted longer and were more successful on difficult arithmetic tasks than children with low self-efficacy and Collins (1982; cited in Bandura, 1997), found that children with a stronger sense of self-efficacy solved more problems and chose to rework more problems than children of the same ability who maintained a low sense of self-efficacy. To Bandura (1997) these studies show that students may perform poorly either because they lack the skills or because they have the skills but lack the perceived personal efficacy to make optimal use of them.

Achievement studies have demonstrated that self-efficacy beliefs are positively correlated with academic achievement (Jinks and Morgan, 1999). This relationship between self-efficacy and achievement has also received support from domains other than academic functioning. For example, McCormick and McPherson (2003) studied 332 young instrumentalists who were completing graded music examinations. They found that self-efficacy was the best predictor of performance.

Self-regulation studies have shown that self-efficacy beliefs influence the self-regulatory sub-functions of goal setting, strategy use, time planning and management, self-evaluation and self-monitoring. Thus, any skills only lead to high performance if they are used effectively. Low performance can arise, not through a lack of knowledge, but from inefficient use of skills. Pintrich and De Groot (1990) suggested that increased self-efficacy beliefs may lead to increased use of meta cognitive strategies and thus, to increased performance levels. They conclude that students

must have both the 'will' and the 'skill' to be successful in classrooms.

Resilience models have consistently identified self-efficacy as a key factor allowing adolescents to perform well across multiple social domains (Rutter, 1985; Werner & Smith, 1992). Behavioral change related to increasing self-efficacy has been a dominant paradigm in risk and resiliency research. Researchers attempt to identify individual aspects of selection processes as well as mechanisms of handling daily stressors and promoting effective self-management. In relation to academic performance, academic self-efficacy is the self-perception of competence to effectively complete schoolwork and an expectation that one can succeed when facing a difficult academic task (Wang & Wu, 2008). Addressing specifically the role of self-efficacy in academic settings, Schuman Pajares (2004) remarked that self-efficacy is a highly compelling construct whose relevance has been overwhelmingly demonstrated.

Bandura specifically suggested that a trial direct probity occurs in that three interacting variables of behavior, personal characteristics, and external environment relate to produce specific adjustment outcomes. In this model, family and school environment interact with the behavior and personal characteristics of adolescents to produce an association of "risk" for lack of academic performance. This relationship may influence the adolescent's behavior through decreased motivation and in ability to effectively pursue a desired goal, thus mediating the relation between the home environment and the child's academic performance.

Perceived self-efficacy is defined as one's impression of one's capability to produce effects, and it helps determine feelings, thoughts, and motivations of behavior. Self-efficacy belief has been shown to produce differing effects through four major processes: cognitive, motivational, affective, and selection processes. Cognitive processes are the thinking processes that are involved in acquiring, organizing, and using information. Motivational processes are reflected in one's choice of action, the intensity, and the persistence of effort in that action. Affective processes regulate emotional states

Bandura (1997) posited that family relationships are the primary source of the initial development of self-efficacy. He suggested that children must acquire awareness of their increasing capabilities across wide range of function. Parents are supposed to be models of behavior, deliver verbal reinforcements, and help children formulate the ideology of them self. As agents of socialization, parents expose children to social norms, values, and expectations. In line with selection processes, Bandura suggested parents guide activities to which children are exposed. Interactions within the family expand the child's repertoire of skills and move the child into a readiness to engage in an increasingly larger social atmosphere. Interestingly, a relationship with parents has been correlated with positive peer relationships in adolescents with increased family support, increasingly the

likelihood of adolescent's reporting peer acceptance (Dekovic & Meeus, 1997), as cited in Caprara, Barbaranelli., Pastorelli., Bandura, and Zimbardo (2000).

As adolescents move from family as the primary social influence to a broader array of influences such as peers and significant others, they learn that differing levels of people's competencies exist and they become aware of their own competency levels. Parents who are supportive and remain active in their children's' education by helping them with homework and engaging in direct academic matters tend to have adolescents who have academic self-efficacy (Wentzel, 1994). As children become adolescents, a crucial step in social learning occurs as the adolescent moves to include peers and other institutions such as school into their primary influence of the self. The external world becomes increasingly important to developing self-awareness of capabilities. As children move into the larger community, peer relationships expand the ability to test capabilities. A large amount of social learning is done in the context of peer relationships.

A child's academic achievement is shaped by their perceived academic ability, social and self-regulatory efficacy and academic aspirations. The vicarious influence from other people through positive social models is a key influence on self-efficacy. Bandura (as cited in Martin and Dowson, 2009) states that self-efficacy can be achieved through the communication with significant others as well as through observation of problem solving techniques.

With regard to the relationship between academic self-efficacy and achievement motivation, Studies have revealed that academic self-efficacy is significantly and positively related to achievement motivation. For instance, Sakizs (2011) study, which investigated the relationships between mastery and performance approach goal orientations and academic self-efficacy beliefs with a sample of junior college students in Istanbul, Turkey. This researcher found that mastery approach goal orientation (i.e., equivalent to intrinsic motivation) was significantly and positively associated with students perceived academic self-efficacy beliefs, whereas performance approach goal orientation (i.e., equivalent to extrinsic motivation) was not significantly correlated to academic self-efficacy beliefs. Elias, Noordin, and Mahyuddins (2010)'s study, which examined the relationship between achievement motivation, self-efficacy, and adjustment with a sample of first-fourth year university students in Malaysia, also reported that there was a significant and positive correlation between self-efficacy and achievement motivation. Furthermore, another recent study with a sample of college students demonstrated that academic self-efficacy had a significant and positive association with intrinsic motivation as well as it had a significant and negative correlation with a motivation (Reynolds & Weigand, 2010). However, these investigators found a significant and positive relation among academic self-efficacy and extrinsic motivation, which is contrary to the findings of Sakiz (2011), as cited in Casandra-Carlene (2013).

Empirical studies have yielded consistent evidence that students' academic self-efficacy has a significant and positive association with their academic motivation (e.g., Schunk & Hanson, 1985; Zimmerman, 2000). In addition, self-efficacy behavior regulates human execution of a given task through cognitive function and motivational elements (Bandura, 1997, 1986; Bandura & Locke, 2003). In support of this, there is evidence of the importance of having high academic self-efficacy to have high achievement motivation (Bandura 1997; Pajares 1997; Zimmerman, 2000). Overall, Pajares (2003) concluded that student's confidence in their capabilities (i.e., self-efficacy) influences their motivation (Cited in Casandra-Carlene, 2013).

The effect of students' sex on their academic self-efficacy, achievement motivation, and academic achievement has not been considered so far, but that it may be an important factor for the reason that in societies where there are rigid gender roles (i.e., gender marginalization), the societal stereotype threats are believed to be highly prevalent, and thus the stereotype effects may have substantial influences on the different developmental outcomes of females and males. That is, traditional societies assume that there are observable differences between males and females (i.e., favouring males) in their capabilities in different activities. Therefore, these socially induced differences may result in discriminatory opportunities and rewards for two sexes and may have crucial effect on the different developmental outcomes of females and males. In understanding this, gender has consistently been researched in relation to the different developmental outcomes, particularly academic self-efficacy, achievement motivation, and academic achievement indifferent educational settings, both in elementary and secondary schools and in higher education institutions. This section attempts to present and discuss studies which examined sex differences in the academic self-efficacy, achievement motivation, and academic achievement of students at different levels of education.

Research has also shown that the effect of sex on academic self-efficacy is course or domain-specific. For instance, a study by Busch (1995) with sample of 154 (77 females and 77 males) Norwegian college students revealed that female students had significantly lower self-efficacy in computing and marketing courses and higher self-efficacy in statistics course compared to their male counterparts. Empirical studies with high school students have also documented significant sex differences in self-efficacy beliefs, indicating that male students had significantly higher self-efficacy when compared to their female counterparts (Randhawa, Beamer & Lundberg, 1993), as cited in Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo (2000).

As with academic self-efficacy, the research findings with respect to sex differences in students' achievement motivation are mixed. That is, research has produced conflicting results regarding sex differences in achievement motivation of college/university students with some findings suggest that

female college/university students have significantly higher levels of achievement motivation than their male counterparts. Other results indicate that male college/university students possess significantly higher levels of achievement motivation compared to their female counterparts which have also been supported by the findings of research conducted in high schools (Rutter, Smith, & Hall, 2005). Some other findings also show that female college/university students have significantly higher levels of achievement motivation in some fields of study but lower levels in other disciplines of study as compared to their male counterparts (Sid & Lindgren, 1981). On the other hand, studies have revealed that there are no significant sex differences in the achievement motivation of college/university students (Cited in Caprara, Barbaranelli, Pastorelli, Bandura, and Zimbardo, 2000).

In sum, it seems reasonable to assume that sex differences in academic self-efficacy, achievement motivation, and academic performance are also at least partly explained by socio-cultural factors, in general, and students' personal characteristics, in particular. As is evident from the aforementioned reviews, it is not possible to find clear trend regarding the effects of students' sex in their self-efficacy beliefs, achievement motivation, and academic achievement, and this calls for further study in a cultural context where there is a paucity of this kind of research to clearly understand whether or not students' self-efficacy beliefs, achievement motivation, and academic performance vary as a function of their sex. Therefore, the current study will attempt to scrutinize the issue in question.

Conclusively, many of the reviewed studies were carried out in Europe and the USA whose social, political, technological and economic set ups are different from those of Uganda, hence the current study in Uganda. Given the previous research that found that involvement in activities outside of school could increase a child's sense of belongingness and self-confidence, the research on how it affects self-efficacy is limited. The current research seeks to extend the previous findings by investigating the relationship between participation in extracurricular activities and how they affect academic self-efficacy. More specifically it is hypothesized that those students who are involved in extra-curricular activities will display higher academic self-efficacy when compared to students who do not participate in any extra-curricular activities.

III. METHODOLOGY

The study employed a cross sectional survey design with a quantitative approach. A sample of 400 pupils was taken from fifteen primary schools. Pupils were administered with a researcher-made questionnaire, a student survey which asked for their gender, age, grade/class and if they participate in extracurricular activities. The respondents were also administered with a standardized questionnaire of likert scale type, the *Morgan-Jinks Students Efficacy Scale (MJSES)* (Jinks & Morgan, 1999). The MJSES is an inventory designed

for middle school students to gain information about student efficacy beliefs that are related to school success. The MJSES is comprised of 30 items to which participants respond using a Likert scale ranging from “strongly agree to “strongly disagree.”.The MJSES yields an overall Academic Self-Efficacy score as well as scores on three sub-scales. The sub-scales measure a student’s self-efficacy with respect to context, talent, and effort. Context refers to how the students feel about school in general. Talent refers to how they feel about their academic performance. Effort refers to how they feel about their work ethic in school. The study was conducted in Kira Municipality of Wakiso district, Uganda. The area is peri-urban and the population is generally literate. There are many civil servants in the area, business men and a few farmers who grow on a small scale, beans, maize, ground nuts, and also do poultry farming and piggery. This area was chosen because of its metropolitan nature. With metropolitanism, all categories of people are found, which translates in schooling. Therefore, different categories of pupils from different backgrounds are usually found in urban and peri-urban schools. Whereas many schools in Kira municipality are well equipped with facilities such as football and netball pitches, it was not clear whether or not the learners participate much or less in the extra-curricular activities, as there is a tendency among the literate parents to urge their children to concentrate more on academics than on extra-curricular activities. Content wise, the study was limited to the extra-curricular activities the learners usually do at school (not outside school) such as football, netball, one-legged sport, sack race, middle race, high jump and egg race.

IV. RESULTS

The researchers investigated whether or not pupils’ perceived academic self-efficacy was a function of their level of participation in extra-curricular activities. The findings indicated that there is a significant relationship between extra-curricular activities and pupils’ perceived academic self-efficacy in primary schools in Kira municipality (sig, 0.003), as shown in table 1.

Table 1 showing relationship between extra-curricular activities and pupils’ self-efficacy in primary schools in Kira municipality, Wakiso district, Uganda

Items correlated	R-value	P-value	Type of relationship
Extra-curricular activities Vs pupils’ self-efficacy	0.36	0.003	Significant

Table 1 indicates that there is a significant relationship between extra-curricular activities and pupils’ perceived academic self-efficacy in primary schools in Kira municipality, Wakiso district, Uganda (sig, 0.003). Hence, the learners’ engagement in extra-curricular activities highly causes them to believe that they can perform well in academics. The influence of extra-curricular activities on pupils’ perceived academic self-efficacy is big enough. This is probably because, since primary school pupils are young, they

need to play games and sports so as to feel energized to study and perform better. The positive r-value indicates that the more the pupils engage in extra-curricular activities, the more they develop the feeling and confidence to perform better in academics.

V. DISCUSSION, CONCLUSION AND RECOMMENDATION

The findings indicated that there is a significant relationship between extra-curricular activities and pupils’ perceived academic self-efficacy in primary schools in Kira municipality, Wakiso district, Uganda (sig, 0.003). This could be attributed to the reading habits of the pupils. It is important to note that Kira municipality is a peri-urban locality and many of the primary schools in the area are well developed. Many schools seemingly value and stress pupils’ good reading habits for newspapers, novels, magazines and journals. As Dadzie (2008) notes, reading is the ability to understand words contained in a document and make use of the knowledge for personal growth than development. This implies making meaning out of recorded information either printed or non-printed in the life of an individual. People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). He believes reading is a process of thinking, evaluating, judging, imagining, reasoning and problem solving (cited in Ayele-Gota Abesha (2012).

The findings of this study relates to the study which was carried out by Singh (2011), examining academic achievement and involvement of higher secondary students in games and sports. The study was conducted on hundred (100) higher secondary students randomly from two higher secondary schools. The result indicates that girls and boys differ significantly in their desire for games and sports, as well as in academic achievement. In addition, the findings of the current study do not differ much from those of Higginbotham (1999), who examined the extra-curricular activities’ literature interests of middle school-sixth, seventh, and eighth grade-students in a metropolitan, public school located in a southeastern state Atlanta, Georgia. The result of this study showed differences in interest by genders, which are congruent with many society’s stereotypes, and females reported a stronger interest in Romance, Friendship, Animal Stories, Adventure, and Historical Fiction, while the males reported stronger preferences for the categories of Sports and Science. Also, the male respondents had a stronger preference for football than did the female respondents (cited in Ayele-Gota Abesha (2012).

The current study’s findings were that the pupils who participated in extracurricular activities scored significantly higher in academic self-efficacy than those students who did

not. These results are consistent with the findings of Perry-Burney and Takyi's (2002) study of adolescent girls and team sports. They found that girls who participated in team sports have an increase in self-confidence and also an improvement in overall GPA. Moreover, these results are also consistent with Hibert's (2000) study of successful adolescent males in urban high schools. Hibert showed that those students involved in team sports such as the swim team had a direct influence shaping the student's self-identity and a powerful impact on shaping their belief in self. In both these studies, the researchers found a link between the student's participation in extracurricular activities and the positive impact on academic self-efficacy (cited in Bandura, Barbaranelli, Caprara, and Pastorelli, 1996).

The current study's findings have shown that by participating in extra-curricular activities, the learners are highly motivated to believe that they can do well in academic-related circles. This may have roots in families in Kira municipality areas the pupils come from. It is generally believed that the talents pupils possess in particular extra-curricular activities, such as singing, dancing, football, netball, volleyball, running, and table tennis, is in most cases hereditary, from parents or grandparents to children. In addition, children's love for particular games and sports might be originating from the families those particular children come from. If the elders at home have less or no conflicts and love such games and sports, there is high likelihood for the children to love such games and sports too, thus concurring with the researchers who have proposed and examined models of family functioning as contextual processes in adolescent adjustment for several decades. While factors within the family serve as both protective and risk factors for adjustment, studies have indicated that conceptualizing family processes within a backdrop of societal events provides a better framework for predicting adolescent academic adjustment (Darling & Steinberg, 1993).

Still on the families in Kira municipality where the respondents of the current study were from, the possibility is high that the majority of them are stable without conflicts, thus breeding grounds for pupils' high participation in extra-curricular activities, as well as having high academic-efficacy. As usually claimed, the relationship between family conflict and internal states of the adolescent is important in predicting adolescent adjustment. The perceptions of high levels of family conflict have been associated with high levels of continuous negative emotional arousal (Monahan, Buchanan, Maccoby, & Dornbusch, 1993). In turn, high levels of negative emotional arousal have been linked indirectly to learning difficulties in adolescents (Bandura, 1977). Perspectives on emotional regulation suggest that the presence of conflict influences the relationship between performance in adolescence (Garbarino, 2002) such that the accumulation of risk (i.e. family conflict) reduces the likelihood of student success. Research examining both the direct and indirect effects of family conflict indicates that emotional insecurity

about family conflict has been linked to problems in school performance (Cited in Bandura, Barbaranelli, Caprara, and Pastorelli, 1996).

The study reports that Kira municipality primary school pupils' self-efficacy in mathematics was poor. This could be attributed to general people's stereotype threat. Stereotype threat refers to the concern that is experienced when one feels at risk of confirming, as self-characteristic, a negative stereotype about one's group (Steele & Aronson, 1995). It is a psychological phenomenon which deleteriously affects the performance of a variety of groups (e.g., females, racial/ethnic minorities, and people with low socio-economic status). Research on group stereotypes related to academic performance and self-efficacy indicates that stereotype threat can have detrimental effects on the performance of individuals, especially if they are made salient. For example, several empirical studies (Brown & Josephs, 1999; McJunkin, 2009; Spencer, Steele, & Quinn, 1999) show that women tend to underperform on Math tests when they are at risk of confirming the stereotype about women's Math ability because people experiencing stereotype threat have fewer cognitive resources to devote to tasks than do their peers who are not experiencing threat (Alter, Aronson, Darley, Rodriguez, & Ruble, 2010) (Cited in Casandra-Carlene, 2013).

Another likely explanation for the present finding of a significant relationship between extra-curricular activities and academic self-efficacy of pupils in Kira municipality could be the socio-economic status of the pupils' parents. It is obvious that well-educated parents are also economically capable and they can fulfill the needs of their children and provide materials which are essential for their success in education. Furthermore, parents who are more educated can actively involve behaviourally (i.e., the participation of the parents in their children's school activities), personally (i.e., the parents' interest in the academic life of their children), and cognitively (i.e., parent sex pose their children to academically stimulating activities and materials and also transmit educational experiences to their children) in their children's education. These are instrumental in enabling the children of well-educated parents to be successful in their education. In contrast, children with lower parental educational background are disadvantageous in all the above mentioned conditions, and consequently they may not be effective in their academic performance as children with well-educated parents. Kira municipality being a peri-urban area, the pupils might have had access and exposure to the innovations of modern science and technology, which are important for success in education. Moreover, the overall life and living standards in urban areas are modern and thus facilitate students' success in education.

Conclusion

Based on the findings of the study, it is safe to conclude that the pupils' level of participation in extra-curricular activities can predict their level of self-efficacy, such that the more they participate in extra-curricular activities, the more they

perceive themselves to be capable of producing good results in academics and vice-versa.

Recommendation

Given the finding that the pupils who highly participated in extra-curricular activities highly felt the confidence to perform well academically, and those who participated less in extra-curricular activities felt that they would not perform well academically, there is need for the two groups of pupils, the higher and lower participants in extra-curricular activities both to develop a feeling and confidence that they can perform very well academically, and hence work hard to achieve it.

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