

## **Extra-curricular time and student performance**

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**SUMMARY:** *Many schoolchildren under the age of 14 repeatedly work in various economic sectors while their peers study their lesson. This article deals with the influence of extra-curricular time of elementary school students on their performance. Extracurricular activities, in fact reflect domestic, economic and rural work, cultural and sporting activities out of school. It is therefore a question of measuring the effect of children's time occupation in these various multiple activities on the psychological, physiological, social and cognitive levels of children. The latter are subject to the influence of these activities on their time and rhythms. And school dropouts being phenomena that constitute a borderless problem, and affect many societies and communities around the world. Cameroon does not escape this sad reality. However, because these dropouts are due to school failure as a failure of a student's school project previously defined by the family unit and society? In today's society, school is of primary value. It is an essential vector for social advancement. Therefore, failure blocks and diminishes student confidence.*

**KEYWORDS:** *extra-curricular time, student school management.*

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### **I. INTRODUCTION**

In its deep origin, the concept of work appears essentially as a synonym of constraint. This view is totally opposed to one who conceives work as a liberating or pleasant activity. Undoubtedly, the negativist perception of work imposes itself because man does not submit to it willingly, but out of necessity, hence the use of time. Besides, the ancient Greeks held work in poor esteem. For them, work is to alienate one's freedom, to subjugate oneself to the necessity inherent in the condition of human life<sup>1</sup>. Work today, notwithstanding, the industrial revolution, occupies an important place in the agenda of governments.

Child labor is a social being which is a reality best shared in the world. This is not only found in poor countries but also in industrialized countries. Case study of child labor in Britain (1995)<sup>2</sup>, we learn in this regard that in the United Kingdom, the phenomenon affects the proportion of 15 to 26% of children aged 11, and 36 to 66% of 15 years old. The report of the International Confederation of Free Trade Unions (ICFTU) (1996)<sup>3</sup> also provides information on the cases of Italy and Portugal. In Italy it is estimated that several hundreds of children work in one way or another, mainly in the cities. In Portugal, children work in metallurgy, commerce, tourism, textiles, construction, pottery, domestic services, and clothing and most especially in shoemaking. Studies show that the way young people use their time is largely determined by the environment. The nature and extracurricular activities practiced by young people have a significant influence in their chances of success in school; Bonnerly, 2006. In Cameroon, during this moment of the fight against the COVID-19 pandemic, we find those children in the streets during school hours, and especially at this moment of confinement where most of them are involved in selling varieties like; bonbons, cold water, fruits, some push trucks, some are carriers... in the market, some in travelling agencies, others near traffic lights and intersections in urban areas. In rural areas, this phenomenon manifests itself in large farms, family plantations, activities related to fishing, housework. However to allow children to develop physically, socially, mentally, and cognitively before entering the workforce,

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<sup>1</sup> Hannah Arendt, *modern human conditions*, trad. G. Fraidier, ED. Camann-Levy, 1961-1993, p. 95

<sup>2</sup> Child labor in Britain (1995) Report to the international working Group on child labour. September. P. 34

<sup>3</sup> ICFTU report (1996). No time to play. Child labor in the global economy.

the Convention of the International Labor Organization (ILO) established a minimum working age. For this, the ILO, which is an avant-garde agent and protector of the interests of children in order to provide them with a framework favorable to their development. This is in accordance with the right of the child who must benefit from social protection for a harmonious development. This is what emerges through the following article: "employment in light work is authorized for persons 12 or 13 years of age provided that this work is not likely to prejudice their school from the instruction received"<sup>4</sup> here, ILO highlights its firmness and

determination to protect this segment of the vulnerable population. It prescribes light work capable of standing an obstacle to their school attendance and also their instructions.

In the same vein, measures have taken by the Cameroonian government in order to promote and ensure the fundamental right of children to education. The basic principle of these institutions lies in the protection of young workers, at the national level, there is the ministry of labor and social security (MINLSS), the ministry of social affairs (MINSAL) the ministry for the promotion of women and the family, the ministry of basic education. In addition to these educational organizations, there are others involved in the fight against child labor. These are employers organizations and non-governmental organizations NGOs which emerges from the national report from the national report of the United Nations Educational, Scientific and Cultural Organization UNESCO which clearly recognizes that the basic education must “*be for each Cameroonian the basis for training and development of the human being*”<sup>5</sup> this is why extracurricular work should not be set to the full flourishing and harmonious development of the child. In other words, it is a question of recognizing and defending education as a fundamental right in the construction of full humanity. This is what the German philosopher Emmanuel Kant recognizes. For him, the human species is constituted by education, “*for it is in the problem of education that lies the great secret of the perfection of human nature*”<sup>6</sup>. Also, Hegel, long before Kant even recognizes that “*man is only what he should be through education*.”

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<sup>4</sup> the ILO convention number 138 of 1973 has established a minimum working age which between 12 or 13 years

<sup>5</sup> according to the national report of UNESCO 2000:3. The evaluation of education for all at the year 2000: country report Cameroon. UNESCO. P.48.

<sup>6</sup> Emmanuel Kant, 1776-1787, philosophical works and pamphlets, trad. J. Barni and J.-P. About, ED. Hachette Livre, 1981, P.38

*Immediately, it is only the possibility of becoming what it should be, that is to say, rational, free: immediately, it is only its own destination, it's his duty to be*”<sup>7</sup> thus the school results of recent years and the level of learners declining what are the causes of this decrease. Are the annual variations in pupils' academic performance a function of the mismanagement of extra-curricular time? How does the school administration manage an extra-curricular activity in Cameroon? How the teaching staff does take into accounts the management of students' extra-curricular time for optimal performance?

### **Case study**

Our concern in this article is not based on a critique of child labor. Since underdeveloped countries in general and African countries in particular are experiencing difficult economic conditions. This situation limits the efforts of parents in the material supervision of their children. This therefore forces them to take to the streets in order to manage as best they can by carrying out small commercial activities. Among these, the main causes are: the high cost of education, the lack of school structures, the vulnerability of children, the cost of labor socio-cultural reasons, the economic crises and poverty. In addition to these socio-economic problems, there was the decline in state and family income following the “oil shock” of 1973 and the global economic crisis of 1993 and 1994. For us, it is there a question of showing how these extra-curricular activities, although vital for some families, could turn into an antechamber in which a plethora of social ills such as juvenile delinquency can spring up, if it does not benefit from a strict and scrupulous support from the whole social body. In fact, the time devoted by these children to certain extra-curricular activities and the arduous nature of this leads most often on the school side from classes, lack of punctuality, absence of homework, fatigue, the extreme weakening of parental authority and on the street side, bad company, runs the risk of all kinds of disease like the one on the front page for example the Corona Virus (COVID-19), which could lead on the side of the child to the abandonment of the school; which in turn, is another problem affecting the

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<sup>7</sup> The conception of education according to Hegel

The societies and communities around the world and in this wake Cameroon is no exception. This article is therefore concerned with obtaining the right balance that could allow children from low-income families to be able to play their game well, that is to say to exercise these extra-curricular activities while enjoying their right to a good education the aim is to establish a viable bridge between the management of extra-curricular time in relation to the performance of primary school pupils. Despite the conventions of certain

measures taken by the Cameroonian government (for example, primary education has been free in Cameroon for a number of years; these measures had been adopted in the MDGs stipulating that before 2015) each government should guarantee education for all, on the street side, social distancing rules; wearing of mask, washing of hands with soap and clean water, just to name a few. But unfortunately nothing is taken seriously because many children under 14 continue to exercise various economic activities in both urban and rural areas.

## **II. THEORIES INVITED TO THIS STUDY**

Different theories in organizational management explain the notion of school time management and student performance. Maslow's hierarchy of needs is one of the theories explaining the choices of economic activities for the satisfaction of the basic needs of the individual, namely, basic physiological needs, need for security and need for love. Humanistic psychologists are based on a key concept according to which human behavior is first of all motivated by the search for satisfaction of a series of needs. The needs thus form these hierarchies which start from basic physiological needs to achieve the realization of the inner being and the actualization of oneself. Maslow (1954) clarifies these needs on a scale which follows vertical ascent according to five levels below.

**Level 1 are survival or physiological needs:** which are the basic physiological needs; breathing, drinking eating, satisfying the various needs essential to human survival in order to achieve balance or homeostasis inside the body.

**Level 2 is the need for security** and production with the desire for security and stability which releases fear, anxiety and chaos

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<sup>8</sup> The millennium development goal.

**Level 3 which are the reproductive needs for belonging:** these needs are the most basic of social needs; once the need is met, the individual needs self-esteem". This desire touches family, lovers, friends, and includes affection, the rooting of friendship.

**Level 4 is the need for self-esteem:** which involves respect and self-esteem, as well as the esteem of others. The satisfaction of this level gives the individual the possibility of attacking the final goal which is the actualization of the inner being.

**Level 5 these are the needs for realization or accomplishment** of the human being that each individual must reach (skills). It is a struggle led by everyone to realize their potential, their capacities and their talents.

This theory of Maslow is competent by the psychosocial development of Eric Erikson of (1974) which is based on three dimensions. The first is the "ME" which is shaped by society. The second is that the individual lives in a continuous process of growth and change. The third asserts that the individual is reprogrammed in his capacity through eight stages which will serve as indicators of success or failure. Erikson insisted on the importance of the success obtained at each stage: fundamental confidence or mistrust which goes from the (birth to 18 months), stage of autonomy of shame and doubt from (2-4 years), the stage of initiative of guilt (4-5/6 years), stage of work or inferiority (6-12 years), stage of identity or diffusion of identity (12-18 years), stage of intimacy and solidarity or in isolation (18-30 years), stage of generativity or stagnation (30—50 years), the stage of integrity and despair (50 at death). In this article, we are only interested in the first five stages. Because these can help us understand the psychosocial development of the age group of our research.

The first stage: fundamental confidence or mistrust which goes from birth to 18 months, from 0 or 8 months, this is the oral-sensitive phase. The child experiences pleasure or frustration for the food and comfort given to him. It is the nature of this experience that will depend on his feeling of confidence in life or not. From 8 to 18 months, it is the oral-aggressive phase. Children with first teeth become more active. He can bite or incorporate objects. In doing so, he may be repelled by his own mother or by the person who is the victim. The attainment of his need can be accompanied by pain such as, for example, that of the loss of the object or the person that is done to him in sight.

Blind trust is questioned and if mistrust sets in, it may represent later in personality development. It is a way of first rudimentary feelings of identity of the "Me" Erickson 1974:69 reassures us that "...the first social success of the baby is therefore his acceptance to let the mother move away from his sight without showing any anxiety or exaggerated anger, because it has become a certainty internal as well as external predictability. The second stage of autonomy or shame and doubt which goes from (2-4 years): here, it is the age of initial opposition to parents and also to the first manifestation of the will. The child wants to act alone. With its first manifestation of autonomy, the parent exercise external control to reassure the child and not to punish him. Too rigid to control, likely to amplify feelings of shame, "of being small" of doubt and inability to acquire one's own identity. During this period of development, the environment must encourage the child to be self-sufficient, (to

be able) that is to say, to be clean, to walk and to bet. A balance relationship between the mother, with her mode of external control, and the child, with her mode of elimination or retention will be necessary for the acquisition of a first sense and self-autonomy. The “Me” asserts itself in this second crisis through experiences of autonomy.

The third stage of initiatives or capability: (4-5/6 years): at this level, the young child is capable of greater relationships. He knows his body better and observes more. Her sexual identity is struggling. Variations will appear in the development of the personality according to sex but also according to the environment of the surrounding culture. In the oedipal phase, if this stage is well taken, the boy will wish to grow up to be more like his father and to please his mother, while the girl guilt of rivalry with the mother will be replaced by an identification with the mother. The ego manifests itself through the resolution of the progressive detachment from the parents, of the relation of reciprocity, of the initiative of the child, of his desires for accomplishment and of his possibilities.

The fourth stage of labor or inferiority (6-12 years): the child shows an interest in the outside world. He feels the need to know both intellectually and socially. For Erikson (1974-1975): “he learns to acquire prestige by producing things”. It is the stage of acquiring sense of industry by eliminating a feeling of inferiority through the achievement of skills. At this period, therefore, the child is busy learning how to be productive competent: otherwise there is a danger that a feeling of inadequacy and inferiority will decrease. Its development is then disturbed. The child who has already acquired certain experience, seeing himself as different from adults: he is neither able to follow, nor, moreover, invited to do so; so he compares himself to those of his age and tries to find his place. If he cannot compete with those of his age, it will develop in him a feeling of inferiority. The “Me” is found in the conflict between “the works of inferiority”.

The fifth stage: the stage of identity or diffusion of identity (12-18 years). It is the age of questioning sexual identity with the onset of genital and physical maturity that opens up new possibilities. The acquisition of a sense of identity is essential to make the adult decision, that is to say, a choice of partner. In this quest for identity, young people do not want to know who they are, but what they will be and in what context. That is why he questions society and seeks the approval of fellow human beings who also want to be approved.

### **III. RESEARCH HYPOTHESES AND METHODOLOGICAL FRAMEWORK**

#### **III.1. Research Hypothesis**

Every parent regardless of their social status aspires to a better education for their offspring. This concern, which drives these parents, is the basis of the concern for adaptation to the context and the aspiration for well-being. Children have different attitudes and behavior, the same goes for different families. This study should give educational players the opportunity to better understand this social reality, especially in terms of time management, whether in school, extra-curricular. It makes it possible to become aware of the school's interest in the management of children's time, and of the need to provide their children with the financial means and school supplies essential for their success at school. This study is also interesting from a pedagogical point of view, which allows educators to take into account difficulties in meeting children's needs by parents. These difficulties should not however become a source of absenteeism and academic failure, which very often leads to dropping out. It therefore enables those in charge to see how to support children from disadvantaged families in managing their time in order to optimize their school career. Hence the hypothesis (1) the influence of time management on the optimization of the educational path of primary school students in Cameroon.

A school being a place of excellence where the future of the child takes shape, it is normal that all educators be as far as possible looking towards the life of the pupils in class and outside. However, one cannot hope for success without providing learners with adequate conditions which motivate them in their work. This is why each educator should make his contribution at all levels, both morally and financially. Given that the relation between school and family have always existed and are justified, they obviously arouse the interest of several groups of actors involved in the education of the latter. As such, this study is intended to be a contribution that will allow the educational community to deposit reliable educational institutions that meets the requirements of the latter and particularly, to the aspirations of parents who never cease to see the ideal of life realized in their children, which they themselves could not achieve. Hence, the hypothesis (2), the influence of extra-curricular activities on the performances of primary school pupils.

#### **III.2. Study Methodology**

In this study, we used the explorative and quantitative model, the exploration concerns the qualitative survey among primary school in the city of Yaoundé and Maroua 3. The accessible population consists of students in class three to class 6 age 9 to 14 years. Heads of schools, teachers and parents of students aged between 35 and 60 years. On 120 questionnaires, 20 were distributed in certain groups in these schools where the subjects should answer yes or no or not at all. For some questionnaires, and others have several answer to choose from.

In fact, our instruments contained three parties: the first corresponded to the heading to our subject on the aim of our research. The second, socio-demographic information (age, sex, level of studies year of experience for directors and teachers etc.) and the third on data relating to our hypothesis, it is therefore a question of presenting data from participants' responses to teach question. Our criterion of inclusion by excellence was therefore to meet these students enrolled in these different groups and who practice different activities whether economic, agricultural or domestic while going to school. This technique allowed us to take a sample in such a way that, it represents all the characteristics of the study population.

### III.3. Data processing technique

We use the EXCEL graphic office system from which we coded the responses using selected index criteria. We then presented the results in the various tables according to the numbers and relative frequencies. Finally we chose the relative frequency in percentage ( $F_i (%) = \frac{n_i \times 100}{N}$ ,  $F_i (%)$ ; relative frequency,  $N_i$ : number of respondents of a modality,  $N$ : total sample size) and the index khi square statistic ( $X^2$ ) ( $O$  observed frequency,  $E$ : actual theoretical frequency,  $X^2$ ) corrected cal: khi square) for the analysis of our data.

The khi-square ( $x^2$ ) test was to measure the relationship between the variables (dependent and independent). The data relating to each research hypothesis are presented in a corresponding table.

$$Fe = \frac{TLxTC}{N}$$

$$x^2 = \sqrt{a^2 + b^2}0$$

### III.4. Presentation of results

Our results shall be presented in frequency distribution tables. They are arrays with several entries. They present the variable categories and the corresponding numeric data. On the first column is the variable category and on the rows of the same column is the number of respondents and the percentage.

**Table:1. does the morning wake-up time help your child to better study his lessons?**

| Category   |            | Effective | Percentage (%) |
|--|------------|-----------|----------------|
| Q1: Does the morning wake-up time help your child to better study his lessons? | Yes        | 05        | 4,2            |
|  | No         | 57        | 47,5           |
|  | Not at all | 78        | 48,3           |
|  | Total      | 120       | 100,0          |

The question: Does the morning wake-up time help your child to better study his lessons? We see that out of 120 individuals surveyed 4,2% answered "Yes", 47,5% answered "No", 48,3%, answered "Not at all", it appears that the majority of our sample, the hour of waking up in the morning does not allow the children to study their lesson better.

**Table: 2. Do your children practice extracurricular activities?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q2: Do your children practice extracurricular activities? | Yes        | 34        | 28,3           |
|   | No         | 78        | 65,0           |
|   | Not at all | 8         | 6,7            |
|   | Total      | 120       | 100,0          |

The question: Do your children practice extracurricular activities?, we observed that out of 120 individuals surveyed, 28,3% answered "yes", 65,5% answered "No", 6,7%, answered "Not at all", from the table above, it emerges that in majority of our sample the children do not practice extracurricular activities.

**Table: 3. with whom does your child generally do these activities?**

| Category   |                                 | Effective | Percentage (%) |
|--|---------------------------------|-----------|----------------|
| Q: 1. with whom does your child generally do these activities? | With other neighboring children | 58        | 48,3           |
|  | Alone                           | 57        | 47,5           |
|  | With classmate                  | 5         | 4,2            |
|  | Total                           | 120       | 100,0          |

The question: with whom does your child generally do these activities? We observed that out of 120 individuals surveyed, 48,3% answered "With other neighboring children", 47,5% answered "Alone", 4,2%, answered "With classmate", from the table above, it emerges that persons with whom the children generally played varies.

**Table: 4. How many hours per week this activity does take your child?**

| Category   |                            | Effective | Percentage (%) |
|--|----------------------------|-----------|----------------|
| Q:4. How many hours per week this activity does take your child? | Less than two hours        | 51        | 42,5           |
|  | Between two and four hours | 41        | 31,2           |
|  | More than four hours       | 28        | 23,3           |
|  | Total                      | 120       | 100,0          |

With regard to the number of hours per week that extra-curricular activities take per week to the child, We observed that out of 120 individuals surveyed, 42,5% answered “Less than two hours”, 31,2% answered “Between two and four hours ”, 23,3%, answered ‘More than four hours”, here we noticed that from the sample above; number of hours per week that extra-curricular activities takes per week to the child is between two and four hours

**Table: 5. the time spent in these activities interfered with your academic performance?**

| Category   |            | Effective | Percentage (%) |
|--|------------|-----------|----------------|
| Q:5. the time spent in these activities interfered with your academic performance? | Yes        | 92        | 76,7           |
|  | No         | 17        | 14,2           |
|  | Not at all | 11        | 9,2            |
|  | Total      | 120       | 100,0          |

On this question, 120people or 76,7% of participants say yes, that is to say the time spent in these activities disturbs their academic performance. However, we note that 17 people or 14,2% of the participants answered No to this question. Which means in practice that the time spent in these activities disrupts their academic performance.

In view of the results, we think that these children are really disturbed by these commercial activities, since they devote 20hours of their time per week to these activities, which negatively affects their academic performance.

**Table: 6. In general does he return at the scheduled time?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q:6. . In general does he return at the scheduled time? | Yes        | 49        | 40,8           |
|   | No         | 48        | 40,0           |
|   | Not at all | 23        | 19,2           |
|   | Total      | 120       | 100,0          |

The question, In general does he return at the scheduled time? we observed that out of 120 individuals surveyed, 40,8% answered “yes, always”, 40,0% answered “No”, 19,2%, answered “Not at all”, from the table above, it emerges that in majority of our sample the children do not return at the scheduled time.

**Table 7:7. Do not return at the scheduled time?**

| Q: 7. What happened when they don't return at the scheduled time? (many possible answers) | Effective | Percentage (%) |
|---|-----------|----------------|
| Nothing, it's not too bad   | 13        | 10,7           |
| He gets argued with the mother  | 11        | 8,8            |
| He gets argued with the father  | 11        | 8,8            |
| He gets punished from time to time  | 64        | 52,8           |
| He gets punished always   | 11        | 8,8            |
| It depends on the extent of his lateness  | 10        | 10,1           |
| Total   | 120       | 100,0          |

In order to know, what happens when the child does not come home on time? We observed that out of 120 individuals surveyed, 10,7% answered “Nothing, it’s not too bad”, 52,8% answered “He gets punished from time to time ”, 10,1%, answered ‘It depends on the extent of his lateness”, 8,8 answered ‘ He gets argued with the mother, He gets argued with the father and He gets punished always” here we noticed that from the sample above; that when the child do not return at the scheduled time He gets punished from time to time.

**Table: 8. The that some of your students at the Age of 13 to 14 are still at primary level, is it due to the accumulation of fatigue following the working conditions practiced by your children?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q: 8. The that some of your students at the age of 13 to 14 are still at primary level, is it due to the accumulation of fatigue following the working conditions practiced by your children? | Yes        | 72        | 60,0           |
|   | No         | 27        | 22,5           |
|   | Not at all | 21        | 17,5           |
|   | Total      | 120       | 100,0          |

The question, The that some of your students at the age of 13 to 14 are still at primary level, is it due to the accumulation of fatigue following the working conditions practiced by your children? We observed that out of 120 individuals surveyed, 60%, answered ‘Yes’, 22,5% answered ‘ No,’ 17,5% answered ‘Not at all’ it emerges that in majority of our sample the students at the age of 13-14 years are still at primary level, due to the accumulation of fatigue following the working conditions practiced by the children.

**Table 9. Your students’ academic performance is it efficient?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q:9. Your students’ academic performance is it efficient? | Yes        | 58        | 48,3           |
|   | No         | 57        | 47,5           |
|   | Not at all | 5         | 4,2            |
|   | Total      | 120       | 100,0          |

The question, Your students’ academic performance is it efficient? we observed that out of 120 individuals surveyed, 48,3% answered ‘Yes, always’, 47,5% answered ‘No’, 4,2%, answered ‘Not at all’, from the table above, it emerges that students’ academic performance varies according to their development.

**Table10. Given that the academic performances of your pupils vary and as time passes, have you drawn up a timetable that you stick to?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q 10. Given that the academic performances of your pupils vary and as time passes, have you drawn up a timetable that you stick to? | Yes        | 27        | 22,5           |
|   | No         | 72        | 60,0           |
|   | Not at all | 21        | 17,5           |
|   | Total      | 120       | 100,0          |

Table: 10. Given that the academic performances of your pupils vary and as time passes, have you drawn up a timetable that you stick to? we observed that out of 120 individuals surveyed, 22,5% answered ‘Yes, always’, 60% answered ‘No’, 17,5%, answered ‘Not at all’, from the table above, it emerges that in majority of our sample proves that the respondents did not develop the timetable.

**Table:11. The decrease in the number of your pupils after 12to 2pm of each school year is due to the different practices of these activities?**

| Category  |            | Effective | Percentage (%) |
|---|------------|-----------|----------------|
| Q:11. The decrease in the number of your pupils after 12to 2pm of each school year is due to the different practices of these activities? | Yes        | 52        | 43,3           |
|   | No         | 50        | 41,7           |
|   | Not at all | 18        | 15,0           |
|   | Total      | 120       | 100,0          |

Table: 12. . The decrease in the number of your pupils after 12to 2pm of each school year is due to the different practices of these activities? we observed that out of 120 individuals surveyed, 43,3% answered ‘Yes, always’, 41,7% answered ‘No’, 15,0%, answered ‘Not at all’, from the table above, it emerges that in majority of our sample, indicates that the decrease in the number of your pupils after 12 to 2pm of each school year of the 2<sup>nd</sup> and 3<sup>rd</sup> trimester is due to the different practices of these activities.

**Table:12. Do you think that studying and selling at the same time is a drag on your school career?**

| Category   |            | Effective | Percentage (%) |
|--|------------|-----------|----------------|
| Q:12. Do you think that studying and selling at the same time is a drag on your school career? | Yes        | 78        | 65,0           |
|  | No         | 34        | 28,3           |
|  | Not at all | 8         | 6,7            |
|  | Total      | 120       | 100,0          |

From the table above, 78 people or 65,0% of the participants answered yes to the question asked. In concrete way, they think that the fact of studying and selling at the same time constitutes a brake on their school career. On the other hand, 34 people or 28,3% of participants think the opposite. In order words, they think that the fact of studying and selling at the same time does not constitute a brake on their course. However it should be noted that eight participants or a percentage of 6,7% do not agree at all with this assertion, in short they have no opinion.

These results show that the percentage of those who agree that selling and studying at the same time is a drag on their school career. This explains why time management which is imposed in an increased way on these pupils, which they absolutely must sell to be able to meet their needs in terms of school supplies.

**Table: 13. Distribution of participants on the question of whether the money they earn in these activities allows them to finance their school career.**

| Category  | Effective  | Percentage (%) |
|---|------------|----------------|
| Q:13. Does the money you earn in these activities enable you to finance your school career? | Yes        | 72<br>60,0     |
|   | No         | 27<br>22,5     |
|   | Not at all | 21<br>17,5     |
|   | Total      | 120<br>100,0   |

Reading the time table above shows that out of the 120 participants questioned 72 or 60% answered “Yes” to the question of whether the money they earn in these activities enables them to finance their school career. On the other hand 27 participants or 22,5% replied in the negative to this question. We also note that 21 people or 17,5% of participants say they do not agree at all with this question. This shows that these activities generate income allowing these children to cover their needs for school needs.

#### IV. INTERPRETATION AND DISCUSSION

HR1 and HR2 therefore, the wordings are as follows: “the influence of time management on the optimization of the school career of primary schoolpupils in Cameroon” and “the influence of extra-curricular activities on the performance of elementary school students” in relation to these two research hypotheses, a certain number of items in summer proposed to the pupils, then observation were made followedby interviews. Eight items numbered 08 to15 were submitted for the attention of the pupils. The result of this investigation enables us to observe that indeed the bad management of time influence the optimization of the school career of primary pupils of primary pupils in Cameroon. Which brings out the confirmation of this hypothesis, which theoretically implies that, the practice of commercial activities in the streets influences the optimization of the school career.

In fact, the ILO and UNICEF define child labor as “any productive activity carried out by children in the commercial sphere” or not, paid or unpaid, full time or for an hour, occasionally, in the informal sector or not. These activities include work carried out in a family business, productive activities carried out at home and domestic work carried out in other accommodation for an employer”<sup>9</sup>

The World Bank for its part, understands this expressionas: “work carried out by children who are too young to breastfeed that by doing so they unduly reduce their present economic well-being for their future ability to earn an income either by narrowing their horizons I terms of choice or by reducing their own individual production capacities in the future”<sup>10</sup>.

We can conclude that at these levels HR1 and HR2 confirm that there is a significant link between the duration of commercial activities in the streets and the optimization of the HR1 school path. Also there are links between the duration of other activities: agricultural, domestic on the performance of primary school students HR2.

#### V. SUGGESTIONS AND PERSPECTIVES

In order to try to resolve our problem, we have made suggestions to the public authorities, to teachers, recommendations to parent; to international NGO organizations or the donor community.

##### ➤ To public authorities

Our results are undoubtedly edifying for the public authorities which are responsible for the destiny of the entire community

- Develop social protection and strengthen dialogue in the management of extra-curricular activities and problems linked to the world of child labor;
- Improve the working conditions of teachers so that they can take better charge of children’s education.
- Strengthen the educational offer;
- Create an educational policy that facilitates access to schoolboy all, and to the underprivileged.
- Work on a repetition base, especially in rural areas.

<sup>9</sup> BIT, UNICEF (2002:141). A future without childs’ labor, global report under the follow-up to the ILO Declaration on fundamental principles and rights at work.

<sup>10</sup> World Bank (2001:1) issue on Childs’ labor in Africa. World bank 5 P.

- Advocate measures which eradicate or reduce the extent of the cause of the phenomenon of the child labor.
- Promote the implementation of trade union development cooperation activities supporting the goal of eliminating child labor.



➤ **To teachers**

The mission of teachers must be limited only to the transmission of knowledge to the pupils, but to participate in the education of the type of man that our society needs:

- Honest, respectful of the common good, respect for human rights, a sense of discipline.
- The participation of teachers in the edification of such personalities will only succeed if they regularly provide lessons in morality and know how to live to their students.
- Teachers must also have information sheets for their pupils, this will help them get to know them better and take an interest in each of them.

➤ **To the parents**

- Monitoring of school children at home by parents by drawing up rigorous schedule for these children.
- Participate in extracurricular and extra-curricular activities in children's schools (animation of parents associations)
- Reduce the working time of children when they have to work.
- Monitor children's health, safety, nutrition and schooling.

➤ **Towards international organizations; NGOs or donor community**

- Strengthen anti-poverty policies and place an emphasis on actions likely to develop income-generating activities.
- Break the vicious circle of poverty and child labor through targeted selective or pro-poor educational policies;
- Promote within NGOs and associations; the free distribution of textbooks to orphans and destitute;
- Develop vocational training programs that can take into account children who have reached the age limit for primary schooling.

## VI. CONCLUSION

The work we proposed to carry out focused on the management of extra-curricular time on the performance of primary school students in Cameroon. It was a question of seeing if there is a link between the management of extra-curricular time and optimization of the school career of these pupils. We asked ourselves the following questions; does the management of extra-curricular time influence of primary school pupils? To answer this research question, we formulated two research hypotheses. The theoretical perspective of the research in our work allowed us to describe the different variables of our study. The data was collected in the field using a questionnaire sent to 120 pupils, school directors, teachers and parents of pupils. The data obtained were analyzed using descriptive and correlational statistics. Which made it possible after examination to submit our hypotheses to the facts. At the end of our work we arrived at a systematic model made up of the positive and the negative aspects. The child time occupation is expressed positively because the child acquires skills and the money earn enable him to meet his primary needs, essential for his development. The occupation of time is also expressed negatively, because the children abuse their time which more often leads to school failures. To this observation we affirmed that despite the negative aspects noted, the work in the street presents undeniable assets for the development of the children.

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