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RESEARCH ARTICLE

The Effect of Sports Activity Scheduling on Students' Academic Achievement in Public Secondary Schools in Bukoba District, Kagera-Tanzania

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All authors contributed equally to this research.

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ABSTRACT

This paper assessed the effect of sports activity scheduling on students' academic achievement in public secondary schools in Bukoba District, Kagera-Tanzania. This study adopted a mixed-methods approach with an explanatory sequential design, involving a total sample of 197 participants. Sampling procedures included purposive sampling, stratified and simple random sampling. Data collection instruments included questionnaires and semi-structured interviews. Quantitative data were analyzed using SPSS with descriptive statistics such as frequencies and percentages, while qualitative data were analyzed thematically to identify key patterns and explanations. The study found that the majority of both teachers and students perceive sports scheduling in public secondary schools as positively influencing academic performance, concentration, and classroom behavior, especially when scheduled weekly and outside core academic hours. However, challenges such as student fatigue and scheduling conflicts persist, particularly in resource-limited schools, highlighting the need for improved planning and infrastructure. The study recommended that schools should enhance coordination between academic and sports departments to ensure sports activities are scheduled without disrupting critical learning periods. Education authorities should support under-resourced schools by investing in infrastructure, providing scheduling tools, and training staff to implement balanced, student-centered extracurricular programs.

Keywords: Sports activity; scheduling; students' academic achievement; public secondary schools**INTRODUCTION**

Extracurricular activities (ECAs) play a crucial role in enhancing students' educational achievements by encouraging personal development beyond academics. Involvement in sports, clubs, and the arts helps students build critical life skills such as communication, leadership, teamwork, and discipline (Munir & Zaheer, 2021; Friedman et al., 2025). These activities support both academic and personal success, as students excel in various areas including debate, writing, music,

athletics, and community service (Mbaki, 2024). Students who actively participate in ECAs often develop a stronger sense of identity, purpose, and engagement in school life.

Effective management is central to ensuring that ECAs, particularly sports, are successfully implemented. This includes planning, organizing, and evaluating programs, training facilitators, and promoting inclusive participation (Ramírez-Peña & Delgado, 2024). A key component of this management is the regular

scheduling of sports activities during or after school hours to maintain consistency and student interest. Schools with well-structured timetables for sports events and practices foster student discipline, reduce absenteeism, and improve academic motivation (Fredrick et al., 2022). However, inconsistent scheduling often due to poor coordination or lack of facilities can severely limit the benefits of sports programs, especially in under-resourced schools.

Globally, countries recognize the value of ECAs in holistic education. In Germany, ECAs are integrated into school programs, and local authorities support the scheduling of diverse activities, including regular sports events (Wehden et al., 2025). In Canada and Russia, schools benefit from strong government support and structured timetables for both academic and extracurricular programs (Crespo Martínez, 2024). African countries like Ghana and Kenya have also emphasized the importance of ECAs, though challenges persist. In Kenya, for instance, limited facilities and delayed resource allocation often disrupt the consistent scheduling of sports and club activities (Sila & Njihia, 2025).

Tanzania's Education and Training Policies of 1995, 2014, and 2023 underscore the importance of ECAs, including sports, as essential tools for fostering student talents, values, and holistic development (MoEST, 2023). These policies encourage schools to offer structured programs with regularly scheduled activities. However, in practice, implementation is uneven. While some urban schools schedule sports on a weekly basis, rural schools often face disruptions due to limited infrastructure, inadequate sports equipment, and a shortage of trained coaches or teachers to manage these activities (Lyoba & Mwila, 2022). Without scheduled practice times, sports lose their developmental value, and student participation declines.

In Bukoba District, particularly in rural areas, the lack of structured scheduling for sports and other ECAs is a major concern. Despite national policies supporting extracurricular engagement, schools struggle with poor management, irregular planning, and minimal resource allocation for sports activities. This leads to missed opportunities for student development and weakens the connection between ECAs and academic performance (Lyoba & Mwila, 2022). Compared to more developed districts, Bukoba lags in offering consistent sports schedules and organized events. Thus, this study aimed to assess the effect of sports activity scheduling

on students' academic achievement in public secondary schools in Bukoba District, Kagera-Tanzania

LITERATURE REVIEW

Theoretical Review

This study was guided by systems theory, developed by biologist Ludwig von Bertalanffy in the 1950s, views organizations as interconnected and interdependent systems working together toward shared goals. In the context of this study, public secondary schools are seen as systems comprising subsystems such as leadership, teachers, students, and extracurricular programs. Inputs like resources, policies, and extracurricular activity management including the scheduling of sports activities are processed through planning and coordination to produce outputs such as improved student academic and non-academic achievements. The theory's strength lies in its holistic and integrative approach, allowing the study to examine how coordinated efforts among school components influence outcomes. It also emphasizes feedback loops for continuous improvement. However, its general nature and assumption of rational functioning can be limiting, as it offers little direct guidance on managing extracurriculars and may overlook individual motivations or systemic conflicts. Despite these weaknesses, the theory was effectively applied in this study to understand how the systematic scheduling and management of sports activities impact student achievement in public secondary schools, supported by additional methods like stakeholder interviews and behavioral insights to address practical gaps.

Empirical Review

Korten (2025) conducted a study on scheduling physical activity time in a Swedish and Dutch primary school. The study used a qualitative approach. The finding was that successful promotion of physical activity in schools depends on coordination at national policy, school vision, and practical implementation levels, with teacher agency at the center, regulated by their personal background, immediate goals, and means available. The study recommended embedding physical activity more explicitly in national curricula and school policy with adequate provision to empower teachers and principals with the authority and resources needed to make it happen. The study was, however, limited to considering only two schools, which hindered generalizability to broader educational or cultural contexts. Accordingly, this research endeavored to fill the gap by assessing the effect of organizing sport

activities on performance by students in public secondary schools in Bukoba District.

Tawiah et al. (2025) conducted a study in the scheduling of the invisible power of extracurricular activities and motivation of Religious and Moral Education in Ghanaian basic schools. The studies concluded that extra-curricular activities such as community service, sport, debate, and culture contribute immensely to moral and religious development among students through empathy, tolerance, leadership, and moral decision-making. The studies recommended greater integration of extra-curricular activities into the formal curriculum and greater coordination between families and schools with an aim of increasing provision of religious and moral education. But although the study was informative, it lacked support from a more critical consideration of the extent to which these findings extended to more general levels of education in Ghana. The focus was therefore on bridging the gap by investigating the role of sporting activities timing on the performance of students in Bukoba District public secondary schools.

Channa and Alwi (2025) conducted an evaluation of the relationship between the timetabling of extracurricular activities and school performance in Zambia's secondary schools. The study findings confirmed that there is a positive effect of extracurricular activities on school performance through enhancing time management, learning motivation, and interpersonal skills. It proposed structured extracurricular activities, adequate funding, and holistic teacher support to develop student involvement and academic success. The study centered on integrating extracurricular activities as core to developing students' academic, social, and emotional competences, ultimately to their readiness for tertiary education. However, the employment of a limited sample size and lack of varied participant perspectives in the study limited the generalizability of results. Therefore, this study aimed to fill this gap by examining the effect of sporting activities' timing on the performance of students in public secondary schools in Bukoba District.

Nguri (2024) aimed to assess the effect of sports activity on academic achievement among youths and used a desk study method, grounded on secondary data collected from available literature, online journals, and libraries due to cost-effectiveness in Kenya. The findings showed a generally favorable connection between sporting activity and academic achievement, with benefits encompassing improved cognitive skills,

time management, and control of oneself. The study, however, showed potential drawbacks such as time constraints, fatigue, and avoidance of schoolwork due to excessive sports activity. The effect of sporting activity, it was suggested, varied as a function of the sport type, competition level, and individual differences. The study proposed that the inclusion of sport programs in school curricula is necessary and policymakers begin youth sport support to enable comprehensive development. Even though the study provided important observations, reliance on secondary data limited the scope to test causality and current data, and hence it was thought to engage in future primary research drawn from theories such as self-determination, social learning, and achievement goal theory.

Mbise and Lekule (2023) investigated the extracurricular activity scheduling for the development of the practice of the constructivist learning and teaching process among Tanzanian schools. The findings showed that extracurricular schedules and activities facilitated the acquisition of self-sustainability skills by the students, which empowered them to innovate and implement sustainable socioeconomic ventures. The study indicated that teachers incorporate extracurricular activities like sports, within regular classroom teaching in order to enhance the critical thinking and active knowledge-building ability of students. The small participant base and lack of quantitative evidence may have undermined the generalizability of the findings across more than the research school. Therefore, the study aimed to bridge the gap by using the mixed research approach that combined quantitative and qualitative and focused more on research of the effect of sport activity timetabling on student performance in government secondary schools.

METHODOLOGY

This study employed a mixed research approach combining both quantitative and qualitative methods to comprehensively examine the contribution of extracurricular activities to students' achievements in public secondary schools. An explanatory sequential research design was adopted, where quantitative data were first collected and analyzed using questionnaires, followed by qualitative data collection through semi-structured interviews to elaborate on the quantitative findings. The target population consisted of 21,455 individuals, including 20,707 students, 685 teachers, 33

heads of schools, 29 Ward Education Officers (WEOs), and 1 District Education Officer (DEO). A total sample of 197 participants was drawn using a combination of purposive sampling for school heads, WEOs, and DEO, and stratified and simple random sampling for students and teachers, ensuring representative and knowledgeable respondents. Validity of instruments was ensured through face and content validity checks by experts, while reliability was established via a pilot study using the test-retest method and internal consistency measured by Cronbach's Alpha coefficients of 0.63 (teachers) and 0.78 (students). Quantitative data were analyzed with SPSS using descriptive statistics such as frequencies and percentages, while qualitative data were subjected to thematic analysis to identify key themes. Ethical considerations were rigorously observed, including obtaining permissions from relevant authorities, ensuring informed consent, confidentiality, anonymity, and safeguarding participants' privacy throughout the research process in accordance with APA ethical guidelines.

RESULTS AND DISCUSSION

The Effect of the Scheduling of Sports Activities on Students' Achievement

This section addressed the degree to which the scheduling of sports activities influences students' academic achievement in public secondary schools in Bukoba District. Proper scheduling of sports activities plays a crucial role in supporting academic success by helping students manage their time effectively, reduce stress, improve physical health, and boost concentration and classroom performance. Data presented in this section were first collected from teachers and students through questionnaires. Respondents were asked to indicate their level of

agreement ranging from strongly agree to strongly disagreement with various statements related to sports scheduling and academic achievement. The qualitative data was collected through interviews with heads of schools, WEOs, and the DEO.

Frequency of Sports Activities Scheduling

Teachers were asked first the frequency of sports activities scheduled in public secondary schools. The responses are presented in figure 1.

Figure 4.1 demonstrates how respondents responded to how often sports activities are scheduled. The data reveals that most respondents, 64 respondents out of 78 (82.10%), said that sports activities are scheduled on weekly basis. This indicates that weekly sports sessions are the most common practice among respondents. 12 respondents (15.40%) reported that sports activities happen twice a week. Minority of respondents, 1 (1.30%), said that sports activities are scheduled three times a week and 1 (1.30%) reported daily. This suggests that most teachers prefer to organize sports activities once a week, with only a few opting for more frequent sessions. The small number of teachers scheduling sports activities more than once a week might imply limited resources, time, or a belief that once a week is sufficient for students' physical activity. Overall, the data shows a clear preference for weekly sports activities over more frequent scheduling. This preference for weekly sessions aligns with findings by Maksymchuk et al. (2020), whose research demonstrated that structured pedagogical technology significantly improves the readiness of future teachers to organize school sports. The positive progress observed in experimental groups highlights the value of targeted training in enhancing the quality and organization of sports activities within educational settings.

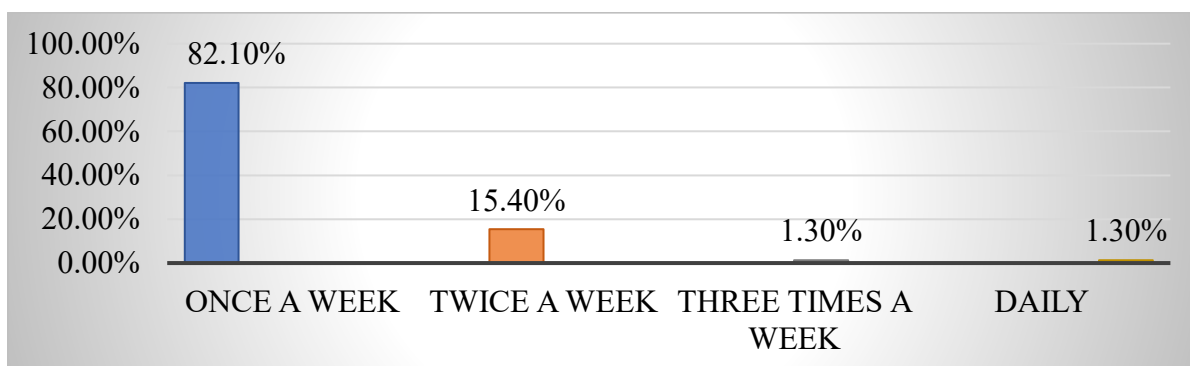


Figure 1. Teachers' Response on the Frequency of Sports Activities Scheduling
Source: Field Data (2025)

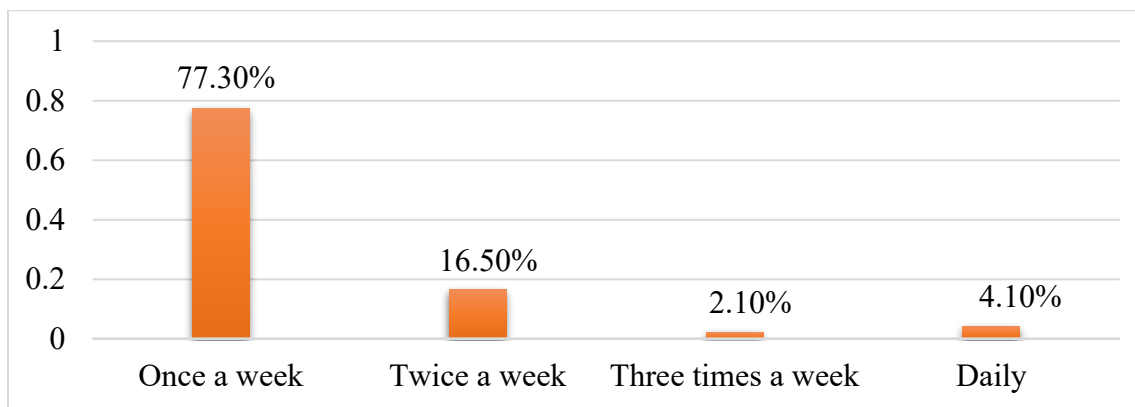


Figure 2. Students' Response on the Frequency of Sports Activities Scheduling

Source: Field Data (2025)

Figure 4.2 shows how students responded to how often sports activities were scheduled. The data indicated that majority of students. 75 percent of respondents (77.30%) said that sports activities are scheduled once a week. This suggests that most students participate in sports only once each week. 16 respondents (16.50%), said sports activities happen twice a week, which shows some respondents engage in sports more frequently. Minority of students, only 2 respondents (2.10%), reported that sports are scheduled three times a week, and 4 respondents (4.10%) say sports occur daily. This data suggests that most students experience sports activities once a week, with fewer students participating more often. This implies that students are not getting frequent opportunities for sports, possibly due to school schedules or other limitations. Supporting this, Bailey et al. (2022) emphasize that school-based physical activity, physical education, and sports play a crucial role in promoting health-enhancing physical activity, especially when supported by factors like inclusion, teacher training, resources, and community partnerships. From Systems Theory perspective, these elements interact within the school environment as interconnected parts, meaning improvements in one area (e.g., better facilities or teacher development) can positively influence overall student participation and health outcomes.

The Effect of the Scheduling of Sports Activities on Students' Achievement

Besides, teachers were given Likert Scale statements concerning the effect of the scheduling of sports activities on students' achievement. Table 1 presents the data. (Key: SD-strongly disagree, D-disagree, N-neutral, A-agree, SA-strongly agree).

Sports Scheduling and Academic Performance

According to Table 2, a majority of respondents 42 (53.8%) agreed and 30 (38.5%) strongly agreed that well-scheduled sports activities contribute positively to academic performance, with only small percentages expressing disagreement or neutrality. This indicates that nearly 92.3% of teachers recognize the beneficial impact of strategically timed sports on students' academic achievement. One interviewee noted that adjusting sports schedules to earlier times in the day improved students' focus and test scores, as students returned to class energized rather than tired or distracted. This underscores the importance of proper timing and collaboration between academic and sports departments to balance physical activity with academic demands. These findings align with Pérez-Ordás et al. (2019), who highlight the value students place on quality extracurricular sports and emphasize that effective communication and scheduling boost student satisfaction, loyalty, and sustained participation. Overall, the data suggests that thoughtfully integrating sports into school programs supports both academic success and student engagement.

Impact on Concentration and Behavior

In this statement, 1 respondent (1.3%) strongly disagreed, 2 (2.6%) disagreed, and 4 (5.1%) remained neutral. The majority 44 (56.4%) agreed, and 27 (34.6%) strongly agreed that sports activities improve concentration and behavior in class. This shows that most teachers believe sports activities play a significant role in enhancing students' concentration and classroom behavior. One of the interviewees expressed that:

During school visits, I have observed clear difference in classroom behavior between schools that actively include sports and those that do not. Students who participate in well-scheduled sports are more attentive, less

restless, and generally more disciplined. I believe this is because physical activity helps them release pent-up energy and manage stress better. It is essential that schools treat sports not as an interruption but as a tool to support mental and behavioral health (Interview W 1, July 2025)

This response emphasizes the behavioral benefits of integrating sports into the school routine. It illustrates that physical activity contributes to better attention, discipline, and emotional regulation among students. Viewing sports as a supportive educational tool, rather than a distraction, can improve classroom dynamics. Schools should therefore prioritize structured sports as part of a general approach to student development. This

response aligns with Korten (2025), who emphasized that the successful promotion of physical activity in schools relies on alignment between national policies, school vision, and on-the-ground execution. Korten highlighted the pivotal role of teacher agency, shaped by their personal experiences, goals, and access to resources indicating that effective integration of sports requires systemic coherence and empowered educators. From the Systems Theory perspective, this underscores the need for coordinated functioning across multiple interconnected subsystems policy, institutional leadership, staff, and students to ensure that structured sports support not only behavioral development but also the overall effectiveness of the educational system.

Table 1. Teachers response on the influence of the scheduling of sports activities on students' achievement (n=78)

Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Well-scheduled sports activities contribute positively to students' academic performance.	2	2.6	2	2.6	2	2.6	42	53.8	30	38.5
Sports activities help improve students' concentration and classroom behavior.	1	1.3	2	2.6	4	5.1	44	56.4	27	34.6
The current sports schedule allows for a good balance between academics and extracurricular activities.	1	1.3	2	2.6	15	19.2	44	56.4	16	20.5
Sports activities are integrated into the school timetable without disrupting academic instruction.	-	-	1	1.3	4	5.1	48	61.5	25	32.1
Sports activities often interrupt lesson plans and reduce instructional time.	36	46.2	33	42.3	4	5.1	4	5.1	1	1.3
Students are frequently too tired to participate effectively in class after sports activities.	24	30.8	36	46.2	9	11.5	7	9	2	2.6

Source: Field Data (2025)

Balance Between Academics and Extracurriculars

The results indicate that 1 respondent (1.3%) strongly disagreed, 2 (2.6%) disagreed, and 15 (19.2%) remained neutral regarding whether current sports schedules allow for a good academic-extracurricular balance. However, the majority were positive: 44 (56.4%) agreed and 16 (20.5%) strongly agreed. This suggests that most teachers believe the current sports schedules effectively support a healthy balance between academic duties and extracurricular participation. One interviewee explained that intentional efforts were made to better align extracurricular activities, particularly sports, with the academic calendar. Previously, scheduling sports near exam periods created unnecessary stress, but through improved planning and staff coordination, academic

and extracurricular activities now complement each other. Their goal is not to force a choice between “books and the ball” but to create meaningful space for both (Interviewee 3, July 2025). This highlights how thoughtful scheduling at the school level can prevent conflicts, reduce student stress, and promote a balanced, student-centered learning environment. This approach aligns with Systems Theory, which underscores the need for coordination among academic, physical, and administrative subsystems to maintain overall harmony. Effective leadership acts as a regulatory mechanism that integrates these subsystems to meet academic and extracurricular goals simultaneously without conflict. Frikha (2025) supports this view, emphasizing that successful school programs rely on strong institutional leadership, strategic

planning, and the integration of diverse educational components to holistically address student needs.

Sports Integration without Disruption

Under this statement, no respondent strongly disagreed that sports activities are integrated into the school timetable without disrupting academic instruction, only 1 (1.3%) disagreed, and 4 (5.1%) were neutral. The majority 48 (61.5%) agreed, and 25 (32.1%) strongly agreed that sports are integrated into the timetable without disrupting academics. One of the interviewees stated that:

One of my main efforts has been to integrate sports within the school day in a more structured and thoughtful way. I now avoid scheduling sports activities directly before core academic subjects like mathematics or languages. Instead, I place them in time blocks that align well with students' energy levels and the overall learning flow. This kind of planning helps maintain lesson continuity and reduces disruptions to academic instruction (Interviewee 4, July 2025)

This response implies that strategic scheduling of sports around academic priorities minimizes classroom interruptions and supports consistent learning. It underscores the role of school leadership in managing time effectively to balance physical and intellectual development. When sports are integrated thoughtfully, they enhance school schedules rather than disrupt them. This reinforces the importance of schedule design in promoting academic success. Frikha (2025) supports this by highlighting that schools should encourage participation in extracurricular physical activities while fostering intrinsic motivation, enjoyment, and a positive body image to strengthen academic outcomes. The study's cross-sectional design limits causal conclusions. Its findings emphasize that a well-integrated physical activity when scheduled and supported appropriately contributes meaningfully to students' educational experience. This aligns with System Theory view that harmonious coordination of subsystems leads to optimal school performance.

Sports Interrupting Lessons

Regarding sports interrupt lessons, 36 respondents (46.2%) strongly disagreed and 33 (42.3%) disagreed with this statement. Only a small number 4 respondents (5.1%) were neutral, while 4 (5.1%) agreed, and just 1 (1.3%) strongly agreed that sports activities disrupt lesson time. This indicates that most teachers believe sports do not significantly interfere with instructional

time. Schools appear to manage sports scheduling effectively to minimize disruptions to lessons. One of the interviewees specified that:

We receive very few complaints from schools about sports interfering with lesson delivery. In fact, most headteachers report improved punctuality and better coordination among departments. However, in a few rural schools where resources are tight, sports sometimes overlap with teaching due to space limitations. Overall, the trend is positive, but infrastructure still matters (Interview D, July 2025).

This response suggests that schools manage to coordinate sports and lessons well, resulting in minimal disruption. It also highlights that limited resources and inadequate facilities in some rural schools cause occasional scheduling conflicts, indicating a need for improved infrastructure. Tawiah et al. (2025) reveal that extracurricular activities including sports, community service, debates, and cultural events significantly contribute to students' moral and religious development by fostering empathy, tolerance, leadership, and ethical decision-making. From Systems Theory perspective, this underscores the importance of resource availability and infrastructure as critical components within the school system; when these elements are insufficient, the balance and functioning of the entire educational system can be disrupted, affecting both academic and developmental outcomes.

Student Fatigue after Sports

The findings reveal that 24 respondents (30.8%) strongly disagreed and 36 (46.2%) disagreed with the statement that students are frequently too tired to participate effectively in class after sports, while 9 (11.5%) were neutral, 7 (9%) agreed, and 2 (2.6%) strongly agreed. This suggests that the majority of teachers do not perceive student fatigue as a widespread issue, though a small percentage acknowledge it as a concern. These results imply that fatigue may not stem from sports participation itself but rather from how and when sports are scheduled. One interviewee explained that after noticing students were tired during afternoon lessons, sports activities were moved to mid-morning, resulting in students returning to class more energized and attentive (Interviewee 5, July 2025). This insight underscores the importance of strategic scheduling in optimizing both physical activity and academic engagement. It also highlights that fatigue can be mitigated not by limiting sports but by adjusting timing and intensity. This approach aligns with

Systems Theory, which emphasizes the need for harmony and feedback among interconnected subsystems in this case, academic and physical education to maintain balance. Korten (2025) supports this, emphasizing that adaptive scheduling and responsive leadership are key to integrating physical

activity into the school day in ways that enhance, rather than hinder, student learning and overall development. Students were provided with Likert Scale statements concerning the influence of the scheduling of sports activities on students' achievement. Their responses are presented in table 2(Key: SD-strongly disagree, D-disagree, N-neutral, A-agree, SA-strongly agree)

Table 2. Students' response on influence of scheduling of sports activities on students' achievement (n=97)

Items	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Sports activities are scheduled at times that do not interfere with my academic lessons.	15	15.5	11	11.3	6	6.2	21	21.6	44	45.4
Participating in scheduled sports activities helps me concentrate better in class.	4	4.1	12	12.4	12	12.4	41	42.3	28	28.9
The current schedule for sports activities allows me to balance academics and sports easily.	6	6.2	4	4.1	8	8.2	45	46.4	32	33
Regular participation in sports improves my academic performance.	9	9.3	12	12.4	17	17.5	28	28.9	31	32
Sometimes sports activities are scheduled during important academic periods.	14	14.4	27	27.8	20	20.6	20	20.6	16	16.5
I feel tired and less focused in class after sports activities.	13	13.4	40	41.2	11	11.3	10	10.3	23	23.7
I would perform better academically if sports were scheduled more appropriately.	9	9.3	16	16.5	16	16.5	31	32	25	25.8

Source: Field Data (2025)

The findings from Table 2, based on responses from 97 students, show that the majority believe current sports schedules are appropriately timed and support academic achievement. About 67% of students agreed that sports do not interfere with academic lessons, while nearly 80% felt that scheduling allows for an effective balance between academic and extracurricular responsibilities. This view is reinforced by an interviewee who emphasized the collaborative effort between academic and sports departments to avoid scheduling conflicts, particularly during exam periods. These results support the argument that strategic scheduling not only prevents disruption but also reduces student stress, ultimately enhancing academic focus and performance. This aligns with the research of Mbise and Lekule (2023), who found that well-planned extracurricular programs empower students with both academic and practical life skills. Systems Theory further underscores the value of such coordination, emphasizing the importance of balance among interconnected school subsystems academic, physical,

and administrative to maintain overall effectiveness. Frikha (2025) also highlighted the role of leadership and strategic planning in aligning these subsystems to meet student needs holistically.

However, the data also reveals persistent challenges. While over 70% of students believe sports improve concentration, and 61% see a positive link between sports and academic performance, a notable portion remains neutral or disagrees, indicating varied experiences. Approximately one-third of students reported fatigue after sports, and over half believed that better scheduling could further enhance their academic outcomes. Interviewee D echoed this concern, noting that schools with limited resources struggle to schedule sports effectively, leading to conflicts with academic lessons and increased student stress. This suggests that while progress has been made, gaps remain, particularly in under-resourced schools. These findings are supported by Tawiah et al. (2025), who highlighted how inadequate infrastructure hinders effective extracurricular implementation. From a Systems Theory viewpoint, resource constraints in one area such as

infrastructure or administration can disrupt the performance of the entire educational system. To address this, continued investment in planning tools, staff training, and district-level support is essential to ensure that all schools can create balanced schedules that support both academic achievement and student well-being.

CONCLUSION AND RECOMMENDATIONS

The findings from both teachers and students demonstrate that the scheduling of sports activities in public secondary schools is generally viewed positively, with the majority acknowledging its contribution to improved concentration, academic performance, and behavioral outcomes. Weekly sports sessions are the norm, and when scheduled thoughtfully, especially outside core academic periods they are seen as enhancing, rather than hindering, the academic environment. However, challenges persist, particularly in schools with limited resources where sports may occasionally clash with important lessons or contribute to student fatigue. These issues underscore the importance of strategic scheduling, cross-departmental collaboration, and leadership in creating a balanced, student-centered school timetable. Applying Systems Theory, the integration of sports within the educational system must consider the interdependence of infrastructure, staff coordination, institutional leadership, and student needs to ensure optimal learning and developmental outcomes.

To maximize the positive impact of sports on academic performance and student well-being, schools should strengthen coordination between academic and sports departments to ensure scheduling does not conflict with critical instructional periods. The Ministry of Education and district education offices should provide targeted support, especially to resource-limited schools, by investing in infrastructure, providing scheduling tools, and offering staff training in sports program integration. School leaders should adopt a systems-oriented approach, continuously collecting feedback from both teachers and students to adjust sports timing, intensity, and frequency, ensuring that sports activities support rather than disrupt the overall educational process.

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